

THE EEG

THE EDUCATION & EXAMINATION GUIDE

MIM / MSC

Master of International Management Programmes in

International Event Management (MSc)

International Tourism Management (MSc)

International Hospitality Management (MSc)

Sport Business Management (MSc)



31 August 2018

CONTENTS

EEG PART 1 - INTRODUCTION

EEG PART 2 – MSC STUDENT HANDBOOK (UNIVERSITY OF BRIGHTON)

EEG PART 3 – MSC PROGRAMME CURRICULUM

EEG PART 4 - PRACTICAL INFORMATION GUIDE

EEG PART 5 – NOT APPLICABLE - ONLY FOR MBA

EEG PART 6 - EXAMINATION & GRADUATION BOARD REGULATIONS (WITTENBORG PGDIP)

EEG PART 7 - NOT APPLICABLE - ONLY FOR MBA

EEG PART 8 – NOT APPLICABLE - ONLY FOR MBA

EEG PART 9 - EUROPEAN DIPLOMA SUPPLEMENT EXAMPLE

EEG PART 10 - THE STUDENT CHARTER

EEG PART 11 - THE STUDENT CODE OF BEHAVIOUR

EEG PART 12 - GENERAL TERMS & CONDITIONS

EEG PART 12 – TUITION FEE POLICY

EEG PART 14 - HOUSING CONDITIONS & IMMIGRATION REGULATIONS

THE EEG - PART 1

INTRODUCTION



31 August 2018

CONTENTS

Introduction 3

 WELCOME TO WITTENBORG UNIVERSITY OF APPLIED SCIENCES!..... 3

 Our Continued Mission Statement in 2018-2019 3

 New Slogan 4

Continuing Development 4

 5 Schools 4

 AMBA & AACSB 4

The Bachelor Programmes - Improvement of organisation 5

 Class sizes and Education & Examination Guides (EEG)..... 6

The Master Programmes – Joint MSc Programmes and the MBA 8

 Master Scholarship for Wittenborg Graduates 8

Campus Update 9

 Vienna Campus 9

 Amsterdam Campus..... 9

 Study in London 9

Research 10

 PhD Doctoral College 10

 The Newsletter & News..... 10

 The Student Representatives 10

 The Programme Committees 11

 The Student Association 11

INTRODUCTION

WELCOME TO WITTENBORG UNIVERSITY OF APPLIED SCIENCES!

I would like to extend a warm welcome to all new students and all returning current students to our institute, and am sure that the new academic year will be even more fruitful and successful than the last academic year.

This year we are pleased to welcome students in both our main campus of Apeldoorn and at our campuses in Amsterdam, and in Vienna.

With 6 starts a year for most of our programmes, some of you will be reading this at the start entries of September, October and December, however some of you will only have started in February, April or even May. This dynamic approach to education will make your experience a 'real life experience', with students entering and leaving a phase at different times – just as in the real world of work.

If you have just started your Bachelor's, your Master of Science degree, or a BSC / BA double degree programme with the University of Brighton, you will also be experiencing a unique blend of transnational higher education, that sees the benefits of public and private universities working together to offer top quality degrees in joint taught programmes.

If you have entered into our MBA programme, you will be challenged by a double accredited intensive and rewarding experience. From this year we also offer our 'I'MBA – an International MBA, the I-MBA in Finance and the I-MBA in Entrepreneurship & Innovation.

OUR CONTINUED MISSION STATEMENT IN 2018-2019

Key Values

Internationalisation - Diversity - Ethics

Wittenborg University of Applied Sciences sees its role as the education and training of highly qualified, internationally minded, socially responsible and intercultural, critical and independently thinking graduates, who engage in innovative and creative business in companies and organizations around the world, either working for others or in the instigation of business and entrepreneurship. **Wittenborg embraces internationalisation as a key value.**

To achieve this, the University engages in close dialogue with industry, government and NGOs. Wittenborg strives to bring expertise, knowledge and diversity to the local region in which it operates, thereby enhancing the economy, culture and social environment around the University.

Wittenborg's outlook is global and it aims to maintain its independent status whilst being one of the most international and diverse higher education institutions in the Netherlands. The University promotes total equality of students and staff, of cultures and genders and people with disabilities within the institute. Wittenborg promotes a working environment that is fair, and emphasises respect between and within its student and staff body. **Wittenborg embraces diversity as a key value.**

The practical applied sciences that are engaged within Wittenborg's programmes enable the University to maintain up to date content within a diverse range of management orientated disciplines and implement curriculum to the highest modern education standards. As a University of Applied Sciences, Wittenborg sees as important an interdisciplinary approach to higher education, which is reflected in the cross-disciplinary broad management programmes that allow students to develop their knowledge, skills and development *through applied research in a manner that is not subject constrictive*. **Wittenborg embraces ethics as a key value.**

Wittenborg's goal is to develop into a broad management orientated University of Applied Sciences in various professional field such as Business & Entrepreneurship, Hospitality & Tourism, Arts & Technology, Health & Social Care and Education. The University will maintain quality through maintaining a vigorous and transparent accreditation cycle for its programmes, ensuring dialogue with its students and staff through their active involvement of the accreditation and validation processes.

Wittenborg will strive to continue developing new methods of teaching and learning that meet the changing needs of society and technology. Within its role as a higher education institute the University supports life-long learning through the development and implementation of up to date and industry driven professional programmes aimed at corporate employees and individuals.

NEW SLOGAN

From 2018-2019 our new slogan is:

'Better Yourself – Better Our World'

CONTINUING DEVELOPMENT

5 SCHOOLS

Wittenborg offers its programmes and carries out research in 5 different areas, managed through the schools of business, hospitality & tourism, sport & health, arts & technology, and education. Most of you will be following programmes in the School of Business and the School of Hospitality & Tourism, however some students will be following programmes in the developing schools of Health & Sport, Arts & Technology and in Education.

AMBA & AACSB

In the past year, WUAS has joined the internationally renowned business school accrediting bodies AMBA and AACSB and appointed a Vice President Academic Affairs, Professor Dr Ron Tuninga, who will lead the institute through these prestigious accreditations.



THE BACHELOR PROGRAMMES - IMPROVEMENT OF ORGANISATION

The Bachelor of Business Administration degree programme is officially entitled "International Business Administration". It is a broad bachelor's business and management degree programme leading to a BBA award.

Since the IBA programme first started in 2004 with 3 specialisations, it has developed into over 12 different specialisations. With growing numbers and the continuous development of curriculum content the IBA programme has been sub-divided into 4 different 'Programme Pathways'.

Following this development, in the past 3 years, the bachelor programme has been organised into the IBA, the HBA (Hospitality Business Administration) and the EBA (Entrepreneurial Business Administration). From this academic year (2018-2019) the BBA will be further divided with the introduction of MCI for the Marketing, Communication and Information business administration students. The new MCI programme pathway will allow new modules and specialisations to be developed providing students with more choice and electives.

In 2018-2019, HBA has also been positively restructured in such a way that the hospitality, tourism, event management and sports programmes fit better with each-other and allow more flexibility for students to interchange within the HBA programme.

Also, we have taken steps to ensure that students wishing to complete the double degree with the University of Brighton can do so without a study delay, possibly finishing the UK degree before the Dutch one.

The possibility to finish the Brighton part of the degree before the WUAS part has also been implemented within the EBA programme in Amsterdam last year and proven successful, with a number of students having completed the Brighton degree at the end of block 7 and who will complete their WUAS degree at the end of block 1.

Some of the benefits of these changes are:

- Smaller class sizes;
- Improved timetabling;
- Greater teacher interaction with students;
- More emphasis in teaching on specific programme areas within generic modules;
- Clearer identity within programmes, for students and teachers;

The organisation of the bachelor's in 4 programme pathways is now as follows:

'Classic' IBA – International Business Administration, covering the specialisations:

- Economics & Management
- Financial Services Management
- Real Estate Management
- Logistics & International Trade

MCI - Marketing, Communication & Information, covering the specialisations:

- Marketing & Communication
- Information Management

HBA – Hospitality Business Administration, covering the specialisations:

- Hotel & Hospitality Services Management
- Event Management
- Tourism Management
- Sport Business Management
- Hospitality Management (Top-up)

Also, HBA – Double degree with the University of Brighton

- Hospitality Management (BBA from WUAS)
- International Hospitality Management (BA Hons from University of Brighton)

EBA – Entrepreneurial Business Administration, covering the specialisation:

- Entrepreneurship & Small Business Management

Also, EBA – Double degree with the University of Brighton

- Entrepreneurship & Small Business Management (BBA from WUAS)
- Business Management (BSc Hons from University of Brighton)

CLASS SIZES AND EDUCATION & EXAMINATION GUIDES (EEG)

In 2018-2019 WUAS has introduced 3 EEG's for its bachelor's programmes:

1. EEG 'Classic' IBA & MCI Programmes
2. EEG HBA Programmes
3. EEG EBA Programmes

Within the EEG's students will find the curriculum for their programme.

Note: The module codes are being translated into codes with programme extensions. This has happened in Moodle (Wittenborg Online) however not yet in all documentation. The codes now have the extensions according to their programme (IBA, EBA, HBA, MCI) and online are unique module areas. Also, when the same modules are given at two locations the following extensions are used:

- APL = Apeldoorn
- VIE= Vienna
- AMS = Amsterdam
- LON = London

An Example:

The module Marketing Mix (MA12) has become

- MA12_IBA
- MA12_MCI
- MA12_EBA
and
- MA12_HBA.

You will find your module guides on Wittenborg Online and the Module Content and activities in the online Course Areas, according to programme and location.

CLASS SIZES IBA AND HBA IN 2018-2019

If the phase 1 or phase 2 class is larger than around 30 students it will be split into Class A and Class B.

- IBA Class A = Economics & Management & Real Estate Management.
- IBA Class B = Financial Services Management & Logistics & International Trade.
- HBA Class A = Hotel & Hospitality Services Management
- HBA Class B = Tourism, Event Management, Sports Business Management

THE MASTER PROGRAMMES – JOINT MSC PROGRAMMES AND THE MBA

This year the Master of Science programmes, in Sports Business Management, International Hospitality Management, International Tourism Management and International Event Management are being offered to new students and last year's pre-Master group. These exciting 1 year MSc degree programmes are offered jointly by Wittenborg University of Applied Sciences and the University of Brighton.



During the academic year 2018-2019, the MSc programmes will also be submitted for accreditation by the Dutch NVAO, as Masters of International Management programmes (MIM). This will require input from students and staff, both from WUAS and from Brighton, however the benefit will be that students will receive a double master's award. Please contact us if you require information about this.

The MBA programmes, that follow the same block system as the IBA, with 6 entry points. From 2018-2019, the MBA has been joined by an International MBA, now offered in Amsterdam, and the specialisations Finance and Entrepreneurship have been moved to this variant of the MBA degree. The I-MBA programme is offered in our wonderful new location within the Dali Building in Amsterdam.

During 2018-2019, the MBA programmes will undergo FIBAA re-accreditation and all students and staff will be asked to assist and be involved in this process. During the same period the MBA will also start its AMBA accreditation process. NVAO re-accreditation is not due until 2021.

MASTER SCHOLARSHIP FOR WITTENBORG GRADUATES

We are pleased to be able to continue the policy that all Wittenborg's bachelor's graduates, past and present are automatically provided a 3000-euro scholarship towards the fee of the MSc and MBA programmes, whenever you choose to follow them.

PHD FOR MASTER GRADUATES

We are also pleased to confirm that all WUAS Master Graduates are entitled to enter the PhD programme in Apeldoorn with the University of Brighton (see below). Please contact admission@wittenborg.eu for details and terms and conditions.

CAMPUS UPDATE

VIENNA CAMPUS

A big welcome to our students in Vienna following the bachelor's programme there!

Students from Apeldoorn and Amsterdam can choose to follow a period of study at the WUAS Vienna location. In Vienna a special mix of the Classic IBA bachelor's programmes are offered allowing 'credit transfer' between WUAS campuses that allow students to study for one to three blocks abroad within their own programme.

AMSTERDAM CAMPUS



The Amsterdam campus has moved during the summer to a fantastic new location in Amsterdam SE, within the Amsterdam Arena Port development area, with (very) close access to Schiphol Airport, public transport and the Amsterdam Ring Road (A9). Many international companies are located around the new campus, such as the EU headquarters of Adidas and the Dutch offices of Deutsche Bank. It is also close to the Johan Crujff Arena, formerly known as the Amsterdam Arena, which is home to Dutch football club Ajax.

The address is: Dali Building, Herikerbergweg 260, 1101 CT Amsterdam.

For more details on the Amsterdam campus please follow online at <https://www.wittenborg.eu/amsterdam.htm>

STUDY IN LONDON

From 2019 all WUAS bachelor's students will be offered the opportunity to follow modules at Wittenborg's London location. For more details please see: <https://www.wittenborg.eu/london.htm>

RESEARCH

In 2018-2019, Wittenborg will continue investing and participating in specific research projects, both at local, regional and international levels. If you want to be involved in research programmes at Wittenborg please as your Process Tutor to put your ideas and ambitions forward to the Research Centre.

PHD DOCTORAL COLLEGE

From 2018, WUAS has joined forces with its partner, the University of Brighton, to offer 3-4 year PhD programmes at its Apeldoorn Campus. Students study at Wittenborg in Apeldoorn, and have two supervisors, one from the University of Brighton and one from Wittenborg. The PhD degree is awarded by the University of Brighton.



THE NEWSLETTER & NEWS

The Wittenborg University Press (WUP) team is always on the lookout for budding writers who would like to contribute interesting articles or papers to the University news pages on the website and on Wittenborg Online.

Interested? Contact the editors at newsletter@wittenborg.eu

THE STUDENT REPRESENTATIVES

The 'Student Reps' is the body of students who have direct talks with us, as directors about everything concerning life at Wittenborg University of Applied Sciences. Student Reps are involved in the evaluation of education, teaching staff, support services and staff and are an invaluable resource for the university. Normally 2 students per phase, prep year / pre-master and MSc programmes are invited to become a member of the Student Reps.

This year we will be organising a different, more approach to the meetings, in the form of a conference day that allows greater representation!

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

THE PROGRAMME COMMITTEES

Want to make an impact on your own study programme development? From last year a new body was instigated for each study programme, the so-called Programme Committee. Members include both students and teachers and the committee reviews its programme and submits recommendations to management.

Interested? – Contact your Process Tutor.

THE STUDENT ASSOCIATION

We are pleased to announce that this year we will be once again holding elections for the Student Association, (known as SWIFT), and once the committee is in place we will be allocating budget to support SWIFT to be able to organise social and cultural events throughout the year.

That leaves us only to wish you all an enjoyable and productive study time with us, here in Apeldoorn, in Amsterdam, in Vienna, or even in London next year!

Good Luck with your studies!

Peter Birdsall, MA.Ed

Director of Education

President & Chair of the Wittenborg University of Applied Sciences Executive Board

31 August 2018

THE EEG - PART 2

EDUCATION GUIDE – MASTER OF SCIENCE (MSC) STUDENT HANDBOOK



University of Brighton

POSTGRADUATE STUDENT HANDBOOK

Wittenborg University of Applied Sciences, The Netherlands

Academic Year 2018 -2019



School of Sport and Service Management University of Brighton Greynore 2 Bldg Darley Road Eastbourne, East Sussex BN20 7UR England Phone: + 44 (0) 1273 643667	Wittenborg University of Applied Sciences School of Hospitality & Tourism Laan van de Mensentechten 500 7331 VZ Apeldoorn The Netherlands Phone: + 31 (0) 886672 688
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31 August 2018

CONTENTS

1. Introduction	4
2. University of Brighton Student Charter	5
3. School of Sport and Service Management Academic Student Charter	7
Policy Statements	8
4. Course Management for the Postgraduate Programme (with Brighton)	9
Academic Staff.....	9
Academic Staff who teach on the programme (not listed above)	9
Support Staff.....	11
5. Communication.....	12
Personal Details	12
Email	12
Wittenborg Email Address	12
Student central	13
Useful web addresses	14
Student Representatives	15
6. Student Support.....	16
7. Engagement with your Studies	18
Attendance	18
Why is it important to attend?	18
What if I cannot attend?	18
Why do we monitor attendance?.....	19
Preparation and Punctuality.....	19
Mobile Phones and Computers.....	19
8. Assignments.....	20
Handing in Assignments.....	20
Requirements for presentation of written assignments.....	20
9. Extensions to Deadlines and Mitigating Circumstances.....	21
Mitigating Circumstances.....	21
Extension to Deadline	21

Late Submission.....	22
10. Academic Misconduct / Plagiarism	23
Academic Misconduct (University of Brighton)	23
Plagiarism	25
11. Assessment and Progression	25
Assessment Criteria	25
Module Assessments.....	25
Assessment Regulations	26
Progression Regulations.....	27
Examination Boards / Postgraduate awards and their classification	28
Guide to terminology used by examination boards at the University of Brighton	29
12. Grading Descriptors.....	30
13. Programme Information.....	37
Curriculum	37
Core Management Modules	37
Optional (Elective) Modules	37
Final Project	37
Modes and Patterns of Attendance	38
Timetables and Programme Delivery	38
Programme of Study	38
14. Glossary of Terms.....	39

1. INTRODUCTION

In a dynamic and competitive business environment, the requirement for quality creativity and innovation present a continuing challenge. These Master's programmes at Wittenborg University of Applied Sciences (WUAS) with the School of Sport and Service Management (SaSM) has been designed to meet this challenge.

This document will provide you with the information about your programme of study and its administration. However, its contents should be seen as an overall guide since, to ensure that the programme continues to be of the highest quality, some changes may inevitably be made to the published details.

Finally, we hope that your time on the programme will prove to be stimulating, challenging, rewarding and, perhaps most of all enjoyable.

2. UNIVERSITY OF BRIGHTON STUDENT CHARTER

The relationship between the University, its students and the Students’ Union is based on the principle of partnership: a relationship through which mutuality and interdependence in the learning process are emphasised and celebrated. This has as its principal goal the development of confident, independent researchers and professionals, fully capable of succeeding in their chosen vocations and as well-informed citizens. The Charter seeks to emphasise this partnership and to sustain it through a set of shared commitments and expectations, set out in the table below and embodied in the detailed policies, procedures and regulations of the University of Brighton accessible at:

<http://www.brighton.ac.uk/studentlife/studentadvice/regulations>

Professor Debra Humphris, Vice-Chancellor

The University aims to:	Students are expected to:	The Students’ Union aims to:
<ul style="list-style-type: none"> • Provide a stimulating learning environment. • Give all students the right to be represented in University Governance through the Students’ Union. • Provide access to personal tutors and appropriate study support. • Continuously seek to improve the quality of teaching, research and support services. • Ensure appropriate and timely feedback on all coursework. • Assess and mark work fairly, consistent with clearly stated learning objectives. 	<ul style="list-style-type: none"> • Share responsibility for the learning process, recognising the role of independence and self motivation in your studies. • Engage fully with all learning activities, whether face to face or through e-learning. • Attend and contribute to lectures, seminars or tutorials. • Adhere to the standards of academic practice of your course. • Reflect critically on feedback to improve your work. • Comply with University regulations and procedures. 	<ul style="list-style-type: none"> • Promote a sense of enjoyment in all aspects of university life. • Work in partnership with students and the University in maintaining a culture that promotes a critical and independent learning environment. • Work with students and the University to ensure the financial support packages available are suitable and continue to meet the needs of students. • Offer information, advice or representation to students through the SU Advocacy Service. • Provide opportunities for all students to get involved in any part of the Students’ Union.

<ul style="list-style-type: none"> • Provide clear regulations, procedures, policies and information. • Enhance personal development and employability skills and provide access to careers counsellors. • Facilitate access to appropriate welfare, support and services. • Foster an inclusive environment treating all with fairness, dignity and respect. • Operate fair, accessible and timely processes for handling appeals, complaints and disciplinary matters. • Encourage students to provide feedback on their university experience, and, where appropriate, act upon this. 	<ul style="list-style-type: none"> • Make arrangements for prompt payment of all fees and charges. • Be pro-active in seeking appropriate advice and support in the event of difficulty whether academic or personal. • Use opportunities to enhance personal development including extracurricular choices and volunteering. • Treat university staff, other students and our neighbours with dignity and respect. • Respect the University and local physical environment. • Support student representatives and participate in the processes to select them. • Provide information requested by the University and ensure that your records are current. • Provide feedback on the University experience. 	<ul style="list-style-type: none"> • Foster a caring inclusive environment for all students. • Ensure the elected representatives, policies and actions of the Students' Union reflect students' needs. • Provide support, training and resources to students and their representatives so that they may contribute effectively to the evaluation and enhancement of the university experience. • Seek to ensure that Students' Union and the University learn from the experiences of students.
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3. SCHOOL OF SPORT AND SERVICE MANAGEMENT ACADEMIC STUDENT CHARTER

At the School of Sport and Service Management students and staff work together to achieve the highest standards. Staff ensure that students have all the opportunities they need to gain the most from their education. Students take mature responsibility for their studies.

Our responsibilities	Your responsibilities
We will provide you with a Handbook of basic information, which will help you to start out and progress through your course.	Refer to this Handbook and become familiar with university regulations and procedures.
We will provide you with a copy of the university plagiarism pack, guidance on other forms of academic misconduct and information regarding academic referencing and requirements.	Follow good academic practice in your writing and learn the regulations regarding plagiarism, duplication, collusion and fabrication of data.
Your tutors will provide you with online module outlines, announcements and teaching materials where appropriate.	Check Studentcentral and Brighton email account on a regular basis.
We will provide you with information about the ways in which each module will be assessed.	Know and understand module assessment requirements, hand-in dates, times, exam timetables and re-sit dates and procedures.
Your tutors will provide feedback on your work through a range of methods.	Collect and read feedback and use it constructively to reflect and improve.
We will provide you with information, guidance and support to help you organise your programme of study.	Take responsibility for your own studies, for example, by attending lectures, organising your time and understanding the structure of your degree programme and the modules you take.
We will provide you with a variety of opportunities to work with staff, fellow students and members of the public through modules, extracurricular choices and volunteering.	Work cooperatively with and courteously towards others, both in and outside of the university and be aware of and abide by relevant university policies.
We will provide you with an Academic Supervisor and guidance in your personal development and academic learning.	Meet with your Academic Supervisor when arranged and maintain your student profile/PDP throughout your course.

<p>We have a Career Planning Agreement for all courses to help you work towards developing your career.</p>	<p>Engage in the activities arranged and use the services offered to encourage and support you in career planning and decision making.</p>
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Prepared jointly by students and staff at the School of Sport and Service Management.

POLICY STATEMENTS

The University is committed to creating a supportive and productive learning and working environment. The University recognises that this cannot be possible if any student or member of staff feels that the behaviour of others within the University community towards them is disrespectful and offensive. It is, therefore, a reasonable expectation that staff members and students will afford others the same high standards of courtesy when they come into contact with them in a professional context.

See also Policy Statements on:

- Equal Opportunities policy statement
- Disability statement
- Harassment policy statement

All the above policy statements, and more statements, can be found at:

<http://www.brighton.ac.uk/aboutus/corporateinfo/policies.php?PageId=405>

As a student of the University you are responsible for making yourself aware of these policies, and for abiding by them.

4. COURSE MANAGEMENT FOR THE POSTGRADUATE PROGRAMME (WITH BRIGHTON)

The Courses will be managed at Wittenborg University of Applied Sciences (WUAS) with the School of Sport and Service Management (SaSM). Staff are experienced in the support of students from a wide variety of backgrounds and cultures. Administrative assistance is provided by staff within WUAS and SaSM.

ACADEMIC STAFF

<u>Name & email address</u>	<u>Ext</u>	<u>Location</u>
Myra Qiu: <i>Partner Course Leader</i> myra.qiu@wittenborg.eu	+31 88 667 2688	WUAS
Dr Michael Williams: <i>Partner Liaison Tutor</i> mw146@brighton.ac.uk	+ 44 1273 643684	SaSM

ACADEMIC STAFF WHO TEACH ON THE PROGRAMME (NOT LISTED ABOVE)

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Karen Theodoulides / Oliver Sipple SASMPGStudents@brighton.ac.uk	+44 1273 644152	SaSM

5. COMMUNICATION

PERSONAL DETAILS

It is your responsibility to keep your personal details up to date in order for tutors to contact you by phone and for post to reach you, for example your examination results.

IMPORTANT!

Emergency Contact Details – please ensure you update your ‘next of kin’ details on your personal record on Studentcentral

Term-time Address - please update through Studentcentral

Home Address and telephone numbers - please inform the Administration Office

EMAIL

All students are given a university email account, which they can keep for life. Staff will only communicate with students via their university email account **and not** their personal account e.g. yahoo, Hotmail etc.

Failure to manage the size of your email inbox will mean that emails will not reach you. Therefore, it is in your interest to ensure that your account is operational so you need to check it regularly.

Staff can be contacted via their university email account; staff email addresses can be located on Studentcentral.

It is your responsibility to keep up with any announced changes. Please check studentcentral regularly.

Wittenborg Email Address

Note: all students also have a Wittenborg email address (student-number@student.wittenborg.eu)

The frontdesk at Wittenborg will show you how to add the University of Brighton email account to your Office365 system at Wittenborg.

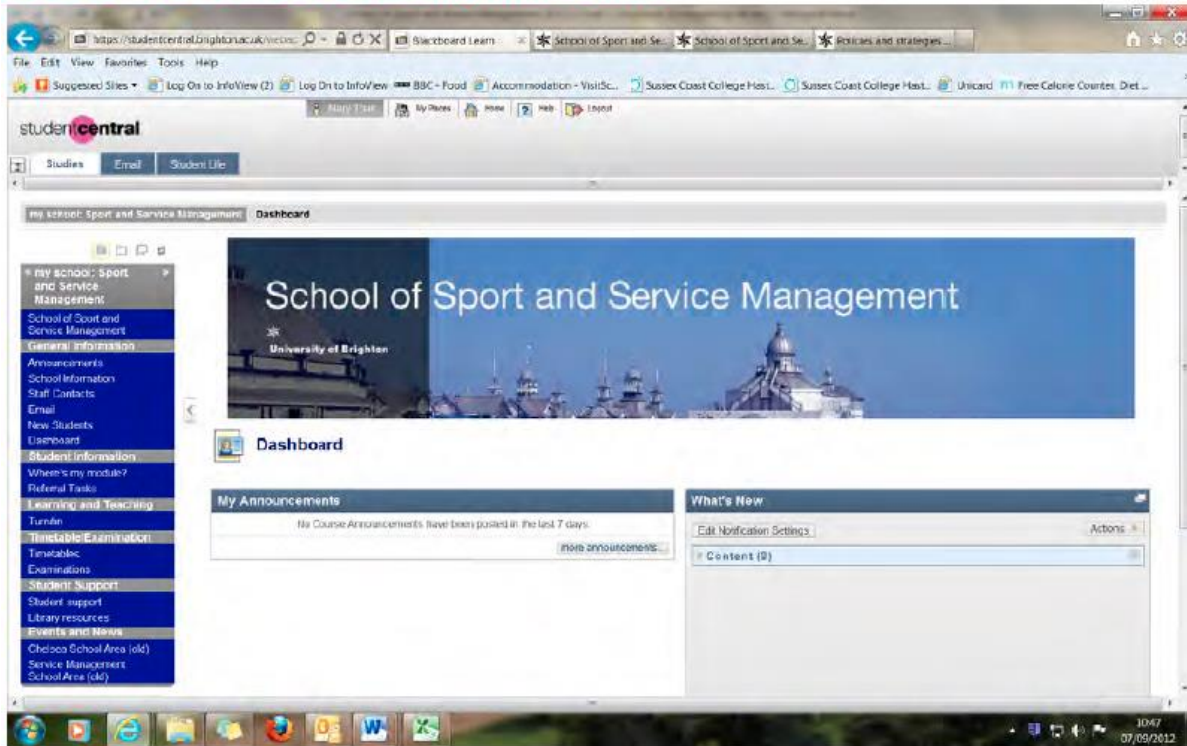
student**central**

Studentcentral is the University of Brighton's student intranet. It provides students with a personalised home page to help you manage your learning. It also provides access to information and communication tools, including e-mail, the online library, course materials and other essential services.

Some of the most important features of Studentcentral are the links you will see under 'my studies' on your home page. These links take you to the areas containing any online information that is available for your School, course and modules. Your tutors can choose to make teaching materials available, provide communication tools to help you discuss issues and assessment tools to help you revise or to take online exams.

If you click on 'my school: School of Sport and Service Management', you will find a range of folders with important documents and information organised there for you to consult.

School of Sport and Service Management General



It is very important that you are familiar with the documents available on the school pages. Please check announcements here regularly too so that you are to date with what is happening.

USEFUL WEB ADDRESSES

Information services website	www.brighton.ac.uk/is/
Online Library	http://library.brighton.ac.uk
Studentcentral	http://Studentcentral.brighton.ac.uk
Login to your University of Brighton email account	https://www.outlook.com/uni.brighton.ac.uk
Ask Emily (Student Central Help)	http://student.brighton.ac.uk/help/faq.php

STUDENT REPRESENTATIVES

The academic standards of the awards available within the School of Sport and Service Management are the responsibility of its **Boards of Study**.

This Board acts as a sub-committee of the Faculty of Education and Sport, which in turn is a sub-committee of the University's Academic Board.

One Course Board will be constituted each year to be held in Wittenborg. Student representatives are required to attend.

Student representatives will also be invited to regular informal meetings with the Partner Course Leader to discuss issues arising and to maintain communication links.

Note: At Wittenborg we also have Student Representatives who meet at least 6 times a year with senior management to discuss life and developments at Wittenborg. You will be invited to join the Wittenborg Student Reps.

6. STUDENT SUPPORT

How to get help if you need it

We hope that you do not encounter any difficulties in your studies and that your time spent at University will be successful in every way. However, life is not always that straightforward. If problems – or challenges, as we prefer to think of them – do arise, we would strongly encourage you to speak to someone about them as soon as possible. Otherwise they have a habit of ‘snowballing’ and while originally arising in one context, can gradually start affecting other areas of your life and studies.

Generally, it is better to seek advice concerning any difficulties when they arise rather than trying to ignore them. You can be assured that problems of a sensitive nature, and any information that you volunteer to share with staff about your personal circumstances, will be treated as confidential.

Throughout your study a series of tutors are available to support you in your studies: -

Partner Course Leader - probably the most important tutors in this respect, they are dedicated to looking after the needs of all the students on a particular course of the programme. They organise induction, co-ordinate pastoral support and monitor students’ results and progress. They will be your first port of call for most queries and problems relating to your course.

Partner Liaison Tutor – the Partner Liaison Tutor is responsible for liaising with the Partner Course Leader to ensure that the necessary standards are being met, in regard to both the course management and student experience.

Student Support - Process Tutor- It can be challenging adapting to student life and sometimes the pressure to appear to be ‘having a good time’ or to be coping, make it hard to seek help. You may be finding it hard to settle into a new course, you may have family problems or difficulties with your accommodation or finances. Whatever your own circumstances, it is important to talk things through and you can either contact your Course Leader by email for a confidential conversation.

Process Tutor walk-in hours: every Wednesday between 13:00-14:00 pm in room Wo.03 with *MSc Interim Partner Course Leader, Myra Qiu.*

Personal Academic Supervisor

Generally, the Partner Course Leader will be your Personal Academic Supervisor, however there may be occasions when another member of the subject teaching team will be your Personal Academic Supervisor.

We expect Personal Tutors to:

- invite their students to meet them at an early stage of the course
- be accessible at prescribed times and/or give clear guidance on how to book tutorials
- be properly informed of their students’ performance, as well as university and course requirements
- be properly informed of sources of specialist help and advice elsewhere in the university and to refer the student to these as appropriate, including the Partner Liaison Tutor.

- respect the confidentiality of any personal information they receive, unless the student agrees to its further communication to e.g. academic staff, Partner Course Leader or examination board.

However, we don't expect Personal Academic Supervisors to:

- take on the role of trained specialist counsellors
- spend time following up students who fail to attend Personal Tutorials

However much academic and personal support we offer, the ultimate goal is to help you to work confidently and independently, and to assume responsibility for your own education. This applies equally to the relationship with your Personal Academic Supervisor.

It is therefore your responsibility to:

- ensure that you are fully aware of the rules and regulations governing your course
- make contact with your Personal Academic Supervisor early in the year
- attend personal tutorials at the times agreed
- inform your Personal Academic Supervisor, at the earliest possible date, of any personal issues or problems which could affect your academic performance and make clear whether you wish this information to be communicated further
- where necessary, complete and submit a mitigating circumstances form together with the appropriate supporting evidence (e.g. medical note), to be forwarded to the exam board according to the university regulations
- accept full responsibility for your decision if you choose not to avail yourself of personal tutorials

Remember...

- Formal guidelines can only go so far. The main thing to remember is that your tutors will always do their best to help but they can't work miracles, so use your common sense and stay in touch.

Can I change my Personal Academic Supervisor?

This is a professional rather than a personal relationship, so it is not essential for your tutor to be your favourite tutor. However, it is important that you feel comfortable enough with them to be able to raise any issues that may be troubling you. If that is not the case, for whatever reason, please discuss the problem with **Myra Qiu**, Santosh Aryal in person or Peter Odgers by email p.odgers@brighton.ac.uk or, in fact, any member of staff who you do feel you can talk to! They will be able to advise you, and if necessary, you may be allocated to a new Personal Academic Supervisor. **However, don't make hasty decisions about this, especially in the first few months of your course.**

7. ENGAGEMENT WITH YOUR STUDIES

In order for you and your peers to get the most out of your studies at the University of Brighton and Wittenborg University of Applied Sciences, it is important that you engage fully with all aspects of your studies.

ATTENDANCE

You are expected to attend all timetabled sessions you are studying and in most cases formal registers are kept. The consequences of missing some taught sessions may not be immediately apparent; however there is a direct correlation between attendance and participation. Poor levels of attendance often impact on achievement and successful progression through the course. You should be aware that a satisfactory level of attendance is necessary not only to ensure you progress through the course, but also because you have a duty to your peers to participate fully in what is essentially a shared learning experience.

You should engage with all learning activities, which form part of your course, subject to absence only for medical reasons or other personal reasons agreed in advance with your Course. You should also be aware that some courses and modules require a specific level of attendance, which will be clearly stated in the module or course handbook.

WHY IS IT IMPORTANT TO ATTEND?

- Full attendance at all taught elements of a module is a University and School requirement.
- If you are absent from timetabled sessions for three consecutive weeks without contacting the University or giving good reason you may be deemed to have withdrawn from the University.
- It is your responsibility to notify the school if you are no longer attending lectures and have decided to withdraw from your course.
- Evidence suggests that poor student attendance can be related to under-performance and failure to meet all the learning outcomes required to pass a module.
- If you fail to submit an assignment on a module the examination board may discuss your engagement and attendance when they consider the redemption conditions.

WHAT IF I CANNOT ATTEND?

- If you know in advance that you will need to miss lectures (eg, for hospital appointments) then please email the lecturer concerned and [Myra Qiu \(myra.qiu@wittenborg.eu\)](mailto:myra.qiu@wittenborg.eu). Please email well in advance and try to give at least 48hrs notice. As a matter of courtesy please check with all staff whose sessions you will miss. It is your responsibility to ensure that you are not missing important completion or assessment conditions of the module. Leave of absence from the sessions does not absolve you of the need to complete the work for these sessions. Leave of absence is granted in most bona-fide cases.
- If you need to miss a lecture at short notice then please notify the module tutor(s) responsible for the session(s) you will be missing so that they can make a note of this on the register.

WHY DO WE MONITOR ATTENDANCE?

- Occasionally a student may have left the course without informing us and we need to ensure that you understand the implications of leaving and that you follow the formal withdrawal process.
- In some instances, a student may be having difficulties that we are not aware of and we like to identify that you are ok and to remind you of the support that is available should you need it.

PREPARATION AND PUNCTUALITY

It is important to come to each session well prepared and on time. Your tutor may have asked you to undertake tasks prior to classes, such as reading or researching topics in advance. Students arriving late can be distracting for everyone involved in the class. By missing the first part of a lecture, you can often miss a major part of what you are studying that day. There may be occasions when you are denied access to a class if you arrive after a formal session has begun.

MOBILE PHONES AND COMPUTERS

Many students like to use a laptop in class. Whilst this is acceptable in certain circumstances, please ensure that you are not disrupting other students' learning.

Please refrain from using your mobile phone in staff office corridors, and you **MUST** switch your phone off during **all** classes in order that the best learning experience can be enjoyed by the whole class.

8. ASSIGNMENTS

HANDING IN ASSIGNMENTS

Where appropriate submission of assignments will be online, using TurnitinUK.

Please note

The deadline is ALWAYS 11:00 (GMT- UK Time) on the stated submission day

TurnitinUK is the service used by the University of Brighton which enables you to submit assignments online wherever you have internet access. After submitting your assignment online, you will be able to view a report, which shows where there are matches between your assignment and other online sources. The report will help you avoid plagiarism by clearly showing where referencing and citations have been omitted and where they have been included correctly. You will be able to submit drafts of your assignment up until the deadline.

If you are required to submit your assignment online you will be given instructions explaining how to submit your assignment as well as being given the opportunity to practise using the system beforehand. The link that you will use to submit your assignment will be in the 'Assessments' part of your module area on Studentcentral.

Note that you cannot submit your assignment after the deadline; if you think you will be late submitting your assignment you must secure an agreed extension with your Partner Course Leader, *MSc Interim Partner Course Leader, Myra Qiu*. If you have an agreed extension to deadline you should submit your assignment to the 'Extensions Only' link in the 'Assessments' part of your module area on Studentcentral.

In addition to submitting your assignments online through Turnitin, you also must submit a hard copy of the same work to the Administration Office at Wittenborg by 11:00 (GMT) on the agreed hand-in date. Tutors will provide submission details in the individual module guideline.

REQUIREMENTS FOR PRESENTATION OF WRITTEN ASSIGNMENTS

Written assignments are designed to enable the student to provide evidence of their learning through a range of written modes, for example essays, project reports, journals etc. The module tutor should clearly articulate the requirements of the selected mode. You should check module outlines for specific submission guidelines, however all written assignments should normally meet the following requirements:

- Work should normally be word-processed; Since each new point begins with a capital letter, endings should not be semi-colon but a full-stop.
- Work must be written with conventional grammar e.g. appropriate use of paragraphs, punctuation, sentence structure etc.
- The work should use standard English spelling;
- Work should be appropriately and accurately referenced using the Harvard Convention.

- An appropriate font should be used (taking into account the needs of the reader), which normally should be between font size 10 and 12 for the main text. Cursive fonts should be avoided;
- Pages should be numbered.
- A word count should be given at the end of the document: this should not include appendices or the list of references, but should include all quotations. Specified word counts should be respected. Excessively long submissions, which disregard the instructions given for the assessment on word count risk failure. Excessively short submissions are unlikely to cover the required material adequately. A working tolerance of +/- 10% is the guide for students and markers. Work outside this tolerance band is at greater risk of failure.

9. EXTENSIONS TO DEADLINES AND MITIGATING CIRCUMSTANCES

MITIGATING CIRCUMSTANCES

During your University studies you may have certain times when circumstances prevent you performing to the best of your ability. This could be due to family problems, close personal bereavement or illness. The Examination Boards will always consider when students have difficult circumstances but the Boards must have documentary evidence if a case is to be made (e.g documentation supported by personal letter to the exam board and evidence from an independent professional body (doctor, police, etc.). It is your responsibility to inform the School; if we do not know about difficulties then we cannot help you.

In the first instance this should be discussed with the Partner Course Leader or Partner Liaison Tutor who will advise you. A mitigating circumstances form can be collected from the Administration Office.

For guidance notes for claims of mitigating circumstances access via Student Handbook folder on Studentcentral.

EXTENSION TO DEADLINE

Normally, deadlines for assessed work must not be missed.

If, due to exceptional circumstances, you are unable to meet the deadline you may request an extension using the appropriate form, available from the Administration Office. Supporting evidence will normally be required when applications for extensions are made, such as a medical certificate, doctor's letter, death certificate, etc.

The Partner Course Leader is the only person who can authorise extensions and who can also help you complete the form and ensure that you have relevant evidence. The module tutors are not permitted to give an extension to submission deadline.

Requests for extensions should normally be submitted in advance at least one full working day before the deadline date.

You must take the form with your supporting evidence to your Partner Course Leader. If s/he approves the extension the form will need completing and signed by them, before returning it to the Administration Office.

LATE SUBMISSION

Late submission of work without a formal extension has serious consequences. If you do submit work late you will need to fill in a late submission form and if you have mitigating circumstances, you should also fill in a mitigating circumstances form with supporting documentary evidence.

It may be better to submit an assessment late than not to submit at all since (in some circumstances) failures due to non-submission can often only be redeemed by retaking the entire module. Further, work submitted late may be considered, at the discretion of the Examination Boards, as the referred work.

If the work is late it must be submitted via the correct method – either electronically or handed in at the Administration Office to ensure that receipt is recorded and correct documentation completed. In addition, you must submit an electronic copy via Turnitin to the 'Extensions Only' link in the 'Assessments' part of your module area on Studentcentral.

Any coursework that is submitted within two weeks of the agreed submission date and time for the assessment task (i.e. the standard submission date for the work or any agreed extension) will normally be treated as a late submission rather than a non-submission. Work submitted after two weeks will not be accepted.

If you know that you will not be able to submit work by the deadline and if you have a good reason, as outlined above, you may request a formal extension.

Please note all results are subject to the confirmation of an examination board

If you missed an assessment without a valid reason you will be awarded zero for that assessment and may have failed, the module. Normally such a failure may lead to reassessment if there is evidence (say from other assessments) that you have achieved some of the learning outcomes of the module. If that is not so, you may only be allowed to redeem this failure by retaking the module with full attendance at your own expense which may slow down your progress.

If you have formal leave of absence, are ill or have other mitigating circumstances that may have prevented you from taking an assessment (or led to you performing less well in an assessment) **make sure you complete a mitigating circumstance form and provide documentary evidence such as a medical certificate.** (You can be assured that personal circumstances are always kept strictly confidential).

For more information on Extensions to Deadline and Mitigating Circumstances, please refer to the university's General Examination and Assessment Regulations (GEAR) on studentcentral.

10. ACADEMIC MISCONDUCT / PLAGIARISM

The University takes academic misconduct very seriously. The full assessment regulations can be found in GEAR [General Examination and Assessment Regulations for Taught Courses], which you can locate on Studentcentral. Below is an extract from GEAR with regard to academic misconduct.

ACADEMIC MISCONDUCT (UNIVERSITY OF BRIGHTON)

1 Introduction

- 1.1 As part of the wider academic community, the University believes strongly in the importance of the integrity of academic conduct, and supports the development of good academic practice. As such it takes breaches of academic conduct very seriously and all allegations of academic misconduct will be investigated according to the regulations set out in this section and with full regard to the principles of equity and fairness. There can be severe penalties, including the denial of an award, if the charges are proved.
- 1.2 These procedures cover all students on taught courses.
- 1.3 Staff undertaking research and students undertaking research degrees should refer to the University's *Procedures for Investigating and Resolving Allegations of Misconduct in Research*.
- 1.4 A case of academic misconduct must be established before an Examination Board considers the effect of the allegation on a student's progression or achievement, having due regard to institutional precedent where appropriate.
- 1.5 Where there is evidence of academic misconduct, decisions regarding a student's progression or achievement must not be taken outside the Examination Board.
- 1.6 Disciplinary proceedings arising from a case of academic misconduct will be instituted and conducted in accordance with the *Student Disciplinary Procedures* of the University.

2 Definition of academic misconduct

- 2.1 Academic misconduct includes, but is not limited to:
 - 2.1.1 *Plagiarism and collusion*¹. Where a student submits work originated in sum or in part by someone else, with or without their consent but without acknowledgement;
 - 2.1.2 *Falsification* or fabrication of results, data or references;
 - 2.1.3 *Duplication*. Where a student submits work for assessment that is the same as, or broadly similar to, work submitted earlier for academic credit, without acknowledgement of the previous submission;

¹ Collusion is a type of plagiarism and is defined as collaborating with another student(s) in the completion of assessed work and submitting this as being entirely the student's own work.

- 2.1.4 *Cheating* in an invigilated examination. Where a student copies from unauthorised material or from another student's script within an examination room, communicates with another person during an examination, consults information or individuals while absent from the examination room, or attempts to gain a higher grade by fraudulent means
- 2.1.5 *Personation*. Where one person assumes the identity of another with the intention of gaining unfair advantage for that person;
- 2.1.6 *Ghosting*. Where a student submits as their own, work that has been done as a whole or in part by another person on their behalf, or deliberately makes available or seeks to make available material to another student with the intention that the material is to be used by the other student to commit academic misconduct;
- 2.1.7 *Unethical act*. Conduct which deviates from accepted ethical standards, including failure to gain ethical approval, coercion or bribery of project participants, breach of confidentiality or improper handling of privileged or private information on individuals gathered during data collection.
- 2.2 For the purpose of these regulations, the term 'work' is taken as any academic work undertaken towards summative assessment²

² As defined in the University's Assessment Policy.

PLAGIARISM

Plagiarism is a cardinal — if not THE cardinal — academic sin.

Plagiarism is the use of another person's words or thoughts as your own, without giving her or him the credit. This is regarded as a serious offence. In all suspected cases the CEB is obliged to take action, in line with the University's General Examination and Assessment Regulations (GEAR). Plagiarism can arise from a failure to document your notes fully and accurately:

- When making notes on books and articles always make sure you have included full bibliographical details;
- Make a note of the page numbers of the book or journal from which the notes are taken;
- If copying the precise words, put them in inverted commas;
- Develop your précis and paraphrasing skills.

All students will receive the University Plagiarism Pack. This can be accessed via the Student Handbook folder on Studentcentral.

If you have any concerns about your understanding of referencing, please see your tutor for advice. If your feedback sheet indicates any concerns about the quality of your referencing, please see a tutor for advice.

11. ASSESSMENT AND PROGRESSION

Full details on examination and assessment are available in the university's General Examination and Assessment Regulations (GEAR) and the Registry's guidelines on 'best practice'. GEAR can be accessed via Studentcentral in my school area.

ASSESSMENT CRITERIA

Assessment criteria should identify the knowledge, skills and understandings that you will need to demonstrate in the assessment task(s). All assessment criteria should relate directly to the learning outcomes of the module and all learning outcomes should be reflected in the assessment criteria. Assessment criteria provide more detailed information on how and what you will be assessed on in the context of the learning outcomes of the module.

All assessment criteria carry equal weighting unless clearly stated otherwise, and all learning outcomes for a module must be met in order for a pass mark to be given.

MODULE ASSESSMENTS

The type of assessment for each module is specified in its module descriptor. These are made available via Studentcentral. Full details of the assignment, including any module-specific assessment criteria, are given to students when they start studying that module.

Module assessment aims to provide opportunities for students to show their understanding through the informed, reflective, critical and analytical application of ideas. The form of the assessment will vary across different modules including written assignments and presentations (depending on the approach judged best able to test the learning objectives) rather than examinations.

Written assignments have an indicative length of 5000 words. In the case that a module requires more than one assignment or encompasses a non-written element, the word length will be adjusted accordingly. Modules may also include formative assessment that is intended to allow the student to test and develop ideas. This is intended to allow the student the opportunity to receive feedback on performance during the contact time of the module.

Where appropriate, students will have the choice of basing their assignments on the organisation in which they work, or on case material from visits and the literature. In either case, the transfer of concepts between particular organisations, the wider industry context and academic study of the area is required.

The Final Project will be a 12,000 - 15,000 piece of written work showing evidence of independent investigation on an appropriate scale for a master's degree.

ASSESSMENT REGULATIONS

These regulations should be read in conjunction with the university's General Examination and Assessment Regulations (GEAR), copies of which are held in Academic Services, school and students' union offices and Studentcentral. The main sections of the regulations are also summarised in the university's student handbook, library and the university website.

- a) Your performance in each module is reviewed by an **Area Examination Board**. The board will determine whether you have passed or failed a particular module based on your overall mark (out of 100) for that module. This overall mark is determined from the aggregate of your individual marks in all of the assessments for that module, weighted according to the published percentages.
- b) **To pass a module** you must achieve: **an OVERALL mark of at least 50** (out of 100) **AND** a mark of **at least 40** (out of 100) **in each ASSESSED piece of work**.
- c) Modules are assessed independently without reference to a student's performance on previous or concurrent modules. Passes are credited as they are awarded.
- d) Each module has its own assessment regime and each student's performance is assessed within an Area Examination Board that meets following the conclusion of the module and its assessment.
- e) There is an external examiner associated with each module who is normally the external examiner for the academic subject area in which the module is situated.

- f) All assessments designated for a module must be attempted and (unless an extension has been agreed with the programme leader) be submitted for marking by the stipulated deadlines. Penalties for any late submissions will be imposed as per GEAR.

PROGRESSION REGULATIONS

Compensation for failed modules can be considered by (and is awarded only at the discretion of) the Course Examination Board; it is not a student entitlement. Up to 20 credits can be considered for compensation. This only applies where a student has completed a coherent set of modules (e.g. at the end of studying a stage of the programme).

Students progress in their studies unless their cumulative performance is such that, in the judgement of the Course Examination Board, they will not be able to meet the requirements for the award.

The Course Examination Board (in the absence of appropriate mitigating circumstances) will recommend that a student must leave the course if, following the completion of a stage, the following applies:

- the student will not be able to meet the requirements of the award for which (s)he is registered through irredeemable failures or an insufficient remaining period of registration.

An examination board may deem a failed piece of work (including the Final Project) as redeemable and may recommend a referral.

Students who are referred will be informed in writing of the resubmission deadline (normally giving a minimum of seven weeks from the date of the examination board).

Referral in a module is permitted at the discretion of the Course Examination Board up to 50% of the credits studied in a stage of study.

Referrals are not permitted where a student has attempted *none* of the required assessed work, but may be allowed where some work has been completed.

A student who receives a referral will be given one opportunity to complete a further assessment. If the assignment achieves a passing standard the mark will be capped at 50%.

A student who receives a fail will normally be given one opportunity to repeat the module; 'with attendance', or by 'guided study'. In the case of 'guided study', students can expect six hours of individual tutorial time. An additional fee may be charged for completing modules by 'guided study'.

A student who receives a fail for their Final Project will not be eligible to receive a Masters award. A student may be referred in the Final Project if the Area Examination Board (AEB) considers the learning outcomes achievable. The student will then be required to resubmit their Final Project.

Should a student not pass the Final Project, which is mandatory for the masters awards, but has completed and passed all of the other requisite modules, then a postgraduate diploma may be awarded.

EXAMINATION BOARDS / POSTGRADUATE AWARDS AND THEIR CLASSIFICATION

Examination boards are held at various times of the year. Area Examination Boards primarily look at module results from the taught programme. The Course Examination Board (held after the end of a full-time year of study, normally November following the year of completion) considers Final Project results and confirms eligibility of awards. The Course Examination Board (CEB) considers the performance of the student throughout the course and in accordance with the criteria outlined in GEAR determines awards on a pass, merit and distinction basis.

To achieve a merit or distinction at Postgraduate Certificate or Postgraduate Diploma level a credit-weighted mean mark from all modules of between 60%-69% for merit or 70% or above for distinction must be achieved.

To gain a merit for the Masters award students must achieve a credit-weighted mean mark from all modules across the award of at least 60% and a mark of at least 60% in the final project. To gain a distinction for the Masters award students must achieve a credit-weighted mean mark of at least 70% from all modules across the award and a mark of at least 70% in the final project.

There are no borderline criteria for Masters awards.

The management of the assessment process will conform to the regulations set out in the university General Examination and Assessment Regulations (GEAR). The GEAR regulations for postgraduate programmes will be followed with regard to re-submission of work, which is deemed to have been referred.

GUIDE TO TERMINOLOGY USED BY EXAMINATION BOARDS AT THE UNIVERSITY OF BRIGHTON

The pass mark for postgraduate modules is 50%

PROFILE - All modules and module marks taken by the student to date; usually presented to the Course Examination Board at the end of the academic year so that a decision regarding awards and progression can be made.

REFERRAL - Where a student has failed to achieve the pass mark for a module (50%), they will normally be required to take a referral and their record will show them as being referred in the module. This means that the student will be required to take an assessment / assessments for the failed module(s) – normally within the re-sit period. Students can only achieve a mark of 50% for the affected module(s).

DEFERRAL - Where a student has failed to achieve the pass mark for a module (50%), but has had mitigating circumstances accepted for the assessment(s) concerned. The student will normally be required to take a deferral and their record will show them as being deferred. This means that the student will be required to take an assessment / assessments for the failed module(s) – normally within the re-sit period. Students have the opportunity to receive the full mark for this module.

RETAKE / REPEAT – The examination board may require students to retake individual failed modules with attendance if the performance is very poor and /or they have not sufficiently engaged with the module e.g. poor attendance or failure to submit work. Students can achieve either a maximum mark for modules being repeated of 50% (if they are referred in them); or will receive the full mark for the module if they are deferred.

COMPENSATED CREDIT – Compensation is where a narrow failure in one module is “permitted” by the overall profile of marks from all modules and the assessment for the failed module is not required. The examination board will look at their overall profile and can award up to 20 credits of compensation per level. This decision is taken at the discretion of the examination board and is not a student’s right. The compensated credit will appear as UBMoo on transcripts

INTERMEDIATE TRANSCRIPT - A transcript that is produced at the end of the academic year, showing all assessment marks and modules (including compensated credits) taken by the student thus far. An intermediate transcript will not show any awards. These transcripts are available via the Personal tab on Studentcentral.

FINAL TRANSCRIPT - This is produced at the end of a student’s studies. A final transcript shows marks for any modules that are passed – it does not give details on each assessment taken within a module, or modules, which have not been passed. It will also show any awards (i.e., degree classifications) the student has achieved.

12. GRADING DESCRIPTORS

Your assignments will be assessed against the published assessment criteria and graded using the following generic descriptors, even where the recorded mark is pass or fail. Written feedback from tutors will relate to these, as well as to specific module assessment criteria.

These grading descriptors are applicable to work at all levels of study, since **the assessment criteria** relate directly to the **learning outcomes** of the module which will have been validated as appropriate to the given level. Reference is also made to the **given level of study** to emphasise the need to take this into account when considering characteristics of the work. Supplementary grading descriptors may be given for some modules and these will be clearly stated in student handbooks.

Grading descriptor	Level 7 modules
<ul style="list-style-type: none"> • An outstanding response to the task. • The work demonstrates most or all of the following characteristics beyond that expected for work at the given level of study within the discipline: <ul style="list-style-type: none"> • Exceptional display of understanding, exploration, insight and/or research • Potential for publication/exhibition³ and/or ability to undertake further research • All specifications for the assessment task, including word limit where appropriate, have been adhered to • The organisation, structure and standard of presentation of the work, including any subject-specific conventions⁴ where appropriate, are exemplary throughout • Evidence of effective communication of work to specialist and non-specialist audiences • Stimulating and rigorous arguments that are likely to be at the limits of what may be expected at this level • The work has been approached and/or executed/performed in an original way • Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/ performance • Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence • Evidence of very high quality analysis, synthesis, evaluation and critical appraisal • Outstanding problem solving skills – suggests alternative approaches • Ability to address complex issues both systematically and creatively - challenges established knowledge 	<p>80% and above</p> <p>PASS</p> <p>(High Distinction)</p> <p>All learning outcomes / assessment criteria have been achieved to an exceptionally high level</p>

<p>An excellent response to the task.</p> <p>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</p> <ul style="list-style-type: none"> • In-depth understanding, exploration, insight and/or research • Potential for publication/exhibition⁵ and/or ability to undertake further research • All specifications for the assessment task, including word limit where appropriate, have been adhered to • The organisation, structure and standard of presentation of the work, including any subject-specific conventions⁶ where appropriate, are excellent throughout • Evidence of effective communication of work to specialist and non-specialist audiences • Convincing arguments that are likely to be at the limits of what may be expected at this level • The work has been approached and/or executed/ performed in an original way • Insightful contextualisation, including relevant theory/literature/artefacts/ performance • Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence • Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal • Excellent problem solving skills – suggests alternative approaches • Ability to address complex issues effectively – challenges established knowledge 	<p>70%-79%</p> <p>PASS</p> <p>(Distinction)</p> <p>All learning outcomes / assessment criteria have been achieved to a high standard and many at an exceptionally high level</p>
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<p>A good to very good response to the task</p> <p>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</p> <ul style="list-style-type: none"> • Good to very good understanding and exploration, some insight and/or thorough research • Some capacity to undertake further research • No significant inaccuracies, misunderstandings or errors • The specifications for the assessment task, including word limit where appropriate, have been adhered to • The work is well organised, coherent and the standard of presentation including any subject-specific conventions⁷ where appropriate, is at least good • Evidence of effective communication of work • Ability to present structured, clear and concise arguments • The work has been approached and/or executed/performed in a comprehensive way with some degree of originality • Appropriate contextualisation, including relevant theory/literature/ artefacts/performance • Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence • Evidence of high quality analysis, synthesis, evaluation and critical appraisal • Good or at least competent problem solving skills – suggests alternative approaches • Ability to address complex issues competently – explores established knowledge 	<p>60%-69%</p> <p>PASS</p> <p>(Merit)</p> <p>All learning outcomes / assessment criteria have been met fully at a good or very good standard</p>
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<p>An adequate to sound response to the task</p> <p>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline</p> <ul style="list-style-type: none"> • Sound understanding and exploration, some insight and/or appropriate research • Some minor inaccuracies and/or misunderstandings – small but not significant errors • Some minor aberrations from the specifications for the assessment task, including word limit where appropriate • The work is suitably organised⁸ and the standard of presentatio including any subject-specific conventions⁹ where appropriate, at least sound • Ability to develop an argument but can lack fluency • The work has been approached and/or executed/performed in a standard way with limited evidence of originality • Some contextualisation but with a heavy reliance on a limited number of sources and, in general, the breadth and depth of sources and research are lacking • Evidence of study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence • Some, but limited evidence of analysis, synthesis, evaluation an critical appraisal • Some evidence of problem solving skills • Some evidence of ability to address complex issues adequately 	<p>50%-59%</p> <p>PASS</p> <p>(Pass)</p> <p>All learning outcomes/ assessment criteria have been met</p>
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<p>An unsatisfactory response to the task:</p> <p>The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:</p> <ul style="list-style-type: none"> • Limited understanding and/or exploration of major ideas with very little insight and/or minimal research • Some significant inaccuracies and/or misunderstandings – gaps in understanding and/or knowledge • Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task¹⁰ • The work is too descriptive, somewhat disorganised and unclear and the standard of presentation, including any subject-specific conventions¹¹ where appropriate, is inadequate • Development of an argument is limited and often flawed • The work has been approached and/or executed/performed inadequately • The context provided takes the form of description lacking any breadth, depth and accuracy • Limited or inappropriate research and demonstrated ability to reach decisions • Insufficient evidence of analysis, synthesis, evaluation and critical appraisal • Little evidence of problem solving skills • Barely addresses complex issues 	<p>40%-49%</p> <p>FAIL</p> <p>One or more of the learning outcomes / assessment criteria have not been met</p>
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<p>An unsatisfactory response to the task:</p> <p>The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by most or all of the following:</p> <ul style="list-style-type: none"> • Very limited understanding and/or exploration of major ideas with very little or no insight and/or minimal research • Several significant inaccuracies and/or misunderstandings – minimal or no evidence of knowledge and understanding of the subject • Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task¹² • The work is descriptive, poorly structured and the standard of presentation, including any subject-specific conventions¹³ where appropriate, is inadequate • The work lacks supporting evidence or argument • The work has been approached and/or executed/performed inadequately • Failure to contextualise from sources • Little or no evidence of analysis, synthesis, evaluation and critical appraisal • Little or no evidence of problem solving skills • Failure to address complex issues 	<p>0%-39%</p> <p>FAIL</p> <p>Most of the learning outcomes / assessment criteria have not been met</p>
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* The standard of presentation to be judged will depend upon the form of the assessment task: in the case of written assignments this will encompass the appropriate use of language and referencing. (See requirements for presentation of assignments).

13. PROGRAMME INFORMATION

Programme Specifications containing full details of the courses are available on Studentcentral.

CURRICULUM

The curriculum comprises compulsory core management modules taken by all students; specialist optional modules in the student's chosen field of study; an individual supervised final project supported by research methods workshops.

CORE MANAGEMENT MODULES

The aim of the core modules is to provide students with a conceptual and practical understanding of areas such as development, globalisation, ethical and social responsibility and consultancy.

OPTIONAL (ELECTIVE) MODULES

Students will be required to take two optional modules. The aim of optional study is to develop depth of knowledge and understanding of the student's chosen subject.

The optional modules provide the opportunity to understand and develop critical perspectives on areas of particular interest to the student.

FINAL PROJECT

Students will complete a 60 credit Level 7 Final Project. The project provides the framework within which the skills of critical thinking may be applied. The project will be an in-depth study of a topic relevant to the student's programme of study, in consultation with the module leader/s and allocated supervisor. A separate handbook will be issued on this aspect.

The Final Project will be supported by a series of research study blocks. These will develop and consolidate knowledge of research gained from the small scale investigations for module assignments. Students will study research design, data acquisition, analysis and writing up in the context of the larger scale project required for the Final Project.

MODES AND PATTERNS OF ATTENDANCE

The programme is offered in full-time and part-time study mode.

Each mode has a balance of contact time and private study. Each module involves a notional 200 hours of study. The Final Project involves 600 hours of study.

CATS	Pre module study	Taught contact hours	Private study
20	10 hours reading/ workbook	6 x 6 hour workshops (36 hours)	154 hours

Pattern of contact time and private study for a module

Students will normally complete the taught syllabus in one calendar year, from September to September. Modules will be scheduled within the university academic year.

TIMETABLES AND PROGRAMME DELIVERY

Timetables will normally be issued at the beginning of the academic year and will be made available on <https://timetable.wittenborg.eu>

The programme will be delivered in blocks, each teaching day will consist of 5-6 hour sessions and will take a variety of forms in order to fulfil the learning outcomes of the course and module. Case studies, particularly of organisations, which have been visited by participants, will be used as a vehicle to understand and evaluate academic theory and models. Participants' own work will be used where appropriate. Tutor inputs, discussion and students' presentations will be used to develop and consolidate knowledge. Participants' presentations will be used to consolidate knowledge and facilitate learning from peers.

PROGRAMME OF STUDY

A summary of modules for specific courses and descriptions of the modules currently offered in the field you have chosen to study are provided on Studentcentral.

14. GLOSSARY OF TERMS

Academic Programme Centre	Each centre looks after the administration of a number of courses.
AEB	Area Examination Board
Algorithm	The equation used at the end of your studies to calculate the classification of your award.
Award	The qualification, which may be obtained on the satisfactory completion of 180 credits.
CAMS	Credit Accumulation Management System - the Registry's central database, accessible online by the School of Sport and Service Management.
CATS	Credit Accumulation and Transfer Scheme
CEB	Course Examination Board
Compensation	Compensation is awarded where the Course Examination Board deems that a student's overall performance merits the award of the totality of credit available for the stage although up to 20 credits have been failed. The student receives the full credit for the stage, and the original marks for individual modules are retained (GEAR, October 2011-September 2012).
Compulsory module	A module is compulsory (or 'required') if it must be incorporated into all programmes of study within a course leading to a particular award (GEAR, October 2011-September 2012).
Core module	Same as a <i>compulsory module</i> .
Course	An approved set of modules available to students who are registered for a particular award together with a specific regulatory framework relating to assessment and progression relevant to an award (GEAR, October 2011-September 2012).
Elective module	A module is an elective (or 'optional') if it may, but is not required to, be incorporated into a programme of study within a course leading to a particular award.
External Examiner	Those examiners external to the university formally approved as external examiners for a course or courses by the university and/or other appropriate body.

Field	An approved set of modules available to students who are registered for an award combining together two subjects studied independently in approximately equal proportions, or in major or minor modes, where a major component represents approximately two thirds of the students' programme of study (GEAR, October 2011-September 2012).
Field Core module	A compulsory module that must be studied by all students following that field.
Field Elective module	A module other than a Field Core module that is designated as being particularly relevant to a field or course, though not compulsory. Students are required to choose two (or optionally three) modules from a list of Field Electives for their course.
Formative assessment	Assessment undertaken during the study of a module that measures progress to date but is not used as part of the final assessment for the module. It may, however, be a requirement of a module that the formative assessment be completed 'to a satisfactory standard' for the module to be awarded, i.e. students must attempt and pass the formative assessment. (c.f. <i>summative assessment</i>)
GEAR	University of Brighton's General Examination and Assessment Regulations.
Mandatory module	A module that must be taken and passed.
Module	A self-contained unit of study which has its own syllabus, teaching and learning styles and methods of assessment.
Personal Academic Supervisor	A personal Academic Supervisor will give advice and guidance about general academic matters as you progress through the Stages of your course. Occasionally, it may be necessary to change your personal Academic Supervisor: This will be due to either a) a change in your circumstances or b) a change in the circumstances of that member of staff. Either way, you would be officially informed. You should make an appointment with your personal Academic Supervisor at least once a semester.
Plagiarism	Where a student submits work originated in sum or in part by someone else, with or without their consent but without acknowledgement.
Programme	A programme is a set of linked named awards, the courses leading to which are administered together, i.e. they have the same programme leader.

Referral	The decision of an examination board to offer a student the opportunity to redeem a failure in a module.
Second Field	The other field of study that students take as well as the Service Management field.
SaSM	School of Sport and Service Management.
Summative assessment	Assessment undertaken normally at or towards the end of the study of a module that is awarded a mark/grade that contributes towards the final calculation of an overall mark for the module. (c.f. <i>formative assessment</i>).
Trailed module	A module which, according to the course regulations, should normally be passed for the purposes of progression to the next stage of study, but which has been failed by a student; s/he has been allowed by the CEB to progress on the condition that s/he will repeat the module in full at the earliest opportunity.
WUAS	Wittenborg University of Applied Sciences

THE EEG - PART 1

MSC PROGRAMME CURRICULUM



31 August 2018

CONTENTS

Programme Schedules & Planning (Full-time).....	3
Course Structure: Introduction.....	6
Master International Event Management programme	8
Master International Hospitality Management programme	8
Master Sports Business Management programme.....	9
Master International Tourism Management programme	9
Module Descriptors – All programmes	10
Food and Beverage Business	10
Hospitality Imagineering	15
Event Design and Management	20
Events: Theory and Practice	27
Strategic Sport Business Management	33
Consultancy	38
Sport in the Global Marketplace.....	43
Professional-based Learning	48
Marketing for Tourism, Hospitality and Events	54
Strategic Business.....	60
Critical Perspectives in Tourism Management.....	66
Destination Management and Planning	72
FINAL PROJECT	78
External examiners.....	84

PROGRAMME SCHEDULES & PLANNING (FULL-TIME)

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MSc International Event Management (Full time) 2018 - 2019

Block 1				Block 5			
Week №	Days	Module	Extra info	Week №	Days	Module	Extra info
35				7	Tue,Wed,Thu	FBB	
36				8	Study Week		No classes
37				9	Mon-Fri	DIC	
38				10	Study Week		No classes
39				11	Tue,Wed,Thu	F. Project	
40		Introduction	4 days	12	Tue,Wed,Thu	MTHE	
41	Thu,Fri	SB		13	Tue,Wed,Thu	FBB	
Block 2				Block 6			
Week №	Days	Module	Extra info	Week №	Days	Module	Extra info
42	Mon-Fri	DIC		14	Study Week		No classes
43	Tue,Wed,Thu	ETP		15	Study Week		No classes
44	Tue,Wed,Thu	F. Project		16	Easter		No classes
45	Wed,Thu	PBL	2 days	17	Easter		No classes
46	Study Week		No classes	18	Study Week		No classes
47	Tue,Wed,Thu	EDM		19	Tue,Wed,Thu	F.Project	
48	Tue,Wed,Thu	SB		20			
Block 3				Block 7			
Week №	Days	Module	Extra info	Week №	Days	Module	Extra info
49	Tue,Wed,Thu	F.Project		21			
50	Tue,Wed,Thu	ETP		22			
51	Christmas		No classes	23			
52/1	Christmas		No classes	24			
2	Study Week		No classes	25			
3	Study Week		No classes	26			
4	Tue,Wed,Thu	EDM		27			
Block 4				Block 8			
Week №	Days	Module	Extra info	Week №	Days	Module	Extra info
5	Tue,Wed	F.Project		28			
6	Tue,Wed,Thu	MTHE		29			
6	Fri	PBL	1 day				
Summer Vacation							
Week №	Date	Activities	Extra info				
30 till 35	15 Jul.-25 sep.	SV	Holidays				

ETP	<i>Event Theory & Practice</i>
EDM	<i>Event Design & Management</i>
FBB	<i>Food & Beverage Business</i>
MTHE	<i>Marketing tourism Hospitality & Events</i>
SB	<i>Strategic Business</i>
PBL	<i>Professional Based Learning</i>
F.Project	<i>Research Methods & Final Project.</i>
	<i>In semester 2 F.Project tutorials will be planned in. The date will be communicated.</i>
DIC	<i>Dutch Intensive Course (For International Students)</i>

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MSc International Hospitality Management (Full time) 2018 - 2019

Block 1				Block 5			
Week N ^o	Days	Module	Extra info	Week N ^o	Days	Module	Extra info
35				7	Tue,Wed,Thu	FBB	
36				8	Tue,Wed,Thu	CO	
37				9	Mon-Fri	DIC	
38				10	Study Week		No classes
39				11	Tue,Wed,Thu	F.Project	
40		Induction	4 days	12	Tue,Wed,Thu	MTHE	
41	Thu,Fri	SB		13	Tue,Wed,Thu	FBB	

Block 2				Block 6			
Week N ^o	Days	Module	Extra info	Week N ^o	Days	Module	Extra info
42	Mon-Fri	DIC		14	Tue,Wed,Thu	CO	
43	Tue,Wed,Thu	HI		15	Study Week		No classes
44	Tue,Wed,Thu	F. Project		16	Easter		No classes
45	Wed,Thu	PBL	2 days	17	Easter		No classes
46	Study Week		No classes	18	Study Week		No classes
47	Study Week		No classes	19	Tue,Wed,Thu	F.Project	
48	Tue,Wed,Thu	SB		20			

Block 3				Block 7			
Week N ^o	Days	Module	Extra info	Week N ^o	Days	Module	Extra info
49	Tue,Wed,Thu	F. Project		21			
50	Tue,Wed,Thu	HI		22			
51	Christmas		No classes	23			
52/1	Christmas		No classes	24			
2	Study Week		No classes	25			
3	Study Week		No classes	26			
4	Study Week		No classes	27			

Block 4				Block 8			
Week N ^o	Days	Module	Extra info	Week N ^o	Days	Module	Extra info
5	Tue,Wed	F.Project		28			
6	Tue,Wed,Thu	MTHE		29			
6	Fri	PBL	1 day				

HI *Hospitality Imagineering*
CO *Consultancy*
FBB *Food & Beverage Business*
MTHE *Marketing tourism Hospitality & Events*
SB *Strategic Business*
PBL *Professional Based Learning*
F.Project *Research Methods & Final Project.*
In semester 2 F.Project tutorials will be planned in. The date will be communicated.
DIC *Dutch Intensive Course (For International Students)*

Summer Vacation			
Week N ^o	Date	Activities	Extra info
30 till 35	15 Jul.-25 sep.	SV	Holidays

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MSc Sport Business Management (Full time) 2018 - 2019

Block 1				Block 5			
Week N ^o	Days	Module	Extra info	Week N ^o	Days	Module	Extra info
35				7	Study Week		No classes
36				8	Tue,Wed,Thu	CO	
37				9	Mon-Fri	DIC	No classes
38				10	Study Week		No classes
39				11	Tue,Wed,Thu	F.Project	
40		Induction	4 days	12	Tue,Wed,Thu	MTHE	
41	Tue,Wed,Thu	SSBM		13	Study Week		No classes
Block 2				Block 6			
Week N ^o	Days	Module	Extra info	Week N ^o	Days	Module	Extra info
42	Mon-Fri	DIC		14	Tue,Wed,Thu	CO	
43	Tue,Wed,Thu	SGM		15	Study Week		No classes
44	Tue,Wed,Thu	F. Project		16	Easter		No classes
45	Wed,Thu	PBL	2 days	17	Easter		No classes
46	Study Week		No classes	18	Study Week		No classes
47	Tue,Wed,Thu	EDM		19	Tue,Wed,Thu	F.Project	
48	Tue,Wed,Thu	SSBM		20			
Block 3				Block 7			
Week N ^o	Days	Module	Extra info	Week N ^o	Days	Module	Extra info
49	Tue,Wed,Thu	F.Project		21			
50	Tue,Wed,Thu	SGM		22			
51	Christmas		No classes	23			
52/1	Christmas		No classes	24			
2	Study Week		No classes	25			
3	Study Week		No classes	26			
4	Tue,Wed,Thu	EDM		27			
Block 4				Block 8			
Week N ^o	Days	Module	Extra info	Week N ^o	Days	Module	Extra info
5	Tue,Wed	F.Project		28			
6	Tue,Wed,Thu	MTHE		29			
6	Fri	PBL	1 day				
Summer Vacation							
Week N ^o	Date	Activities	Extra info				
30 till 35	15 Jul.-25 sep.	SV	Holidays				
SGM	<i>Sports in a Global market</i>						
CO	<i>Consultancy</i>						
EDM	<i>Evens Design & Management</i>						
MTHE	<i>Marketing tourism Hospitality & Events</i>						
SSBM	<i>Strategic Sports Business Management</i>						
PBL	<i>Professional Based Learning</i>						
F.Project	<i>Research Methods & Final Project.</i>						
	<i>In semester 2 F.Project tutorials will be planned in. The date will be communicated.</i>						
DIC	<i>Dutch Intensive Course (For International Students)</i>						

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MSc International Tourism Management (Full time) 2018 - 2019

Block 1

Week N ^o	Days	Module	Extra info
35			
36			
37			
38			
39			
40		Induction	4 days
41	Thu,Fri	SB	

Block 2

Week N ^o	Days	Module	Extra info
42	Mon-Fri	DIC	
43	Tue,Wed,Thu	CTPM	
44	Tue,Wed,Thu	F. Project	
45	Wed,Thu	PBL	2 days
46	Study Week		No classes
47	Study Week		No classes
48	Tue,Wed,Thu	SB	

Block 3

Week N ^o	Days	Module	Extra info
49	Tue,Wed,Thu	F. Project	
50	Tue,Wed,Thu	CPTM	
51	Christmas		No classes
52/1	Christmas		No classes
2	Study Week		No classes
3	Study Week		No classes
4	Study Week		No classes

Block 4

Week N ^o	Days	Module	Extra info
5	Tue,Wed	F. Project	
6	Tue,Wed,Thu	MTHE	
6	Fri	PBL	1 day

CPTM	<i>Critical perspectives in Tourism</i>
CO	<i>Consultancy</i>
DMP	<i>Destination Management & Planning</i>
MTHE	<i>Marketing tourism Hospitality & Events</i>
SB	<i>Strategic Business</i>
PBL	<i>Professional Based Learning</i>
F.Project	<i>Research Methods & Final Project.</i>
	<i>In semester 2 F.Project tutorials will be planned in. The date will be communicated.</i>
DIC	<i>Dutch Intensive Course (For International Students)</i>

Block 5

Week N ^o	Days	Module	Extra info
7	Tue,Wed,Thu	DMP	
8	Tue,Wed,Thu	CO	
9	Mon-Fri	DIC	
10	Study Week		No classes
11	Tue,Wed,Thu	F. Project	
12	Tue,Wed,Thu	MTHE	
13	Tue,Wed,Thu	DMP	

Block 6

Week N ^o	Days	Module	Extra info
14	Tue,Wed,Thu	CO	
15	Study Week		No classes
16	Easter		No classes
17	Easter		No classes
18	Study Week		No classes
19	Tue,Wed,Thu	F. Project	
20			

Block 7

Week N ^o	Days	Module	Extra info
21			
22			
23			
24			
25			
26			
27			

Block 8

Week N ^o	Days	Module	Extra info
28			
29			

Summer Vacation

Week N ^o	Date	Activities	Extra info
30 till 35	15 Jul.-25 sep.	SV	Holidays

COURSE STRUCTURE: INTRODUCTION

You will experience a dynamic blend of academic study, research and – through the placement module – hands-on learning. The combination of academic study and practical analysis has been designed to provide greater depth of knowledge and future career success.

Course delivery

The emphasis of the course is on using a theoretical approach to analyse and evaluate the Sport Business sector. If you are already working in the sector you'll be able to use your existing knowledge to underpin your studies, whilst if you are a recent graduate there is the opportunity for more supported learning.

Full-time students attend workshops on three days per week from October to May. 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. Teaching methods include group work, case studies, presentations, and live projects. The course is delivered through a variety of approaches including lectures, presentations, tutorials and case studies, with an emphasis on interactive learning. Each module is taught by two lecturers, one from the University of Brighton and one from Wittenborg University. The full course is taught in Apeldoorn..

Depending on the module this could include a combination of university-based teaching, online seminars, tutorial support and webinars. The Professional Enquiry module is a combination of teaching and online tutorials which will support you during an organisational experience or project. Some optional modules will be delivered entirely online and others will be all classroom based.

The flexibility of the teaching method for the Sport Business Management MSc facilitates combining studying for a masters with a professional career. It also means that your commitment to attending the university's campus may be different from others studying the same course.

MASTER INTERNATIONAL EVENT MANAGEMENT PROGRAMME

Core Modules:

- Strategic Business
- Marketing Tourism Hospitality & Events
- Professional Based Learning
- Final Project

Specialisation Modules:

- Event Theory & Practice
- Event Design & Management
- Food & Beverage Business

MASTER INTERNATIONAL HOSPITALITY MANAGEMENT PROGRAMME

Core Modules:

- Strategic Business
- Marketing Tourism Hospitality & Events
- Professional Based Learning
- Final Project

Specialisation Modules:

- Hospitality Imagineering
- Food & Beverage Business
- Consultancy

MASTER SPORTS BUSINESS MANAGEMENT PROGRAMME

Core Modules:

- Marketing Tourism Hospitality & Events
- Professional Based Learning
- Final Project

Specialisation Modules:

- Strategic Sports Business Management
- Sports in a Global Market Place
- Event Design & Management
- Consultancy

MASTER INTERNATIONAL TOURISM MANAGEMENT PROGRAMME

Core Modules:

- Strategic Business
- Marketing Tourism Hospitality & Events
- Professional Based Learning
- Final Project

Specialisation Modules:

- Critical Perspectives in Tourism
- Destination Management & Planning
- Consultancy

MODULE DESCRIPTORS – ALL PROGRAMMES

MODULE DETAILS									
Module title	FOOD AND BEVERAGE BUSINESS								
Module code	HH717								
Credit value	20								
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)								
Entry criteria for registration on this module									
Pre-requisites Specify in terms of module codes or equivalent	None								
Co-requisite modules Specify in terms of module codes or equivalent	None								
Module delivery									
Mode of delivery	Taught	X	Distance		Placement		Online		
	Other								
Pattern of delivery	Weekly		Block		Other	X 3 hour sessions, normally over a period of at least 10 weeks. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each. Additionally blended online delivery may be utilised where appropriate.			
When module is delivered	Semester 1			Semester 2			Throughout year		
	Other	Modules are of one semester duration scheduled according to location and student cohorts							
Brief description of module content and/ or aims Overview (max 80 words)	The purpose of this module is for students to analyse operation practises in food and beverage businesses, and to evaluate food and beverage business philosophies, principles and cultures.								
Module team/ author/ coordinator(s)	Dr Ioannis S. Pantelidis & Ken Woodward								

School	Sport and Service Management	
Site/ campus where delivered	Eastbourne / Wittenborg	
Course(s) for which module is appropriate and status on that course		
Course	Status (mandatory/ compulsory/ optional)	
MSc International Hospitality Management	Compulsory	
MSc International Event Management	Optional	
MODULE AIMS, ASSESSMENT AND SUPPORT		
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> critically explore food and beverage business practises develop an advanced understanding of the current philosophies and principles, which influence food cultures and provide the learner with an understanding and appreciation of the concepts, theories and key issues associated with contemporary food cultures 	
Learning outcomes	<p>On successful completion of the module the student will be able to:</p> <ol style="list-style-type: none"> critically analyse the operations of food and beverage business. evaluate emerging trends and issues in food culture apply service management tools and theories in food and beverage operations critically evaluate food culture theory apply conceptual models to cultural culinary situations. 	
Content	<ul style="list-style-type: none"> Food and beverage management Food and beverage classifications Food and beverage entrepreneurship Food culture and society Politics and history of food cultures The meaning of eating, eating habits, table-scapes 	

Learning support	<p><u>Books:</u></p> <p>Baum, T. (Ed) (2011) <i>Evolution of the Hospitality Industry & Hospitality Management</i>, London: Sage.</p> <p>Brotherton, B. (Ed) (2003) <i>The International Hospitality Industry: structure, characteristics and issues</i>, Oxford: Butterworth-Heinemann.</p> <p>Davis, B., Lockwood, A., Pantelidis, I. and Alcott, P. (2012) <i>Food and Beverage Management</i> (5th Edition), Oxford: Butterworth Heinemann.</p> <p>Kuiper, G, and Smit, B. (2014) <i>Imagineering: Innovation in the Experience Economy</i>. Oxford: CABI.</p> <p>Lashley, C, Lynch, P. and Morrison, A. (Eds.) (2007) <i>Hospitality A Social Lens</i>, Amsterdam; Elsevier.</p> <p>Pantelidis, I. S. (2014). <i>The Routledge Handbook of Hospitality Management</i>. Abingdon: Routledge.</p> <p><u>Journals:</u></p> <p>International Journal of Contemporary Hospitality Management</p> <p>Cornell Hospitality Quarterly</p> <p>Tourism and Hospitality Research</p>	
Teaching and learning activities		
Details of teaching and learning activities	Delivered through a range of lectures, seminars, interactive workshops and student-led presentations.	
Allocation of study hours (indicative) Where 10 credits = 100 learning hours		Study hours
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	30
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	170

PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	N/A
TOTAL STUDY HOURS		200
Assessment tasks		
Details of assessment on this module	<p>Task One (50%) Individual report analysing one aspect of food and beverage business that relates to operations in service management. (equivalent of 2500 words) (Learning Outcomes 1,3)</p> <p>Task Two (50%) Individual essay, analysing recent trends in food and beverage culture (2500 words) (Learning outcomes 2, 4, 5).</p> <p>Referral Task/s:</p> <p>Task One Re-work original submission</p> <p>Task Two Re-work original submission</p>	
Types of assessment task¹	Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.	% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	N/A
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i>	100%
PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i>	N/A
EXAMINATION INFORMATION		
Area examination board	SaSM Joint Postgraduate Area Board	

Refer to Faculty Office for guidance in completing the following sections

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

External examiners			
Name	Position and institution	Date appointed	Date tenure ends
Dr Philip Gibson	Principal Lecturer / University of Plymouth	1 st June 2016	30 July 2020
QUALITY ASSURANCE			
Date of first approval Only complete where this is <u>not</u> the first version			
Date of last revision Only complete where this is <u>not</u> the first version			
Date of approval for this version	April 2017		
Date this version first taught (implementation)			
Version number	1		
Modules replaced Specify codes of modules for which this is a replacement			
Available as free-standing module?	Yes	X	No

MODULE DETAILS									
Module title	HOSPITALITY IMAGINEERING								
Module code	HH718								
Credit value	20								
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)								
Entry criteria for registration on this module									
Pre-requisites Specify in terms of module codes or equivalent	None								
Co-requisite modules Specify in terms of module codes or equivalent	None								
Module delivery									
Mode of delivery	Taught	X	Distance		Placement		Online		
	Other								
Pattern of delivery	Weekly		Block		Other	3 hour sessions, normally over a period of at least 10 weeks. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each. Additionally blended online delivery may be utilised where appropriate.			
When module is delivered	Semester 1		Semester 2		Throughout year				
	Other	Modules are of one semester duration scheduled according to location and student cohorts							
Brief description of module content and/ or aims Overview (max 80 words)	The purpose of this module is for students to explore critical aspects of the hospitality industry (particularly hotels and restaurants) the impacts of the business environment and the management of its operations through both an entrepreneurial and imagineering lens. Imagineering as we see it is the collective creativity that enables innovative problem solving. Students will investigate issues, trends and managerial imperatives that the hospitality industry face, both in a domestic and an international context.								
Module team/ author/ coordinator(s)	Dr Ioannis S. Pantelidis								
School	Sport and Service Management								

Site/ campus where delivered	Eastbourne / Wittenborg
Course(s) for which module is appropriate and status on that course	
Course	Status (mandatory/ compulsory/ optional)
MSc International Hospitality Management	Compulsory

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> • Critically explore the international hospitality sectors and the practice of management through an entrepreneurial and imagineering lens. • Develop an advanced understanding of the issues, trends and managerial imperatives facing organisations in the international hospitality sectors.
Learning outcomes	<p>On successful completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse the notion of international hospitality and its influence on the hotel and restaurant sectors. 2. Evaluate emerging trends and issues affecting hospitality and advise on the implications for management and operations. 3. Apply service management tools and theories in an international and organisational context appropriate to hotel and restaurants 4. Critically evaluate the management of hotel and restaurant businesses and their responsiveness to the contemporary environment.
Content	<ul style="list-style-type: none"> • Hospitality, hospitableness and the enactment in service industries • Hospitality concepts • Hospitality entrepreneurship • Imagineering in hospitality • Social and political impacts, the role of hospitality and food in society, social trends and behaviour. • Investor approaches to hospitality concepts • Hospitality design • Online branding and digital marketing of industries within hospitality • Contemporary Issues and trends in hospitality.

Learning support	<p><u>Books:</u></p> <p>Baum, T. (Ed) (2011) <i>Evolution of the Hospitality Industry & Hospitality Management</i>, London: Sage.</p> <p>Bevolo, M., Gofman, A., & Moskowitz, H. R. (2011) <i>Premium by Design: How to understand, design and market high end products</i>. Farnham: Gower.</p> <p>Boella, M.J. and Goss-Turner, S. (2013) <i>Human Resource Management in the Hospitality Industry: A Guide to Best Practice</i> (9th Edition), Abingdon: Routledge.</p> <p>Bowie, D. and Buttle, F. (2011) <i>Hospitality Marketing</i>, Oxford: Butterworth-Heinemann.</p> <p>Brotherton, B. (Ed) (2003) <i>The International Hospitality Industry: structure, characteristics and issues</i>, Oxford: Butterworth-Heinemann.</p> <p>Davis, B., Lockwood, A., Pantelidis, I. and Alcott, P. (2012) <i>Food and Beverage Management</i> (5th Edition), Oxford: Butterworth Heinemann.</p> <p>Kuiper, G, and Smit, B. (2014) <i>Imagineering: Innovation in the experience economy</i>. Oxford: CABI.</p> <p>Lashley, C, Lynch, P. and Morrison, A. (Eds.) (2007) <i>Hospitality: A Social Lens</i>, Amsterdam: Elsevier.</p> <p>Pantelidis, I. S. (2014). <i>The Routledge Handbook of Hospitality Management</i>. Abingdon: Routledge.</p> <p><u>Journal:</u></p> <p>International Journal of Contemporary Hospitality Management</p>
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Teaching and learning activities		
Details of teaching and learning activities	Delivered through a range of lectures, seminars, interactive workshops and student-led presentations.	
Allocation of study hours (indicative)	Where 10 credits = 100 learning hours	Study hours
SCHEDULED		30
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	170

PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	N/A
TOTAL STUDY HOURS		200

Assessment tasks		
Details of assessment on this module	<p>Task One (50%) In groups (2 to 3 students), develop and present (20 mins) an innovative poster that explains how key international trends in the service sector affect hotels and restaurant entrepreneurs (equivalent to 1000 words per student). (Learning outcomes 1 & 2).</p> <p><i>Group assessment: individual marks may be awarded based on an individual's qualitative and/or quantitative contribution to achieving the assignment learning outcomes. Students will be informed of the grounds on which individual marks are awarded by the module team.</i></p> <p>Task Two (50%) Individual report: Imagineer a new hotel or restaurant concept that can exhibit potential in an international market. (3000 words). (Learning outcomes 3 & 4).</p> <p>Referral Task/s:</p> <p>Task One Re-work original presentation, OR Individual essay: A 2000 word essay that critically analyses how key international trends in the service sector affect hotels and restaurant entrepreneurs.</p>	
	<p>Task Two Reworking of original submission</p>	
Types of assessment task¹ Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.		% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	N/A
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output	50%

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

PRACTICAL	Oral assessment and presentation, practical skills assessment	50%
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EXAMINATION INFORMATION	
Area examination board	SaSM Joint Postgraduate Area Board

Refer to Faculty Office for guidance in completing the following sections

External examiners			
Name	Position and institution	Date appointed	Date tenure ends
Dr Philip Gibson	Principal lecturer / University of Plymouth	1 st June 2016	30 July 2020
QUALITY ASSURANCE			
Date of first approval Only complete where this is <u>not</u> the first version			
Date of last revision Only complete where this is <u>not</u> the first version			
Date of approval for this version	April 2017		
Date this version first taught (implementation)	September 2017		
Version number	1		
Modules replaced Specify codes of modules for which this is a replacement	RH713		
Available as free-standing module?	Yes	X	No

MODULE DETAILS									
Module title	EVENT DESIGN AND MANAGEMENT								
Module code	IE713								
Credit value	20								
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)								
Entry criteria for registration on this module									
Pre-requisites Specify in terms of module codes or equivalent	None								
Co-requisite modules Specify in terms of module codes or equivalent	None								
Module delivery									
Mode of delivery	Taught	X	Distance		Placement		Online		
	Other								
Pattern of delivery	Weekly		Block		Other	2.5 hour sessions normally over a period of at least 10 weeks. 5 hours group supervision. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each. Additionally blended online delivery may be utilised where appropriate			
When module is delivered	Semester 1			Semester 2			Throughout year		
	Other	Module is of one semester duration scheduled according to location and student cohorts							
Brief description of module content and/ or aims Overview (max 80 words)	This module focuses on selected theoretical, philosophical and practical approaches to event design and management. The module will enable students to develop a systematic and critical appreciation of design and management for events. It will also enable them to apply and critically evaluate a range of technical, problem-solving, teamwork and interpersonal skills in the design and management of a live event.								
Module team/ author/ coordinator(s)	Michael Williams								
School	Sport and Service Management								

Site/ campus where delivered	Eastbourne/Wittenborg
Course(s) for which module is appropriate and status on that course	
Course	Status (mandatory/ compulsory/ optional)
MSc International Event Management	Compulsory
MSc International Hospitality Management	Optional

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> • Develop an in-depth knowledge and critical appreciation of selected design and management approaches for events. • Apply and critically evaluate a range of technical, problem solving, teamwork and interpersonal skills in the design and management of a live event.
Learning outcomes	<p>On successful completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a critical understanding of a range of multidisciplinary approaches to designing and managing events. 2. Synthesize and apply, to project planning and management of an event, a range of concepts and theories for managing physical, financial and human resources. 3. Demonstrate knowledge of how to solve complex problems and make effective decisions in relation to the design and management of a live event. 4. Develop appropriate leadership, personal effectiveness, teamwork and interpersonal skills.
Content	<ul style="list-style-type: none"> • Theoretical/philosophical approaches to event design and management • Design and creativity in international event management industry • Event project structure, characteristics and life cycle • Event concept development and feasibility issues • Financial planning and control systems for events • Leadership and human resource management in events • Personal effectiveness and emotional intelligence • Managing event stakeholder relationships • Risk assessment and management • Marketing and communication strategies • Project evaluation and review

<p>Learning Support</p>	<p><u>Books:</u></p> <p>Berridge, G. (2007) <i>Event Design and Experience</i>, Oxford: Elsevier.</p> <p>Gardiner, P. (2005) <i>Project Management: A Strategic Planning Approach</i>, Basingstoke: Palgrave Macmillan.</p> <p>Getz, D. (2012) <i>Event Studies – Theory, Research and Policy for Planned Events</i> (2nd Edition), Oxford: Elsevier.</p> <p>Masterman, G. and Woods, E. (2006) <i>Innovative Marketing Communications: strategies for the events industry</i>, Oxford: Elsevier.</p> <p>Silvers, J. (2008) <i>Risk Management for Meetings and Events</i>, Oxford: Butterworth Heinemann.</p> <p>Van der Wagen, L. (2006) <i>Human Resource Management for Events</i>, Oxford: Elsevier.</p>
	<p><u>Journals:</u></p> <p>Adema, K. & Roehl, W. (2010) "Environmental scanning the future of event design", <i>International Journal of Hospitality Management</i>, 29, pp.199-207.</p> <p>Carlsen, J., Andersson, T. D., Ali-Knight, J., Jaeger, K., & Taylor, R. (2010) "Festival management innovation and failure", <i>International Journal of Event and Festival Management</i>, 1 (2), pp.120-131.</p> <p>McCleskey, J. (2014) "Emotional Intelligence and Leadership: A review of progress, controversy, and criticism", <i>International Journal of Organizational Analysis</i>, 22 (1), pp.76-93.</p> <p>Morgan, M. (2006) "Making space for experiences", <i>Journal of Retail & Leisure Property</i>, 5 (4), pp.305-313.</p> <p>Ralston, L.S., Ellis, G.D., Compton, D.M. & Lee, J. (2007) "Staging memorable events and festivals: an integrated model of service and experience factors", <i>International Journal of Event Management Research</i>, 3 (2), pp. 24-38.</p> <p>Ravenscroft, N. and Gilchrist, P. (2009) "Spaces of transgression: governance, discipline and reworking the carnivalesque", <i>Leisure Studies</i>, 28 (1), pp.35-49.</p>

Teaching and learning activities		
Details of teaching and learning activities	Contact Time Lectures: 15 hours Tutor-led discussions and workshops: 10 hours Project Supervision meetings: 5 hours	
	Non-contact time Guided and independent research: 100 hours Assessment preparation and delivery: 70 hours	
Allocation of study hours (indicative) Where 10 credits = 100 learning hours		Study hours
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	30
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	170
PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	N/A
TOTAL STUDY HOURS		200

Assessment tasks	
Details of assessment on	Task One (50%)

this module	<p>Individual written portfolio on project management for events, 2,500 words, (Learning outcomes 1,2).</p> <p>Task Two (50%) Practical group project (group size 4-6 students) – Demonstrating appropriate planning, implementation, management of an event (maximum duration of 6 hours including set up and break down), (Learning outcomes 3, 4).</p> <p><i>Group assessment: individual marks may be awarded based on an individual's qualitative and/or quantitative contribution to achieving the assignment learning outcomes. Students will be informed of the grounds on which individual marks are awarded by the module team.</i></p> <p>OR:</p> <p>Alternative Task Two (50%) Individual written report – Prepare a report for a client with recommendations for effective design and management of an event, 2,500 words, (Learning outcomes 3, 4). The report is to include a 500 word reflective statement on the student's leadership, personal effectiveness, teamwork and interpersonal skills in relation to the preparation of the report.</p> <p><i>Managing choice of assessment will be conducted through tutor guidance and based on knowledge of the student's prior learning and experience.</i></p> <p>Assessment tasks will be awarded a percentage basis.</p> <p>Referral Task/s:</p> <p>Task One (50%) Re-work original submission.</p> <p>Task Two (50%) Alternative Individual Assessment: Individual written report – Prepare a report for a client with recommendations for effective design and management of an event, 2,500 words, (Learning outcomes 3, 4). The report is to include a 500-word reflective statement on the student's leadership, personal effectiveness, teamwork and interpersonal skills in relation to the preparation of the report.</p> <p>OR:</p> <p>Alternative Task Two (50%) Re-work original submission.</p>
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Types of assessment task¹ Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.		% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	N/A
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project	50% / 100%
	output, <i>set exercise</i>	
PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i>	50%

EXAMINATION INFORMATION	
Area examination board	SaSM Joint Postgraduate Area Board

Refer to University for guidance in completing the following sections

External examiners			
Name	Position and institution	Date appointed	Date tenure ends
Dr Emma Wood	Reader, Leeds Metropolitan University	01/10/2013	31/12/2017

QUALITY ASSURANCE	
Date of first approval Only complete where this is <u>not</u> the first version	
Date of last revision Only complete where this is <u>not</u> the first version	April 2016. Q&S published August 2016
Date of approval for this version	April 2017

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

Version number	2			
Modules replaced Specify codes of modules for which this is a replacement	IEM713			
Available as free-standing module?	Yes	X	No	

MODULE DETAILS									
Module title	EVENTS: THEORY AND PRACTICE								
Module code	IE715								
Credit value	20 Credits								
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)								
Entry criteria for registration on this module									
Pre-requisites Specify in terms of module codes or equivalent	None								
Co-requisite modules Specify in terms of module codes or equivalent	None								
Module delivery									
Mode of delivery	Taught	X	Distance		Placement		Online		
	Other								
Pattern of delivery	Weekly		Block		Other	X 3 hour sessions, normally over a period of at least 10 weeks. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each. Additionally blended online delivery may be utilised where appropriate.			
When module is delivered	Semester 1			Semester 2			Throughout year		
	Other	Module is of one semester duration scheduled according to location and student cohorts							
Brief description of module content and/ or aims Overview (max 80 words)	<p>This module aims to:</p> <ul style="list-style-type: none"> provide an insightful introduction to the historical development and contemporary themes within the interdisciplinary field of event studies by drawing on major insights stemming from both the wider social sciences and humanities and management and marketing, and provide an opportunity for students to reflect on their career plans in the events sector and develop academic and professional skills needed for a successful career. 								
Module team/ author/ coordinator(s)	Dr Tijana Rakić								

School	School of Sport and Service Management
Site/ campus where delivered	This module will normally be delivered at Eastbourne, Wittenborg
Course(s) for which module is appropriate and status on that course	
Course	Status (mandatory/ compulsory/ optional)
MSc International Event Management	Compulsory
MA Sport and International Development	Optional

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> to provide an insightful introduction to the historical development and contemporary themes within the interdisciplinary field of event studies, achieved through the module's reliance on events and festivals related publications stemming from disciplines and fields of study such as anthropology, sociology, cultural geography as well as management and marketing. to provide an opportunity for students to reflect on their career plans in the events sector and develop academic and professional skills needed for a successful career, achieved through its sessions on critical research, writing and presentation skills in events studies; patterns of employment in events; career planning and management.
Learning outcomes	<p>On successful completion of this module the student will be able to:</p> <ol style="list-style-type: none"> critically explore a range of key themes in events studies evaluate the key trends in the events industry on a local, national and/or international level explore and reflect on the skills, knowledge and personal qualities needed for a successful career in the events sector create a 3-year events career development plan

<p>Content</p>	<ul style="list-style-type: none"> • An introduction to the historical development and contemporary themes in event studies • Events, place and society • Events and environmental sustainability • Events and social and economic sustainability • Volunteering in events • Current trends and issues in the international events industry • Patterns of employment in the events sector • Critical research, writing and presentation skills in events studies • Career planning and management: the role of personal professional development and branding • Creating a professional profile: the importance of effective CVs, social media, professional networks and blogging
<p>Learning support</p>	<p>Indicative Reading: Andrews, H. and Leopold, T. (2013) <i>Events and the Social Sciences</i>. London: Routledge. Bowdin, G., Allen, J., O’Toole W., Harris, R and McDonnell, I. (2012) <i>Events Management</i>, (3rd Edition) London: Routledge. Brown, S. (2014) Emerging Professionalism in the Event Industry: A Practitioner’s Perspective. <i>Event Management</i> 18(1), 15-24. Cottrell, S. (2010) <i>Skills for Success: The Personal Development and Employability</i>, (2nd Edition). New York: Palgrave MacMillan.</p>

- Daspher, K. Fletcher, T. and Mccullough, N. (Eds.) (2014) *Sports Events, Society and Culture*. London: Routledge.
- Getz, D. and Page, S. J. (2016) *Event Studies: Theory, research and policy for planned events*, (3rd Edition). London: Routledge.
- Harris, V. (2004) Management Practice Event Management: A New Profession? *Event Management* 9(1), 103-109.
- Holmes, K., Hughes, M., Mair, J. and Carlsen, J. (2015) *Events and Sustainability*. London: Routledge.
- Laing, J. and Warwick, F. (Eds.) (2015) *Rituals and Traditional Events in the Modern World*. London: Routledge.
- Martin, V. and Cazarre, L. (2016) *Technology and Events: How To Create Engaging Events*. Oxford: Goodfellow Publishers.
- Merkel, U. (Ed.) (2013) *Power, Politics and International Events: Sociocultural analyses of festivals and spectacles*. London: Routledge.
- Moufakkir, O. and Pernecky, T. (Eds.) (2015) *Ideological, Social and Cultural Aspects of Events*. Wallingford: CABI.
- Newbold, C., Jordan, J., Maughan, C. and Bianchini, F. (Eds.) (2015) *Focus on Festivals: Contemporary European Case Studies and Perspectives*. Oxford: Goodfellow Publishers.
- Newbold, C. and Jordan, J. (Eds.) (2016) *Focus on World Festivals: Contemporary Case Studies and Perspectives*. Oxford: Goodfellow Publishers.
- Pernecky, T. (Ed.) (2016) *Approaches and Methods in Event Studies*. London: Routledge.
- Pernecky, T. and Lück, M. (Eds.) (2013) *Events, Society and Sustainability: Critical and Contemporary Approaches*. London: Routledge.
- Jackson, N. (2013) *Promoting and Marketing Events: Theory and Practice*. London: Routledge.
- Rojek, C. (2013) *Event Power*. London: Sage.
- Shone, A. and Parry, B. (2013) *Successful Event Management*, (4th Edition). Andover: Cengage Learning.
- Smith, K. A., Lockstone-Binney, L. Holmes, K. and Baum, T. (Eds.) (2014) *Event Volunteering: International Perspectives on the Event Volunteering Experience*. London: Routledge.

Key Websites:

<http://www.ifea.com> International Festival and Events Association (IFEA) [Accessed: 09 January 2017] <http://www.eventmagazine.co.uk> Event Magazine [Accessed: 09 January 2017]

Key Journals:

Event Management
International Journal of Event and Festival Management
Journal of Policy Research in Tourism, Leisure and Events
Journal of Convention & Event Tourism

Teaching and learning activities

Details of teaching and learning activities	<p>Contact Time: Lectures: 10 hours Tutor-led discussion and workshops: 20 hours</p> <p>Non-Contact time: Guided and independent reading: 110 hours Assessment research and preparation: 60 hours</p>	
Allocation of study hours (indicative) Where 10 credits = 100 learning hours		Study hours
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	30 hours
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions. Guided independent study will typically be derived as the number of hours remaining after taking into account hours spent in placements and scheduled learning and teaching activities.	170 hours
PLACEMENT	The placement is a specific type of learning away from the University, (normally including word-based learning) that is not a year abroad.	n/a
TOTAL STUDY HOURS		200 hours

Assessment tasks		
Details of assessment on this module	<p>Task 1 100% An individual 4,000 word portfolio containing three distinct elements: 1) a personal research blog (1,500 words) 2) analyses of two key trends in events (1,500 words), and 3) a reflective essay discussing student's career development plan in the events sector (1,000 words) (LOs 1-4)</p> <p>Referral Task: Reworking of original submission.</p>	
Types of assessment task¹ Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.		% weighting (or indicate if component is pass/fail)

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

WRITTEN	Written exam	n/a
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i>	100%
PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i>	n/a

EXAMINATION INFORMATION

Area examination board	SaSM Postgraduate Area Board
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Refer to University for guidance in completing the following sections

External examiners

Name	Position and institution	Date appointed	Date tenure ends
Dr Emma Wood	Reader, Leeds Beckett University	01/10/2013	31/12/2017

QUALITY ASSURANCE

Date of first approval Only complete where this is <u>not</u> the first version					
Date of last revision Only complete where this is <u>not</u> the first version					
Date of approval for this version	April 2017				
Version number	1				
Modules replaced Specify codes of modules for which this is a replacement					
Available as free-standing module?	<table border="1"> <tr> <td>Yes</td> <td>X</td> <td>No</td> <td></td> </tr> </table>	Yes	X	No	
Yes	X	No			

MODULE DETAILS									
Module title	STRATEGIC SPORT BUSINESS MANAGEMENT								
Module code	SC702								
Credit value	20								
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)								
Entry criteria for registration on this module									
Pre-requisites Specify in terms of module codes or equivalent	None								
Co-requisite modules Specify in terms of module codes or equivalent	None								
Module delivery									
Mode of delivery	Taught	X	Distance		Placement		Online		
	Other								
Pattern of delivery	Weekly	X	Block	X	Other	3 hour sessions, normally over a period of at least 10 weeks. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each. Additionally blended online delivery may be utilised where appropriate.			
When module is delivered	Semester 1	X	Semester 2		Throughout year				
	Other								
Brief description of module content and/ or aims Overview (max 80 words)	This module critically analyses strategic issues recognised as the major challenges to sport business management. Students critique the theoretical framework of issues in strategic sports business and the complex networked relationships between stakeholders. Students will explore how sports business generates revenue through TV rights, gate receipts, sponsorship and merchandise. Students identify and critically explore the relationship between sports business and governing bodies, pressure groups and government agencies.								
Module team/ author/ coordinator(s)	Simon McEnnis (key contact)/ Dr. Thomas Carter/Dr. Marc Keech								
School	School of Sport and Service Management (SaSM)								
Site/ campus where delivered	Eastbourne								
Course(s) for which module is appropriate and status on that course									
Course						Status (mandatory/ compulsory/ optional)			
MSc Sport Business Management						Mandatory			

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>The aims of this module are to:</p> <ul style="list-style-type: none"> • Enable students to understand the complex and interdependent financial models for sport business management and the wider considerations such as networked stakeholder relationships and legal, regulatory and ethical frameworks • Identify existing sport business management practices and synthesise how these can be evolved and developed in forward-thinking ways that promote a sustainable future for the business of sport
Learning outcomes	<p>On successful completion of this module students will be able to: 1) Synthesise how existing sport business management models of revenue and expenditure can be evolved and developed in ways that promote a sustainable future for the business of sport;</p> <p>2) Critically evaluate how sport business interacts with wider sports stakeholders and how these relationships can be improved further;</p> <p>3) Demonstrate a critical understanding of how sport business management can successfully incorporate legal, ethical and regulatory frameworks into its operations</p>
Content	<ul style="list-style-type: none"> • Strategic sport business management • Theorising strategic sport business management; • Management practices in sport business – structure, culture, change, leadership and effectiveness; • Strategy, planning, leadership and review in sports economics; • Revenue and expenditure; • The role of the State and (non-) governmental organisations; • The relationship between sport business and sport governance • Media rights and revenues; • Law and regulation in strategic sport business management; • Strategy and politics in sport business sponsorship; • Ownership – franchises, clubs, people; • Strategic sport business management in local communities;

Learning support	<p><u>Books:</u></p> <p>Beech, J. & Chadwick, S. (Eds.) (2013) <i>The Business of Sport Management</i> (2nd edition), London: Pearson.</p> <p>Downward, P., Dawson, A. & Dejonghe, T. (2009) <i>The Economics of Sports: Theory, Evidence and Policy</i>, London: Butterworth-Heinemann.</p> <p>Gratton, C., Liu, D., Ramchandani, G. & Wilson, D. (2012) <i>The Global Economics of Sport</i>, Abingdon: Routledge.</p> <p>Hoye, R. & Cuskelly, G. (2007) <i>Sport Governance</i>, London: Butterworth-Heinemann.</p> <p>Masterman, G. (2014) <i>Strategic sports event management (3rd edition)</i>, London: Routledge.</p>
	<p>Pedersen, P., Parks, J.B., Quarterman, J. & Thibault, L. (2011) <i>Contemporary Sport Management (4th ed.)</i> Champaign, Illinois: Human Kinetics.</p> <p>Robinson, L., Chelladurai, P., Bodet, G. & Downward, P. (Eds.) (2011) <i>Routledge Handbook of Sport Management</i>, London: Routledge.</p> <p>Trenberth, L. & Hassan, D. (2012) <i>Managing sport business: An introduction</i>, London: Routledge.</p> <p>Westerbeek, H. & Smith, A. (2005) <i>Business Leadership and the Lessons from Sport</i>, Basingstoke: Palgrave Macmillan.</p> <p><u>Journals:</u></p> <p>Journal of Sport Management Journal of Sport Administration and Supervision Sport, Business and Management: An International Journal</p>

Teaching and learning activities		
Details of teaching and learning activities	<p><u>Contact Time:</u></p> <p>Seminars Tutor-led discussion and workshops Student-led presentations</p> <p><u>Non-Contact time:</u></p> <p>Guided and independent reading Case study research Assessment preparation</p>	
Allocation of study hours (indicative) Where 10 credits = 100 learning hours		Study hours
SCHEDULED	Lectures, workshops, student presentations, group discussions, ICT workshop, tutorials	30

GUIDED INDEPENDENT STUDY	Guided independent study, preparation for lectures and workshops,	170
PLACEMENT		
TOTAL STUDY HOURS		200

Assessment tasks		
Details of assessment on this module	<p>Task 1: A critically written sport business strategic plan for future revenue growth and development using a case study (Total 5,000 words) (LO 1,2, 3) (100%)</p> <p>Referral task:</p> <ol style="list-style-type: none"> 1. Reworking of original task 	
Types of assessment task¹	Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.	% weighting (or indicate if component is pass/fail)
WRITTEN		
COURSEWORK	Report	100
PRACTICAL		

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

EXAMINATION INFORMATION	
Area examination board	SaSM Postgraduate Area Board

Refer to Academic Services for guidance in completing the following sections

External examiners			
Name	Position and institution	Date appointed	Date tenure ends
Daniel Plumley	Sheffield Hallam University	01/10/2016	31/12/2020

QUALITY ASSURANCE				
Date of first approval Only complete where this is <u>not</u> the first version	N/A			
Date of last revision Only complete where this is <u>not</u> the first version	N/A			
Date of approval for this version	January 2015			
Date this version first taught (implementation)	September 2015			
Version number	1.1			
Modules replaced Specify codes of modules for which this is a replacement	N/A			
Available as free-standing module?	Yes	X	No	

MODULE DETAILS										
Module title	CONSULTANCY									
Module code	SM712									
Credit value	20									
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8	
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)									
Entry criteria for registration on this module										
Pre-requisites Specify in terms of module codes or equivalent	None									
Co-requisite modules Specify in terms of module codes or equivalent	None									
Module delivery										
Mode of delivery	Taught	X	Distance		Placement		Online			
	Other									
Pattern of delivery	Weekly		Block		Other	3 hour sessions, normally over a period of at least 10 weeks. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each or 3 blocks of 2 days each. Additionally blended online delivery may be utilised where appropriate.				
When module is delivered	Semester 1			Semester 2				Throughout year		
	Other	Modules are of one semester duration scheduled according to location and student cohorts								
Brief description of module content and/ or aims Overview (max 80 words)	This module aims to develop a critical awareness of the practical aspects of applied commercial consultancy. In a very practical way we will reflect upon applied methods to gather data and examples of consultancy projects funded by international organizations such as the World Bank, the UN and the EU as well as other smaller projects, in the field of tourism, hospitality, sport and events. The module will also touch on issues such as: ethics in consultancy practice; cultural sensitiveness; capacity building; participation and community development; myths of consultancy and field methods and practices.									
Module team/ author/ coordinator(s)	Professor Marina Novelli									
School	Sport and Service Management									
Site/ campus where delivered	Eastbourne / Wittenborg									
Course(s) for which module is appropriate and status on that course										

Course	Status (mandatory/ compulsory/ optional)
MSc Tourism and International Development	Compulsory
MA Sport and International Development	Optional
MSc International Tourism Management	Optional
MSc International Hospitality Management	Optional

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> • Deal with the complexities, lacunae, ethics and contradictions associated with the business consulting process. • Independently evaluate alternative entrepreneurial approaches for a consulting project and accept a high level of responsibility in the achievement of the project
Learning outcomes	<p>Upon successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Elaborate, synthesize and present complex concepts, ideas and propositions to a professional audience 2. Demonstrate ability to apply current trends in tourism, sport and hospitality consulting process 3. Undertake primary and secondary research 4. Demonstrate understanding of the tourism and hospitality consulting process 5. Demonstrate professionalism in the formulation of consultancy projects
Content	<ul style="list-style-type: none"> • The module has two parts, the first, general issues of consultancy and the second with the more specialist requirements of three common types of business consultancy. • The uses of consultants - politics of consultancy - why consultants are called in. • The bidding process- being entrepreneurial, writing the brief, the clients and consultants perspectives. Business plan development, assessment and effective time management. Issues of consultancy management. Negotiating deadlines and format of final results e.g. types of survey, project management, quality of materials in a built project. Writing a competitive tender and business plan. • Consultancy simulation. Role and client relations during the project. Legal issues, confidentiality and dealing with enquiries during contract period and after. Record keeping. Ethical issues. • Selected financial methodologies and forecasting methods appropriate for consultancy. • Intellectual content - e.g. monitoring the project to ensure that arguments have clarity and internal logic, that concepts are clearly grasped and presented. • Product design and development consultancy. • Writing and implementing a marketing plan.

Learning support	<p>Biswas, S. (2002) <i>Management consulting. A guide to the industry</i> (2nd Edition). New York: Wiley.</p> <p>Burtonshaw-Gunn, S. (2010) <i>Essential Tools for Management Consulting: Tools, Models and Approaches for Clients and Consultants</i>. Chichester: John Wiley & Sons Ltd.</p> <p>Cope, M. (2010) <i>The Seven C's of Consulting</i>. (3rd Edition) FT Press.</p> <p>Czerniawksa, F. and May, P. (2004) <i>Management Consulting in Practice</i>. London: Kogan-Page.</p> <p>Lambert, T. (1997) <i>High income consulting: how to build and market your professional practice</i>. London: Brealey.</p> <p>Lewin, M. (1997) <i>Consultant Survival Guide</i>. Chichester: Wiley.</p> <p>Newton, R. (2010) <i>The Management Consultant, Mastering the Art of Consultancy</i>. Harlow: Pearson Education Limited.</p>
	<p>Weiss, A. (2016). <i>Million Dollar Consulting: the Professional's Guide to Growing a Practice</i>. (5th Edition) London: McGraw-Hill.</p>

Teaching and learning activities		
Details of teaching and learning activities	Delivered through a range of lectures, seminars, interactive workshops and student-led presentations.	
Allocation of study hours (indicative) Where 10 credits = 100 learning hours		Study hours
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	30
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	170
PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	N/A
TOTAL STUDY HOURS		200

Assessment tasks

Details of assessment on this module	Task One (80%) Individual consultancy proposal (3,500 words) (Learning Outcomes 2, 3, 4, 5)
	Task Two (20%) Group presentation (3 to 5 students) of a consultancy brief, 20 minutes presentation plus 5 minutes QA session (Learning Outcome 1)
	Individual marks may be awarded based on an individual's qualitative and/or quantitative contribution to achieving the assignment learning outcomes. Students will be informed of the grounds on which individual marks are awarded by the module team.
	Referral Task/s: Task One Re-work of original submission Task Two Re-work of original task
Types of assessment task¹ Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.	% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam N/A
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i> 80%
PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i> 20%

EXAMINATION INFORMATION	
Area examination board	SaSM Postgraduate Area Board

Refer to University for guidance in completing the following sections

External examiners

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

Name	Position and institution	Date appointed	Date tenure ends
Dr Fiona Jordan	University of the West of England	01/01/2015	31/12/2019

QUALITY ASSURANCE			
Date of first approval Only complete where this is not the first version			
Date of last revision Only complete where this is not the first version			
Date of approval for this version	April 2017		
Date this version first taught (implementation)			
Version number	1		
Modules replaced Specify codes of modules for which this is a replacement			
Available as free-standing module?	Yes	X	No

MODULE DETAILS									
Module title	SPORT IN THE GLOBAL MARKETPLACE								
Module code	SM718								
Credit value	20								
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)								
Entry criteria for registration on this module									
Pre-requisites Specify in terms of module codes or equivalent	None								
Co-requisite modules Specify in terms of module codes or equivalent	None								
Module delivery									
Mode of delivery	Taught	X	Distance		Placement		Online		
	Other								
Pattern of delivery	Weekly	X	Block	X	Other	3 hour sessions, normally over a period of at least 10 weeks. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each. Additionally blended online delivery may be utilised where appropriate.			
When module is delivered	Semester 1		Semester 2	X	Throughout year				
	Other								
Brief description of module content and/ or aims Overview (max 80 words)	This module explores the global and business related forces which affect sport, focusing particularly on the trans, inter- and intra-national organisational relationships and dynamics which affect its management								
Module team/ author/ coordinator(s)	Professor John Nauright (key contact) Dr. Marc Keech								
School	School of Sport and Service Management (SaSM)								
Site/ campus where delivered	Eastbourne								
Course(s) for which module is appropriate and status on that course									
Course					Status (mandatory/ compulsory/ optional)				
MSc Sport Business Management					Compulsory				

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>The aims of this module are to:</p> <ul style="list-style-type: none"> • Critically engage students with contemporary issues in the ongoing development of global sport business management; • Identify current sport business practices which shape the contemporary issues and critically analyse their impact on wider global processes.
Learning outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Comprehensively and analytically discuss the significance of sport as an international social institution; 2. Critically evaluate contemporary global issues associated with sport business management.
Content	<ul style="list-style-type: none"> • Globalisation processes and sport business management; • Political economy of global sport; • Global markets for sport and the structure of global sport; • Global sport marketing across cultures; • Stakeholders in the global marketplace for sport: agents, actors, organisations, forces and conflicts, and outcomes; • Rights in sport – global, political, human, labour and slavery; • Non-governmental organisations and transnationalism in sport; • Corporate social responsibility; • Sport business and pressure groups; • New media and social movements; • Mega events – multisport, single sport, and legacies; □ Sport tourism;

Learning support	<p><u>Books:</u> Ferrand, A. (2008) <i>Marketing the Sports Organisation: Building Networks and Relationships</i>, London: Routledge.</p> <p>Masterman, G. (2014) <i>Strategic sports event management (3rd edition)</i>, London: Routledge.</p> <p>Palmer, C. (2013) <i>Global Sports Policy</i>, London: SAGE.</p> <p>Pedersen, P., Parks, J.B., Quarterman, J. & Thibault, L. (2011) <i>Contemporary Sport Management (4th ed.)</i>, Champaign, Illinois: Human Kinetics.</p> <p>Robinson, L., Chelladurai, P., Bodet, G. & Downward, P. (Eds.) (2011) <i>Routledge Handbook of Sport Management</i>, London: Routledge.</p> <p>Sage, G. (2010) <i>Globalizing Sport: How Organizations, Corporations, Media, and Politics are Changing Sports</i>, Boulder: Paradigm.</p> <p>Shilbury, D., Westerbeek, H., Quick, S. & Funk, D. (2009) <i>Strategic Sport Marketing (3rd Edition)</i>, New South Wales, Australia: Allen and Unwin.</p> <p>Westerbeek, H. and Smith, A. (2003) <i>Sport in the Global Marketplace</i>, Basingstoke: Palgrave.</p> <p><u>Journals:</u> Journal of Sport Management International Journal of Sport Policy and Politics Sport, Business and Management: An International Journal Sport Management Review</p>
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Teaching and learning activities	
Details of teaching and learning activities	<p><u>Contact Time:</u> Seminars Tutor-led discussion and workshops</p> <p><u>Non-Contact time:</u> Guided and independent reading Case study research Assessment preparation</p>
Allocation of study hours (indicative) Where 10 credits = 100 learning hours	Study hours

SCHEDULED	Lectures, workshops, student presentations, group discussions, ICT workshop, tutorials	30
GUIDED INDEPENDENT STUDY	Guided independent study, preparation for lectures and workshops,	170
PLACEMENT		
TOTAL STUDY HOURS		200

Assessment tasks		
Details of assessment on this module	Task 1: (LO 1, 2) (100%) Written essay (5,000 words) critiquing contemporary issues in global sport which then focuses on a specific case study. Referral task: Reworking of original task	
Types of assessment task¹	Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.	% weighting (or indicate if component is pass/fail)
WRITTEN		
COURSEWORK	Essay	100
PRACTICAL		

EXAMINATION INFORMATION	
Area examination board	SaSM Postgraduate Area Board

Refer to Academic Services for guidance in completing the following sections

External examiners

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

Name	Position and institution	Date appointed	Date tenure ends
Dr Daniel Plumley	Sheffield Hallam University	1/10/16	31/12/2020
QUALITY ASSURANCE			
Date of first approval			
Only complete where this is <u>not</u> the first version			
Date of last revision			
Only complete where this is <u>not</u> the first version			
Date of approval for this version	January 2015		
Version number	1.1		
Modules replaced Specify codes of modules for which this is a replacement	N/A		
Available as free-standing module?	Yes	X	No

MODULE DETAILS										
Module title	PROFESSIONAL-BASED LEARNING									
Module code	SM719									
Credit value	20									
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8	
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)									
Entry criteria for registration on this module										
Pre-requisites Specify in terms of module codes or equivalent	None									
Co-requisite modules Specify in terms of module codes or equivalent	None									
Module delivery										
Mode of delivery	Taught	X	Distance		Placement	X	Online			
	Other									
Pattern of delivery	Weekly		Block		Other	X	Initial block input, followed by blended learning support throughout the module.			
When module is delivered	Semester 1			Semester 2			Throughout year	X		
	Other									
Brief description of module content and/ or aims Overview (max 80 words)	Utilising a blended approach to work/practice/volunteer-based learning, this module offers an opportunity to combine both theoretical business and management concepts with practical application. Proposing and developing a plan to improve performance, students gain insight into the workings/practice of organisations relevant to their field of study. The suggested improvements will be both theoretically underpinned and practically supported. In addition to enhanced personal performance, knowledge and improve existing cognitive skills (their being), students will develop existing and gain new employability skills (their doing).									
Module team/ author/ coordinator(s)	Adam Jones									
School	School of Sport and Service Management									
Site/ campus where delivered	Eastbourne / Wittenborg									
Course(s) for which module is appropriate and status on that course										
Course							Status (mandatory/ compulsory/ optional)			
MSc International Event Management							Compulsory			
MSc International Hospitality Management							Compulsory			

MSc International Tourism Management	Compulsory
MSc Tourism and International Development	Compulsory
MA Sport and International Development	Compulsory

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> • Enable students to develop autonomous working practices and problem solving cognitive skills • Practical application and critical awareness of operational developments in an organisational based context • Evaluative skills of personal professional and employability development whilst identifying areas for improvement.
Learning outcomes	<p>On successful completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Take initiative in planning, decision-making and accessing relevant support, whilst accepting accountability for outcomes 2. Undertake a substantial investigation to address an area for development of work/practice, supported with appropriate methodological approaches 3. Propose, develop and plan an improvement with quantifiable performance benefits for an agreed aspect of your work/practice organisation 4. Demonstrate a critical awareness of their personal ethical and professional employability with identified areas for future development
Content	<p>The organisational context: the internal environment and the external competitive environment, (PESTLE and other relevant models) encouraging and harnessing innovation, creativity and business performance.</p> <p>Business and management improvement theories</p> <p>Practical research, search & selection</p> <p>Professional skills</p> <p>Action Learning</p> <p>Self-directed learning skills</p> <p>Identification and problem-solving</p> <p>Project management</p> <p>Reflective practice</p>

<p>Learning support</p>	<p><u>Books:</u></p> <p>Birkinshaw, J, and Mark, K, (2015) <i>Key MBA Models, The 60+ models every manager and business student needs to know</i>, Harlow: FT Publishing</p> <p>Boud, D. (1995) <i>Enhancing Learning Through Self-Assessment</i>, New York: Routledge</p> <p>Brooks, S., Burnie, S., Jarvis, J., Johns, C., and Lee, S. (2013) <i>Becoming a reflective practitioner</i>, Chichester: Wiley Blackwell.</p> <p>Costley, C., Garnett, J., and Workman B. (2009) <i>Work based learning, journeys to the Core of Higher Education</i>, London: Middlesex University Press</p> <p>Hardacre, K,. and Workman, B. (2010) <i>Planning and Reviewing Work Based Learning; A practical guide</i>, Oxford: Library Publishing</p> <p>Illeris, K. (2009) <i>Contemporary Theories in OF Learning: Learning Theorists... in their Own Words</i>, Abingdon: Routledge.</p>
	<p>Moon, J.A. (2004) <i>A handbook of reflective and experiential learning: Theory and practice</i>, London: Routledge.</p> <p>Moon, J.A. (2006) <i>Learning journals: A handbook for reflective practice and professional development</i>, (2nd Edition), London: Routledge.</p> <p>Pedler M. & Burgoyne P. (2013) <i>A Manager's Guide to Self Development</i>, (6th Edition), London: McGraw-Hill</p> <p>□ Prospects www.prospects.ac.uk</p> <p>Student Folio https://folio.brighton.ac.uk</p> <p>Williams, K., Spiro, J., and Wooliams, M. (2012) <i>Reflective writing</i>, Basingstoke: Palgrave Macmillan.</p> <p>Official company relevant web sites Industry etrade magazines and ejournals, relevant to their sector</p>

<p>Teaching and learning activities</p>	
<p>Details of teaching and learning activities</p>	<p>Delivered through a range of seminars, interactive workshops and tutorials. An academic tutor and industry mentor will support students. All students are required to complete professional based learning in order to meet the learning objectives. Such activities may include work, volunteering, professional practice, and consultancy, engaging with local community or University partnership.</p>

Allocation of study hours (indicative)		Study hours
Where 10 credits = 100 learning hours		
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	30
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	20
PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	150
TOTAL STUDY HOURS		200

Assessment tasks	
Details of assessment on this module	<p>Task One (100%) Individual portfolio, composed of two parts:</p> <ol style="list-style-type: none"> 1. Work based project (4000 words or equivalent*) that integrates the projects actions, implementation & outcomes (that is the evidence of achievement) 80% (LO 1, 2 & 3) 2. Critical commentary of project reflection and evaluation (1000 words) 20% (LO 4) <p>*Equivalent to 4000 words in addition to written format may take the form of the following for example; A 5 minute video This could be to crowd fund, training, feedback (600 words equivalent) A 5 minute vlog to promote your idea or concept (600 word equivalent) A 3 page website to engage people with your idea/sell your product (1000 word equivalent)</p> <p>A 1000 word blog to engage people with your idea (1000 word equivalent)</p> <p>Referral tasks:</p> <p>Re-work of original submission</p>

Types of assessment task¹ Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.		% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	N/A
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i>	100%
PRACTICAL	Oral assessment and presentation, practical skills assessment	N/A

EXAMINATION INFORMATION	
Area examination board	SaSM Joint Postgraduate Area Board

Refer to University for guidance in completing the following sections

External examiners			
Name	Position and institution	Date appointed	Date tenure ends
Dr Philip Gibson	Plymouth University	1/07/2016	31/12/2019

QUALITY ASSURANCE	
Date of first approval Only complete where this is <u>not</u> the first version	
Date of last revision Only complete where this is <u>not</u> the first version	
Date of approval for this version	April 2017
Date this version first taught (implementation)	
Version number	1

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

Modules replaced Specify codes of modules for which this is a replacement	N/A			
Available as free-standing module?	Yes	X	No	

MODULE DETAILS									
Module title	MARKETING FOR TOURISM, HOSPITALITY AND EVENTS								
Module code	SM720								
Credit value	20 Credits								
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)								
Entry criteria for registration on this module									
Pre-requisites Specify in terms of module codes or equivalent	None								
Co-requisite modules Specify in terms of module codes or equivalent	None								
Module delivery									
Mode of delivery	Taught	X	Distance	X	Placement	X	Online	X	
	Other								
Pattern of delivery	Weekly		Block		Other	X 3 hour sessions, normally over a period of at least 10 weeks. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each. Additionally blended online delivery may be utilised where appropriate.			
When module is delivered	Semester 1		Semester 2		Throughout year				
	Other	Module is of one semester duration scheduled according to location and student cohorts							
Brief description of module content and/ or aims Overview (max 80 words)	Marketing plays a key role not only in constructing and communicating the brand of a particular destination, tourism or hospitality business or an event, but also in achieving its competitive advantage. The aim of this module is thus to provide a theoretically underpinned understanding of effective approaches to strategic marketing through its exploration of key marketing theories and concepts, marketing strategies, branding and marketing semiotics and their role in creating successful integrated marketing communications in tourism, hospitality and events practice.								

Module team/ author/ coordinator(s)	Dr Tijana Rakić	
School	School of Sport and Service Management	
Site/ campus where delivered	Eastbourne / Wittenborg	
Course(s) for which module is appropriate and status on that course		
Course	Status (mandatory/ compulsory/ optional)	
MSc International Tourism Management	compulsory	
MSc International Hospitality Management	compulsory	
MSc International Event Management	compulsory	
MSc Tourism and International Development	optional	

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> • Provide a theoretically underpinned understanding of the effective approaches to strategic marketing in tourism, hospitality and events practice, and • provide an understanding of the importance of strategic marketing, branding and marketing semiotics and their role in creating successful integrated marketing communications in a variety of local, national and international tourism, hospitality and events contexts
Learning outcomes	<p>On successful completion of this module the student will be able to:</p> <ol style="list-style-type: none"> 1. critically appraise key marketing theories and concepts with a particular reference to the significance of strategic marketing in tourism, hospitality and/or events 2. explore the role of branding in the creation of tourism, hospitality and events promotional materials 3. critically examine a range of marketing communications strategies in tourism, hospitality and/or events practice 4. evaluate the opportunities, challenges and constrains of tourism, hospitality and/or events marketing

<p>Content</p>	<ul style="list-style-type: none"> • Introduction to key marketing theories and concepts and the importance of strategic marketing in tourism, hospitality and events • Marketing tourism destinations and their attractions, festivals and events • Key trends and issues in hospitality and events marketing • Branding and image in tourism, hospitality and events • Marketing semiotics and the semiotics of promotional materials • Marketing research, planning and audits • Consumers and consumption in tourism, hospitality and events • Marketing communication tools and strategies: creating successful integrated marketing campaigns in tourism, hospitality and events • Popular media and digital marketing • Marketing and sustainability
<p>Learning support</p>	<p>Indicative Reading:</p> <p>Bowie, D. and Buttle, F. (2011) <i>Hospitality Marketing: Principles and Practice</i>. (2nd Ed). London: Elsevier.</p> <p>Briggs, S. (2001). <i>Successful Tourism Marketing: A Practical Handbook</i>. London: Kogan Page.</p> <p>Davidson, R., & Rogers, T. (2006). <i>Marketing Destinations and Venues for Conferences, Conventions and Business Events</i>. London: Elsevier.</p> <p>Drummond, G., & Ensor, J. (2005). <i>An Introduction to Marketing Concepts</i>. Oxford: Elsevier.</p> <p>Hudson, S. and Hudson, L. (2017) <i>Marketing for Tourism, Hospitality & Events: A Global and Digital Approach</i>. London: Sage.</p> <p>Hudson, S. (2007). <i>Tourism and Hospitality Marketing: A Global Perspective</i>. London: Sage.</p> <p>Jackson, N. (2013) <i>Promoting and Marketing Events: theory and</i></p>
	<p><i>practice</i>. London: Routledge</p> <p>Kolb, B. M. (2006). <i>Tourism Marketing for Cities and Towns: Using Branding and Events to Attract Tourists</i>. Oxford: ButterworthHeinemann.</p> <p>Kotler, P., Bowen, J. T., & Mackens, J. C. (2005). <i>Marketing for Hospitality and Tourism</i> (4th, International ed.). Harlow: Pearson Education Limited.</p> <p>Long, P., & Robinson, M. (Eds.). (2004). <i>Festivals and Tourism: Marketing, Management and Evaluation</i>. Sunderland: Business Education Publishers Limited.</p> <p>McCabe, S. (2009). <i>Marketing Communications in Tourism and Hospitality: Concepts, Strategies and Cases</i>. London: Butterworth-Heinemann.</p> <p>Masterman, G. and Wood, E. H. (2011) <i>Innovative Marketing Communications: strategies for the events industry</i>. London: Routledge.</p> <p>Middleton, C., Fyall, A., Morgan, M and Ranchod, A. (2009). <i>Marketing in Travel and Tourism, 4th Ed</i>. Oxford: Butterworth-Heinemann.</p> <p>Morgan, N., Pritchard, A., & Pride, R. (Eds.). (2004). <i>Destination Branding: Creating the Unique Destination Proposition</i>. Oxford: Butterworth-Heinemann.</p>

	<p>Morrison, A. M. (2013). <i>Marketing and Managing Tourism Destinations</i>. London: Routledge.</p> <p>Oswald, L. R. (2012) <i>Marketing Semiotics: Signs, Strategies and Brand Value</i>. Oxford: Oxford University Press.</p> <p>Pike, S. (2008). <i>Destination Marketing: An Integrated Marketing Communication Approach</i>. Oxford: Butterworth-Heinemann.</p> <p>Preston, C. A. (2012) <i>Event Marketing: How to Successfully Promote Events, Festivals, Conventions and Expositions</i>. New Jersey: Wiley.</p> <p>Tressider, R., & Hirst, C. (2012) <i>Marketing in Food, Hospitality & Events: a critical approach</i>. Oxford: Goodfellow Publishers.</p> <p><u>Key Websites: (accessed 8th Feb 2017)</u> www.travelmole.com (for up to date travel and tourism information) http://www.eventmagazine.co.uk (event magazine) www.world-tourism.org (the official web site of the World Tourism Organisation) http://www.unwto.org (the official web site of the UNWTO) http://www.mintel.com/ (the official web site of MINTEL – a global consumer research website)</p> <p><u>Key Journals:</u> Journal of Travel and Tourism Marketing Journal of Vacation Marketing International Journal of Event and Festival Management The Journal of Brand Management Journal of Marketing Communications Tourism Management Annals of Tourism Research Tourist Studies</p>
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Teaching and learning activities		
Details of teaching and learning activities	<p><u>Contact Time:</u> Lectures: 10 hours Tutor-led discussion and workshops: 20 hours</p> <p><u>Non-Contact time:</u> Guided and independent reading: 110 hours Assessment research and preparation: 60 hours</p>	
Allocation of study hours (indicative)		Study hours
Where 10 credits = 100 learning hours		
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and	30 hours

	workshops, supervised time in workshops/ studios, fieldwork, and external visits.	
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions. Guided independent study will typically be derived as the number of hours remaining after taking into account hours spent in placements and scheduled learning and teaching activities.	170 hours
PLACEMENT	The placement is a specific type of learning away from the University, (normally including word-based learning) that is not a year abroad.	n/a
TOTAL STUDY HOURS		200 hours

Assessment tasks		
Details of assessment on this module	<p>Task 1 100% An individual 4,000 word marketing report focusing on a destination, tourism/hospitality business or an event of student's own choice (LOs 1-4)</p> <p>Referral Task: Reworking of original task.</p> <p>All tasks marked on percentage basis.</p>	
Types of assessment task⁹ Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.		% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	n/a
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i>	100%

⁹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.



PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i>	n/a
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EXAMINATION INFORMATION	
Area examination board	SaSM Postgraduate Area Board

Refer to University for guidance in completing the following sections

External examiners			
Name	Position and institution	Date appointed	Date tenure ends
Dr Emma Wood	Reader, Leeds Beckett University	01/10/2013	31/12/2017
Dr Fiona Jordan	Associate Dean, University of the West of England	Jan 2015	31/12/2019

QUALITY ASSURANCE				
Date of first approval Only complete where this is <u>not</u> the first version				
Date of last revision Only complete where this is <u>not</u> the first version				
Date of approval for this version	April 2017			
Version number	1			
Modules replaced Specify codes of modules for which this is a replacement	n/a			
Available as free-standing module?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

MODULE DETAILS									
Module title	STRATEGIC BUSINESS								
Module code	SM721								
Credit value	20								
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)								
Entry criteria for registration on this module									
Pre-requisites Specify in terms of module codes or equivalent	None								
Co-requisite modules Specify in terms of module codes or equivalent	None								
Module delivery									
Mode of delivery	Taught	X	Distance		Placement		Online		
	Other								
Pattern of delivery	Weekly		Block		Other	3 hour sessions, normally over a period of at least 10 weeks. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each. Additionally blended online delivery may be utilised where appropriate.			
When module is delivered	Semester 1		Semester 2		Throughout year				
	Other	Module is of one semester duration scheduled according to location and student cohorts							
Brief description of module content and/ or aims Overview (max 80 words)	This module develops student's conceptualisation and critical thinking of four key aspects: strategic finance, strategic human resources, new technologies and strategic capabilities. Through researching and analysing the external and internal business environments that effect contemporary organisations on a daily basis, students evaluate what makes a business successful in an ever-competitive environment. Recommendations for future strategic development provide the opportunity for synthesis of key business strategic concepts in an applied way.								

Module team/ author/ coordinator(s)	Angela Maguire	
School	School of Sport and Service Management	
Site/ campus where delivered	Eastbourne / Wittenborg	
Course(s) for which module is appropriate and status on that course		
Course	Status (mandatory/ compulsory/ optional)	
MSc International Event Management	Optional	
MSc International Hospitality Management	Optional	
MSc International Tourism Management	Optional	
MSc Tourism and International Development	Optional	

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>This module aims to:</p> <ul style="list-style-type: none"> • Develop the ability to undertake a substantial investigation of influencing factors for a range of businesses that operate in a complex and changing environment. • Utilise contemporary approaches, underpinned by business theory and management models, to critically review strategic business development.
Learning outcomes	<p>On successful completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of commercial strategy, with consideration to company corporate and financial structures. 2. Develop critical responses and ideas in order to maximise the valuable role of people and technology within an organisation. 3. Undertake analysis of complex contemporary information. 4. Synthesis of strategic concepts into capabilities, incorporating ethical and risk dimensions.

<p>Content</p>	<ul style="list-style-type: none"> • Financial Strategy – broaden understanding of revenue management and finance, looking at the bigger picture, prioritizing and decision-making. Allocation, monitoring & control of resources. Capital structure, financial risks. Maintaining commerciality, legal matters. • Human Resources Strategy – Contemporary concepts of HR Strategy and Organisational Culture with reference to strategic issues of high commitment and high performance of a systematically recruited, trained and developed workforce. • Digital business and new technologies – approaches and impact of innovation, contracts. Data and benchmarking, qualitative and quantitative analysis and measurement. • Strategic Capabilities – Supply/Value chain, sustainability, resilience, risk, crises management, quality, ethics, corporate responsibility, leadership.
<p>Learning support</p>	<p>Atrill, P (2014) <i>Financial Management for Decision Makers</i> (7th Edition) New Jersey: Pearson</p> <p>Beardwell, I., Holden, L. and Claydon, T. (2014) <i>Human Resource Management: A Contemporary approach</i> (7th Edition), Wokingham: Pitman</p> <p>Director, S. (2013) <i>Financial Analysis for HR Managers: Tools for Linking HR Strategy to Business Strategy</i>, New Jersey: Pearson Education</p> <p>Go, F. M., and Pine, R. (1995) <i>Globalization Strategy in the Hotel Industry</i>, Abingdon: Routledge</p> <p>Boella, M, Goss Turner, S (2013) <i>Human Resources Management in the Hospitality industry: a guide to best practice</i>, Oxon: Routledge</p> <p>Grant, R. (2016) <i>Contemporary Strategy Analysis</i> (9th Edition), Chichester: Wiley</p>

	<p>Johnson, G., Whittington, R., and Scholes, K. (2014) <i>Exploring Strategy</i> (10th edition), Harlow: Prentice Hall</p> <p>Mello, J.A. (2015) <i>Strategic Management of Human Resources</i> (4th Edition), USA: South-Western Cengage Learning</p> <p>Porter, M.E. (2008) 'The Five Competitive Forces That Shape Strategy', Boston: Harvard Business Review. 86(1):78-93</p> <p>Thompson, J. Scott, J. and Martin, F. (2014) <i>Strategic Management, awareness and Change</i> (7th Edition) Harlow: Prentice Hall</p> <p>Tribe, J. (2010) <i>Strategy for Tourism</i>, Oxford: Goodfellow Publishers</p> <p>Volberda, H.W., Morgan, R.E., Reinmoeller P., Hitt, M.A., Ireland, R.D., and Hoskisson, R.E. (2011) <i>Strategic Management: Competitiveness and Globalisation (Concepts only)</i>, USA: South-Western Cengage Learning</p> <p>JOURNALS:</p> <p>Harvard Business Review Management Today McKinsey Quarterly</p>
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Teaching and learning activities		
Details of teaching and learning activities	<p>Delivered through a range of lectures, seminars, interactive workshops and student-led presentations which will include an element of Formative assessment</p> <p>Contact time Lecturer: 10 hours Workshop and tutor-led discussion 20 hour</p>	
Allocation of study hours (indicative) Where 10 credits = 100 learning hours		Study hours
SCHEDULED	<p>This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.</p>	30 hours
GUIDED INDEPENDENT STUDY	<p>All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.</p>	170 hours

PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	n/a
TOTAL STUDY HOURS		200 hours

Assessment tasks		
Details of assessment on this module	<p>Task One: 100% (Learning outcomes 1,2,3 & 4)</p> <p>A report to identify and critically analyse key strategic components of; Finance, Human Resources, Digital Business and Strategic capabilities, for an international service sector organisation, with recommendations for future strategic development. 4000 words</p> <p>Referral Task: Re-work original submission</p>	
Types of assessment task¹⁰	Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.	% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	n/a
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i>	100%
PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i>	n/a

EXAMINATION INFORMATION	
Area examination board	SaSM Postgraduate Area Board

Refer to University for guidance in completing the following sections

¹⁰ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

External examiners			
Name	Position and institution	Date appointed	Date tenure ends
Dr Philip Gibson	Plymouth University	1/7/2016	31/12/2019

QUALITY ASSURANCE				
Date of first approval Only complete where this is <u>not</u> the first version				
Date of last revision Only complete where this is <u>not</u> the first version				
Date of approval for this version	April 2017			
Version number	1			
Modules replaced Specify codes of modules for which this is a replacement				
Available as free-standing module?	Yes	X	No	

MODULE DETAILS									
Module title	CRITICAL PERSPECTIVES IN TOURISM MANAGEMENT								
Module code	TT713								
Credit value	20								
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)								
Entry criteria for registration on this module									
Pre-requisites Specify in terms of module codes or equivalent	NONE								
Co-requisite modules Specify in terms of module codes or equivalent	NONE								
Module delivery									
Mode of delivery	Taught	X	Distance		Placement		Online		
	Other								
Pattern of delivery	Weekly	X	Block	X	Other	3 hour sessions, normally over a period of at least 10 weeks. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each. Additionally blended online delivery may be utilised where appropriate.			
When module is delivered	Semester 1			Semester 2			Throughout year		
	Other	Module is of one semester duration scheduled according to location and student cohorts							
Brief description of module content and/ or aims Overview (max 80 words)	This module aims to provide students with a broad yet critical understanding of the dynamic, complex and challenging forces that shape international tourism management. Through a wide range of case studies, students will learn how to critically assess the implications of such forces, and identify and highlight potential consumer, market and industry trends.								
Module team/ author/ coordinator(s)	Dr Catherine Palmer – module leader Dr Jo-Anne Lester								
School	Sport and Service Management								

Site/ campus where delivered	Eastbourne / Wittenborg	
Course(s) for which module is appropriate and status on that course		
Course	Status (mandatory/ compulsory/ optional)	
MSc International Tourism Management	Compulsory	

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>The module aims to:</p> <ol style="list-style-type: none"> 1. Develop an advanced critical understanding of the nature and function of international tourism in the context of relevant theoretical and empirical debates. 2. Critically examine the dynamic and complex forces that influence and shape the management of international tourism.
Learning outcomes	<p>On successful completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the web of interrelationships that influence, support and challenge an aspect of international tourism management. 2. Synthesise key concepts and theories relating to an aspect of international tourism management. 3. Critically analyse the complex and challenging forces that shape international tourism management. 4. Coherently present and communicate a range of complex arguments.

<p>Content</p>	<p>The module will address:</p> <ol style="list-style-type: none"> 1. The purpose and function of International tourism; definitional challenges and debates; supply and demand factors; mediating the tourist experience. 2. The role of theory for understanding the global, regional and local context within which international tourism operates. 3. The social, cultural, economic and political forces shaping the development and management of international tourism. 4. Drivers, trends and impacts influencing destinations and people: e.g. migration; sustainability; climate change; gender equality; tourist behaviour; niche tourism products etc. 5. Tourism, conflict and contested space; tourism as a force for positive and negative change. 6. Managing tourism in a complex environment.
<p>Learning support</p>	<p>Cooper, C. P., and Hall, C. M. (2016) <i>Contemporary Tourism: An International Approach</i>, (3rd Edition). Oxford: Goodfellow.</p> <p>Deery, M., Jago, L. and Fredline, L. (2012) "Rethinking social impacts of tourism research: A new research agenda", <i>Tourism Management</i>, 33, pp. 64-73.</p> <p>Duval, D. (2007) <i>Tourism and transport: Modes, networks and flows</i>, Clevedon: Channel View Publications.</p> <p>Ghmire, K. (Ed.) (2001) <i>The native tourist: Mass tourism within developing countries</i>, London: Earthscan.</p> <p>Gössling, S., Weaver, D.B. & Hall, C.M. (eds) (2012) <i>Sustainable</i></p>

	<p><i>Tourism Futures: Perspectives on Systems, Restructuring and Innovations</i>, Abingdon: Routledge.</p> <p>Hall, C.M., Amelung, B. Cohen, S. Eijgelaar, E. Gössling, S. Higham, J. Leemans, R. Peeters, P. Ram Y. & Scott D. (2015) "On climate change skepticism and denial in tourism", <i>Journal of Sustainable Tourism</i>, 23, pp. 4-25.</p> <p>Lester, J. and Scarles, C. (Eds.) (2013) <i>Mediating the Tourist Experience: From Brochures to Virtual Encounters</i>, Aldershot: Ashgate/Gower.</p> <p>Moutinho, L. (Ed.) (2011) <i>Strategic Management in Tourism</i> (2nd Edition), Wallingford: CABI.</p> <p>Novelli, M. (Ed.) (2005) <i>Niche Tourism: contemporary issues, trends and cases</i>, Oxford: Elsevier.</p> <p>Palmer, C. (2014) "Afterword: The Experience of 'Matter out of Place'", in Andrews, H. (Ed.), <i>Tourism and Violence</i>, Farnham: Ashgate/Gower, pp. 233-242.</p> <p>Palmer, C. (2004) "Golf tourism and the developing world: exploring the Issues" in Ritchie, B. and Adair, D. (Eds.), <i>Sports Tourism: Interrelationships, Impacts and Issues</i>, Clevedon: Channel View Publications, pp.117-134.</p> <p>Sharpley, R. (2009) <i>Tourism and the Environment: Beyond Sustainability?</i> London: Earthscan.</p> <p>Speakman, M. and Sharpley, R. (2012) "A chaos theory perspective on destination crisis management. Evidence from Mexico", <i>Journal of Destination marketing and Management</i>, 1, pp. 67-77.</p>
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Teaching and learning activities		
Details of teaching and learning activities	Delivered through a range of interactive workshop sessions as appropriate to the specific topic and to the site / campus where the module is to be delivered (30 hours). These sessions can include lectures and student-lead activities.	
Allocation of study hours (indicative) Where 10 credits = 100 learning hours		Study hours
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	30
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	170

PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	N/A
TOTAL STUDY HOURS		200

Assessment tasks		
Details of assessment on this module	<p>Task One (LOs 1, 2, 3 & 4)</p> <p>Part A (30%) Develop and lead a seminar session on a topic chosen from a tutor prepared list in groups 2-4 (30 minutes verbal presentation and activity).</p> <p>Part B: (70%) Individual written essay on the same topic - 3000 words</p> <p>Both assignments are to be marked on a percentage basis, and individuals within a group for part A may be awarded different marks in relation to their efforts and contributions to attaining the LOs and with respect to the grading descriptors.</p> <p>Referral Resubmit original written essay – 3,000 words – together with a 1000 word statement on reflection of learning achieved from leading the seminar.</p>	
Types of assessment task¹¹ Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.		% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	N/A
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i>	70%
PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i>	30%

EXAMINATION INFORMATION

¹¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

Area examination board	SaSM Postgraduate Area Board
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Refer to University for guidance in completing the following sections

External examiners			
Name	Position and institution	Date appointed	Date tenure ends
Dr. Fiona Jordan	University of The West of England	January 2015	31/12/2019

QUALITY ASSURANCE				
Date of first approval Only complete where this is <u>not</u> the first version	9 th June 2009			
Date of last revision Only complete where this is <u>not</u> the first version	July 2016			
Date of approval for this version	April 2017			
Version number	6			
Modules replaced Specify codes of modules for which this is a replacement	N/A			
Available as free-standing module?	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

MODULE DETAILS									
Module title	DESTINATION MANAGEMENT AND PLANNING								
Module code	TT790								
Credit value	20								
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)								
Entry criteria for registration on this module									
Pre-requisites Specify in terms of module codes or equivalent	NONE								
Co-requisite modules Specify in terms of module codes or equivalent	NONE								
Module delivery									
Mode of delivery	Taught	X	Distance		Placement		Online		
	Other								
Pattern of delivery	Weekly		Block		Other	3 hour sessions, normally over a period of at least 10 weeks. Alternative delivery where applicable is by intensive workshops normally over 2 blocks of 3 days each. Additionally blended online delivery may be utilised where appropriate.			
When module is delivered	Semester 1		Semester 2		Throughout year				
	Other	Module is of one semester duration scheduled according to location and student cohorts							
Brief description of module content and/ or aims Overview (max 80 words)	This module explores the underlying principles and key characteristics of destination management and planning. It will introduce students to the complexities of developing and coordinating all aspects of a destination that contribute to the visitor economy, taking account of the needs of visitors, local residents, businesses and the environment. It also offers students an opportunity to develop a detailed and critical awareness of the theoretical and empirical issues, which underpin sustainable destination management and planning.								

Module team/ author/ coordinator(s)	Dr Clare Weeden	
School	Sport and Service Management	
Site/ campus where delivered	Eastbourne	
Course(s) for which module is appropriate and status on that course		
Course	Status (mandatory/ compulsory/ optional)	
MSc International Tourism Management	Compulsory	
MSc International Event Management	Optional	

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	<p>This module aims to:</p> <ol style="list-style-type: none"> 1. Develop a critical understanding of the key concepts and debates underpinning the social, economic and environmental dimensions of sustainable destination management and planning, in terms of supply and demand factors. 2. Develop a critical understanding of the complex characteristics of destination management and planning. 3. Develop a critical awareness of the significance of marketing, brand identity, and distinctive image, for sustainable destination management and planning
Learning outcomes	<p>On successful completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate and synthesise key concepts and debates underpinning the relationship between destination management and planning. 2. Demonstrate a critical understanding of the visitor economy, and its key components 3. Critically analyse the complexities of destination planning for effective resource management 4. Develop a critical approach to analysing a tourist destination

Content	<p>The module will address:</p> <ol style="list-style-type: none"> 1. Key theories and debates in destination management and planning. 2. Policy and planning for development 3. The visitor economy 4. Transportation, planning and the environment 5. Developing accessible destinations 6. Stakeholder management 7. Managing and monitoring impacts 8. Urban regeneration and tourism development 9. Crisis and disaster management 10. Wellbeing and health
Learning support	<p>Cavicchi, A. (2014) <i>Food and Wine Events in Europe: A Stakeholder Approach</i>. London: Routledge.</p> <p>Cooper, C.P., and Hall, C.M. (2016) <i>Contemporary Tourism: An International Approach</i>. Oxford: Goodfellow Publishers.</p> <p>Darcy, S., Buhalis, D., and Ambrose, I. (2012) <i>Best Practice in Accessible Tourism: Inclusion, Disability, Ageing Population and Tourism</i>. Bristol: Channel View.</p> <p>Davidson, R. and Rogers, T. (2015) <i>Marketing Destinations and Venues for Conferences, Conventions and Business Events</i>. London: Routledge.</p> <p>Hall, C.M. and Page, S. (2014) <i>The Geography of Tourism and Recreation: Environment, Place and Space</i>. New York: Routledge.</p> <p>Inkson, C. and Minnaert, L. (2012) <i>Tourism Management: An</i></p>
	<p><i>Introduction</i>. Los Angeles: Sage.</p> <p>Morrison, A.M. (2013) <i>Marketing and Managing Tourism Destinations</i>. London: Routledge.</p> <p>Mowforth, M. and Munt, I. (2016) <i>Tourism and Sustainability: Development, Globalisation and New Tourism in the Third World</i>. Abingdon, Oxon: Routledge.</p> <p>Page, S. (2009) <i>Transport and Tourism: global Perspectives</i>. Harlow: Pearson Education.</p> <p>Saayman, M., Gursoy, D., and Sotiriadis, M. (Eds.) (2015) <i>Collaboration in Tourism Businesses and Destinations: A Handbook</i>. Bingley: Emerald.</p> <p>Travis, A.S. (2015) <i>Planning for Tourism, Leisure and Sustainability: International Case Studies</i>. Wallingford: CABI.</p> <p>Weaver, D.B. and Lawton, L. (2014) <i>Tourism Management</i>, (3rd ed.). Milton, Queensland: Wiley.</p>

Teaching and learning activities	
Details of teaching and learning activities	Delivered through a range of interactive workshop sessions as appropriate to the specific topic (30 hours). These sessions can include lectures and student-lead activities.

Allocation of study hours (indicative) Where 10 credits = 100 learning hours		Study hours
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	30
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	170
PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	NA
TOTAL STUDY HOURS		200

Assessment tasks	
Details of assessment on this module	<p>Task One 40% (LOs 2, 3 and 4)</p> <p>Presentation, lasting 30 to 40 minutes, in groups of 2 to 3 students analysing a tourist destination (word count equivalent per student 1,500 to 2,000)</p> <p>The group assignment to be marked on a percentage basis, and individuals within a group may be awarded different marks in relation to their efforts and contributions to attaining the LOs and with respect to the grading descriptors.</p> <p>Task Two (60%) (LO 1)</p> <p>Individual essay on destination planning and management 2,500 words.</p>
	<p>Referral (LOs 1,2,3,4)</p> <p>Task One (40%): Alternative individual assessment: Submit an individual report that analyses a tourist destination. Maximum 2,500 words.</p> <p>Task Two (60%): Re-work original submission</p>

Types of assessment task¹² Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.		% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	NA
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i>	60%
PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i>	40%

EXAMINATION INFORMATION	
Area examination board	SaSM Postgraduate Area Board

Refer to University for guidance in completing the following sections

External examiners			
Name	Position and institution	Date appointed	Date tenure ends
Dr. Fiona Jordan	University of The West of England	January 2015	31/12/2019

QUALITY ASSURANCE	
Date of first approval Only complete where this is <u>not</u> the first version	
Date of last revision Only complete where this is <u>not</u> the first version	

¹² Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

Date of approval for this version	April 2017			
Version number	1			
Modules replaced Specify codes of modules for which this is a replacement				
Available as free-standing module?	Yes	X	No	

MODULE DETAILS										
Module title	FINAL PROJECT									
Module code	SM708									
Credit value	60									
Level Mark the box to the right of the appropriate level with an 'X'	Level 4		Level 5		Level 6		Level 7	X	Level 8	
	Level 0 (for modules at foundation level)									
Entry criteria for registration on this module										
Pre-requisites Specify in terms of module codes or equivalent	NONE									
Co-requisite modules Specify in terms of module codes or equivalent	NONE									
Module delivery										
Mode of delivery	Taught	X	Distance		Placement		Online			
	Other									
Pattern of delivery	Weekly		Block	X	Other					
When module is delivered	Semester 1		Semester 2		Throughout year	X				
	Other									
Brief description of module content and/ or aims Overview (max 80 words)	This module enables students to use the skills and interests developed throughout their course to design and carry out an independent research project on a topic relevant to their programme of study. The module will further develop their critical thinking and understanding of research methodologies and techniques.									
Module team/ author/ coordinator(s)	Dr Catherine Palmer (lead), Dr Udo Merkel, Dr Jeanne Dekerle									
School	Sport and Service Management									
Site/ campus where delivered	Eastbourne/Wittenborg									
Course(s) for which module is appropriate and status on that course										
Course						Status (mandatory/ compulsory/ optional)				
MSc International Hospitality Management						Mandatory				
MSc International Event Management						Mandatory				
MSc International Tourism Management						Mandatory				
MSc Tourism and International Development						Mandatory				

MA Sport and International Development	Mandatory
MSc Applied Exercise Physiology	Mandatory
MSc Applied Sports Physiology	Mandatory

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	The module aims to:

	<ol style="list-style-type: none"> 1. Further develop critical thinking and understanding of research methodologies and techniques. 2. Undertake intellectually demanding research in a selected area and communicate the results of the research in an output appropriate to the programme of study. 3. Develop and apply the skills required for independent research. 4. Critically analyse and evaluate the findings of the research within the context of previous research and an identified theoretical framework. 5. Provide evidence of findings and communicate these in a clear and concise format appropriate for the intended audience/s. 6. Expand, redefine and/ or contribute to knowledge/ practice in the relevant field as a result of the work produced.
Learning outcomes	<p>On successful completion of the module the student will be able to:</p> <ol style="list-style-type: none"> 1. Design, plan and carry out an independent research project. 2. Identify appropriate research methods and apply these in the context of the applicable ethical guidelines. 3. Critically review existing research and knowledge so that the academic context within which the research project is located is clearly understood. 4. Critically apply relevant theories, concepts and debates to the examination and analysis of the outcomes of the research project. 5. Synthesise information and ideas and create responses to issues/ problems that expand, redefine and/ or contribute to existing knowledge/ practice. 6. Effectively communicate the outcomes of the research project in a format/ formats appropriate to the intended output / audience/s.

<p>Content</p>	<ul style="list-style-type: none"> • The research process and the concept of research • Enquiry / research paradigms and techniques • Research ethics, duty of care and risk • Theoretical and conceptual frameworks – critical thinking • Qualitative and quantitative methods: e.g. content analysis, discourse analysis, critical incident technique, interviews, surveys, focus groups, ethnographic methods, rapid rural, appraisal, experimental designs; questionnaires, case studies, systematic observation. • Developing a proposal • The literature review • Analysis and interpretation of findings • Writing and referencing techniques • Structure, synthesis and presentation
<p>Learning support</p>	<p>The students will be provided with a Final Project Handbook relevant to their programme of study providing further guidance on the process and procedures relating to the supervision and submission of their final project.</p> <p>Books</p> <p>Balnaves, M. and Caputi, P. (2001). <i>Introduction to quantitative research methods: an investigative approach</i>. London: Sage.</p> <p>Bryman, A. (2016) <i>Social research methods</i>, (5th Edition). Oxford: Oxford University Press.</p> <p>Cresswell, J. (2014). <i>Research design: qualitative, quantitative, and mixed methods approaches</i>, (4th Edition). London: Sage</p>

- Field, A. (2013) *Discovering statistics using SPSS*, (4th Edition). London: Sage.
- Fowler, F.J. (2014) *Survey research methods*, (5th Edition). London: Sage.
- Gratton, C., and Jones, I. (2015) *Research Methods for Sport Studies*, (3rd Edition). London: Routledge.
- Hart, C. (1998). *Doing a Literature Review*. London: Sage.
- Kozinet, R. (2009) *Netnography. Doing ethnographic research online*. London: Sage.
- Hammersley, M. and Atkinson, P. (2007) *Ethnography: principles in practice*, (3rd Edition). London: Routledge.
- McNamee, M., Olivier, S. and Wainwright, P. (2007) *Research Ethics in Exercise, Health and Sport Sciences*. Abingdon: Routledge.
- Neuman, W. L. (2014) *Social Research Methods: qualitative and quantitative approaches*, (7th Edition). Harlow: Pearson.
- Outhwaite, W. (Ed.) (2003) *The Blackwell Dictionary of modern social thought*, (2nd Edition). Oxford: Blackwell
- Plummer, K. (2001) *Documents of life 2 – An invitation to critical humanism*. London: Sage.
- Robson, C. (2016) *Real World Research. A Resource for Social Scientists and Practitioner - researchers*, (4th Edition). Chichester: Wiley.
- Seale, C. (Ed.) (2012) *Researching Society and Culture*, (3rd Edition). London: Sage.
- Rose, G. (2016). *Visual Methodologies: an introduction to researching with visual materials*, (4th Edition). London: Sage.
- Thomas, J.R., Nelson, J.K. and Silverman, S.J. (2015) *Research Methods in Physical Activity*, (7th ed). Leeds: Human Kinetics
- Vincent, W.J. (2012) *Statistics in Kinesiology*, (4th Edition). Champaign, IL: Human Kinetics.

Teaching and learning activities

Details of teaching and learning activities	Delivered through a range of interactive workshop sessions as appropriate to the specific topic and to the site / campus where the module is to be delivered (66 hours). These sessions can include lectures and student-lead activities, supervision by an allocated tutor and a dedicated handbook.	
Allocation of study hours (indicative) Where 10 credits = 100 learning hours	Study hours	
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	66

GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	534
PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	
TOTAL STUDY HOURS		600

Assessment tasks

Details of assessment on this module	<p>Task One (100%) Individual research project that will be determined as appropriate to the programme of study and to the site / campus where the module is to be delivered, examples include:</p> <p>Dissertation Academic journal style paper Enterprise Planning Project Consultancy Project</p> <p>Research project word counts are as follows depending on the programme of study:</p> <p>Natural Sciences: 12,000 words (or equivalent) Social Sciences: 15,000 words (or equivalent)</p> <p>The projects will be marked on a percentage basis in line with the grading descriptors (LOs 1-6).</p> <p>Referral Re-work the original task as per normal submission guidelines taking into account the feedback provided.</p> <p>In addition attach a summary report to the amended Final Project detailing how you have addressed the specified referral points.</p>	
Types of assessment task ¹³ Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.		% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	N/A
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i>	100%
PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i>	N/A

¹³ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

EXAMINATION INFORMATION	
Area examination board	SaSM Postgraduate Area Board

Refer to University for guidance in completing the following sections

EXTERNAL EXAMINERS

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Name	Position and institution	Date appointed	Date tenure ends
Prof. Fiona Jordan (Tourism)	University of The West of England	January 2015	31/12/2019
Dr Phillip Gibson (Hospitality)	Plymouth university	2016	2020
Dr Carly Stewart (Sport International Development)	Cardiff Metropolitan University	October 2013	December 2017
Dr Emma Wood (Events)	Leeds Beckett University	October 2013	December 2017
Prof Louis Passfield (AEP/ASP)	University of Kent	July 2014	December 2018

QUALITY ASSURANCE			
Date of first approval Only complete where this is <u>not</u> the first version	9 th June 2009		
Date of last revision Only complete where this is <u>not</u> the first version	August 2014		
Date of approval for this version	April 2017		
Version number			
Modules replaced Specify codes of modules for which this is a replacement			
Available as free-standing module?	Yes	<input type="checkbox"/>	No
			X

THE EEG - PART 4

PRACTICAL INFORMATION GUIDE



31 August 2017

CONTENTS

Contents	2
Student Support	4
Education Support	5
Students with disabilities	6
Non-Education Support	7
Front Desk.....	7
International Student Service at the Front Desks	7
Student Counsellor.....	8
Student Representatives	8
Student Union - SWIFT.....	8
Education Support Modules – Curriculum	10
Programme Specific Student Support.....	10
Always use your Wittenborg Email!	10
Information on Library & Book related issues.....	13
Course materials	13
Reference Library	15
Book Loan Scheme	16
Academic Calendar 2017-2018	17
Lesson and Lecture Times.....	18
Planning / Timetable – Bachelor’s Programmes	18
Planning / Timetable – Master’s	19
Campus Building opening times.....	20
Apeldoorn Campus.....	20
Office opening times.....	20
Contact: Who is Where at Wittenborg.....	21
Functions and Contact Details of the WUAS Staff	22
Executive Board	22
Advisory Board & Academic Board.....	22
Heads of School	23
Programme Management & Coordination	24
Education Staff	25
Academic Staff / Researchers	25
Academic Staff / Lecturers	27

University of Brighton Lecturers MSc Programmes.....	33
University of Brighton Lecturers BSc Programmes.....	35
Visiting Lecturers	37
Non-Education Staff	37
ICT Department	37
Registrar’s Office & Admissions Team.....	39
Education Operations Support Staff	40
University Support Staff.....	40
Exam Invigilators.....	42
Management Team.....	44
The Stichting Wittenborg University Executive	44
The Stichting Wittenborg University Advisory Board	45
Wittenborg Education Board.....	46
Complaints (and enquiries) Procedure.....	50
Formal Complaints Procedure	50
Board of Appeal for Graduation and Examinations.....	50
The Wittenborg Executive Trust.....	51
NRTO	51
Accreditation of Higher Education in the Netherlands	52
Higher Education System in the Netherlands: Wittenborg’s Status in History	52
NVAO Accreditation.....	54
Validation by the University of Brighton.....	54
FIBAA Accreditation.....	56
Europe-wide – Full membership in European Association for Quality Assurance in Higher Education (ENQA).....	57

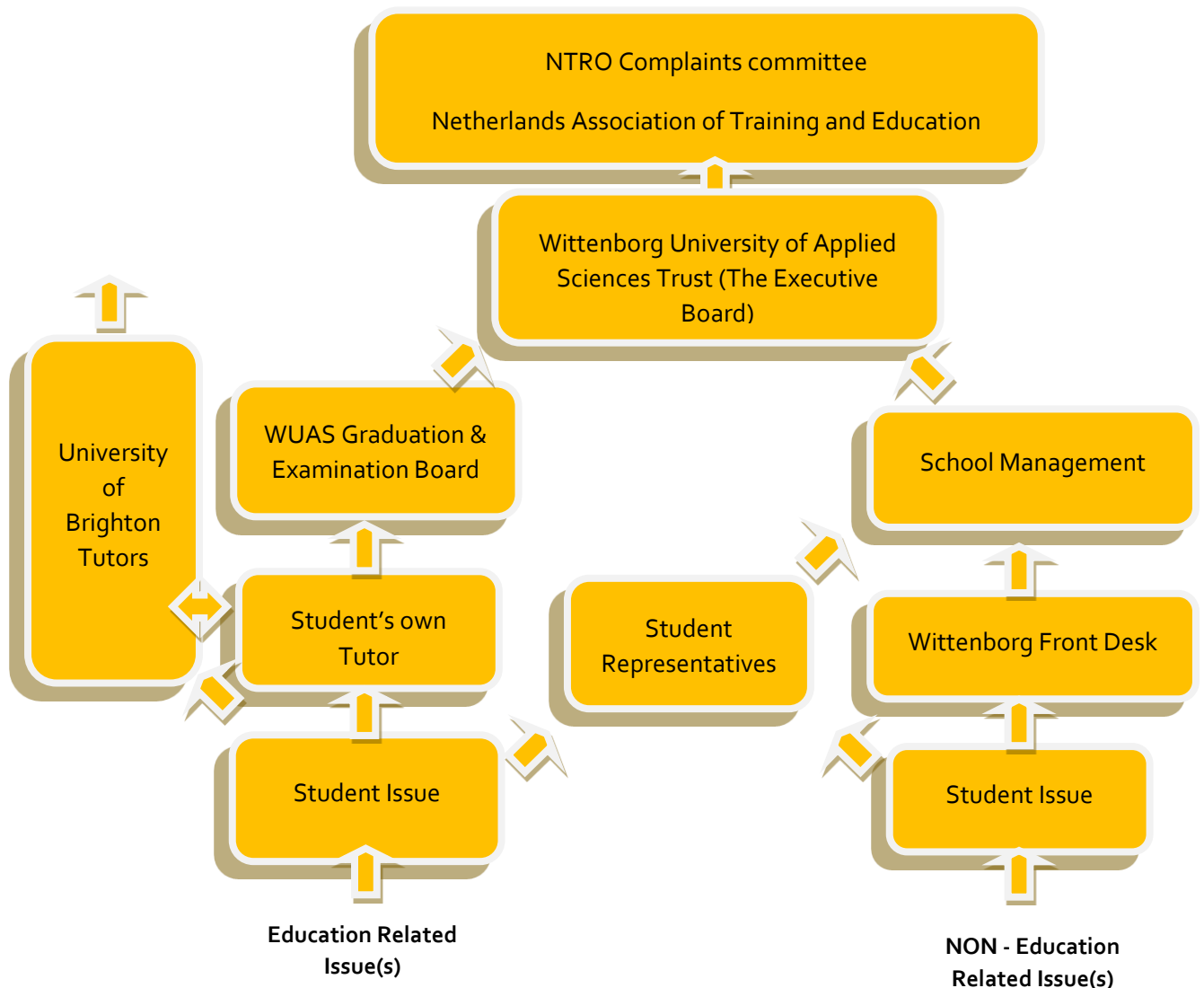
STUDENT SUPPORT

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

In the Education and Examination Guide there is a table mapping who is who at Wittenborg with email addresses are provided for students to use.

There are 2 specific types of student support: Educational and non-Educational and the flowchart below shows how a student issues can be dealt with, and at which 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 will not deal directly with non-education issues, although a friendly ear is to be expected. Process tutors should ask students to go to the front desk, or their 'Student Rep' with non-education related issues.

MSc students should ideally go to their on-campus Wittenborg process tutor first, who will liaise with University of Brighton programme staff, however a student is entitled to approach the University of Brighton tutor directly who will liaise with the Wittenborg process tutor.

PROCESS TUTOR

Tutors 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 must co-ordinate closely with student administration staff and the registrar, regarding progress.

Each student is assigned a process tutor who will support them throughout their studies.

The bachelor's tutor is generally the same for phases 1 and 2, however may change in phase 3, due to support requirements for work-placement.

The MSc process tutor will generally be the Wittenborg programme coordinator.

The MBA process tutor will generally be the MBA programme coordinator, however for part-time (EMBA) students a different process tutor will be allocated.

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

For MSc students, the student tutor will also liaise with teaching and tutoring staff at the University of Brighton, when required.

The team of tutors will also provide students with general information regarding the facilities at Wittenborg, life in Apeldoorn and Amsterdam, 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 a 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 tutor, 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.

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 Graduation & Examination Board 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 University's 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 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 are the Student Resources pages on Wittenborg Online.

Here all important documents are published, both in relation to the overall programmes, however also 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.apeldoorn/>

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

Student Union SWIFT: <https://www.facebook.com/SWIFTWittenborg/>

FRONT DESK

The Front Desk's at Wittenborg support students and staff in a number of ways and fulfill 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 Laan van Mensenrechten.

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 (and below).

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 socialcare if needed.

"We are here to help our international students from abroad get settled in the Netherlands on arrival, by assisting with their registration appointments as 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

All students have access to a student counsellor, who is responsible to assist students in all matters that are not directly linked with their education programme and progress. There are two student counsellors, one male and one female.

The student counsellor is a confidential one-to-one partner of every student, and will be able to assist students with many issues such as housing problems, attendance problems, and other situations related to the student's wellbeing and welfare.

STUDENT REPRESENTATIVES

Each programme / programme year has at least one student rep, who is part of a group of student representatives who meet with Wittenborg management every 3 weeks to discuss on-going issues and developments related to education, student support and programme development.

The student representatives also reflect on non-education issues such as housing and student welfare. Meetings with the student reps result in actions to be taken, and the results are made available for the student body to consider via a forum. The Student Reps have their own separate pages on Wittenborg Online.

STUDENT UNION - SWIFT

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

Student Union SWIFT is also present on Facebook: <https://www.facebook.com/SWIFTWittenborg/>



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:

- IELTS English, Speaking, Reading and Writing (given throughout the year, 36 weeks).
- IT and Office Software Automation (18 weeks) – 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.
- Dutch language support lessons (4 hours per week, throughout the year) – this module is aimed at supporting non-Dutch students who might require some basic Dutch to help them in the research or work placement.

PROGRAMME SPECIFIC STUDENT SUPPORT

TEACHING

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

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.eu for any official communication.

In relation to the GDPR (General Data Protection Regulation) it is essential that students and staff only send university related materials and emails through the official @wittenborg.eu or @student.wittenborg.eu channels.

INTRANET, AN ONLINE COMMUNITY AND E-LEARNING

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 new 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. www.wittenborg-online.com

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 www.wittenborg-online.com includes tele-working/studying, web-mail, online groupware, as well as a fully comprehensive on-line educational learning centre
- is integrated into its intranet, and the entry page provides minute-to-minute news about activities and events in and around the school
- is the Student Administration system, Content Management System (for curriculum) and the grading attendance and timetable system
- 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.eu

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.

Get a copy of the Wittenborg University of Applied Sciences Network Resources Handbook for guidelines on how to:

- Login to networks
- Use the resources available on Moodle (Intranet / Wittenborg Online)
- Use the Email and Exchange System (Wittenborg Email)

INFORMATION ON LIBRARY & BOOK RELATED ISSUES

COURSE MATERIALS

Each module has a core text from which module content is designed (including case studies), along with a number of recommended reading texts and journal papers. These are listed in the module guide. The core texts have been aligned to the module content and the module aims and objectives, as have the recommended reading texts. For the IBA, journal papers are often chosen to reflect the up-to-date perspectives required to fully evaluate the subject and reflect upon the questions set. They also give insight into how academic research is designed and carried out.

Many final year students are also registered at the University of Brighton for the joint WUAS–Brighton modules, and therefore have access to the vast online resources available through Brighton’s “Student Central”.

All material that can be uploaded and distributed through the Moodle VLE Wittenborg Online is done so in the course area of the relevant module. All module guides (including module descriptor) are available through Wittenborg Online for download, plus activities and course content. Presentations used by teachers during lessons are also published online. All Module Guides can be found on Wittenborg Online.

Wittenborg Online also has a resources area with links to suggested Open Learn journal sites, as well as publications that are uploaded. Students have access to academic libraries around the Netherlands. In Apeldoorn this is done via the central library (CODA), and in Amsterdam students have direct access via the central Amsterdam library, and the University of Amsterdam. Amsterdam students receive a ‘Adamnnet/OBA’ library card. This card gives them access to all the books of several libraries throughout the city. Including: University of Amsterdam, Public Libraries. These places also have ample of study facilities available for these cardholders.

WUAS 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 WUAS, 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.

PLANNING AND ORDERING

Careful planning of the book orders and the book stock is made. Quantities of books are ordered periodically and warehoused to match the current needs. As the books stock is in direct relation to

the number of the new arriving and package paid students, the planning is based on that information provided by the Student Administration.

INVENTORY

Inventory of the book stock is made regularly (normally two times a year or more often if necessary). A stock file is kept, updated and used as basis for the planning of the new orders. Personal student's book form is kept and filed away for references and to keep track of the books given away.

The book titles are also regularly inventoried for new editions or popular titles. Old editions' stock is listed and communicated to the supplier, who arranges the back orders and their replacements. This process is coordinated by the supplier.

REFERENCE BOOKS AND INSPECTION COPIES

Education department keeps a copy of each book listed and used at Wittenborg. Teachers can use these copies for their reference. Inspection copies are normally requested and sent to Wittenborg.

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.

BOOK LOAN SCHEME

In order to ensure the availability and quality condition of required textbooks for all students, Wittenborg University of Applied Sciences stipulates the following conditions for Book Rental:

- Books may be collected and returned to the Library
- Up-to-date book lending information is always given on Student Resources (Office365)
- All books from the previous block (except Language/PDP/Support modules) must be returned in order to receive books for the next block
- It is your responsibility to return your copy number of the book you loaned; returns of the wrong copy number will not be accepted
- You may not write in the books with pen, pencil or marker.
- The books must be returned in good condition during exam week.
- If you collect your books after the first week of a block, you are no longer guaranteed a copy.
- Books must be returned no later than 2 weeks after the end of the block in which they were borrowed. Students with unreturned books after the return deadline will be subject to the following late fees and replacement fines:

Late Fees	Replacement Fines – per lost book
1-3 Late books: €50	€50 for books with a market value of new book of €1 to €49.99
4-6 Late books: €100	€100 for books with a market value of new book of €50 to €99.99
7+ Late books: €150	€150 for books with a market value of new book of €100+

- Replacement Fines will be applicable if you hand in a book in poor, written-in or unusable condition.
- If you lose a book, it is your responsibility to report it before the deadline in order to avoid the administrative fine (you are still responsible for the replacement fine)
- If you need to keep a book for your graduation project, it is your responsibility to report this to the Front Desk before the return deadline; failure to do so will result in fines.
- All books from a previous programme (e.g. English Preparation) must be returned before beginning a new programme.
- All books must be returned prior to graduation/de-registration. Unreturned books will result in deductions from your deposit.
- It is your responsibility to ensure that you have returned all books before the new block starts.

ACADEMIC CALENDAR 2017-2018

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

Apeldoorn - Amsterdam - The Netherlands
t +31 (0)88 6672 688
e. admission@wittenborg.eu - i www.wittenborg.eu



YEAR CALENDAR 2018 - 2019

Block 1 enrolment date: 27 Augustus 2018**				Block 5 enrolment date: 11 February 2019**			
Week №	Start date	Activities	Extra info	Week №	Start date	Activities	Extra info
35	27 August	IW		7	11 February	LW 1	
36	3 September	LW 1		8	18 February	LW 2	
37	10 September	LW 2		9	25 February	SW	No classes
38	17 September	PW* / LW		10	4 March	PW* / LW	
39	24 September	LW 3		11	11 March	LW 3	
40	1 October	LW 4		12	18 March	LW 4	
41	8 October	EW		13	25 March	EW / IW	

Block 2 enrolment date: 15 October 2018**				Block 6 enrolment date: 1 April 2019**			
Week №	Start date	Activities	Extra info	Week №	Start date	Activities	Extra info
42	15 October	SW / IW	No classes	14	1 April	LW 1	
43	22 October	LW 1		15	8 April	LW 2	
44	29 October	LW 2		16	15 April	PW* / LW	
45	5 November	PW* / LW		17	22 April	SW	No classes
46	12 November	LW 3		18	29 April	LW 3	
47	19 November	LW 4		19	6 May	LW 4	
48	26 November	EW / IW		20	13 May	EW / IW	

Block 3 enrolment date: 3 December 2018**				Block 7 enrolment date: 20 May 2019**			
Week №	Start date	Activities	Extra info	Week №	Start date	Activities	Extra info
49	3 December	LW 1		21	20 May	LW 1	
50	10 December	LW 2		22	27 May	LW 2	Thu: no classes
51	17 December	PW* / LW		23	3 June	PW* ***	
52/1	24 December	SW	No classes	24	10 June	LW 3	Mon: no classes
2	7 January	LW 3		25	17 June	LW 4	
3	14 January	LW 4		26	24 June	EW / IW	
4	21 January	EW / IW					

Block 4				Block 8			
Week №	Start date	Activities	Extra info	Week №	Start date	Activities	Extra info
5	28 January	RP	Retake Exams	27	1 July	RP	Retake Exams
6	4 February		Retake Exams	28	8 July		Retake Exams

Summer Vacation			
Week №	Start / end date	Activities	Extra info
29 till 34	15 Jul. - 25.Aug	SV	Holidays

LEGEND	
IW	Introduction Week
LW	Lesson Week
SW	Study Week
PW	Project Week
EW	Exam Week
RP	Retake Period
Catch up	Catch up Lesson Week
SV	Summer Vacation

* For MSc programmes there will be no Project Weeks. Instead, Lesson Weeks will take place.
*** Students can join PW abroad, no other activities (just PW)

**Enrolment Dates	
Bachelor	First day of Block 1,2,3,5,6,7
Foundation	First day of Block 1,2,3,5,6,7
EuroBA	First day of Block 1
MSc	During Block 1
MBA	First day of Block 1,2,3,5,6,7

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:

- MSc / MA / MIM – from October to May
- MBA – following the WUAS 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:

- MSc classes - start 10.20 / finish 17.00
- MBA classes – start 11.20 / finish 17.00

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.

CAMPUS BUILDING OPENING TIMES

APELDOORN CAMPUS

The Aventus Building opening times

Open 07:00 (AM) - 22.00 (PM) Monday, Tuesday and Thursday

Open 07:00 (AM) - 18.00 (PM) Wednesday and Friday

The Spoorstraat Building opening times

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

Amsterdam Campus (Dali Building) opening times

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

Vienna EWS Campus opening times:

Open 09:00 (AM) - 17.00 (PM) Monday - Friday

*Or until the last lesson has finished.

** Technically the building is open 24/7

NB: In Apeldoorn, during holidays the Aventus & Spoorstraat buildings may have different opening times. In Vienna, building opening times are also effected 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 WUAS Office365 email groups and forums regarding changes in opening times of the campuses / buildings.

OFFICE OPENING TIMES

WUAS administration departments (front desk and student administration) are generally available at the following times and days:

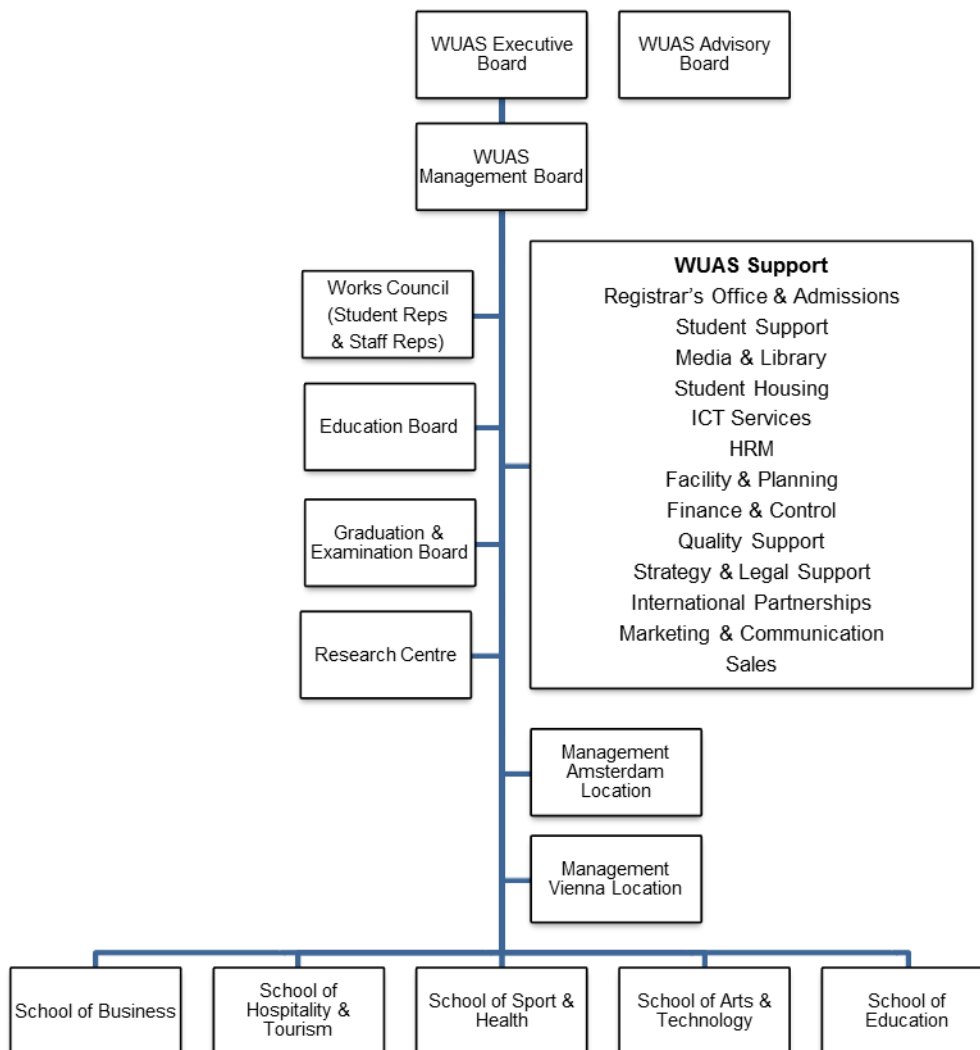
Open 08:00 (AM) Monday – Friday, closed on public holidays

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:

WUAS 2018



FUNCTIONS AND CONTACT DETAILS OF THE WUAS STAFF

EXECUTIVE BOARD

Name & Email address	Position	Room. No	Availability
Peter Birdsall peter.birdsall@wittenborg.eu	President & Chair of Executive Main Portfolios: Education, IT, Finance	B3.06	Mon - Fri Only by appointment
Maggie Feng maggie.feng@wittenborg.eu	Chief Executive Officer (CEO) Main Portfolios: Marketing, Facilities, Administration, HR	B3.21	Mon - Fri Only by appointment
Karen Penninga karen.penninga@wittenborg.eu	Director University Oversight, Control, Policy & Legal Affairs	B3.06	Mon -Tues-Thurs -Fri morning Only by appointment

ADVISORY BOARD & ACADEMIC BOARD

Name & Email address	Position	Room. No	Availability
Ruud Dost, MBA advisoryboard@wittenborg.eu	Chair of Advisory Board	N/A	Only by appointment
Bernd de Roo advisoryboard@wittenborg.eu	Member of Advisory Board	N/A	Only by appointment

Harry Stoffels advisoryboard@wittenborg.eu	Member of Advisory Board	N/A	Only by appointment
Jack Pieterse advisoryboard@wittenborg.eu	Member of Advisory Board	N/A	Only by appointment
Dr Mirjam Leloux advisoryboard@wittenborg.eu	Member of Advisory Board Member of Academic Board	N/A	Only by appointment
Prof. Dr Ron Tuninga ron.tuninga@wittenborg.eu	Vice President Academic Affairs Chair of the Academic Board	N/A	Only by appointment

HEADS OF SCHOOL			
Name & Email address	Position	Room. No	Availability
Dr Abdul Rauf abdul.rauf@wittenborg.eu	Head School of Business	Wo.07	Mon - Fri Only by appointment
Esther Gitonga, MSc Esther.gitonga@wittenborg.eu	Head School of Hospitality & Tourism	Wo.07	Only by appointment
Dr Nicolet Theunissen Nicolet.theunissen@wittenborg.eu	Head of Research Centre & Doctoral School	B3.21	Only by appointment
Bert Meeuwsen, MBA, MEd Bert.Meeuwsen@wittenborg.eu	Senior Lecturer Head of School of Education	B3.03	Only by appointment

PROGRAMME MANAGEMENT & COORDINATION			
Name & Email address	Position	Room. No	Availability
Lasantha De Silva, MSc lasantha.desilva@wittenborg.eu	Senior Education Operations Manager, Amsterdam Campus Manager (interim)	Wo.07	Mon-Fri
Myra Qiu, MSc Myra.qiu@wittenborg.eu	University of Brighton Programme Coordinator (MSc, BSc, MA, PGCert), Head of Process Tutors	B3.20/ Wo.03	Tues-Fri
Andreas Ooijer, MSc Andreas.ooijer@wittenborg.eu	EBA Programme Coordinator, Lecturer,	AMS Campus	Mon - Fri
René Rijnders, MSc Rene.rijnders@wittenborg.eu	HBA Programme Coordinator, Lecturer	B3.03	Only by appointment
Daniel O'Connell daniel.connell@wittenborg.eu	Head of English Department & Foundation Programme	B3.03	Tues - Fri
Samia Geldner, MA Samia.Geldner@wittenborg.eu	Senior Lecturer Vienna, Programme Coordinator Vienna Campus	VIE Campus	By appointment

EDUCATION STAFF

ACADEMIC STAFF / RESEARCHERS			
Name & Email address	Position	Room / Main Campus	Availability / Location
Dr Alexander Bauer Alexander.bauer@wittenborg.eu	Senior Lecturer	VIE	Only by appointment
Dr Teun Wolters teun.wolters@wittenborg.eu	Professor of Applied Sciences / Lecturer	APL	Only by appointment
Dr. Geert de Haan Geert.dehaan@wittenborg.eu	Senior Lecturer	APL	Only by appointment
Dr Saskia Harkema saskia.harkema@wittenborg.eu	Senior Lecturer, Researcher, Member Examination & Graduation Board	APL	Only by appointment
Dr Muhammad Asfhaq Muhammad.asfhaq@wittenborg.eu	Lecturer	APL	Only by appointment
Dr Gilbert Silvius Gilbert.silvius@wittenborg.eu	Senior Lecturer	APL	Only by appointment
Dr Tauseef Ali Tauseef.ali@wittenborg.eu	Lecturer	APL	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Dr Dadi Chen Dadi.chen@wittenborg.eu	Lecturer, Education Development	AMS	Mon – Fr
Dr Yasmina Khadir-Poggi Yasmina.khadir-poggi@wittenborg.eu	Lecturer	AMS	By appointment
Dr Milena van Voorden Milena.vanvoorden@wittenborg.eu	Lecturer	APL	By appointment
Dr Abu Manju Abu.manju@wittenborg.eu	Lecturer	AMS	Only by appointment
Dr Arie Barendregt Arie.barendregt@wittenborg.eu	Lecturer	APL	Only by appointment
Dr Shohreh Parham Shohreh.parham@wittenborg.eu	Lecturer	AMS	Only by appointment

ACADEMIC STAFF / LECTURERS			
Name & Email address	Position	Room / Main Campus	Availability / Location
Lucy Omwoha, MSc Lucy.omwoha@wittenborg.eu	Lecturer, Process Tutor, Examination & Assessment Coordinator	Wo.03	Mon-Fri Wo.07
Bob Dyson, MBA bob.dyson@wittenborg.eu	Lecturer	APL	Only by appointment
Name & Email address	Position	Room / Main Campus	Availability / Location
Emiel Schiphorst, MSc emiel.schiphorst@wittenborg.eu	Lecturer	APL	Only by appointment
Marjon van Opijnen, MSc, MA Marjon.vanopijnen@wittenborg.eu	Visiting Lecturer	AMS	Only by appointment
George Bosire, MSc George.bosire@wittenborg.eu	Lecturer	APL	Only by appointment
Melike Almaz, MSc, Melike.almaz@wittenborg.eu	Lecturer	APL	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Amy Abdou, MA Amy.abdou@wittenborg.eu	Senior Lecturer	AMS	Only by appointment AMS Campus
Adeyemi Banjo, MBA Adeyemi.banjo@wittenborg.eu	Senior Lecturer	APL	Only by appointment
Peter Saes, MA Peter.saes@wittenborg.eu	Lecturer (Languages)	APL	Only by appointment
Fjorentina Muco, MA Fjorentina.muco@wittenborg.eu	Lecturer / Education Support	APL	Only by appointment Wo.07
Hongli Joosten-Ma Hongli.joosten-ma@wittenborg.eu	Lecturer	APL	Only by appointment
Melissa Davina Melissa.davina@wittenborg.eu	Lecturer	APL	Only by appointment
Radostina Zasheva, MSc Radostina.zasheva@wittenborg.eu	Lecturer	APL	Only by appointment
Marc de Jong, MA Marc.dejong@wittenborg.eu	Lecturer (Languages)	APL	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Marívi Martínez Brocca, MA Marivi.brocca@wittenborg.eu	Lecturer (Languages), Process Tutor	AMS	Only by appointment
Evangelia Konstantinidu, MSc evangelia.konstantinidou@wittenborg.eu	Lecturer	APL	Only by appointment
Jan Kooiman, MSc, CMA Jan.kooiman@wittenborg.eu	Lecturer	AMS	Only by appointment
Lucinda Douglas Lucinda.douglas@wittenborg.eu	Lecturer	APL	Only by appointment
Peter Odgers, MPhil Peter.odgers@wittenborg.eu	Lecturer	APL	Only by appointment
Tanya Dimitrova, MSc Tanya.dimitrova@wittenborg.eu	Lecturer, Member of Graduation & Examination Board	AMS	Only by appointment
Barbara Doninger, MA Barbara.doninger@wittenborg.eu	Lecturer	APL	Only by appointment
Getjan Lammers Getjan.lammers@wittenborg.eu	Lecturer	APL	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Trinidad Navarro, MSc Trinidad.navarro@wittenborg.eu	Lecturer	APL	Only by appointment
Rik Dijkstra, MBA Rik.dijkstra@wittenborg.eu	Lecturer	APL	Only by appointment
Ben Philipsen, MSc Ben.philipsen@wittenborg.eu	Lecturer	APL	Only by appointment
Wim Oonk, MBA Wim.oonk@wittenborg.eu	Lecturer	APL	Only by appointment
Joris Kersten Joris.kersten@wittenborg.eu	Lecturer		Only by appointment
Sven Willemsen, MSc Sven.willemsen@wittenborg.eu	Lecturer		Only by appointment
Arjaan Stapert, MSc Arjaan.stapert@wittenborg.eu	Lecturer		Only by appointment
Thijs van den Broek, MSc Thijs.vandenbroek@wittenborg.eu	Lecturer		Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Julia Gyasi, MBA, MA Julia.gyasi@wittenborg.eu	Lecturer		Only by appointment
Samantha Birdsall, BA Samantha.birdsall@wittenborg.eu	Project Week Teacher, Education Support	APL	Only by appointment APL Campus
Romy Buchheim Romy.buccheim@wittenborg.eu	Lecturer (Languages)		Only by appointment
Nishal Oemrawsing Nishal.oemrawsingh@wittenborg.eu	Lecturer		Only by appointment

Vienna Lecturers

Name & Email address	Position	Room / Main Campus	Availability / Location
Luise Wagner, MSc Luise.Wagner@wittenborg.eu	Lecture Vienna, Project Week Coordinator	Vienna Campus	By appointment
Karoline Hier, MA Karoline.Hier@wittenborg.eu	Lecturer Vienna	Vienna Campus	By appointment
Dr Johan Winbladh Johan.winbladh@wittenborg.eu	Lecturer Vienna	Vienna Campus	By appointment
Dr Julia Skobeleva Julia.skobeleva@wittenborg.eu	Lecturer Vienna	Vienna Campus	By appointment
Dr Monika Schwarzler Monika.Schwarzler@wittenborg.eu	Lecturer Vienna	Vienna Campus	By appointment
David Phampllett, MA David.Phampllett@wittenborg.eu	Lecturer Vienna	Vienna Campus	By appointment

UNIVERSITY OF BRIGHTON LECTURERS MSc PROGRAMMES			
Name & Email address	Position	Room / Main Campus	Availability / Location
Chris Dutton, MBA c.j.dutton@brighton.ac.uk	Deputy HoS Division of Service Man., Senior Lecturer	APL Campus	Only by appointment
Dr Michael Williams mw146@brighton.ac.uk	MSc Course Leader, Senior Lecturer	APL Campus	Only by appointment
Angela Maguire, MBA A.Maguire2@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Udo Merkel U.Merkel@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Jo-Anne Lester J.Lester@brighton.ac.uk	Deputy HoS Staff & Environment, Senior Lecturer	APL Campus	Only by appointment
Dr Ioannis S Pantelidis I.Pantelidis@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Adam Jones aj48@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Marc Keech M.Keech@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Owen Evans O.R.Evans@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Jayne Luscombe J.Luscombe@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Rodrigo Lucena De Mello R.LucenaDeMello2@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment
Dr Clare Weeden chw3@brighton.ac.uk	Senior Lecturer	APL Campus	Only by appointment

UNIVERSITY OF BRIGHTON LECTURERS BSC PROGRAMMES			
Name & Email address	Position	Room / Main Campus	Availability / Location
Clare Millington, MSc c.e.millington@brighton.ac.uk	Senior Lecturer BSc Programme, Coordinator BSc Top-up Amsterdam	AMS Campus	Only by appointment
Dr Colin Harris C.N.Harris@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Tracey Taylor T.Taylor@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Jim Simpson, MBA	Senior Lecturer	AMS Campus	Only by appointment
Maggie Symes M.Symes@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Marion Curdy, PGCE m.e.curdy@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Geoff Courts gc34@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Victoria Richards, MSc V.Richards@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment

Name & Email address	Position	Room / Main Campus	Availability / Location
Darren Connolly, MBA D.A.Connolly@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Asher Rospigliosi A.Rospigliosi@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Wybe Popma, MSc W.T.Popma@brighton.ac.uk	Senior Lecturer	AMS Campus	Only by appointment
Dr Clifford Conway C.Conway@brighton.ac.uk	Deputy HoS Postgrad & Professional, Senior Lecturer	AMS Campus	Only by appointment

VISITING LECTURERS			
Name & Email address	Position	Main Campus	Availability / Location
Dr Steven Goss-Turner	Visiting lecturer	APL	Only by appointment
Paul Fynn, MA Paul.fynn@wittenborg.eu	Visiting Lecturer	APL	Only by appointment
Dr Angela Bensen	Visiting Lecturer	APL	Only by appointment
Peter Odgers, MPhil	Visiting Lecturer	APL	Only by appointment
Dr Alberto Forte	Visiting Lecturer	APL	Only by appointment

NON-EDUCATION STAFF

ICT DEPARTMENT			
Name & Email address	Position	Main Campus	Availability / Location
Denis Schuh Denis.schuh@wittenborg.eu	Webmaster, GDPR Officer, Information Officer	VIE	Only by appointment
Raymond Rothengater ICT@wittenborg.eu	Network ICT Controller	APL	Only by appointment

REGISTRAR'S OFFICE & ADMISSIONS TEAM			
Name & Email address	Position	Room / Main Campus	Availability / Location
Santosh Aryal, BBA santosh.aryal@wittenborg.eu	Student Registrar	B3.03 APL	Mon - Fri
Florian Oosterberg, MA Florian.oosterberg@wittenborg.eu	Senior Admissions Officer & Deputy Registrar	B3.03 APL	Mon-Fri
Tri Adiyanti Setiawan, MSc (Yanti) Tri-AdiyantiSetiawan@wittenborg.eu	Admissions Officer	AMS	Mon-Fri
Lena Vandenbosch, MBA lana.vandenbosch@wittenborg.eu	Sales and Marketing Officer	B3.03 APL	Mon-Tues-Thurs
Tineke van der Leer tineke.vanderleer@wittenborg.eu	Student Administration Officer	B3.03 APL	Mon – Thu
Doris Napetschnig doris.napetschnig@wittenborg.eu	Admissions & Student Support	VIE	Mon – Thu

EDUCATION OPERATIONS SUPPORT STAFF			
Name & Email address	Position	Room / Main Campus	Availability / Location
Sanjay Shrestha, MSc Sanjay.shrestha@wittenborg.eu	ICT Database Administrator & Timetable Officer, ICT	AMS Campus	Mon-Fri
Kriszta Rostas, MA Kriszta.rostas@wittenborg.eu	Education Support Officer & Curriculum Development	Wo.07 APL	Mon-Thu-Fri
Kate Nesarikar, MBA ketakee.nesarikar@wittenborg.eu	Librarian & Education Administrator (Grade Administration)	Wo.07 APL	Wed-Thu-Fri

UNIVERSITY SUPPORT STAFF			
Name & Email address	Position	Room / Main Campus	Availability / Location
Lina Sergio Lina.sergio@wittenborg.eu	Senior HR Administrator	B3.22 APL	Mon-Tue-Thu-Fri
Sanne de Jong Sanne.dejong@wittenborg.eu	HR Administrator	B3.22 APL	Mon-Thurs

Name & Email address	Position	Room / Main Campus	Availability / Location
Bas van Santen, MSc Bas.vansanten@wittenborg.eu	Internal Data Analyst, Finance Officer, ICT	B3.21 APL	Mon- Fri
Daphne Wang daphne.wang@wittenborg.eu	Financial Administrator	B3.21 APL	Mon-Tues-Thurs -Fri
Anesca Smith Anesca.smith@wittenborg.eu	Journalist Wittenborg University Press , Communication Officer	B3.03 APL	Mon-Wed-Fri
Sinem Gulsen Sinem.Gulsen@wittenborg.eu	Senior PR & Communications Coordinator	B3.03 APL	Mon-Tue- Thursday
Harry Maatjes, Ing harry.maatjes@wittenborg.eu	Quality System Manager	B3.03 APL	Only by appointment
Iryna Bernatska, MSc Iryna.bernatska@wittenborg.eu	Front Office Support Team (Amsterdam), Admissions support	AMS Campus	Mon – Fri
Pauline Wendt, MA Pauline.Wendt@wittenborg.eu	Front Office Support Team Leader, Facilities Management	B3.13/ Wo.03 APL	Mon-Fri
Sadaf Sakhi Sadaf.sakhi@wittenborg.eu	Internal Event Officer, Front Office Support Team	B3.13/ Wo.03 APL	Mon-Fri

Name & Email address	Position	Room / Main Campus	Availability / Location
Kelly Gevers Kelly.gevers@wittenborg.eu	Front Office Support Team Assistant	Wo.03 APL	Mon-Wed-Thu-Fri
Karel van der Zande Karel.vanderzande@wittenborg.eu	Student Housing Coordinator/ Location Facilities Officer	APL	Only by appointment
Jan Kruitbos Jan.kruitbos@wittenborg.eu	Student Counsellor, Exam Invigilator	APL	Only by appointment

EXAM INVIGILATORS			
Zoe Kuit-Bergman	Exam Invigilator	n/a	Only by appointment
Maria Musselaers	Exam Invigilator	n/a	Only by appointment
Martin Lens	Exam Invigilator	n/a	Only by appointment
Bureera Afzal	Exam Invigilator	n/a	Only by appointment
Kasia Chantis	Exam Invigilator	n/a	Only by appointment
Aldi Top	Exam Invigilator	n/a	Only by appointment
Tiny Vos	Exam Invigilator	n/a	Only by appointment

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
- All lecturers can be contacted through their Wittenborg email

HOW TO CONTACT FRONT DESK, BACK OFFICE AND SUPPORT STAFF

- 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 TEAM

The Wittenborg University of Applied Sciences management team is led by its Executive Board Members Peter Birdsall and Maggie Feng. (Stichting Wittenborg University Executive)

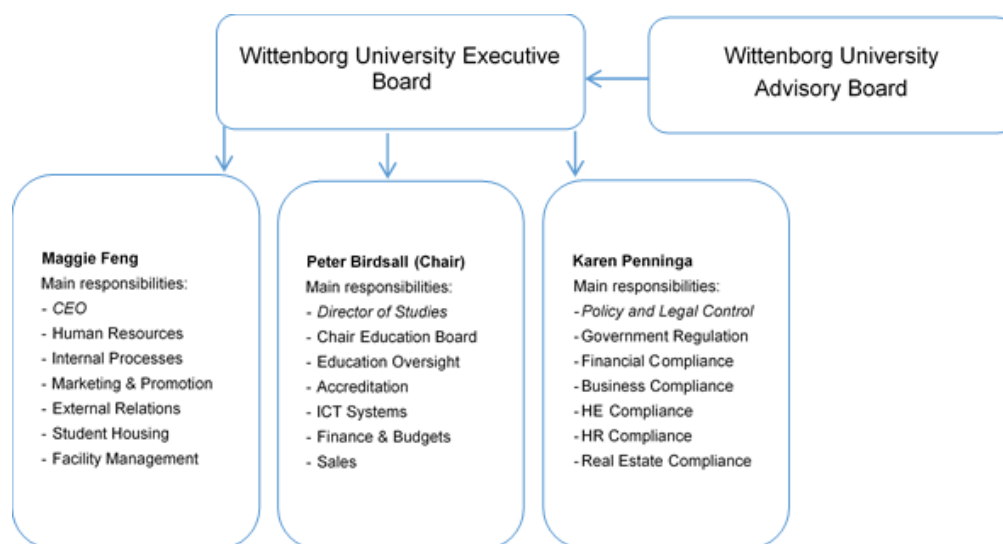
Wittenborg's organisation is a top down, flat-level structure that allows staff and students to interact with each other and directly with management, however enables the Education Board and the Graduation and Examination Board to operate within their functions ensuring that the quality systems in place are maintained.

The Wittenborg University of Applied Sciences Advisory Board is a trust consisting of 4 members that advises management and oversees the performance and ambitions of the University from a strategic and overall business and management viewpoint. External advisory systems are described below.

THE STICHTING WITTENBORG UNIVERSITY EXECUTIVE

The Wittenborg University Executive Board (the Executive) forms the management of Wittenborg University of Applied Sciences. Its members are Peter Birdsall, MA.E.d and Maggie Feng, MSc who are also the directors of the institute and Karen Penninga, Policy and Legal Compliance Controller. The Executive reports to the Advisory Board (below).

Below is an overview of how the responsibilities at Board level are divided in the Wittenborg Executive.

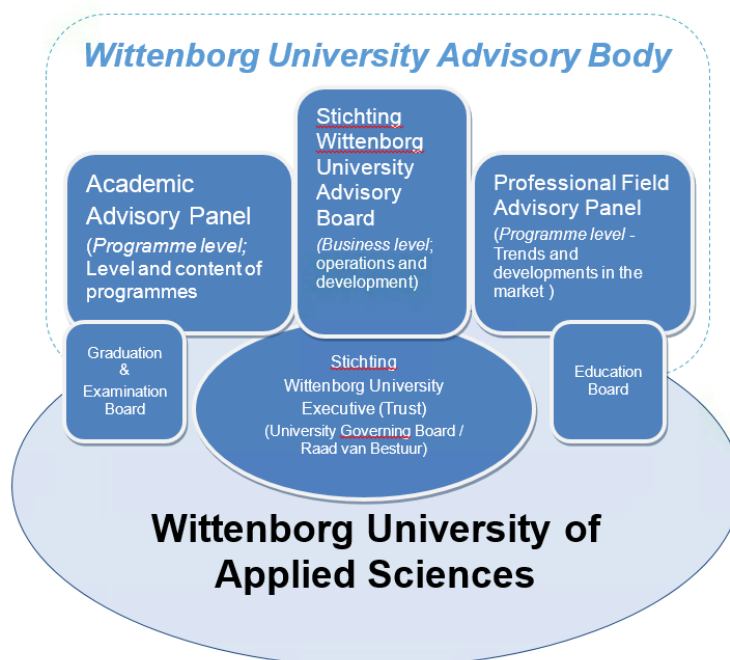


THE STICHTING WITTENBORG UNIVERSITY ADVISORY BOARD

The Advisory Board, is in effect the body that formally oversees the governance of Wittenborg University of Applied Sciences, and advises on the programmes it develops and offers. The Advisory Board has a separate legal status from the Executive and is an independent Trust that oversees the development and continuity of the institution. It currently has 4 members, who represent local business, employers, and government. The Advisory Board plays an important role in advising the institute on the development of new programmes, including this MBA, also introducing external parties in an advisory role when required. In cases of a change in top management at Wittenborg, the Executive can actually be appointed by the Stichting Wittenborg University Advisory Board.

Members of the Advisory Board

- Mr Ruud Dost, Red Stone Management (Chair)
- Mr Bernd R.C. de Roo, Partner at CIFRE Accountants & Tax Lawyers
- Mr Jack Pieterse, Managing Director LLC Benelux at Smurfit Kappa Zedek, also representative of VNO-NCW, regional Employer's Association
- Mr Harry Stoffels, formally of the Municipality of Apeldoorn (Gemeente)
- Dr Mirjam Leloux, University of Amsterdam



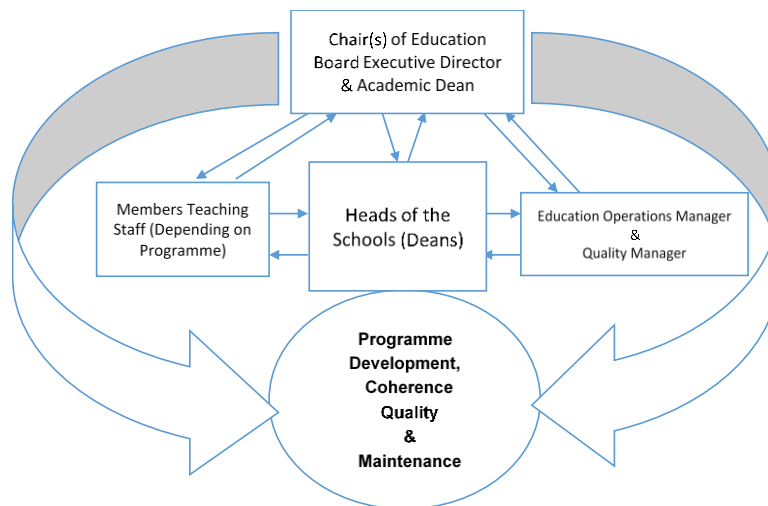
WITTENBORG EDUCATION BOARD

WUAS' 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 Board is comprised of key WUAS staff, concerned with the development and deployment of the programmes, including the Executive Director of Education, the Academic Dean, the two Programme Coordinators (postgraduate and undergraduate), the Education Operations Manager & Quality System Manager, and various members of the teaching staff, 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 WUAS' 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

As a compact institute, Wittenborg has one central Graduation and Examination Board (Exam Board), which ensures that all decisions regarding EC Credit allocation and the awarding of degrees are brought under the responsibility of a relatively impartial body. (Relative, in the sense that although most members are employed by the institute, there are two “external members”, and no-one who has a legal or financial stake holding in the organisation is a member.

The Wittenborg University Executive publishes a Graduation & Examination Board Regulations for its programmes¹, (now part of an Education and Examination Guide). The Exam Board, as a key institutional body, ensures correct application of these, under Dutch Law and under agreements as part of external validations and accreditations, such as with the University of Brighton.

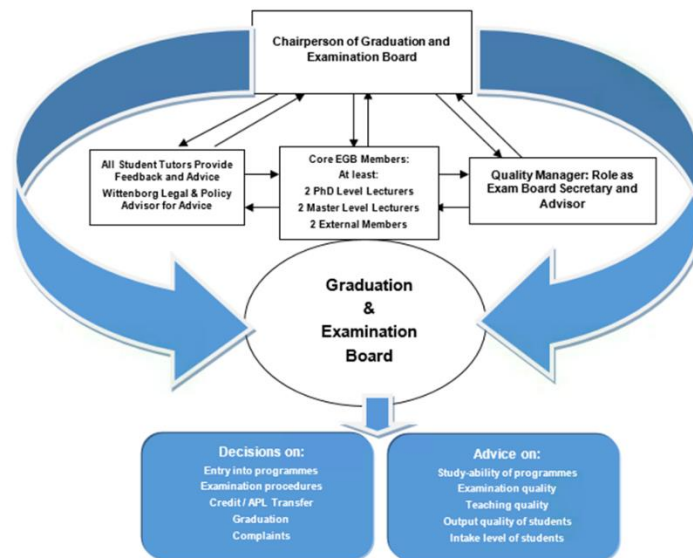
Currently, the Exam Board comprises of Wittenborg teachers tutors and staff members, who are either fully employed or external consultants who teach Wittenborg modules, as well as 2 external members who work at other Dutch HEI's.

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 Exam Board 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 are fully explained in its yearly report. The Exam Board also plays a role in the Wittenborg University Complaints Procedure described in the Education and Examination Guides of Wittenborg's programmes.

¹ Note: The joint MSc programmes fall under the University of Brighton's GEAR – Graduation, Education & Assessment Regulations of the University of Brighton.
Education & Examination Guide
Wittenborg University of Applied Sciences
Practical Information Guide

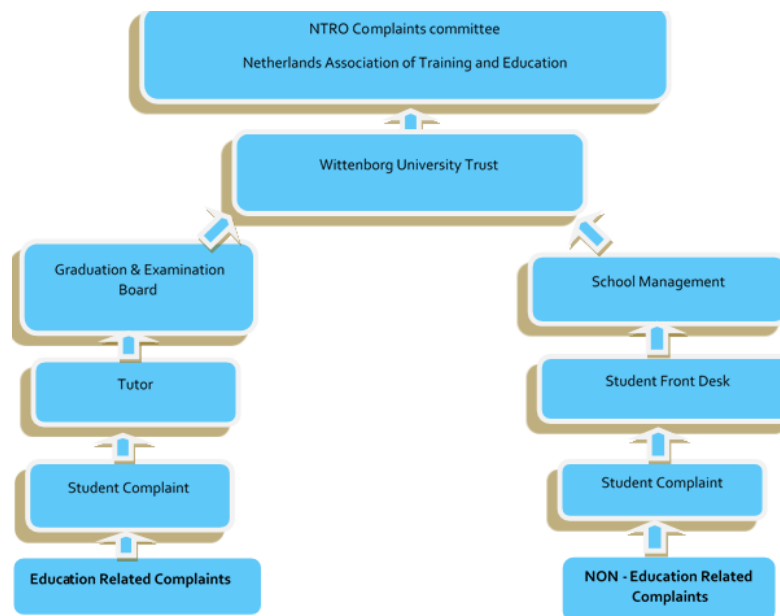


GRADUATION & EXAMINATION BOARD RESPONSIBILITIES

- 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 programmes², (Part 6 of the Education and Examination Guide). The Exam Board, as a key institutional body, ensures correct application of these, under Dutch Law and under agreements as part of external validations and accreditations, such as with the University of Brighton. Currently, the Exam Board 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 Exam Board'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.



² Note: The joint MSc programmes fall under the University of Brighton's GEAR – Graduation, Education & Assessment Regulations of the University of Brighton.

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, 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. See the Formal Complaints Procedure.

FORMAL COMPLAINTS PROCEDURE

1. The student should register the complaint with their Process Tutor, by email, by completing a complaints form. The Front Desk can provide a copy of the complaints form on request. The Process Tutor 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 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 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. The Board will reply within 1 week. If the result given by the Graduation and Examination Board 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
- 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 is an Independent State University of Applied Sciences (aangewezen). This means that although its students receive government funds, the institution does not. Universities such as Wittenborg are required by law to follow the stringent accreditation procedures as described below. Until 2008, Hogescholen were known officially as Universities of Professional Education. In July 2008 this was changed to Universities of Applied Sciences. Below, there is a copy of Wittenborg's certification as an independent State University of Professional Education (Aangewezen Hogeschool), from the CFI, the administrative department of the Ministry of Education. Wittenborg's degrees are recognised in every country that recognises the Dutch Ministry of Education's accreditation and degree structure.

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.
- 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 2002 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.



Internationalization 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.

A translated copy of Wittenborg’s Certificate of Recognition from the Netherlands Ministry of Education and a copy of an English language confirmation of Wittenborg’s status as a State Recognised Independent University of Applied Sciences can be downloaded from the Wittenborg web site www.wittenborg.eu

Wittenborg’s IBA bachelor programmes and its MBA programmes are accredited by the NVAO (www.nvaonet.net)

Translated copies of the accreditation status of programmes can be downloaded from the site of the NVAO or Wittenborg’s website.

VALIDATION BY THE UNIVERSITY OF BRIGHTON



University of Brighton

Wittenborg offers a number of programmes validated by the University of Brighton and jointly taught as double degree programmes. The UK validation allows students to receive a UK degree award alongside the Dutch degree. Below is an overview of the programmes currently offered jointly with the University of Brighton:

- Double degree: BA (Hons) in International Hospitality Management / IBA Hospitality Management
- Double degree: BSc in Business / IBA Entrepreneurship & Small Business, accredited by FIBAA as Entrepreneurial Business Administration.
- Master of Science in International Event Management
- Master of Science in International Hospitality Management

- Master of Science in International Tourism Management
- Master of Science in Sport Business & Management

FIBAA ACCREDITATION

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

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.

THE QUALITY SEAL
IN HIGHER EDUCATION



When the Accreditation System was established in Germany, FIBAA was founded in 1994 and hence became one of the first agencies to be accredited by the German Accreditation Council. Since 2002, it has been entitled to award the Seal of the Accreditation Council for degree programmes in Germany. The accreditation of degree programmes is an internationally-established quality assurance process in the higher education sector. It serves to maintain fundamental standards in terms of the contextual and structural design of educational offerings, to secure the comparability of various study offerings at national and international level, and to facilitate the international recognition of academic achievements and degrees.

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

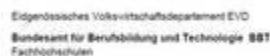
Germany – Accreditation by the German Accreditation Council



FIBAA has been authorised by the German Accreditation Council to perform Programme and System Accreditations in Germany and to award its Seal to state and state-recognised private universities. (For further

information: www.akkreditierungsrat.de)

Switzerland – Recognition by the Federal Department of Economics Affairs FDEA



In 2008, the FDEA recognised FIBAA at national level and confirmed that the federal, legislative requirements and European standards have been met for Accreditation Agencies. This means that FIBAA is entitled, on its behalf, to verify accreditation requests submitted by Swiss Universities of Applied Sciences. (For further information www.evd.admin.ch)

Netherlands – Recognition by the Nederlands Vlaamse Accreditatie Organisatie (NVAO)



FIBAA staff members, including the Head of Programme Accreditation / Certification Procedures, and FIBAA project managers are recognised panel secretaries of NVAO accreditation procedures. FIBAA has been now entitled to perform external programme evaluations at Dutch higher education institutions. NVAO recognise the evaluation report produced by FIBAA as a basis for its accreditation decisions. (For further information: www.nvao.net)

EUROPE-WIDE – FULL MEMBERSHIP IN EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION (ENQA)



ENQA is a European network responsible for disseminating knowledge, information, good practices and innovations in the field of quality assurance in higher education. ENQA is the European umbrella organisation of the quality assurance and accreditation agencies, and is an official consultant to the Bologna Conference of the ministers responsible for higher education. FIBAA has been a full member since 2002. (For further Information: www.enqa.eu)

Europe-Wide-Listed in the European Quality Assurance Register for Higher Education (EQAR)



EQAR, established in summer 2008, is the central registry of accreditation agencies in Europe. These stand out through their resolute implementation of "European Standards and Guidelines" (ESG) in quality assurance and have successfully passed an external evaluation process. FIBAA has been listed as an accreditation agency in this registry since April 2009. (For further information: www.eqar.eu)

THE EEG - PART 6

GRADUATION & EXAMINATION BOARD REGULATIONS



31 August 2018

CONTENTS

Graduation and Examination Board Regulations 3

Article 1. Applicability of the regulations 3

Article 2. Dutch Higher Education Act and Code of Conduct 3

 The Graduation and Examination Regulations are in line with the following Dutch Higher Education Act and Code of Conduct 3

Article 3. Definitions of concepts 3

Article 4. Objective of the programmes 4

Article 5. Admission to Bachelor programmes 4

Article 6. Admission to Master programmes 5

Article 7. Admittance inquiry 6

Article 8. Contents of the programme and related tests and examinations. 6

Article 9. Facilities for taking and retaking tests and examinations 7

Article 10. Oral tests 8

Article 11. Determining and publishing of test results 8

Article 12. Assessment and announcement of examination results; passing; not passing; passing with distinction 9

Article 13. Study progress and study supervision 11

Article 14. Composition of the Graduation & Examination Board; Modus Operandi 11

Article 15. Tasks of the Exam Board 12

Article 16. Academic Complaints and Irregularities 13

Article 17. Appeal 14

Article 18. Provisions for physically handicapped candidates 15

Article 19. Exemptions 15

Article 20. Right of perusal 16

Article 21. Archives 16

Article 22. Circumstances unforeseen 16

Article 23. Final clauses 17

GRADUATION AND EXAMINATION BOARD REGULATIONS

Article 1. Applicability of the regulations

These Graduation and Examination Board Regulations apply to the education, assessments and examinations of all programmes at the Wittenborg University of Applied Sciences, that fall under the jurisdiction of this Graduation and Examination Board. The programmes are arranged for full time as well as part time students within Wittenborg University of Applied Sciences.

Section 1.01 The programmes are:

- IBA Bachelor International Business Administration, with all specialisations
- HBA Bachelor of Hospitality Business Administration, with all specialisations
- EBA Bachelor of Entrepreneurial Business Administration, with all specialisations
- MBA Master of Business Administration, with all specialisations
- MSc Master of Science in International Tourism Management
- MSc Master of Science in International Hospitality Management
- MSc Master of Science in International Event Management
- MSc Master of Science in Sport Business Management

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

Article 2. Dutch Higher Education Act and Code of Conduct

The Graduation and Examination Regulations are in line with the following Dutch Higher Education Act and Code of Conduct

The Act: the Higher Education and Scientific Research Act (Statute book 1992, 593; WHW, Wet op het Hoger Onderwijs en Wetenschappelijk Onderwijs, hereafter: The Act);

The Code: the National Code of Conduct for International Higher Education in the Netherlands (hereafter: The Code).

Article 3. Definitions of concepts

In these regulations following concepts are defined:

Section 3.01 The Board: the Board of Management of Wittenborg, University of Applied Sciences (hereafter: The Board);

Section 3.02 The School: Wittenborg, University of Applied Sciences (hereafter: Wittenborg or The Institute);

- Section 3.03** **The candidate:** any student, or student with partial enrolment, registered with The Institute to follow Wittenborg courses and/or take part in tests or examinations of the programmes;
- Section 3.04** **Graduation and Examination Board:** the board, established on the basis of article 7.12 paragraph 1 of The Act; composition and tasks of the board have been drawn up in the Article 14 and Article 15 of these Regulations (hereafter: Exam Board);
- Section 3.05** **Academic year:** the period of time as indicated by The Act, that is the period of 1st September up to and including 31st August of the next year;
- Section 3.06** **Preliminary period:** the preliminary phase of a programme, as indicated in article 7.8 of The Act, to be concluded by the preliminary examination (known as completion of Year 1 Modules);
- Section 3.07** **Principal period:** the part of a programme following the preliminary period, to be concluded by the final examination (known as completion of Year 2 to Year 4 Modules);
- Section 3.08** **The examination:** the combination of educational units set by the Exam Board according to Article 8 of these Regulations, of which the tests should be taken successfully by the candidate in order to acquire credits;
- Section 3.09** **Admittance inquiry:** an inquiry as meant in article 7.29 of The Act;
- Section 3.10** **Day:** Monday to Saturday;
- Section 3.11** **European credits:** the study load of each programme is determined in credits. The study load of a year is 60 credits, which equals 1.680 hours of study (hereafter: credits);
- Section 3.12** **The Code:** Code of Conduct International Student in Dutch Higher Education.

Article 4. Objective of the programmes

The degree programmes of Wittenborg University of Applied Sciences aim to ensure graduates have acquired such knowledge, skills and understanding of the professional field, to allow a graduate to exercise that knowledge independently in the professional work field, conforming to the national and international attainment targets and qualifications. Detailed aims and objectives are outlined in the programme-specific Education & Examination Guides (EEG).

Article 5. Admission to Bachelor programmes

- Section 5.01** Enrolment within the Bachelor programmes requires possession of a diploma, that is equivalent to 'pre-university education' (VWO, Voorbereidend Wetenschappelijk Onderwijs), 'general secondary education' (HAVO, Hoger Algemeen Voortgezet

Onderwijs) or 'secondary vocational education level 4' (MBO, Middelbaar Beroeps Onderwijs).

- Section 5.02** The owner of a certificate of a successfully concluded preliminary or final examination at an institution of higher education, whether or not handed out in the Netherlands, is exempted by the Exam Board from the requirements as mentioned in Section 5.01 of these Regulations.
- Section 5.03** The owner of a certificate, whether or not handed out in the Netherlands, which is regarded by the Dutch Ministry of Education at least equal to one of the diplomas mentioned in Section 5.01 of these Regulations, is exempted by the Exam Board from the requirements mentioned in Section 5.01 of these Regulations.
- Section 5.04** The owner of a diploma, whether or not handed out in the Netherlands, not included in the Ministry's arrangement as mentioned in paragraph 1c of article 7.2.2. of the Act, can be exempted by the Exam Board from the requirements if the diploma in the Exam Board's opinion, is at least equal to one of the diplomas mentioned under Section 5.01 of these Regulations.
- Section 5.05** The Exam Board will include in its opinion any advice given by NUFFIC (Netherlands University Foundation for International Cooperation), relating to the possible equivalence of diplomas.
- (a) Prior education requirements for university education, as meant in the Code, including minimum language proficiency levels, are deemed to have been satisfied after assessment of the relevant deficiency courses offered by the Institute.
 - (b) Deficiency courses as meant in (a) above include any remedial English course deemed necessary by the Institute.
 - (c) The student cannot be admitted to the second year/phase as long as any deficiency course mentioned under (a) has not been successfully completed.

Article 6. Admission to Master programmes

The admission requirements (criteria) for the Master programmes are as follows:

- (a) a Bachelor degree or equivalent recognised qualification: applicants are requested to provide an academic reference from their previous education institute;
- (b) 2 years professional experience (after undergraduate degree) for MSc; 3 years professional experience for MBA: applicants are requested to provide a reference from a company or organisation where they have worked;
- (c) English language level equivalent to IELTS 6.5 overall, 6.0 in writing.

Article 7. Admittance inquiry

The requirements made at an admittance inquiry, as meant in article 7.29 of The Act, have been included, if applicable in the 'Arrangement Admittance for Students 21 years and Older' (Education and Examination Guides).

Article 8. Contents of the programme and related tests and examinations.

Section 8.01 In more detailed arrangement, the Exam Board determines on time each year:

- (a) from which educational units (modules) the programmes exist and which (partial) tests are included in the preliminary and final examination;
- (b) the study load of the programme and the educational units;
- (c) whether the (partial) tests will have to be taken orally, in written form or in any other way, whereas the Exam Board on request of the candidate, may allow for a test to be taken in a way other than indicated;
- (d) in what way judgment of a test is acquired from the judgment of related partial tests and when a test has been successfully concluded;
- (e) the organisation of practical exercises;
- (f) the order in which, the periods of time within, and the number of times in the academic year that students are offered an opportunity to take part in tests and examinations;
- (g) the minimum requirement of 220 credits for Bachelor programmes, 40 credits for MSc and 60 credits for MBA for students to be allowed to do the graduation presentation.
- (h) that a successful conclusion of tests is a condition for admittance to certain other tests;
- (i) the obligation to take part in practical exercises in view of admittance to take part in the related test, subject to the Exam Board's authority to grant exemption from that obligation, whether or not enforcing alternative demands;
- (j) duration of (partial) tests;
- (k) if any and which aids may be used during (partial) tests;
- (l) the procedure for registration for (partial) tests;
- (m) the number and order of tests as well as the moments at which they can be taken.

Section 8.02 Some programmes offer each student the possibility to take part in 'specialisation modules freely to be chosen' as part of the examination regulations of a programme with a maximum study load of 60 credits for Bachelor programmes and with a maximum study load of 10 credits for Master programmes.

Section 8.03 The choice of specialisation is to be mentioned on the diploma (degree certificate) and requires students to continue their chosen specialisation in the Work Experience Module and the Graduation Dissertation Modules for the Bachelor programmes and the Final Project for Master students.

Section 8.04 Major changes such as new modules, or any curriculum change after review that affects more than 10% of the programme, will have to be approved by the Exam Board and implemented per following academic year.

Article 9. Facilities for taking and retaking tests and examinations

Section 9.01 At least twice a year, candidates are offered the possibility to take (partial) examinations. The Institute can set further regulations regarding the signing up for participation in (partial) examinations. The Institute makes sure that these kinds of rules are known in time.

Section 9.02 Candidates are offered the possibility to retake examinations at least once a year:

- (a) Block 4 retake examinations will repeat the examinations of the full module examinations of Blocks 7, 1 & 2;
- (b) Block 8 retake examinations will repeat the examinations of the full module examinations of Blocks 3, 5 & 6.

Section 9.03 If a candidate takes a test more than once, the result of the last taken test is in force, unless a previous result should be higher. Per module, the maximum retakes allowed is 4. In special cases (at the student's written request) the Exam Board may decide otherwise.

Section 9.04 The period of validity of a successfully concluded partial test is four years, except for the Exam Board or examiner's authority to reduce this period of validity.

Section 9.05 Possession of a certificate or other proof of passing of the preliminary examination (if any exists) of the programme is demanded in order to register for courses and for taking (partial) tests of the second phase (Education and Examination Guides).

Section 9.06 The Exam Board may grant admittance, on request of the registered student to take one or more (partial) tests of the final examination, even before he/she has successfully concluded the preliminary examination of the programme. The Exam Board lays down in writing to which (partial) tests the candidate has been admitted.

- Section 9.07** The student, exempted from completion of examinations that form part of the preliminary period under article 7.31a of The Act, is given entrance to one or more components of the final examinations.
- Section 9.08** Retake (partial) examinations will be limited to a maximum of 4 modules in a retake block, if the student was absent in any of the regular block examinations.
- Section 9.09** If a student misses an examination without any valid reason, his/her registration for the following retake examinations will be limited to a maximum of 3 modules.
- Section 9.10** Retakes for Exam types 2, 3, and 5 do not include presentations or oral assessment; the original assessment of the presentations is carried over to the relevant retake exam.
- Section 9.11** Seminar papers cannot be retaken.

Article 10. Oral tests

- Section 10.01** There will be no more than two students participating at an oral test, unless the Exam Board has ruled otherwise.
- Section 10.02** Oral tests are public, unless the Exam Board or the examiner concerned has ruled otherwise in a specific case, or if the candidate is opposed to it.
- Section 10.03** Oral presentations that are part of exam type 2, 3, and 5 cannot be retaken (see section 8.14). This can be overruled by the Exam Board e.g. in cases where a student has been given provisions under article 17.

Article 11. Determining and publishing of test results

- Section 11.01** The examiner determines the result of a (partial) oral test on the day of that examination and issues the candidate with a written declaration to that effect.
- Section 11.02** The examiner determines the result of a written (partial) test within maximal ten (counts for written examinations) or twenty working days (counts for essays, reports and project work) after the day it was taken and supplies the administration of The Institute with a signed declaration in view of handing out the written declaration on the result to the candidate. A written statement regarding the results of the (partial) test is given out to the candidate within 30 days after the day it was taken.
- Section 11.03** With reference to tests to be taken other than orally or written, the Exam Board determines in advance in what way and within which period of time the candidate will receive a written confirmation about the result.

Section 11.04 On a written statement about the result of a (partial) test, the student's attention is also drawn to the right of perusal, mentioned in Article 20 of these Regulations, as well as to the possibility of appeal with The Board of Appeal for Exams.

Article 12. Assessment and announcement of examination results; passing; not passing; passing with distinction

Section 12.01 The Exam Board determines in a meeting, in a given period, which candidates have successfully passed examinations and the Exam Board affirms the students' credits.

Section 12.02 An examination has been successfully concluded when the candidate has met the demands mentioned in Section 12.03 for Bachelor programme students and in Section 12.04 for Master programme students.

A candidate has passed the preliminary examination, if any (Year 1 Modules of Phase 1) when the tests of all educational units were taken successfully, and all modules have been passed. A student is required to pass all modules with a final mark of 6.0. However, 1 module may be left at a final mark of 5.5, in order for all 60 credits for Year 1 modules to be awarded.

Section 12.03 A Bachelor candidate has passed the final examination (Graduation) when he has met the following demands:

- (a) for all tests of the educational units of the Phase 1 Modules at least 6 as a final mark, except for 1 module for which a 5.5 as a final mark may be obtained, or an indication of pass;
- (b) for all tests of the educational units of the Phase 2 Modules at least 6 as a final mark, except for 1 module for which a 5.5 as a final mark may be obtained, or an indication of pass;
- (c) (If applicable) the test of the module 'practical period' may be completed with the indication of pass;
- (d) for all tests of the Phase 3 Modules at least 6 as a final mark, except for 1 module for which a 5.5 as a final mark may be obtained, or an indication of pass;
- (e) under (a), (b) and (d), marks of 5.5 and upwards will be rounded up to a final mark of 6. A mark of 5.1 and higher can, in exceptional cases determined by the Exam Board, be rounded up to a final mark of 5.5. The final mark of a test can be rounded up.

Section 12.04 A Master candidate has passed the final examination (Graduation) when he has met the following demands:

- (a) for all tests of the educational units of Year 1 Modules at least 6 as a final mark, except for 1 module for which a 5.5 as a final mark may be obtained, or an indication of pass;
- (b) for all tests of the educational units of Year 2 Modules (Final Project) at least 6 as a final mark;
- (c) under (a), marks of 5.5 and upwards will be rounded up to a final mark of 6. A mark of 5.1 and higher can, in exceptional cases determined by the Exam Board, be rounded up to a final mark of 5.5. The final mark of a test can be rounded up.

Section 12.05 The candidate will be informed of the result within 5 working days after the meeting mentioned under Section 12.01 of these Regulations.

Section 12.06 A testimony will be given out to candidates who passed the preliminary or final examination, if any, as mentioned in article 7.11 paragraph 1 of The Act. The name of the programme is mentioned on the testimony, and the parts the examination consisted of, and when appropriate, which qualification is connected with it, observing article 7.6 first paragraph, of The Act.

Section 12.07 On the list of marks belonging to the Graduation Year / Final Year:

- (a) "**With honours**" is written, when the candidate has:
 - (i) for the educational units of each year (with exemption of the educational unit Graduation Assignment Module for Bachelor students and for the Final Project for Master students) at least an average of 8.0 and higher;
 - (ii) for the average of the Graduation Assignment for Bachelor students and for the Final Project for Master students at least 8.0 as a final mark.
- (b) "**With distinction**" is written, when the candidate has:
 - (i) for the educational units of each year (with exemption of the educational unit Graduation Assignment Module for Bachelor students and the Final Project for Master students) an average lower than 8.0 and higher than 7.0;
 - (ii) for the average of the Graduation Assignment for Bachelor students and for the Final Project for Master students at least 7.0 as a final mark.
- (c) "**with credit**" is written, when the candidate has:
 - (i) for the educational units of each year (with exemption of the educational unit Graduation Assignment Module for Bachelor students and the Final Project for Master students) an average lower than 7.0 and higher than 6.0;

- (ii) for the average of the Graduation Assignment for Bachelor students and for the Final Project for Master students at least 6.0 as a final mark.
- (d) "**With pass**" is written, when the candidate has:
 - (i) for the educational units of each year (with exemption of the educational unit Graduation Assignment Module for Bachelor students and the Final Project for Master students) an average lower than 6.0 and higher than 5.5;
 - (ii) for the average of the Graduation Assignment for Bachelor students at least 5.5 as a final mark and for the Final Project for Master students at least 6.0 as a final mark.

Section 12.08 The student who has passed one or more tests and to whom no diploma or certificate can be handed out, will receive a statement on his/her request, to be issued by the Exam Board, in which at any rate the tests are mentioned that he has concluded successfully.

Article 13. Study progress and study supervision

Section 13.01 The Board arranges for such registration of study results, that all candidates will receive at least once per term a survey of their personal results, related to the education and examination programme of the Institute.

Section 13.02 The Board arranges for study supervision for candidates registered with the programme.

Section 13.03 Students are issued with a written advice at the end of each academic year, together with a transcript of credits.

Section 13.04 The number of credits required for progression from one study phase / year to another are described in the Education and Examination Guides.

Section 13.05 If for the candidate a rejection is incorporated in the advice, the student has the right of appeal to the Exam Board (See section 15.01).

Section 13.06 If a student misses an exam or deadline due to specific extenuating circumstances (illness, hospitalisation, bereavement, etc) the student must submit a written request for extension to the Exam Board before the last Thursday of the teaching block. Requests must be accompanied by evidence (doctor's note, etc).

Article 14. Composition of the Graduation & Examination Board; Modus Operandi

Section 14.01 The Board appoints the Chairperson and the members of the Graduation & Examination Board (Exam Board). Members normally serve for one academic year, but this can be extended to a maximum of three years. The Chairperson lays down in writing which members of the Exam Board will act as deputy Chairperson, Secretary and deputy Secretary. The Exam Board reports to The Board.

- Section 14.02** Members of the Exam Board are employees charged with education in the programme and have extensive experience in teaching in higher education equivalent to a Postgraduate Certificate in Learning & Teaching. Membership of members who do not possess these qualifications shall be deemed ex-officio and without the right to vote.
- Section 14.03** Membership of the Exam Board ends automatically if the employee concerned is no longer at the Institute (except for externals, see 13.04 below).
- Section 14.04** Membership will include at least one external, who is independent from the Institute. External members can also be appointed as Chairperson or deputy Chairperson.
- Section 14.05** The Board guarantees that there is a diversity of expertise among the appointed members of the Exam Board (e.g. discipline/subject-related, assessment methodologies and procedures, laws and regulations, international expertise).
- Section 14.06** The Exam Board meets every block. Meetings are off-line and face-to-face, but meetings of any sub-committee installed by the Exam Board may also take place through online or video communication.
- Section 14.07** A minimum of four members is required (including Chair or deputy Chair) to make decisions. All meetings are documented in minutes by the Exam Board Secretary.
- Section 14.08** Exam Board meetings are closed and its minutes confidential. All information about students and instructors will be treated with utmost confidentiality.
- Section 14.09** The Exam Board decides by a simple majority of votes. In case of a tie, the Chair or deputy Chair has the casting vote.
- Section 14.10** The Exam Board may decide to confer some of its authority, if necessary with certain constraints and conditions, on the Chairperson, provided that this is not in conflict with the law or these regulations (Chair's action).
- Section 14.11** The Exam Board may be assisted by others, such as advisors or other tutors, only if agreed by a majority of the board. The role of non-appointed staff is temporary, purely consultative, and they have no vote.
- Section 14.12** The Chairperson of the Exam Board sends regular reports, with a minimum of once per academic year, on the workings of the Exam Board to The Board.

Article 15. Tasks of the Exam Board

- Section 15.01** The Exam Board is in charge of arranging (partial) tests and examinations and specifying results.
- Section 15.02** The Exam Board takes care of the organisation of (partial) tests and examinations and of good procedures during (partial) tests and examinations.

- Section 15.03** The dates and times for taking (partial) tests are set on time by or on behalf of the Exam Board.
- Section 15.04** The Exam Board rules within 10 working days whether a programme of educational units (modules), composed by an individual student at a previous institution will be approved (transfer credits). Such a request shall be submitted in written form, not more than one month after enrolment in a particular academic year and should be related to the educational units to be studied in that year. The Exam Board will adhere to the national attainment targets mentioned in Article 4 of these Regulations in forming the decision. See also Section 14.09.
- Section 15.05** The Exam Board appoints examiners who are in charge of taking (partial) tests. Only staff members in charge of education in the educational unit concerned can be appointed examiner, as well as experts from outside The Institute. The examiners give the Exam Board the information they ask for. Examiners shall always hold an academic qualification of at least Master level (used to be Section 23.07). Examiners must also have experience or qualifications in pedagogy or didactics equivalent to that of Dutch universities' BKO standard.
- Section 15.06** The Exam Board can give guidelines and directives to the examiners concerning the judgement of the candidate related to determining the result of the test.
- Section 15.07** The Chairperson of the Exam Board sends regular reports on the workings of the Exam Board to The Board at least once a year.
- Section 15.08** The Exam Board accepts all examiners of institutions contributing to the programmes and joint degree programmes through Wittenborg's institutional articulation agreements as approved examiners. Similarly, the Exam Board accepts all credits obtained by students through such articulation agreements as official transfer credits in the programmes.
- Section 15.09** The Exam Board mandates the Registrar with the decisions and administration of transfer credits according to standard ECTS guidelines (ECTS User's Guide, May 2015).
- Section 15.10** Upon successful completion of all degree requirements (Bachelor 240 EC, MSc 60 EC, MBA 90 EC) including the final thesis or dissertation phase, and after verification thereof by the administration, the Exam Board shall award the relevant (Dutch) Wittenborg diplomas or certificates and corresponding European diploma supplements to graduating students.
- Section 15.11** By awarding the diplomas or certificates mentioned in Section 14.08 above, the Exam Board confers the corresponding degrees to graduates as evidence of final graduation, conform the Act.

Article 16. Academic Complaints and Irregularities

- Section 16.01** Students have a right to question any academic decision by Wittenborg lecturers and examiners in writing to the Exam Board as ultimate resort. Such a request shall be submitted in written form, not more than one month after the decision was made. The complaint or request will be discussed in the first scheduled Exam Board meeting, and a decision communicated to the student within 10 working days after that meeting.
- Section 16.02** If a complaint involves a member of the Exam Board, the member in question will not take part in the deliberations or decisions concerning this complaint.
- Section 16.03** Exam Board decisions are considered to be final. For Appeals, see Article 17.
- Section 16.04** In case of fraud, plagiarism, self-plagiarism or any other irregularity or academic dishonesty by a candidate, the Exam Board may decide on any disciplinary action they deem appropriate and justified, including (but not limited to) an official warning, a reduction of the grade, or the decision that during a period of one year at most, this candidate is denied the right to take one or more specific (partial) test or examinations at The Institute.
- Section 16.05** If a case of fraud or any other irregularity should be discovered not until after the examination, the Exam Board can deny the candidate the certificate or diploma, or may rule that the candidate concerned can only receive the certificate or diploma after taking a new test in the educational units, in a manner to be indicated by the Exam Board.
- Section 16.06** Before deciding in accordance with Section 16.04 or Section 16.05 of these Regulations respectively, the Chairperson of the Exam Board or his/her designee can decide to hear the candidate. The Chairperson or the Secretary of the Exam Board informs the candidate straightaway of the decision, if possible personally and in any case in writing.
- Section 16.07** When the Chairperson of the Exam Board or the Exam Board takes a decision as mentioned in Section 16.01 or Section 16.05 of these Regulations respectively, the Chairperson of the Exam Board sends a copy of this decision to The Board.
- Section 16.08** At the discretion of the Exam Board, a policy of leniency can be introduced under particular circumstances.
- Section 16.09** In cases of serious violations of academic honesty, such as repeated cases of wilful deceit, the Exam Board may advise the Board to dismiss or temporarily dismiss the student. The Exam Board itself does not decide on expulsion or dismissal, whether temporary or permanent.
- Section 16.10** All complaints/appeals of a non-academic nature are not within the charge of the Exam Board and will be referred to the Board.

Article 17. Appeal

Section 17.01 A student who feels that an incorrect decision has been made by the Exam Board related to his/her examination, test or partial test, or related to a judgement or treatment while taking an examination or a partial examination, can appeal to the Board of Appeal for Graduation and Examinations of the Institute.

Section 17.02 Also, if a candidate contests a decision with regard to evaluation or with regard to dealings of supervisors during examinations, that candidate can appeal to the above mentioned Appeal Board. See the Complaints Procedure in the Education and Examination Guides.

Article 18. Provisions for physically handicapped candidates

The Chairperson of the Exam Board may allow a physically handicapped candidate to take a (partial) test fully or partially in a manner adapted to the possibilities that the physical condition of the candidate offers. In such case the Exam Board decides on the way in which the (partial) test will be taken, guided by the Dutch "Referentiemodel" of the Expertisecentrum Handicap en studie (2013).

Article 19. Exemptions

Section 19.01 The Exam Board, at the written request of a candidate and at the suggestion of the examiner concerned, may grant exemption from a (partial) test, mentioned in Article 8 of these Regulations, if one of the conditions occurs (to be mentioned below), related to the educational unit (module) concerned:

- (a) the (partial) test in contents and study load equals the (partial) test taken in an educational unit of another institution of higher education in the Netherlands;
- (b) the (partial) test in contents and study load equals the (partial) test taken in an educational unit other than higher education.

Section 19.02 If according to Section 19.01(a) of these Regulations an exemption is granted, the mark is fixed at 6.0.

Section 19.03 If according to Section 19.01(b) of these Regulations an exemption is granted, the mark is fixed at 6.0.

Section 19.04 In cases where exemption for a (partial) examination is given, as implied in Section 19.01 of these Regulations, under which the course administrators are not required to attribute a mark, according to the Education and Examination Guide and Module Guides, the term 'Pass' or 'Fail' will be used.

- (a) The period of validity of an exemption for a (partial) test is set by the Exam Board, and can be extended by the Exam Board.
- (b) If the Exam Board grants exemption as requested for a (partial) test, a "Proof of Exemption (Partial) Test" is sent to the requestor. This proof mentions the date

on which the exemption was granted, the name of the (partial) test, and the validity.

Section 19.05 Decisions as described in this article, are subject to 17 of these Regulations.

Article 20. Right of perusal

Section 20.01 Within a maximum of thirty days from the publication of the results of a written (partial) test, candidates, on their request, receive the right to inspect their assessed paper. They are also given, on their request, a copy of that paper at cost price, while the Exam Board may decide not to furnish any copies of test questions and assignments.

Section 20.02 During the period mentioned in Section 20.01 of these Regulations candidates can inspect questions and assignments of the (partial) test concerned and learn about the criteria which were the basis of the assessment.

Section 20.03 The Exam Board may rule, that the inspection or studying the criteria will be done in a certain place and on at least two fixed moments. If by personal circumstances (to be judged by the Exam Board) a candidate has not had an opportunity to peruse, the Exam Board and the candidate determine, for one more time, a new moment and place for perusal.

Article 21. Archives

Section 21.01 The Chairperson of the Exam Board sees to it that used (partial) test questions are kept for at least one year. The written (partial) test work and the reports on written and practical exercises will be kept for at least until the end of the period for appeal for that (part) examination.

Section 21.02 The Chairperson of the Exam Board sees to it that of each candidate the qualifications taken at the examination and the result will be kept in The Institute's archives at all times.

Article 22. Circumstances unforeseen

Section 22.01 In cases where these Regulations do not include any arrangement relating these circumstances, the Exam Board decides.

Section 22.02 In cases where these Regulations do not include any arrangement relating these circumstances and which require a prompt decision, the Board decides. The Board communicates this decision as soon as possible to the Exam Board and other parties involved.

Article 23. Final clauses

- Section 23.01** These Regulations are in force as of 31st August 2016.
- Section 23.02** These Regulations are subject to annual revision, in which, for the sake of control and possible adjustment of the study load, the amount of time resulting from this for the students will be measured. If Article 22 of these Regulations has been applied, this circumstance should also be measured.
- Section 23.03** These Regulations can exclusively be altered after written permission by the Board, respectively after determining the altered integral regulations.
- Section 23.04** These Regulations may be referred to as "Graduation and Examination Regulations of the Programmes of WITTENBORG".
- Section 23.05** The Board sees to the announcement of these Regulations to the candidates.
- Section 23.06** This version of the Graduation and Examination Regulations replaces all previous versions. These previous versions have all become void, unless the Chairperson of the Exam Board has agreed in writing to any other agreement.
- Section 23.07** Students have a right to complete their academic programmes under the degree requirements that existed at the time of their first registration, in as far as curriculum offerings allow. If programme changes are made that affect student programmes of study, every effort will be made to transition students into a new programme of study that meets the new graduation requirements. Students proceeding under revised academic policies must comply with all requirements under the changed programme.
- Section 23.08** Any articles or subsections, plus additional information as decided by the Exam Board, published in a separate document called "Wittenborg General Assessment Policy" shall be deemed to be an extension of these regulations and part of all EEG.

THE EEG - PART 9

EUROPEAN DIPLOMA SUPPLEMENT

(An Example of a Master level EDS)



31 August 2018

CONTENTS

European diploma supplement (Example)..... 3

EUROPEAN DIPLOMA SUPPLEMENT (EXAMPLE)

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. Information identifying the holder of the qualification

Last name(s)

First name(s)

1.1

1.2

Date of birth (dd/mm/yyyy)

Student identification number or code (if available)

1.3

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1.4

2. Information identifying the qualification

Name of qualification and (if applicable) title conferred

Main field(s) of study for the qualification

2.1	Master in Business Administration / MBA	2.2	Either: General Management
Name and status of awarding institution (in original language)		or: Entrepreneurship and Innovation	
2.3		or: Hospitality Service Management	
Wittenborg University, private university of applied sciences recognised by the National Government, Ministerie van Onderwijs Nr: 25AY,		Name and status of institution (if different from 2.3) administering studies (in original language)	
2.5		2.4	
Language of Instruction & Examination : English			
3. Information on the level of the qualification			
Level of qualification		Official length of programme	
3.1	Master degree awarded on completion of a programme of Higher Professional Education (HBO)	3.2	1.5 Years Full-time, 2.5 / 3 years Part-time, 90 ECs (European Credits)
Access requirements(s)			
3.3			

4. Information on the contents and results gained

Mode of study

4.1

Full-time

Part -time

Programme requirements

4.2

Entry Requirements for the MBA

Admission into programmes at Wittenborg is governed by the Graduation & Examination Board that empowers the Student Registrar to admit students based on pre-defined criteria. In cases where applicants have deviating admissions documents, such as Bachelor degrees that are not listed in Naric or recognised by NUFFIC, the Student Registrar is required to forward the application to the Exam Board for a decision.

☑ Master Students should have the appropriate education qualifications, validated by NUFFIC and NARIC

☑ a Bachelor degree or equivalent recognised qualification;

- Applicants are requested to provide an academic reference from their previous education institute;
- It is not necessary to have obtained a Bachelor degree from the domain of Business Administration, however in their degree students must have completed an academic piece of work (final project or dissertation) that shows a degree of academic writing and research experience.

☑ I-MBA students should have at least 3 years professional experience (after undergraduate degree);

- Applicants are requested to provide a reference from a company or organisation where they have worked;

☑ Master Students have attained a working level of the English Language equivalent to an IELTS 6.5 band, with

a minimum 6 for writing, i.e. "Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations."

☑ Applicants must write a letter of motivation and submit their Curriculum Vitae and 2 letters of reference.

☑ Students are interviewed by Wittenborg for intention, motivation and aptitude. They must pass this admission interview, which can be carried out in person, or through IT communications, such as video phone.

☑ After students have passed the admission interview, and have been offered a place at Wittenborg, they are asked to sign a Wittenborg Study Agreement, which details the agreements made between Wittenborg about entry into the programme, and possible preparation courses that is required. The Wittenborg Study Agreement also states that students have read and understood the Education and Examination Guide (EEG)

☑ Wittenborg is signatory for the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also re-iterated.

☑ The application procedure for international students is fully described on the Wittenborg website www.wittenborg.eu. All the required documents and information regarding the fee structure can be found there.

NB: Students entering Wittenborg University programmes and signing the Study Agreement are expected to have received and read the EEG (this document).

4. Information on the contents and results gained.... Contd

Programme details (e.g. modules or units studied), and the individual grades/marks/credits obtained

4-3

International Master of Business Administration (MBA)				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	EC Credits	Module Code
1 / 5 (1)	Human Resource Management	36	5	MO41
1 / 5 (2)	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(FP)	GA41
2 / 6 (1)	Management Accounting & Finance	36	5	FIN41
2 / 6 (2)	Operations Management	36	5	MO42
3 / 7 (1)	International Management	36	5	MO43
3 / 7 (2)	Information Management	36	5	TEC41
Year 1, Semester 2				
5 / 1 (2)	Research Methods (Final Project)	27	(FP)	GA41
Electives 5 / 1 (1)	(EI) Entrepreneurship	36	5	EN41
	(HSM) Critical Perspectives in Hospitality Management (W&B)			HM41
	(GM) Globalisation, Society & Culture			MO44
6 / 2 (2)	Corporate Sustainability	36	5	EN42
6 / 2 (1)	Business Statistics	36	5	GA42

7 / 3 (1)	Strategic Management	36	5	SM41
<i>Electives</i>	(EI) Innovation, Creativity & Entrepreneurship	36	5	EN43
	(HSM) International Hospitality Development (W&B)			HM42
	(GM) Consultancy			MO45
Semester 2 (1 & 2)	Project Module (3 Project Weeks)		5	PW41
Total Year 1			60 Credits	
Year 2				
1 / 4 or 5 / 8 (1 & 2)	Final Project (FP)	24 Tutoring Hours	30	GA41
Total Year 2			30 Credits	
Total Credits MBA			90 Credits	

(1) is Year 1 for part-time students

(2) is Year 2 for part-time students

3 (W&B) is Joint Wittenborg and University of Brighton delivered module

<p>Grading scheme and, if available, grade distribution guidance</p> <p>4.4 For information about the credit system and the numerical marks in the student's transcripts, please refer to the section on the Higher Education system in The Netherlands.</p> <p>The non numerical mark in the student's transcript has the following meaning: v / Pass</p>	<p>Overall classification of the qualification (in original language)</p> <p>4.5 The Examination & Graduation Board has awarded the degree with the qualification :</p> <p>Grading System: Honours (80+) / Distinction (70+) / Credit (60+) / Ordinary (55+)</p>
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<p>5. Information on the function of the qualification</p>	
<p>Access to further study</p> <p>5.1 Eligible for Ph.D degree programmes</p>	<p>Professional status</p> <p>5.2 Qualified for a profession related to the field of study</p>

<p>6. Additional information</p> <p>Additional information</p>

<p>6.1</p>	<p>"The MBA degree programme is aimed at providing graduates with the skills and competencies to fulfil management positions in the field of business administration, both in the public and private sector. These positions can include management or policy-making positions in large organisations, as well as positions of management in small to medium sized companies (SMEs). An aim is that students are able to critical analyse and evaluate various developments within an organisation so that they can form, create and instigate policies, visions and aims and solutions within that organisation. They should be in a position to analyse the strategic processes and vision of a company or organisation and using this analysis apply and implement tools to innovate, optimise and (re-)structure these processes using an integral approach. From an international perspective the students should learn to analyse the environment they find themselves in and adapt their behaviour and role according to the macro and micro environments they find themselves in."</p> <p>The qualification and competence goals of the MBA are in line with those of a Professional Master degree from a University of Applied Sciences in the Netherlands: through a combination of knowledge gained from text books, 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.</p>	<p><i>Wittenborg Business Administration</i> <i>Graduates will show the following:</i></p> <ul style="list-style-type: none"> - 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;
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- "holders of HBO Master's degrees have obtained the qualifications for the level of independent and/or management level professional practitioner in an occupation or spectrum of occupations, and have reached the level needed to work in a multi-disciplinary environment in which a HBO degree is either required or would be of use."

In line with the all-round domain specific qualification and competence goals of a Netherlands HBO degree,

Furthermore, an MBA graduate:

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

Further Information sources

Wittenborg University

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The Netherlands

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E-Mail - info@wittenborg.nl /
info@wittenborg.eu

Web: www.wittenborg.eu

The Final Qualifications of the International Master of Business Administration

1	are able to apply knowledge and theory in the correct international and intercultural context that will enable them to form an effective and efficient human resources policy within an organization
2	understand the development of business relationships, networks and chains and be able to enlarge and expand these, for themselves and their organisations, in order to support an effective human resource management policy
3	are able to conceive and develop marketing strategies and policies within an international context that reflect a realistic approach to the size and capacity of the organisation and the international environment in which the organisation is positioned
4	are able to make decisions on market research, product development, branding and market penetration and distinguish between an organization's longer-term strategic needs and its short-term operational needs
5	are able to develop a critical capacity to distinguish between formal strategic processes and quests to apply generalized insights into today's strategic challenges to concrete settings
6	have the ability to apply an understanding of management accounting principles and principles of corporate finance in the decision making processes of investment and financing, as well as decisions on profitability and dividends
7	are able to attract investment by presenting opportunities, justifying capital requirements, and demonstrating how risks can be minimised and critically analyse financial and economic reports, producing recommendations and action plans
8	are able to apply knowledge and understanding of the concepts of supply chain management within a local or international context, in a manner that will increase efficiency and increase competitiveness
9	understand the concept of total quality management processes and are able to instigate solutions that will improve the quality process beyond the benchmark

10	are able to judge competences and skills in others regarding the use of automation and office software, and make decisions on the implementation of IT investment and deployment
11	able to broadly understand the concept of corporate sustainability and what it implies for the management systems in the transformation processes towards sustainable enterprise
12	able to effectively position, defend and communicate a company's sustainability programme both to internal and external stakeholders
13	are able to instigate and execute strategic decisions regarding the positioning of the organisation within a local, national and international environment, based on local cultural requirements in a global setting
14	are aware of and able to analyse, describe and compare cultural differences based on their own experiences and that of their peers
15	are able to assess others' linguistic communication skills at all business and governmental levels, offering solutions for overcoming communication gaps
16	are able to manage small to medium sized businesses, companies in the non-profit sector and governmental organisations
17	are able to improve the existing external business environment in order to create new opportunities and diminish restrictions
18	are able to understand how to reorganise growing or stagnating organisations, from the entrepreneur to the established SME, depending on growth and environmental factors
19	understand the processes of business innovation in small, medium and large organisations, in an international context, and understands the process of idea generation within the constraints of internal and external influences
20	are able to critically analyse policies and structures and adapt and change these in order to improve effectiveness of business processes
21	are able to critically review and improve analytical reports within an international environment

22	have developed an ability to use various statistical techniques in business decision making;
23	have an ability to use and present (both in tables and graphs) descriptive statistical data and indicators within the context of business planning and business research
24	have an ability to design methodologically sound research proposals in the area of business research or similar research based on state-of-the-art conceptual models and quantitative and/or qualitative research methods
25	have reached the academic level of Master in line with the recognized European standards as described in the Dublin Descriptors
26	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 Doctorate programme;

7. Certification of the supplement

Date

Capacity

7.1

01	04	2014
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7.3

Chairperson, Examination & Graduation Board
--

Signature

Official stamp or seal

7.3

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7.4

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8. Information on the national higher education system

Introduction

The higher education system in the Netherlands is based on a three-cycle degree system consisting of Bachelor's, Master's and PhD degrees. The three-cycle system was officially introduced in the Netherlands at the beginning of the academic year 2002-2003. The Netherlands has a binary system of higher education, which means there are two types of programmes: research-oriented education (wetenschappelijk onderwijs, WO), traditionally offered by research universities, and higher professional education (hoger beroepsonderwijs, HBO), traditionally offered by hogescholen or universities of professional education. 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 tweede fase or upper secondary education. During these years pupils focus on one of four subject clusters (profielen), 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 pupil enrolled in VWO or HAVO can choose from the following subject clusters:

- Science and Technology (Natuur en Techniek)
- Science and Health (Natuur en Gezondheid)
- Economics and Society (Economie en Maatschappij)
- Culture and Society (Cultuur en Maatschappij)

Senior secondary vocational education and training

Senior secondary vocational education and training (middelbaar beroepsonderwijs, MBO) is offered in the areas of economics, technology, health, personal care, social welfare and agriculture. MBO programmes vary in length from one to four years as well as in level (1 to 4). Completion of MBO programmes at level 4 qualifies pupils for admission to HBO.

Higher education

Higher education in the Netherlands is offered at two types of institutions: research universities (universiteiten) and universities of professional education (hogescholen). The former include general universities, universities specializing in engineering and agriculture and the Open University. The latter include general institutions and institutions specializing in a specific field such as agriculture, fine and performing arts or teacher training.

Universities of professional education are primarily responsible for offering programmes of higher professional education (hoger beroepsonderwijs, HBO), which prepare students for specific professions. These tend to be more practically oriented than programmes offered by research universities. In addition to lectures, seminars, projects and independent study students are 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 paper in the fourth year.

Since September 2002 the higher education system in the Netherlands has been organized around a three-cycle degree system consisting of Bachelor's, Master's and PhD degrees. At the same time the ECTS credit system was adopted as a way of quantifying periods of study. The higher education system continues to be a binary system however, with a distinction between research-oriented education and professional higher education. The focus of a degree programme determines both the number of credits required to complete the programme and the degree which is awarded.

8. Information on the national higher education system, Continued

A WO Bachelor's programme requires the completion of 180 credits (3 years) and graduates obtain the degree Bachelor of Arts or Bachelor of Science (BA/BSc), depending on the discipline. An HBO Bachelor's programme requires the completion of 240 credits (4 years) and graduates obtain a degree indicating the field of study, for example Bachelor of Engineering (BEng) or Bachelor of Nursing (BNursing). The old title (pre-2002) appropriate to the discipline in question (bc., ing.) may still be used.

WO 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. Graduates obtain the degree of Master of Arts or Master of Science (MA/MSc). The old title (pre-2002) appropriate to the discipline in question (drs., mr., ir.) may still be used. HBO Master's programmes require the completion of 60 to 120 credits and graduates obtain a degree indicating the field of study, for example Master of Social Work (MSW).

The third cycle of higher education, leading to a doctor's degree, is offered only by research universities. All research universities in the Netherlands are entitled to award the country's highest academic degree, the doctoraat, which entitles a person to use the title doctor (dr.). The process by which a doctorate is obtained is referred to as the promotie. The doctorate is primarily a research degree, for which a dissertation based on original research must be written and publicly defended. The minimum amount of time required to complete a doctorate is four years.

Requirements for admission to higher education

To enrol in a WO Bachelor's programme a student is required to have a VWO diploma or to have completed the first year (60 credits) of an HBO programme. The minimum admission requirement for HBO is either a HAVO diploma or a level-4 MBO diploma. The VWO diploma also grants admission to HBO. For admission to both types of higher education pupils are required to have completed at least one of the subject clusters that fulfil the requirements for the higher education programme in question. 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. The only admission requirement for the Open University is that applicants be at least 18 years of age. 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. Graduates with an

HBO Bachelor's degree may have to complete additional requirements for admission to a WO Master's programme.

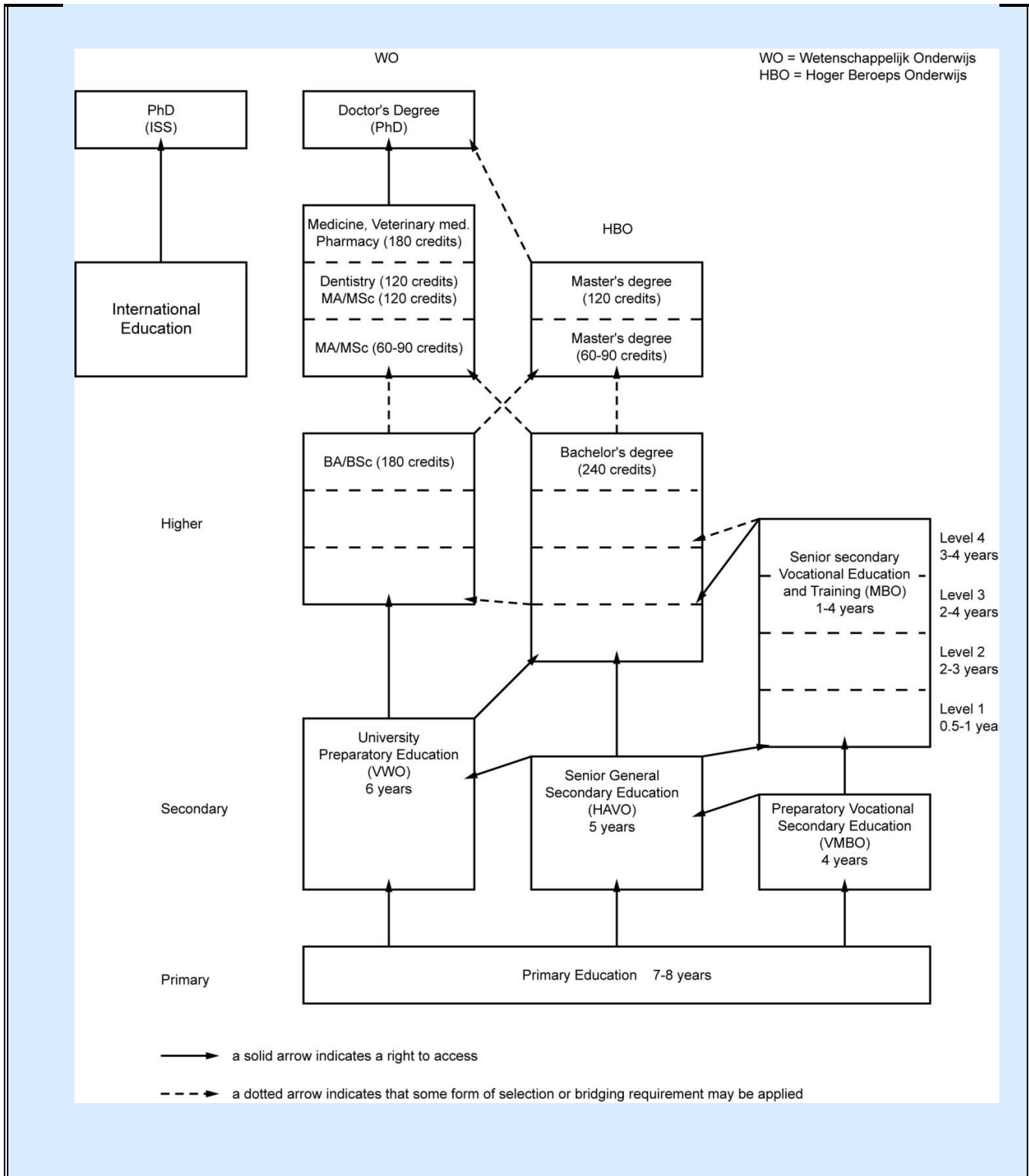
Credit system and grading

A student's workload (both contact hours and hours spent studying and preparing assignments) is measured in ECTS credits (studiepunten). 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).

Accreditation and quality assurance

A guaranteed standard of higher education is maintained through a national system of legal regulation and quality assurance. The Ministry of Education, Culture and Science is responsible for legislation pertaining to education. As of 2002 responsibility for accreditation lies with the Netherlands-Flemish Accreditation Organization (NVAO). According to the section of the Dutch Higher Education Act that deals with the accreditation of higher education, degree programmes offered by research universities and universities of professional education will be evaluated according to established criteria and programmes that meet those criteria will be accredited, i.e. recognized for a period of six years. Only accredited programmes are eligible for government funding, students receive financial aid only when enrolled in an accredited programme and students will graduate with a recognized degree only after having completed an accredited degree programme. Accredited programmes are listed in the Central Register of Higher Education Study Programmes (CROHO) and the information is available to the public. Institutions are autonomous in their decision to offer non-accredited programmes, subject to internal quality assessment. These programmes do not receive government funding.

8. Information on the national higher education system, Continued



THE EEG - PART 10

THE STUDENT CHARTER



31 August 2018

CONTENTS

The Student charter 3

 Welcome to the Student Charter of Wittenborg University of Applied Sciences..... 3

 Introduction..... 4

 Equal Opportunities Policy 4

 Expectations for Behaviour and Conduct 5

 Admissions 5

 Joining the University 5

 Teaching 6

 Attendance and Participation 6

 Assessment 7

 Student Feedback about Courses 8

 Placements..... 8

 Resources 9

 Library Facilities 9

 Central Computing Facilities..... 9

 Student Support 9

 On-course Support and Guidance 10

 Financial Advice and Information..... 10

 Student Financial Support 11

 Disability Support..... 11

 Careers Guidance 12

 Counselling Support 12

 Religious and Cultural Advice 13

 Health Care Services..... 13

 Communication..... 13

 Student Involvement 14

 Wittenborg premises and affiliated centres 14

 Security 14

 Health and Safety..... 15

 No-Smoking Policy..... 15

 Environmental Policy..... 15

 Teaching Accommodation and Facilities..... 16

 Residential Accommodation..... 16

THE STUDENT CHARTER

WELCOME TO THE STUDENT CHARTER OF WITTENBORG UNIVERSITY OF APPLIED SCIENCES.

This document is part of the Wittenborg Student Agreement, General Terms and Conditions and Acceptance procedure. By signing the Student Agreement, you agree to have read and understood the mentioned documents and follow the rules and regulations accordingly.

We aim to provide you with a high quality education within a stimulating academic environment, and our aspirations are that you will have every opportunity to succeed in your chosen course of study.

Wittenborg is a small and compact organisation in which all staff contributes to a wide and diverse variety of services. Even small organisations require solid frameworks to achieve excellence and provide the kind of service to be proud of and make students proud of their association with the institution.

This Charter provides a framework for your expectations and responsibilities as a student, summarising the standards for your expectations of Wittenborg and for your responsibilities as a member of Wittenborg community.

Students studying on our courses are based not only at the main campuses but also in institutions or companies in other parts of the city, country and the world. For mainly practical reasons it is not possible to offer all parts of our services to all our students; if they are fulfilling placement or studies in other places than Apeldoorn, however, this Charter outlines the basis of service provided at the campus in Apeldoorn.

We look forward to receiving your feedback on any aspect of the Charter and, should you need any further information or advice in connection with the provisions of this Charter, please contact the appropriate person listed.

INTRODUCTION

Wittenborg University of Applied Sciences' Student Charter outlines expectations and responsibilities for students and staff and provides the framework for the learning experience of students.

This Students Charter is part of the Wittenborg University of Applied Sciences Study Agreement; an acceptance document issued to (international and national) students, and is preceded by a learning agreement, together with the official acceptance letter. These should be all issued together. The Study agreement and the Official Acceptance letter are valid from the moment they are officially confirmed by Wittenborg, issued and sent by email to the student. By signing the Student Agreement, the student agrees and accepts the General conditions (This Student Charter) of the agreement and agrees to comply with his/her financial obligations to the university.

Linked closely to the Student Charter is the Complaints Procedure for Students, which allows students to bring matters of concern about their learning experience to the attention of Wittenborg, and enable investigation of those concerns with the aim of satisfactory resolution. The complaints procedure is explained in this Education & Examination Guide. The procedure can also be downloaded at the Wittenborg website.

EQUAL OPPORTUNITIES POLICY

Wittenborg respects the dignity and diversity of all our students and staff, and therefore we are actively implementing our equal opportunities policies. We aim for a community that is free from intimidation and discrimination.

We aim to offer students:

- a culture in which behaviour reflects a high level of awareness of equal opportunities issues;
- equality of opportunity regardless of personal characteristics and differences; this commitment applies to all individuals and all aspects of Wittenborg life;
- clear information about processes and procedures;
- the knowledge that any complaint of unfair discrimination or harassment will be treated seriously and dealt with fairly and efficiently

We expect that students will:

- respect and treat with dignity all members of the Wittenborg community;
- comply with Wittenborg's policies on equal opportunities and harassment

EXPECTATIONS FOR BEHAVIOUR AND CONDUCT

All members of Wittenborg are expected to behave in a manner which is respectful of the rights and views of others.

We aim to offer students:

- clear guidelines outlining behavioural expectation to be made available;
- fair and consistent treatment in dealing with breaches of the Student Code of Behaviour

We expect that students will:

- be familiar with the Student Code of Behaviour and abide by it

ADMISSIONS

We aim to offer students:

- information about their course or programme of study, its teaching and assessment arrangements, and resources which they will need to have access to, or make use of; research degree students can also expect information on supervision arrangements;
- an interview for the course, either in person, or by telephone
- entrance tests if required
- liaison with agents and home schools (if applicable)

We expect that students will:

- familiarise themselves with the course documentation and relevant University policies, including the internet <http://www.wittenborg.eu> and intranet <http://www.wittenborg-online.com> sites, as well as student resources located on Office365 <http://office.wittenborg.eu> and Facebook pages.

JOINING THE UNIVERSITY

We aim to offer students:

- where appropriate, an induction and introduction programme which introduces you to life in the Netherlands (for international students), in Apeldoorn and at Wittenborg, It will include details of your course, clarify Wittenborg expectations and explain procedures; your induction programme will also outline key services and facilities;
- a programme of social activities and events organised by Wittenborg ;

We expect that students will:

- complete enrolment procedures and agree to pay fees and other charges as due;
- learn as much as they can about the course they are embarking on and the services and facilities available in the University;
- familiarise themselves with the various policies and procedures which students of Wittenborg are bound by;

- talk to tutors and administration office if any problems or concerns arise during these early days;
- consult their course leader and confirm in writing if they are intending to withdraw from or suspend their studies;
- keep administration office informed of any changes in address, legal status or other details

TEACHING

Wittenborg is committed to ensure high standards in its teaching and in supporting learning.

We aim to offer students:

- a learning and teaching strategy that is well planned, which uses different methods, and is designed to help them think and work for themselves;
- information about the arrangements and study requirements for the course;
- adjust the course material up to the standards required at WUAS and the exams requirements;
- regular and constructive critical feedback on their work

We expect that students will:

- prepare for and participate in scheduled learning activities in ways which support the teaching and learning of others as well as themselves;
- make themselves familiar with the course information provided;
- comply with the administrative arrangements of the course;
- give constructive critical feedback on their learning experience in the course

ATTENDANCE AND PARTICIPATION

While learning happens 'within' each individual, the majority of courses include activities designed to support learning which depend on participation and collaboration. Discussions, simulation exercises and workshops, for instance, depend for their value on participants' attendance and regard for the learning of others as well as for themselves. So, while each student has a responsibility for organising and managing aspects of their own learning, enrolment on a course also entails commitment to participation. The nature of participation, whether it is face to face or via the internet, and its scale, will differ between modules with courses, and within courses.

We wish to emphasise that students must plan and manage their study, learning and assessment activities, even during the difficult and distressing situations in life. Wittenborg will assist all students in doing this through our tutoring system.

We aim to offer students:

- full information about the time and location of teaching and assessment arrangements;
- information about each department's specific course attendance requirements;

- information on how to apply for consideration of circumstances which may have affected their performance in an assessment (mitigating circumstances) by the Graduation and Examination Board

We expect that students will:

- make sure they understand and comply with the attendance requirements for their modules and course;
- arrive on time for classes;
- contact the teachers and process tutor, as soon as possible if any class, workshop, practical or laboratory session is missed;
- inform their process tutor and/or teacher(s) in concern if they are absent for any significant period of time;
- understand that any sustained period of unexplained or unauthorised absence or lack of participation will be investigated and, if appropriate, may be subject to disciplinary procedures and may be reported to the parents, guardians, sponsors or Netherlands immigration authorities ;
- familiarise themselves with the illness certification procedure through their GP / doctor

ASSESSMENT

Assessment has a major influence on learning. It is also the means through which Wittenborg determines whether an appropriate standard has been achieved for progression through stages to an award.

We aim to offer students:

- clarity in the purposes and methods of assessment;
- assessment strategies which employ a range of types of assessment;
- assessment criteria which are open, transparent and free from bias;
- specific feedback on assessments to aid their understanding and improvement;
- clearly communicated and, wherever possible, appropriately sequenced and distributed assessment dates;
- a return of feedback within a reasonable time frame;
- the assurance that known and substantiated mitigating circumstances will be taken into account in deciding student awards and progression;
- information concerning the retrieval of failures
- A clear examinations and evaluation regulation in which all criteria are contained for each module and course

We expect that students will:

- complete all assessment activities and adhere to the assessment timetable;
- notify tutors promptly if they are having difficulties which affect their performance;
- provide written evidence if they submit mitigating circumstances affecting their assessments;

- comply with normal academic conventions and acknowledge the work of others where appropriate;
- never engage in cheating, plagiarism or other designated academic irregularities (as set out in the academic irregularities code of practice and the course handbook)

STUDENT FEEDBACK ABOUT COURSES

Wittenborg believes in the value of student feedback because learning is a partnership between tutors and students. It is important to staff to know how you have found the course, not simply in order to improve things in the future, but in order to help establish and promote this wider idea of the educational partnership.

We aim to offer students:

- specific opportunities to provide feedback during the course, without fear or retribution;
- the opportunity to be represented on their course committee;
- reports on the outcomes of evaluation

We expect that students will:

- provide Wittenborg with feedback as requested;
- elect a student representative per class to appropriate committees and other groups working for the management and quality of their course

PLACEMENTS

The Bachelor degree programmes of study contain substantial work experience in the form of placements. While every effort is made to secure suitable placements, Wittenborg cannot offer an absolute guarantee of a particularly wished for or chosen placement for all students who are enrolled on such courses. However, Wittenborg will place all students who are required to fulfil a placement component in what is deemed a suitable placement venue.

We aim to offer students:

- information about the level of support available in the process of securing placements;
- a clear statement of the intended outcomes and appropriate assessment of the placement;
- contact with a departmental tutor during the placement;
- access to appropriate Wittenborg facilities and services whilst on placement where possible

We expect that students will:

- play their part in securing a suitable placement;
- maintain contact with tutors whilst on placement;
- conduct themselves in a responsible and professional manner;
- comply with appropriate employer regulations;
- undertake the assessment activities associated with the placement period

RESOURCES

Wittenborg believes that, as a student of Wittenborg, you should be part of a learning environment where open, shared access is provided to a wide range of learning resources. The regulations applicable to the use of learning resources are designed to help you make the most of the resources available.

LIBRARY FACILITIES

If you need additional literature for reference Wittenborg has a variety of books under various business topics and subjects in their library. Various books with relation to all business modules taught at Wittenborg are available for reference. Additionally, if you are interested in reading novels and books on various other topics, come visit our collection and contact the Front Desk.

Library in Apeldoorn is known as "Bibliotheek Apeldoorn CODA" which is located at Vosselmanstraat 299, 7311 CL Apeldoorn or you can contact them via Tel: 055-5268400.

We aim to offer students:

- published information on access and opening times of libraries to be easily available;
- help and advice with making best use of the resources available;
- access to individual and group space consistent with their programme requirements

We expect that students will:

- comply with the published regulations and code of conduct for student users of learning resources and facilities

CENTRAL COMPUTING FACILITIES

We aim to offer students:

- a computer username that allows reasonable access to IT resources according to the published timetable
- a Wittenborg email address; Student_Number@student.wittenborg.eu
- published information on opening times of computer rooms and help services to be easily available;
- specific language learning and language use software
- access to modern licensed office package software and internet software

We expect that students will:

- Comply with the Wittenborg Code of Behaviour, as can be found in the Student Information Guide

STUDENT SUPPORT

Wittenborg is committed to ensuring that a comprehensive support system is available for all students. This system aims to provide effective support and guidance arrangements within Wittenborg, complemented by a comprehensive network of specialist support services, provided by the Front Desk and Back Office. Student support facilities and services are reviewed on a regular basis and are developed in response to feedback from students. Some specialist services are only available to students in their first year at Wittenborg under the terms and conditions of their package fee payment.

ON-COURSE SUPPORT AND GUIDANCE

Wittenborg provides general on-course student support and guidance outlined in course handbooks, intranet recourses and the Education Guide.

We aim to offer students:

- explanation of the support and guidance operating within their course during induction and at other key points during the course;
- widely available information about specialist support services;
- the opportunity to discuss any emerging academic or personal difficulties with an appropriate member of staff within Wittenborg or their course;
- sensitive referral to appropriate specialist services

We expect that students will:

- familiarise themselves with any relevant information literature;
- take responsibility for consulting appropriate staff about any difficulties affecting their studies at the earliest opportunity;
- make appropriate use of any specialist support available

FINANCIAL ADVICE AND INFORMATION

We aim to provide up-to-date and accurate advice and information on relevant aspects of student finance. Although student funding policy is beyond the control of the University, and generally only applies to students from within the EU, we will try to ensure that no student is disadvantaged by lack of information and support in matters concerning student funding and financial support.

We aim to offer students:

- clear and accurate information about tuition fee, package fee for first year students, and other University charges, together with details of any payment arrangements that may be offered;
- assistance in dealing with Education Authorities, Scholarship providers and other funding providers;
- information and advice on sources of financial support;
- information and advice on budgeting, income maximisation and debt control

We expect that students will:

- pay University fees and charges in accordance with defined time-scales;
- pay the package fees and instalment fees as agreed in the Wittenborg-Student Agreement;
- notify Wittenborg of any change in details in connection with the payment of fees and charges;
- make appropriate use of available services if they are experiencing financial difficulties

STUDENT FINANCIAL SUPPORT

We are committed to providing appropriately targeted financial support within the framework of scholarship funding available. Where we are responsible for administering financial support arrangements under Scholarship agreements (e.g. Student Loans, Business Scholarships, national Scholarships, EU Scholarships).

We aim to offer students:

- clear guidelines outlining eligibility and application procedures;
- the assurance that applications will be dealt with promptly and sensitively;
- the opportunity to discuss their application with appropriate staff

We expect that students will:

- keep any appointments arranged in connection with enquiries about financial support;
- read the guidelines/information provided and respond within specified deadlines;
- provide accurate and complete information as requested;
- recognise that Wittenborg is required to advise financial assistance providers towards those in greatest need

DISABILITY SUPPORT

Wittenborg is committed to improving provision for students with disabilities.

We aim to offer students:

- clear and accessible information on request regarding the University's policy and service provision for students with disabilities, including charges applicable for specialist services and facilities;
- the opportunity to discuss specific requirements 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 within the first six weeks following enrolment of any special requirements for assessments and examinations;
- pay charges for any specialist human support arranged

CAREERS GUIDANCE

Work placement is part of the research and the graduation assignment for the Final and MBA year students. For more information, please refer to the Wittenborg MBA Guide in the Education Guide. The Careers Advice and Employment Service is designed to help students devise and implement short and long term career plans, offer careers education programmes appropriate to the needs of a wide range of students and inform staff and students of developments and trends within graduate employment and study.

We aim to offer students:

- access to careers education and guidance, by one-to-one interviews, group workshops or 'drop-in' duty adviser sessions; focused on both a student's home and world-wide prospects
- comprehensive information on occupational areas, employers, employment opportunities, employment trends, further study and the changing nature of work; in relation to a students' legal right to work in the Netherlands (for international students)

We expect that students will:

- make themselves aware of the services and facilities available as early as possible and use them fully;
- provide as much notice as possible if they have to cancel an appointment;
- take responsibility for researching career opportunities and planning their career;
- advise the Careers Service of their employment or further study after completion of the course

COUNSELLING SUPPORT

We provide a confidential counselling service staffed by professionally trained counsellors.

We aim to offer students:

- an initial appointment for individual or group counselling normally within two weeks of enquiry;
- if they are in crisis, an appointment with a counsellor or a student support adviser, normally on the same day;
- a referral to another appropriate professional service or agency if it is an emergency situation and no counsellor is available

We expect that students will:

- keep any appointments offered by the service and provide as much notice as possible if they have to cancel an appointment;
- accept responsibility for their part in the counselling process;
- respect the confidentiality of the counselling arrangements for other students

RELIGIOUS AND CULTURAL ADVICE

Wittenborg endeavours to respect and support the pastoral and religious needs of students.

We aim to offer students:

- opportunities to talk freely and confidentially about faith and related issues with members of the chaplaincy team;
- bring students into contact with religious and cultural advisers if required
- space available for specific times of prayer

We expect that students will:

- respect the religious and spiritual beliefs of other members of the University

HEALTH CARE SERVICES

Independent practices provide health and dental care, offering a range of medical services to students who register with the Practice. The Centres are open from Monday to Friday for treatment and consultation. In the weekends students are able to phone a special number.

We aim to offer students:

- Adequate insurance cover under the terms of package fee for 1st year students, or advice on insurance for those arranging themselves, either privately or through Wittenborg
- An in-house Medical Advisor with practice time (2 hours per week) who will coordinate with the Wittenborg doctor / medical practice and dentist if required
- Coordination between doctor, dentist and students (making appointments, etc.)
- A 24-hour hotline for emergencies

COMMUNICATION

Wittenborg has developed an excellent communication system through its Intranet. All current students of Wittenborg receive a login name and password and the right to login any time and place. to check their e-mail, course programme details, to make their exams or to chat with another Wittenborg student, teacher or staff member. All the students are kept informed about the current updates at Wittenborg and can place/post their questions on line.

We aim to offer students:

- a student website for exchanging views and news

- involvement in a range of community and voluntary projects in Apeldoorn and surrounding area
- a student union that organizes social and sports events

We expect that students will:

- take full advantage of the opportunities offered;
- represent their fellow students positively at all times;
- help to enhance the profile of international students within the wider community

STUDENT INVOLVEMENT

The Student Union board will be elected every term and comprises of elected Wittenborg students.

- Wittenborg aims to instigate and support the Student Union, and Wittenborg student Union board will represent students at meetings with Wittenborg board of directors regarding general Wittenborg policy and problem discussion (see below)

WITTENBORG PREMISES AND AFFILIATED CENTRES

Wittenborg regards the quality of its buildings to be a central feature of the student experience.

We aim to offer students:

- a pleasing and safe environment which meets with the needs of all Wittenborg students;
- enhanced learning and teaching facilities;
- appropriate sports and recreational possibilities provided in partnership with local sports organisations

We expect that students will:

- adhere to the published guidelines and regulations for use of all specific facilities, whether owned by Wittenborg or made use of by Wittenborg, and to use them in a responsible manner

SECURITY

Wittenborg endeavours to provide a safe and secure environment for students, staff, visitors and property.

We aim to offer students:

- guidance to all students in matters of personal security;
- a secure premises and building in which to study;
- appropriate security in Wittenborg housing accommodation
- access to a secure safe for personal valuables and money, on a short term basis;

- secure storage areas in housing accommodation;

We expect that students will:

- carry their University Student Card, as identification when on Wittenborg premises;
- share responsibility for making Wittenborg a safe place;
- report anything suspicious or potential dangers to the Central Office

HEALTH AND SAFETY

Wittenborg is working to create and maintain a safe environment.

We aim to offer students:

- a safe environment for study
- safety instructions in case of emergency

We expect that students will:

- eat, drink and smoke only in the specified areas; help maintain standards of health and safety in the interests of all students, staff and visitors to the University

NO-SMOKING POLICY

In the Netherlands a No-Smoking policy is applicable. It is not allowed to smoke in public buildings such as schools, offices, bars, restaurants etc. This policy also covers all Wittenborg premises.

We aim to offer students:

- information relating to the University's No-Smoking Policy;
- help and guidance on giving up smoking to be offered by the student health service, if they are registered

You are expected to:

- abide by the University's No-Smoking Policy

ENVIRONMENTAL POLICY

Wittenborg is committed to preserving and improving the environment and accept our responsibility to pursue practices and operate in such a way as to enhance the quality of the local, national and global environment, through recycling schemes and links with environmental agencies.

We aim to offer students:

- positive and responsible attitudes to the environment through the curriculum and within the estate strategy;

- greater awareness and understanding of environmental issues and extension of available knowledge through research and consultancy

We expect that students will:

- reduce the amount of resources used, particularly energy and paper;
- separate their waste for recycling and put the various items in the appropriate recycling containers

TEACHING ACCOMMODATION AND FACILITIES

Wittenborg is committed to the provision of teaching and learning accommodation that provides a safe, supportive environment that is appropriate for its purpose.

We aim to offer students:

- appropriate facilities and equipment, including audio-visual facilities where relevant
- internet and email facilities without extra charge
- accommodation that is not more than ½-hour travel distance from residence

We expect that students will:

- comply with Wittenborg regulations and act in a responsible manner
- respect Wittenborg property and the rights of others
- help to keep the Wittenborg accommodation tidy at all times

RESIDENTIAL ACCOMMODATION

Wittenborg is committed to introducing innovative schemes to help new students find the best possible accommodation available and to provide a flexible approach responsive to specific needs.

As part of the package fee and our commitment to visa applications, we guarantee to offer "1st year in Holland" students:

- appropriate furnished housing, with either own or shared room, including
 - bed
 - wardrobe
 - desk and chair with reading lamp
 - kitchen provided with washing machine,
 - refrigerator and a cooker;
 - vacuum cleaner;

We aim to offer all other students:

- information on the range of accommodation available in Apeldoorn, including accommodation let by the University;

- a fair system of allocation of places, in order of the date of the request arrives at the Student Administration Office; I.E. "first come, first served"

We expect that students will:

- new Students should notify the Administration Office at least five days in advance about their arrival using the forms issued by your contact person:
- pay all fees and rents as required;
- Sign the appropriate housing contract, and agree to its terms and conditions;
- comply with Wittenborg housing regulations and disciplinary rules;
- act in a responsible manner, being aware of their neighbours and not bringing Wittenborg into disrepute;
- respect Wittenborg property and the rights of others, ensuring that the environment is safe and attractive for students, staff and visitors

THE EEG - PART 11

THE STUDENT CODE OF BEHAVIOUR



31 August 2018

CONTENTS

The Student Code of Behaviour 3

 Introduction 3

 Statement of Ethics..... 3

 Student Rights 4

 Student Responsibilities..... 5

 Disciplinary and Judicial Procedures..... 10

 Disciplinary Actions..... 16

THE STUDENT CODE OF BEHAVIOUR

INTRODUCTION

Wittenborg Student Code of Behaviour policy has been written to help guide the behaviour of students as members of the University community. Wittenborg strives to promote international excellence. We make every effort to ensure:

1. The opportunity for students to learn and inquire freely;
2. The protection of intellectual freedom and the rights of professors to teach;
3. The advancement of knowledge through scholarly pursuits and relevant dialogue.

The University community is by nature pluralistic and diverse. Those who elect to participate in the Wittenborg community accept the responsibility of sharing in the effort to achieve the University's mission as an institution of higher learning. Each person is expected to respect the objectives of the University and the views expressed within the community. In so doing, all members of the University community, and their guests, are expected to conduct themselves in an appropriate and civil manner at all times. These behavioural expectations include behaviour both on- and off-campus as defined herein. Additional policies and practices or changes may evolve and the Student Charter and other policy may be amended, modified, or suspended at any time. Written notice of such changes will be distributed as soon as possible. Participants in this shared enterprise strive to be governed by what ought to be rather than what is. To accomplish its goals, members of the University community aspire to a standard that is higher than mere compliance with formalized University requirements and local, state, and European law. We endeavour to fulfil the following expectations:

- Statement of Ethics
- Student Rights
- Student Responsibilities
- Disciplinary Procedures
- Disciplinary Actions

STATEMENT OF ETHICS

To preserve academic honour and integrity by repudiating all forms of academic and intellectual dishonesty;

1. To treat others with respect and dignity;
2. To respect the rights and property of others;
3. To act with concern for the safety and well-being of all our associates.

Inquiry, discourse, and dissent, within the framework of an orderly academic environment, are essential elements of a university community. Members of the Wittenborg community recognize this and are consequently supportive of democratic and lawful procedures, and dedicated to rational approaches to solving problems. This assumes openness to change as well as commitment to historical values.

STUDENT RIGHTS

Wittenborg students are accorded the following rights to ensure positive educational results for each individual:

1. **Educational Environment:** Students have the right to an environment conducive to their educational pursuits. This environment should be free from harassment and discrimination and free from any other unreasonable interference with their educational experiences. Wittenborg University of Applied Sciences offers protection from discrimination or disturbance to students in their educational programs, activities, and employment on the basis of race, sex, sexual orientation, colour, creed, age, ethnic or national origin, or non-disqualifying handicap, as required by Dutch laws and legislation.
2. **Assembly and Expression:** Students have the right to assemble and express themselves freely in a lawful and orderly manner.
3. **Information:** Students have the right to information pertaining to academic standing, course requirements, and graduation requirements.
4. **Participation in University Governance:** Students have the right to participate in University governance through the Student Union / Representatives as set forth in University policy.
5. **Access to Disciplinary Procedures:** Students have the right to utilize disciplinary procedures, as set forth in university policies described in the Education and Examination Guide (EEG).
6. **Search and Seizure:** Students have the right to be secure from unreasonable search and seizure.
7. **Grievances:** Students have the right to make their concerns or grievances known through the appropriate administrative channels as prescribed under the policies of the University. The Board of Director or the Academic Dean serves in an advisory capacity for students seeking information about processes governing alleged violations of students' rights by others or by the University itself.

Wittenborg recognizes the rights of students to direct their own behaviour off-campus, consistent with their responsibilities as individuals. It is the University's aim to assist students in achieving healthy developmental outcomes.

STUDENT RESPONSIBILITIES

When enrolling at Wittenborg, a student assumes responsibilities to fellow students, to the University, and to himself or herself. Students are responsible for conducting themselves in a lawful, civil, and responsible manner and for observing all University rules, regulations, and policies. This policy is intended to address concerns regarding the behaviour of students who are members of the University community. These procedures are not intended to replace civil and/or criminal procedures. When necessary, the University will work with appropriate law enforcement officials to redress accusations of criminal activity.

For the purposes of the Student Code of Behaviour, a student is defined as someone who has accepted an offer of admission to the University with a monetary deposit and is in the process of enrolling (i.e., summer registration program), is enrolled, or was recently enrolled as a full-time, part-time or Dual-Study student. Student status remains in effect during any block in which a person is or has been enrolled (regardless of whether they dropped or withdrew from that block); during the periods between blocks of enrolment; and during the block/term immediately preceding and immediately following enrolment until a diploma is conferred, or official deregistration procedure is completed.

If the University becomes aware that a student or applicant is a convicted felon, or is required to register as a sex offender, the University reserves the right to immediately dismiss that student and/or prohibit that applicant from enrolling in future classes, or limit the access of that student to specific campus facilities, based upon a review of the crime committed by the student/applicant.

The following actions are defined by the University as unacceptable forms of behaviour and are subject to disciplinary response:

1. Dishonesty

Acts of dishonesty, including but not limited to the following:

- i. Cheating, plagiarism, or other forms of academic misconduct
- ii. Furnishing false information to any University official, faculty member, or office
- iii. Forgery, alteration, or misuse of any University document, record, or instrument of identification
- iv. Tampering with the election of any recognized University student organization
- v. Misappropriation of student activity and/or University funds
- vi. Falsification of work hours on a payroll timesheet
- vii. Providing false information on the admissions application and/or housing application (this always leads to immediate suspension or expulsion, see 'Disciplinary Actions', below) .

2. Academic misconduct includes the following:

- i. Plagiarism
- ii. Self-plagiarism
- iii. Using unauthorised material
- iv. Collusion ('Group work' submitted as individually written)
- v. Fabricated, manipulated and/or dishonest data
- vi. Misrepresentation and ghost-writing
- vii. Any other forms of academic misconduct

For a detailed explanation of plagiarism, see Part 5 of the EEG.

3. Threatening, Abusive, or Harassing Behaviour

Physical abuse, verbal abuse, threats, intimidation, coercion, and/or other conduct that threatens or endangers the health or safety of any person.

Threatening or causing physical harm to another person. Physical abuse includes, but is not limited to: personal injury, physical restraint against a person's will, and holding or transporting an individual against his will.

4. Disruption or Obstruction

- i. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other University activities, including its public service functions on or off campus, or other authorized non-University activities, when the act occurs on University premises
- ii. Participation in campus demonstrations that disrupt the normal operations of the University and/or infringe on the rights of other members of the University community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction that unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus, whether inside or outside

Students are free to assemble and express themselves publicly in a peaceful, orderly manner. Public rallies, demonstrations (either by individuals or groups), and assemblies held on campus should be registered 24 hours in advance with the Director or Dean's office indicating the desired date, time, place, expected attendance, and type of demonstration planned. Public demonstrations not registered may violate the disruption/obstruction policy.

5. Theft, Damage, or Unauthorized Use

Attempted or actual theft of unauthorized use of and/or damage to property of the University or property of a member of the University community or other personal or public property. This includes the intent to destroy or vandalize property.

6. Unauthorized Entry or Use of University Premises

Unauthorized possession, duplication, or use of keys and/or access codes to any University premises or unauthorized entry to or use of University premises. Trespassing upon, forcibly entering, or otherwise proceeding into unauthorized areas of University owned or leased facilities, their roofs, or the residential space of another without permission.

7. Compliance

Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties and/or failure to provide proof of identity to these persons when requested to do so.

8. Drugs, Alcohol, Firearms, Gambling

Abuse of prescription and over-the-counter drugs.

Violation of any Dutch or European law including but not limited to:

- i. Use, possession, or distribution of narcotics or other controlled substances, except as expressly permitted by law
- ii. Use, possession, or distribution of alcoholic beverages, except as expressly permitted by the law and University policies, or public intoxication
- iii. Use or possession of drug-related paraphernalia in campus housing
- iv. Use or possession of firearms, fireworks, other explosives, other weapons, or dangerous chemicals on University premises not specifically authorized by the University
- v. Misuse of legal objects in a dangerous manner (e.g., laser pointing in someone's eyes)
- vi. Illegal gambling or wagering

9. Disorderly, Indecent Conduct

Conduct that is deemed disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on University premises or at functions sponsored by, or participated in by, the University.

10. Theft or Other Abuse of Computer Time

Theft or other abuse of computing resources and network access, including but not limited to:

- i. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose
- ii. Unauthorized transfer of a file
- iii. Unauthorized use of another individual's identification and password
- iv. Use of computing facilities to interfere with the work of another student, faculty member, or University official
- v. Use of computing facilities to send, display, or print obscene or abusive messages
- vi. Use of computing facilities to interfere with normal operation of the University computing system
- vii. Knowingly causing a computer virus to become installed in a computer system or file
- viii. Knowingly using the campus computer network to disseminate "spam" messages (i.e., unsolicited bulk e-mail messages that are unrelated to the mission of the University).
- ix. Knowingly using the campus network to send any threatening, or otherwise inappropriate message.
- x. Illegal download of copyrighted software or other works (e.g., music files).

11. Hazing

Hazing, defined as an act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization.

12. Abuse of Fire Safety Standards

Any activity involving tampering with fire alarms or firefighting equipment, unauthorized use of such equipment, failure to evacuate during a fire alarm, hindering the evacuation of other occupants, or hindering authorized emergency personnel.

13. Abuse of the Judicial System

Abuse of the judicial system, including but not limited to:

- i. Failure to obey the summons of a judicial body or University official
- ii. Falsification, distortion, or misrepresentation of information before a judicial body

- iii. Disruption or interference with the orderly conduct of a judicial body prior to, and/or during the course of, the judicial proceeding
- iv. Initiating a judicial proceeding without justification
- v. Attempting to discourage an individual's proper participation in, or use of, the judicial system
- vi. Attempting to influence the impartiality of a member of a judicial body prior to, and/or during the course of, the judicial proceeding
- vii. Harassment (verbal or physical) and/or intimidation of a member of a judicial body, participant, and/or witness prior to, during, and/or after a judicial proceeding
- viii. Failure to comply with the sanction(s) imposed under the Students' Rights and Responsibilities policy
- ix. Influencing or attempting to influence another person to commit an abuse of the judicial system

14. Other Offenses Against the University Community

- i. Violations of other published University policies, rules, or regulations. Such policies, rule, or regulations may include the Wittenborg Student Housing Rules Regulations specific departmental policies, and the contracts and leases for campus housing.
- ii. Selling, or solicitation, on campus without the written authorization from the Director or his/her designee.
- iii. Creating a fire, safety, or health hazard.

15. Criminal Conduct and/or Civil Offenses

A violation of any Dutch or European criminal law, or engaging in behaviour that is a civil offense may be considered a violation of the Wittenborg Student Code of Behaviour even if the specific criminal conduct/civil offense is not specifically listed in this Student Responsibility section. The criminal conduct/civil offense may be considered as a violation of the Wittenborg Student Code of Behaviour irrespective of whether the criminal violation/civil offense is prosecuted in a court of law. The University may inform law enforcement agencies of perceived criminal violations and may elect to defer internal action until prosecution of the criminal violation has been completed. Exoneration from criminal charges will not result in immunity from civil action or University proceedings.

Off-Campus Behaviour

Off-campus behaviour that is detrimental to the University or its students, faculty, or staff in their roles as members of the campus community is governed by this code. Wittenborg reserves the right to take actions that address the violations through educational intervention or sanctions.

Admissions Applications

Wittenborg reserves the right to deny admission based on non-academic reasons when it is believed to be in the best interests of the university. A disciplinary violation or criminal conviction may affect admission, enrolment, or course of study, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made.

DISCIPLINARY AND JUDICIAL PROCEDURES

Because Wittenborg is an educational institution, judicial procedures and disciplinary responses to student behaviour are designed as much for guidance and correction of behaviour as for invoking fair and appropriate sanction. This code and these procedures are designed to determine whether students' alleged behaviours violate the standards and expectations of the University educational community. These expectations and procedures should, in no way, be construed to replace civil or criminal expectations or proceedings. Where necessary and appropriate, the University will work in concert with legal enforcement officers to address alleged illegal behaviour. These procedures are used to address the seriousness of the offense and the record of conduct of a given student; however, specific responses are not rigidly predetermined. The university recognizes that inappropriate behaviour may be the result of the student's inability to solve a problem or manage a situation appropriately. Ultimately, the student must accept responsibility for his or her behaviour and the consequences that result. However, the University also recognizes that judicial responses may include providing students with educational alternatives that assist the student in learning how to handle certain situations. The fundamental hope is that the student can learn and grow from the incident and sanctions imposed in response to that behaviour, and that he or she can make the necessary changes in his or her behaviour to become a constructive member of the educational community.

1. University Rights and Responsibilities

Regarding Campus Disruption or Obstruction: In cases of alleged campus and/or classroom disruption or obstruction of the academic mission of the institution, immediate action may be initiated by a faculty member and/or administrator to restore order and/or to prevent further disruption. Behaviour occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. Faculty members have the right to address the immediacy of a situation as they deem appropriate (e.g., temporary removal of a student from a class when inappropriate, disruptive behaviour occurs). Faculty response is forwarded to the academic dean for review (see Academic Dean's Review below), and if necessary, further action. Further action might include permanent removal from the course. When necessary and appropriate, Public Safety and/or the Security services may be contacted to assist with restoring peace and order.

Search and Seizure: In cases of alleged behaviour that violates campus policy, or when there is confirmed suspicion that students may represent harm to themselves or others students, their campus residences may be subject to an administrative search. In such cases, students will be provided with notification of areas to be searched and nature of items sought prior to the search for and seizure of personal items that may be in violation of campus policies.

2. The Rights of the Student Charged

The student being charged has the right to testify on his or her own behalf, and the right to bring witnesses on his or her own behalf. Accused students may submit questions in advance to the hearing officer that they wish to have asked of those bearing witness against them. During the hearing, questions should be directed to the hearing officer, not to the witness. The use of these questions is at the discretion of the hearing officer. In cases of alleged sexual assault, special measures may be invoked to protect the rights of the victim as well as the accused. In the event accused students choose not to testify, decisions may still be rendered in the absence of their testimony.

3. Reporting a Violation

Reports of alleged violations of University rules or regulations are made to the Director (or the Academic Dean in cases of academic misconduct), or his or her designee, herein referred to as the Director.

- i. The Director informs the student in writing that an alleged violation of the Code of behaviour has been reported about him or her. The Director commences an investigation of the incident by reviewing the incident with the student. The student may be asked to provide a written statement to the Director within 48 hours of this preliminary discussion. The Director also may request written testimony from the person(s) who brought forward the information or charges and any other persons the Director believes may provide pertinent information.
- ii. The Director may appoint a designee from the Student Affairs staff to act in his or her place for any disciplinary procedure. For cases involving more than one student or a student group, the Director decides whether separate or group meetings are appropriate and proceeds to gather pertinent information regarding the case.

4. Confidentiality

All disciplinary and judicial procedures are closed and confidential. Final disciplinary decisions are communicated to the student charged and relevant school officials. If the student charged signs a release, the final disciplinary decisions are also communicated to the charging party. In cases alleging violent behaviour, the final disciplinary decisions are automatically communicated to the charging party. A copy of the written description of the sanction is placed in the Director's disciplinary file in the Legal Department.

Types of Proceedings

1. Mediation:

This procedure is implemented by the Director or his or her delegate and is generally reserved for first and less serious violators. It is employed when a violation arises out of a dispute between a charged student and another party or parties. The goal is to design a mechanism to resolve the dispute and to prevent it from recurring. A signed record of the mediation efforts, and the agreed-upon resolution, will

be retained by the Administration Office. If the participants in mediation fail to live up to the agreed-upon settlement, a charge(s) may be processed under the appropriate procedures cited below.

2. Administrative Proceeding:

The University recognizes that not every dispute or violation of individual rights or University rules and regulations should be handled by a University Management Board. Many disputes or infractions can be handled within the context of an administrative hearing. The administrative proceedings are conducted by the Director (or his or her designee), the Programme Coordinator or Operations Manager (when the offense occurs in on-campus residences), or the Academic Dean (when the offense occurs within an academic setting).

Such hearings are appropriate under any of the following conditions:

- i. When there is no record of disciplinary action in the recent past or a record of only minor violation;
- ii. When sanctions called for are less severe than suspension or expulsion from the University;
 - a. When both the student charged and the party making the charge (e.g., a University official or another student) agree to the facts in an incident and the charged party admits fault. In this case both parties agree to implementation of a disciplinary decision by the Director, or his or her designate, or, in the case of an infraction in an on-campus residential property, the Operations Manager. This agreement is made in the form of a written joint memorandum. The student's right of appeal remains unchanged;
or
 - b. When the student charged does not admit fault, but chooses an administrative hearing as an alternative to a hearing before the University Board. In such a case, the student signs a memorandum of consent for such a hearing;
- iii. When a student has been temporarily suspended due to violence or the threat of violence.

If the student is found in violation of a stated policy by the Director, sanctions are assigned. The decision is written as soon as is reasonably practicable after the hearing and forwarded to the student and, if a release is signed, to the person who made the charge. In cases with multiple students involved, written decisions may be delayed until all hearings have taken place.

3. Academic Dean's / Head of School's Review

This procedure is implemented by the Academic Dean (or his or her designee) and is intended to review the status of the student in a faculty member's course. This review may include a mediation between the student and the faculty member or it may be an administrative proceeding to determine whether a student should be allowed to remain in the given course. Because of the necessity for swiftness, this review should take place as soon as possible following the incident and is not subject to the

requirement of three days advanced, written notice to the student. After consulting with the student and the faculty member, together and/or separately (and any necessary witnesses), the Director shall render a decision. The student's right of appeal is to the University Board. In cases of academic dishonesty, a faculty member or university designee may request an Academic Dean's review for possible referral to the Examination & Graduation Board for a hearing on potential suspension or dismissal.

4. Procedural Guidelines for Administrative and Judicial Hearings

Hearing Officer shall conduct hearings so as to assure the basic concept of procedural fairness. The following procedures shall be adhered to:

- i. The Director or his or her designate is responsible for setting the hearing time, notifying all parties who are to testify, and forwarding all pertinent data to the appropriate board.
- ii. The Director shall give appropriate advance notice, in writing, of the charges against the student and copies of available evidence, to ensure that he or she may adequately prepare for such a hearing. The notice clearly indicates the date, time, and place of the hearing. The notification should be received by the student at least three calendar days prior to the hearing.
- iii. The hearing shall not be considered to be a legalistic trial. Rather, the Hearing Officer shall examine all relevant facts and circumstances at the hearing, shall ensure the relevancy of witnesses' statements, and shall, using a standard of "more likely than not," determine whether the charged student should be held responsible for a violation of the Code of behaviour.
- iv. Hearings are confidential and closed to all but the principals of the case. At the discretion of the Hearing Officer, a transcript may be kept in audio taped or written form. The tape and transcript are the property of the Director's Office. Students are not permitted to tape or otherwise record the proceedings. Transcripts will be kept by the Director's Office and may be reviewed but not copied or removed from the Director's Office
- v. All parties have the right to be assisted in their presentation by an advisor of their choice. The advisor may be, but is not limited to, a friend, a fellow student, or faculty member. The advisor may speak privately to the student charged during the proceedings with permission of the presiding Hearing Officer. At no time during the hearing, however, will such advisor be permitted to speak for the advisee. Each party may request a brief recess to consult with his or her advisor. The presiding officer rules on questions of procedure and is responsible for moving the proceedings along in a timely and orderly manner. Students are responsible for providing copies of all documents to their advisors.
- vi. Prior to the hearing (at least 24 hours), the student being charged should submit to the Director a list of any witnesses he or she wishes to present and the nature of the testimony they may offer. This student should also submit a list of questions he or she wishes to have asked of the charging party.

- vii. At the hearing, the student being charged and the charging party shall have ample opportunity to explain the circumstances surrounding the incident and are encouraged to present pertinent evidence and the testimony of witnesses in person. In addition, both parties shall be afforded the opportunity to comment on any written statements and other evidence presented, and to respond to questions.
- viii. The Hearing Officer should not be either a witness for or against the student or a person previously engaged in formulating the charge or in presenting the material relating to the case. Alternate member/(s) will be appointed in cases in which Board members have a perceived conflict of interest with the principals of the case.
- ix. The presiding officer rules on all objections, questions, and procedural points, subject to being overruled by majority vote of the Board. He or she also determines the sequence of testimony, including the option of having all principal parties meet together in the hearing. All those who participate in the hearing are obligated to conduct themselves in an orderly manner and to obey and abide by the presiding officer's rulings. The Director attends all hearings to serve as an advisor in the process.
- x. Once all testimony is heard or read, the student being charged and the charging party are asked to make a final statement and the Hearing Officer or Board members are given a final opportunity to ask questions. All persons other than Board members and the Director are then excused and the Board meets to render a decision. The Director does not vote.
- xi. The Hearing Officer or Board decides whether there was a violation of policy using a standard of "more likely than not." They also determine whether the charged student should be held responsible for that violation. If so, sanctions are also imposed on the responsible student. Each decision must have been reached by a majority of the Board. Once a decision is reached, the student being charged is informed orally of the decision by the Director. Both parties receive the decision in writing from the Director as soon thereafter as is practicable (the charging party is informed only if the student charged signs a release form or if the case involves a violent act).

Appeals

i. Grounds for appeals:

- Procedural error
- New evidence
- Excessive sanction

ii. Limits of appeal and sequence of appeal:

A student found in violation of a stated policy may appeal a disciplinary decision only once, based on one or more of the criteria cited above. The appeal may take place in one of the following stages:

iii. Appeal of a decision by / Appeal to:

- Programme Coordinator or Operations Manager or an Associate of Director
- Director, Academic Dean (or designee)
- Any member of the Wittenborg Management board

iv. Appeal procedure:

- i. The act of filing an appeal usually postpones the action required by the initial decision until the appeal process is completed, unless the Director (in consultation with any Director) determines that postponement of the sanction may result in a serious threat to the University community.
- ii. The student must file the appeal through the Front Desk/tutor within 10 calendar days of receiving written notification of the decision. (An extension of this deadline may be requested in writing to the Director to accommodate periods of University recess or for other extenuating circumstances.) The Director then forwards the request to the appropriate Hearing Officer.
- iii. The individual seeking the appeal must indicate, in writing, the specific bases or reasons for his or her appeal. The appeal statement should include the following: Student's name, ID#, local address, phone number, reason for appeal (see 7 a. above), and appropriate information regarding why the appeal should be granted. The letter should be of sufficient detail to stand on its own without accompanying testimony to permit the evaluation of the merit of the grounds for appeal. For example, if there were procedural errors, the errors should be identified and it should be noted what effect those errors had on the outcome of the case. If there is new evidence, the nature of that evidence and the potential effect on the outcome of the case should be noted. If the student believes the sanction was excessive, the student should take great care to note why they believe the sanction was excessive and should suggest a more reasonable sanction.
- iv. The appropriate Hearing Officer or an appeals committee of the University Board will consider the written statement of appeal and recommend action to be taken: denial of appeal or a new hearing. The individuals involved will receive written notification of the decision from the Director.
- v. If the result of the appeal is an order for a rehearing, the hearing procedures described above shall apply. A new panel of Board members would rehear the case.

DISCIPLINARY ACTIONS

Disciplinary actions are proscribed by the Hearing Officer. Students are obligated to carry out all directives of the Hearing Officer or body. Failure to do so may result in further sanctions. It is the prerogative of the Management Board to assign sanctions it deems fitting in response to the actions of the student found in violation. The University Legal Office has responsibility for monitoring compliance with all sanctions.

Temporary Suspension

Students may be placed on temporary suspension by the University Legal Office (in consultation with a Director) in the following circumstances: If the student is reasonably likely to present a threat to him or herself, to the University community, or to any of its members; or if the student poses a definite threat of disruption of, or interference with, the normal operations of the University, the alleged violator may be placed on temporary suspension. The student will be afforded an Administrative Hearing as soon as is practically possible to determine if, when, and which University privileges may be reinstated; however, the student will remain on suspension until the proceedings are complete. The opportunity for appeal to the University Board remains intact. During the temporary suspension, the student shall be denied access to University facilities and/or all other University activities or privileges for which the student might otherwise be eligible as deemed appropriate by the Director.

Disciplinary Sanctions Levels

The primary functions of any hearing body or officer are to determine whether or not there was a violation of policy and, if so, to recommend an appropriate sanction. The following are guidelines for sanctions, though ultimate determination of appropriate sanction lies with the Hearing Officer or hearing body.

Typically, for a first-time offender, a Level 1 sanction will be recommended. A Level 2 sanction may be recommended if the violation was a serious first offense or if the referred party was a repeat offender. Level 3 sanctions are usually reserved for serious first-time offender(s) or for repeat offenders. The following are examples of disciplinary sanctions. These may be used in combination at the discretion of the ruling party.

Level 1

- Letter of Warning
- University Disciplinary Warning
- Educational Sanction
- Financial Restitution
- Parental Notification of Violation and Imposed Sanctions

- Administrative Withdrawal from a Course
- Administrative Hold on University Account

Level 2

- Letter of Warning
- University Disciplinary Warning
- Educational Sanction
- Financial Restitution
- Parental Notification of Violation and Imposed Sanctions
- Administrative Withdrawal from a Course
- Administrative Hold on University Account

Level 3

- Disciplinary Suspension
- Disciplinary Dismissal

Descriptions of Disciplinary Sanctions

Letter of Warning: A warning letter issued by a hearing body or officer. The letter is placed in the Dean's Judicial File and will be made available to any hearing body or officer should the student become a repeat offender.

Administrative Withdrawal: The withdrawal of a student from a specific course, major, or academic department may be invoked in cases where the student violates the expectations of the academic arena (e.g., classroom incivility, disruption, harassment of faculty members).

Parental Notification of Violation and Imposed Sanctions: Under most circumstances, University administrators will not release information to parents without the consent of the student regarding the charges, proceedings, or sanctions imposed in a hearing. Exceptions include violations of the alcohol and drug policy (for students under the age of 18) and sanctions that include probation.

Administrative Hold on University Account: This action is most frequently taken when students do not complete assigned sanctions within the required timeframe, when students fail to answer charges, and when students must complete specific actions prior to being readmitted following suspension. This action prevents students from registering for classes, obtaining transcripts, diplomas, etc. Wittenborg University of Applied Sciences reserves the right to withhold transcripts or a diploma pending the

resolution of all outstanding charges and the successful completion of any sanctions issued as a result of those charges.

Disciplinary Probation: A more stringent warning used in response to a more serious violation or frequent violations of University regulations. Further violations would require consideration of Disciplinary Suspension. This action prevents students from being able to study abroad during the probationary period. This status may also be communicated to other schools to which a student may transfer (or has transferred).

University Housing Probation: A status that places the student on probation for a stated period of time. This is in response to violations of University regulations in the residence halls, University-owned houses, or other campus residences. This sanction may be given in addition to a Letter of Warning or Disciplinary Probation. This status is meant to notify a student that his or her housing privileges may be revoked.

Removal from University Housing: The removal of the student from on-campus housing on either a permanent basis or for a stated period of time. This is a more stringent action taken in response to serious or repeated violations of University regulations.

Disciplinary Suspension: Action that separates the student from the University for a stated minimum period of time. At the end of the period, the student must apply to the Director for reinstatement.

Disciplinary Dismissal: This status permanently separates the student from the University.

Other Disciplinary Actions

Restitution, Fines, and Refunds: In cases that involve damage to personal, University, or private property, full restitution is typically required. Fines may result when the Hearing Officer believes they are appropriate. Restitution and/or fines should be paid by bank transfer only. In cases of suspension or expulsion, there is no refund of University fees. Tuition and room and board charges may be refunded consistent with University refund policies.

Educational Sanction: A proscribed activity designed to assist the student in understanding how his or her actions affect the community and/or to contribute to the betterment of the community. Such action is available at any level to supplement or replace any other action.

Behavioural Contract: These contracts are written to provide very clear expectations regarding a student's behaviour within given circumstances. Probation is typically part of the contract.

Residential or Campus Restriction: Students may be restricted from access to residential facilities or other campus facilities, activities, or services. A student may also be barred from the entire campus if past behaviour threatens the health, safety, or well-being of any member (including self) of the University community.

THE EEG - PART 12

GENERAL TERMS & CONDITIONS OF WITTENBORG UNIVERSITY OF APPLIED SCIENCES



31 August 2018

CONTENTS

GENERAL Terms & Conditions.....	3
Wittenborg University of Applied Sciences	3
Overall Terms and Conditions	3
English language	3
Application and registration	3
Tuition and Fees	4
Payments and obligations	4
Compliance with International sanction regulations.....	5
Termination by student	5
Changes in Study Programme	5
Cancellation of Study Programme (deregistration) by Wittenborg University of Applied Sciences .	6
Education and Examination Guide (EEG).....	6
Insurance.....	6
Books, Study Materials, Time Tables, Student Charter, Education Guide.....	6
Intellectual property.....	7
Liability due to changes made by external organisations	7
Data Protection Act and Portrait rights	8
Complaints.....	8

GENERAL TERMS & CONDITIONS

WITTENBORG UNIVERSITY OF APPLIED SCIENCES

Wittenborg University of Applied Sciences is a non-funded institution; it is recognized and appointed by the Dutch Ministry of Higher Education as written in the Dutch Higher Education Law. Wittenborg University of Applied Sciences is registered at the CFI under BRIN number 25AY (www.cfi.nl).

OVERALL TERMS AND CONDITIONS

Wittenborg University of Applied Sciences is a member of the Dutch Council of Training and Education (NRTO) and is obliged to adopt the General Terms and Conditions of that Council (NRTO). These Terms and Conditions are applicable to all students registered at Wittenborg University of Applied Sciences and can be found here: <http://www.nrto.nl/wp-content/uploads/2016/02/NRTO-terms-and-conditions-consumers.pdf>.

In addition to the above, Wittenborg University of Applied Sciences has its own Terms and Conditions that are complimentary to those of the NRTO.

Dutch Law applies to these Terms and Conditions.

ENGLISH LANGUAGE

The English Language is the official language at Wittenborg University of Applied Sciences and is spoken and written within all departments of the university and all programmes offered at Wittenborg University of Applied Sciences are offered in English. Over 80% of students at Wittenborg University of Applied Sciences are international and over 40% of its staff are not Dutch nationals. For that reason an exception is made in relation to the Netherlands Act of Higher Education in relation to the language of programmes offered at Wittenborg University of Applied Sciences. Dutch students cannot fulfil their examinations and assessments in the Dutch language at Wittenborg University of Applied Sciences and the university cannot be expected to offer its programmes in Dutch.

APPLICATION AND REGISTRATION

Application has to be done by signing and sending the application form to Wittenborg University of Applied Sciences. A study agreement will be made by means of the application form. These General Terms and Conditions are a part of the Study Agreement. By signing the Study Agreement the student declares to agree with the General Terms and Conditions and the Additional Terms and Conditions and has been informed about the Tuition Fees and the non-refund policy. After signing the Study Agreement the registration will be definite. Wittenborg University of Applied Sciences provides the opportunity to start its programmes 6 times a year. Application can be done during the whole year. The student has to hand in all the documents which are listed in the Admission Procedure/ Application Form and has to be able to identify himself/herself by a valid Identification Card.

CANCELLATION OF APPLICATION

In case the student wishes to cancel the registration before the start date mentioned in the study agreement, the following cancellation provisions apply:

- a. cancellation before the start of the educational programme must be made in writing or electronically to the student Registrar's Office;
- b. if the agreement is cancelled up to two months prior to the start of the course the student pays 10% of the agreed fee, with a minimum of €50,-;
- c. if the agreement is cancelled between two and one months prior to the start of the course the student pays 25% of the agreed fee, with a minimum of €50,-; d. if the agreement is cancelled less than one month prior to the start of the course the student pays 50% of the agreed fee, with a minimum of €50,-;
- e. if the agreement is cancelled less than two weeks prior to the start of the course the student pays the full fee.

Costs that are already made by the university if applicable, for example visa costs, will be deducted from the refund.

Under no circumstances refunds will be given to students who did not obtain the required legal and/or immigration status due to committing fraud, the provision of false information and/or documents.

TUITION AND FEES

Wittenborg University of Applied Sciences is entitled to change the tuition fees annually. The tuition fees do NOT include books, study material and excursions. Students are allowed to fulfill their tuition fees in installments by automatic collection. First year non-eu visa students are excluded from the option to pay in installments. Payment by automatic collection is only possible after signing the authorization form for automatic collection. The amount of every installment will be raised with €12, 50 administration costs. The collection of every installment will take place around the 28th of each month. Please check www.wittenborg.eu for the current fees.

PAYMENTS AND OBLIGATIONS

Not attending classes will not lead to reduction of the tuition fee or any other fee. When a delay in payment of more than one month occurs, Wittenborg University of Applied Sciences is entitled to collect the total amount at once. Continuous delay in payment can lead to direct annulment of the contract by Wittenborg University of Applied Sciences, however under no circumstances will direct annulment of the contract lead to financial compensation. All due payments are still owed to Wittenborg University of Applied Sciences, and the University will take all necessary measures to retrieve due payments. If reminders and payment demands have to be sent due to delay in payment, extrajudicial collection costs and statutory interest will be charged, from the second demand on. These costs shall not exceed: 15% of outstanding amounts up to €2,500,-; 10% of the following €2,500,-, and

5% of the next €5,000,= with a minimum of €40,=. Wittenborg University of Applied Sciences may, for the benefit of the student, deviate from the amounts and percentages referred to. The student or his/her legal guardian will be held responsible for all costs.

Registration for the next academic year will be confirmed after payment of the (first installment of the) tuition fee for the concerning academic year.

COMPLIANCE WITH INTERNATIONAL SANCTION REGULATIONS

In compliance with International sanction regulations imposed by the EU, the UN and the US, WUAS must conduct appropriate due diligence and screening against applicable financial sanctions target lists; such as the HMT Consolidated List, financial sanctions target lists, and the OFAC list. This screening can always be performed both prior and after a student's admission at the institute. WUAS cannot be involved in any financial transactions with any person or entity, or relation of, who is registered on these lists.

TERMINATION BY STUDENT

Termination of registration by the student has to be done by sending a letter by registered post to the Student Registrar's office. . Date of termination will be the date of receipt at Wittenborg University of Applied Sciences. If not agreed differently in the Study Agreement, registration is always for a period of one year. Early termination of the study programme during the college year does not lead to refund or remission of the tuition fee. Refund of Student Deposit can only be paid after the formal deregistration procedure has been fully completed according to the regulations.

CHANGES IN STUDY PROGRAMME

If there are less than 5 students registered to take a chosen specialization module, the specialization module will not be offered in that academic year and another specialization module has to be chosen. Wittenborg University of Applied Sciences reserves the right to change the content, timetabling, and delivery methods of curriculum and study programmes. Lecturers, lesson times and location can also be changed. A change of study mode into part-time, dual learning, or distance learning variants is allowed if agreed by tutor and programme coordinator, or head of school, or other responsible management. Student is obliged to pay the same tuition fees as already agreed, unless the Director makes an exception. Students who choose to study part of their programme at a Wittenborg University of Applied Sciences' partner institute, under the terms of agreements made between Wittenborg and that institute must pay their full fee to Wittenborg for that year. Any fees to be paid to the partner institute are either to be paid additionally, or can be compensated by Wittenborg, depending on the arrangements Wittenborg has made with the partner institute.

CANCELLATION OF STUDY PROGRAMME (DEREGISTRATION) BY WITTENBORG UNIVERSITY OF APPLIED SCIENCES

Wittenborg University of Applied Sciences is entitled to deregister students who misbehave according to the “code of behavior” in the Student Charter. In this case no refund will be given. In case of fraud, Wittenborg University of Applied Sciences is entitled to deregister students without refund of fees. The Graduation and Examination Board has the right to give a student a negative study advice. In this case the student will bear all financial and legal consequences. The mutual rights and obligations that apply to this agreement will be terminated as soon as the agreement has been cancelled. Obligations which were applicable prior to the cancellation remain in force. With the deregistration of the student the right for study grant and OV public transportation card will end. Wittenborg University of Applied Sciences has the obligation to inform the DUO annually about the registration periods of all the students. It is the student’s responsibility to inform the DUO on time about changes in his/her personal situation or details. Wittenborg University of Applied Sciences cannot accept responsibility or liability for possible financial loss suffered by the student as a consequence of for instance, too much received study grant and/or loans.

EDUCATION AND EXAMINATION GUIDE (EEG)

The content and design of the programmes is described in the Education and Examination Guide. (EEG) This is available from the Education Administration (Student Registrar), and made available to all students on the Website www.wittenborg.eu and on the Virtual Learning Environment www.wittenborg-online.com. This document is part of the EEG.

INSURANCE

Wittenborg University of Applied Sciences cannot accept responsibility or liability for loss and/or damage to private possessions, nor can it accept responsibility or liability for injury or any other damage suffered by the student. It’s the student’s responsibility to arrange his/her insurance. During the work placement, the student has to be insured through the liability insurance of the work placement company. Insurance at AON for a period of time linked to the first study registration period will be arranged for Non-EU students upon their arrival, it is the student’s responsibility to extend this insurance. It is possible to arrange this through the Student Support Office.

BOOKS, STUDY MATERIALS, TIME TABLES, STUDENT CHARTER, EDUCATION GUIDE

Obtaining study materials such as books, time tables and the Education Guides is described in the Education Guide. This guide, together with the Student Charter will be given to the students before the start of the programme. Wittenborg University of Applied Sciences reserves the right to change the time tables and lesson programmes.

INTELLECTUAL PROPERTY

Intellectual property is the term used to describe the outputs of your creative and intellectual endeavour, such as inventing a new process or product or writing new software. It can allow you to own things you create in a similar way to owning a physical property. You can control the use of your IP, use it to gain financial reward and prevent others from using your IP without your permission.

The four main types of IP are:

- I. Copyright – protects material such as literature, art, music, sound recordings, films and broadcasts.
- II. Designs – protect the visual appearance or eye-appeal of products.
- III. Patents – protect the technical and functional aspects of products and processes.
- IV. Trade marks – protect signs that can distinguish the goods and services of one trader from those of another.

More than one type of IP may apply to the same creation. Patents, registered trademarks and registered designs are protected through application to the patent office in the countries where you seek to protect your work. Copyright and design right are known as unregistered rights where your legal rights arise automatically upon creation of the work. There is no need to file an application for protection.

Ownership of intellectual property generated by students.

Any IP created by you during your course of studies belongs to you unless agreed otherwise in writing between you and the university. All students, however, grant the university permission to use their work or copies of their work (digital or otherwise) for academic, teaching and marketing purposes.

LIABILITY DUE TO CHANGES MADE BY EXTERNAL ORGANISATIONS

Wittenborg University of Applied Sciences is not liable for any consequences due to changes in law or policy made by national and local government. Wittenborg University of Applied Sciences is not liable for any changed information that is given in the EEG relating to external organizations such as DUO, Tax office, Ministry of Education, NVAO, FIBAA, etc.

The student has to inform the Student Administration in writing about the change of address within 14 days after moving. The student is responsible for possible losses as a consequence of not informing in time or not informing the Student Administration.

DATA PROTECTION ACT AND PORTRAIT RIGHTS

The General Data Protection Regulation (GDPR) applies to all the information which is provided to Wittenborg University of Applied Sciences by the student. The Data Controller is the Wittenborg University of Applied Sciences, it collects and processes information about students under the terms of this contract for teaching, research and administrative purposes. All such activity is governed by the Data Protection Act 2018 and is detailed in the student privacy notice: <https://www.wittenborg.eu/privacy-notice-applicants.htm>. As a data subject, you have a number of rights. You can request access to your data, ask the university to correct any inaccurate data or stop processing data – for more information or to exercise your rights you can contact the data protection officer on dataprotection@wittenborg.eu. The accuracy of personal information provided by students may also be checked by the university against relevant external sources. The university undertakes to process and store maintain student data on secure networks conditions, and to process and disclose data only within the terms of the student privacy notice. Please note that we are reliant on you for much of the data we hold: help us keep your record up-to-date by notifying us of any alterations to your address, personal details or course enrolments.

Wittenborg University of Applied Sciences has the right to use possible images of (educational) activities on which the student is visible, for various marketing purposes for Wittenborg University of Applied Sciences. Each student is entitled to object to the use of his/her data by Wittenborg University of Applied Sciences. The objection has to be done by email to dataprotection@wittenborg.eu.

For full details please refer to the university's Data Protection Policy. If you are dissatisfied with the way the University has processed your personal data, or have any questions or concerns about your data please contact dataprotection@wittenborg.eu, if we are not able to resolve the issue to your satisfaction, you have the right to apply to the "Autoriteit Persoonsgegevens". They can be contacted at <https://autoriteitpersoonsgegevens.nl/nl/zelf-doen/privacyrechten/klacht-indienen-bij-de-ap>.

COMPLAINTS

Wittenborg University of Applied Sciences will do it's very best to make your study period as comfortable as possible. In case of complaints, please read the internal complaints procedure, which can be found in the Education Guides. If the complaint, despite our efforts to handle it, persists, a further complaint letter can be formulated which can be sent to the Disputes Committee (Geschillencommissie Particuliere Onderwijsinstellingen, Bordewijklaan 46, Postbus 90600, 2509 LP Den Haag, www.degeschillencommissie.nl).

THE EEG - PART 12A

TUITION FEE POLICY OF WITTENBORG

UNIVERSITY OF APPLIED SCIENCES



31 August 2018

CONTENTS

1.	Introduction.....	3
2.	Tuition Fee Information	3
3.	Tuition Fee Liability	3
4.	Change of programme and study location	3
5.	Scholarships	3
6.	5. Additional Academic Fees and Charges	4
7.	6. What Does the Tuition Fee Cover?	4
8.	7. Payment of Tuition Fees	4
9.	Payment of Fees.....	5

1. INTRODUCTION

This policy governs how Wittenborg University of Applied Sciences will apply and calculate tuition fees for all new and continuing students. The university reserves the right to amend this policy from time to time, in the light of prevailing circumstances (including legislative and regulatory changes).

This policy forms part of the university's terms and conditions and should be read in conjunction with the Education and Examination Guide. Tuition fees are usually charged on an academic year / annual basis.

Students retain ultimate liability for the payment of their tuition fees, whether invoiced or not, including where sponsorship, grant or loan agreements have been approved.

2. TUITION FEE INFORMATION

Full-time tuition fees for new / prospective students are available by course name on the university's website (<https://www.wittenborg.eu/wittenborg-university-tuition-fees-all-programmes.htm>). Detailed tuition fee information for prospective students is available from the Admissions Team at admission@wittenborg.eu.

Continuing students can contact the Student Registrar at registrar@wittenborg.eu.

Other than in a student's offer letter, only the Student Registrar and the Finance Department staff are authorised to provide a definitive assessment of tuition fees. All other tuition fee information provided by non-authorised staff will be considered advisory only and non-binding on the university. Tuition fee is invoiced annually, unless stated otherwise and covers one calendar year.

3. TUITION FEE LIABILITY

Liability for the payment of tuition fees will be from the first term that a student enrolls or is expected to enrol (or re-enrol). Delayed enrolment (or re-enrolment) which is attributable to the student will not reduce the fee liability for the course or programme of study, even if this may have limited access to some university services.

Students who have not completed the enrolment process are not permitted to attend the university, access university services or use university accommodation, property or facilities. A student who does not fully complete enrolment, but who either attends the university, accesses university services or uses university accommodation, property or facilities will, by their conduct, be deemed to have accepted the university's terms and conditions from the start of their offered course and will be liable for tuition fees calculated in accordance with this policy.

4. CHANGE OF PROGRAMME AND STUDY LOCATION

Students who wish to change their study programme from one campus to another campus, are required to pay the tuition fee of the host location.

5. SCHOLARSHIPS

The university operates a number of scholarship schemes that are subject to separate terms and conditions. These can change from year to year and therefore students should not rely on receiving the

same tuition fee reduction for each year of study. Scholarships are provided at the discretion of the university and must be applied for in each relevant academic year of study. If the university does not consider that a student has met all the terms and conditions of the relevant discount or rebate scheme, then a student will be considered ineligible to receive a tuition fee reduction.

Scholarship/studentship students should ensure that they fully understand and agree to the specific scholarship/studentship terms before enrolling on their course and becoming liable for any tuition fees. More information is available at www.wittenborg.eu.

6. ADDITIONAL ACADEMIC FEES AND CHARGES

Some courses are subject to additional fees and charges that are not covered by the main tuition fee. These usually relate to optional activities on the course (such as field trips, additional materials/resources, printing / photocopying / binding charges), but may include other fees for some postgraduate courses. Students should contact the Student Registrar to obtain advice regarding these additional costs.

Students may also incur other costs, such as library fines or charges for lost or damaged equipment.

7. WHAT DOES THE TUITION FEE COVER?

Tuition fees cover the educational and related services made available to students whilst they study at the university, including tuition / supervisory services, assessment of submitted work and support provision. Information regarding specific courses is available online at www.wittenborg.eu.

The tuition fees exclude other charges that may be incurred through accessing other university services (including accommodation, books, study materials and excursions). This information is available to students before they commit themselves to further costs.

8. PAYMENT OF TUITION FEES

Payment of the annual tuition fee becomes due once a student has accepted the offer from the University. Continuing students will be invoiced annually unless the student terminates the registration by deregistration or graduation. Payment of the tuition fee is not dependent on the production of an invoice from the university as a student should already be aware of their potential tuition fee liability.

EU students and students who do not require a residence permit (in the Netherlands), can opt for an installment plan of maximum 12 installments. The first installment should be paid before the start of the programme. In case of payment by automatic collection, this is only possible after signing the authorization form for automatic incasso. The amount of every installment will be raised with €12,50 administration cost. The collection of every installment will take place around the 28th of each month.

International students who require a residence permit in the Netherlands should ensure that their fees (as part of the package fee) are paid in full at least four weeks prior to their programme start date.

9. PAYMENT OF FEES

Payment of tuition fees can be made through bank transfer:

Name of the bank:	Rabobank
IBAN-Code (SEPA):	NL13RABO0118220608
Address of the bank:	Marktplein 40, 7311LR, Apeldoorn, the Netherlands
Name of receiver:	Wittenborg University BV
Address of receiver:	Laan van de Mensenrechten 500, 7331VZ, Apeldoorn, the Netherlands
BIC Code:	RABONL2U

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

- The student number
- The invoice number

THE EEG - PART 14

HOUSING CONDITIONS & IMMIGRATION RULES & REGULATIONS FOR NON-EU STUDENTS



31 August 2018

STUDENT AGREEMENT

STUDENT ACCOMMODATION CONDITIONS AND IMMIGRATION REGULATIONS FOR NON-EU STUDENTS

1. I understand the condition of Student Accommodation of Wittenborg University of Applied Sciences (WUAS) is very SIMPLE and BASIC with standard facilities that is mentioned on the website of WUAS. If planned to stay in WUAS accommodation, I am obliged to email the completed "Arrival Notification Form" (will be sent by the Administration) to studenthousing@wittenborg.eu, admission@wittenborg.eu and at least 10 working days prior to my arrival date. I'm also aware that arrival without notification will result in a four-months student accommodation contract with WUAS, instead of a normal five-months student accommodation contract to cover extra costs caused by my not conversant arrival. Any extra costs caused due to my non-conversant arrival, will be not be paid by Wittenborg.
2. As a Non-EU/EEA student, I'm aware that a refundable deposit of €900 will be held by WUAS, which will ONLY be refunded by meeting the complete Check-out Procedure of WUAS Accommodation AND (legal) Deregistration Procedure.
3. According to the Dutch regulations for Non-EU/EEA students, they are allowed to work 10 hours per week during the study period or choose to work full time during the summer holiday period. Non-EU/EEA students need to go through a lengthy process (3-6 months), in order to collect all the required documents to be able to work legally. Due to the deficiency of Dutch linguistic skills, Non-EU/EEA students face difficulties finding a well-paid high-quality job. The average income from part time job during the study period is approximately €200 per month, and is based on the Dutch minimum wage requirement. I am aware that the income from the part time job can never cover the cost of study, neither of living.
4. As Non-EU/EEA student, during my stay in the Netherlands, I understand the legal requirement of showing proper evidence of adequate financial support to live in the Netherlands to Dutch authorities on demand: i.e. *Higher education: €867,68* per month* (*amount can be subjected to change by the Dutch Authorities; the latest information can be found on www.nuffic.nl or www.ind.nl).
5. Herewith I, the undersigned, authorize the Administration of WUAS to:
 - a. Apply for my residence permit and continue further contact with the Immigration and Naturalization Service (IND) concerning my application.
 - b. Provide my personal details and information to the IND, Foreign Police and Town Hall when requested.
 - c. Inform the IND, Foreign Police and Town Hall of my registration and attendance at WUAS, of my recent accommodation and my legal status in the Netherlands.

- d. Cancel my residence permit at the Immigration Office (INDo):
 - i. after I have completed the WUAS deregistration procedure;
 - ii. after the first registration period if I do not continue my study;
 - iii. during my registration period if I have been absent from my lessons more than 80% without reason or I have left my accommodation before my contract ended without providing a new address.

- 6. In case of cancellation of my residence permit without completing the deregistration procedure, the Administration Office of WUAS, will inform me by sending at least one email. I am aware of the fact that by signing this document I give up my right to appeal to the Law of Personal Data Protection (which is into force since 1 September 2001).

- 7. I am aware and agree on the requirement of gaining a minimum 30 European Credits (EC) on a yearly basis, during my study at WUAS. Failure of achievement will terminate my registration at WUAS and this information will be forwarded to IND (www.ind.nl), resulting my residence permit to be revoked, and the immediate loss of a right any housing within WUAS property.

SIGNATURE OF STUDENT DATE OF SIGNING	PLACE OF SIGNING
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