

THE EEG - PART 2

EBA EDUCATION GUIDE

BBA Bachelor of 'Entrepreneurial Business Administration' (EBA)

EBA - Entrepreneurial Business Administration

- Entrepreneurship & Small Business
- Entrepreneurship & Digital Marketing
- Entrepreneurship & FinTech



31 August 2025

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BACHELOR'S DEGREE EDUCATION GUIDE

INTRODUCTION TO ENTREPRENEURIAL BUSINESS ADMINISTRATION

Welcome to the Education and Examination Guide (EEG) for the bachelor's degree programme Entrepreneurial Business Administration (EBA). The EBA is officially a bachelor's degree in International Business Administration in Entrepreneurship & Small Business.

This EBA programme is aimed at local and international students who aspire to work within an international context in the fields of management and administration, either in business or non-commercial organisations. Students entering the programme will have a feel for an intercultural and multi-lingual learning environment.

The EBA is aimed specifically at providing graduates with an extremely broad and equally balanced range of business, management and organisation knowledge, skills and competencies, whilst allowing them to specialise during the programme in the area of entrepreneurs, business start-ups, and innovation through the development of business plans and models. The EBA is also aimed at providing students with the knowledge and skills that would enable them to further their studies at a higher level (master's) if they wish to, within the Dutch higher education system, and also in other systems.

EBA specific entrepreneurship modules include:

- Enterprise Formation
- Introduction to Entrepreneurship
- Innovation and Creative Entrepreneurship
- Family Businesses
- Sales Pipeline Management
- Entrepreneurial Behaviour
- Business Plan Execution
- Strategic Innovative Entrepreneurship
- Bootstrapping & Raising Finance
- Entrepreneurship & Society
- Strategic Marketing
- Entrepreneurship in Organisations
- Corporate Entrepreneurship

During the programme, you will find that project weeks, business plan execution, and ultimately work placement and graduation will give you a genuine opportunity to try out your entrepreneurial skills and apply the knowledge of business that you have learnt within the programme.

WITTENBORG'S EDUCATION PHILOSOPHY

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

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

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

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

OUR PHILOSOPHY IN AN EBA CONTEXT

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

During the EBA programme, students are expected to complete 12 project weeks that are each run as mini-business start-up cases, using a format based on the BBC's "Apprentice". Students will also write a business plan and simulate its execution, before going on to complete a period of work placement, either running a business start-up or working in another entrepreneurial organisation, before starting their final research project.

The EBA programme is designed to give entrepreneurial and innovative business administration graduates the opportunity to enter business either as independent businesspersons or as employees within organisations looking for people with a broad range of business knowledge, understanding and skills. A business administration degree programme is always focused on providing graduates with the skills and competencies to enter the professional field of business administration, both in the public and private sector. These positions can include management or policy supporting positions, as well as positions of responsibility in small to medium-sized companies. Students will gain an understanding of the developments within an organisation so they can translate these into the policies, visions and aims of that organisation. They should be in a position to analyse the strategic vision of a company or organisation, and using this analysis help optimise and structure these processes. From an international

perspective, students can learn to analyse the environment they find themselves in, and adapt their behaviour and role according to macro- and micro-environments.

WITTENBORG'S UNDERGRADUATE PROGRAMME IN ENTREPRENEURIAL BUSINESS ADMINISTRATION

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

As a part of its School of Business, the programme Bachelor of Business Administration (BBA) is offered in English to both International and Dutch students. Wittenborg also offers a bachelor's programme in Entrepreneurial Business Administration (EBA). The BBA (IBA, HBA, MCI and EBA pathways) are 240-credit programmes conforming to the Dutch national requirements and European standards. The programmes are designed to be flexible, allowing students to study at their required pace, as well as allowing students to adapt the practical components of their study (work experience) to the opportunities offered. The programmes are offered in 3 and 4-year tracks; the 3-year track can be followed in the 3-yearly planned phases by highly motivated students.

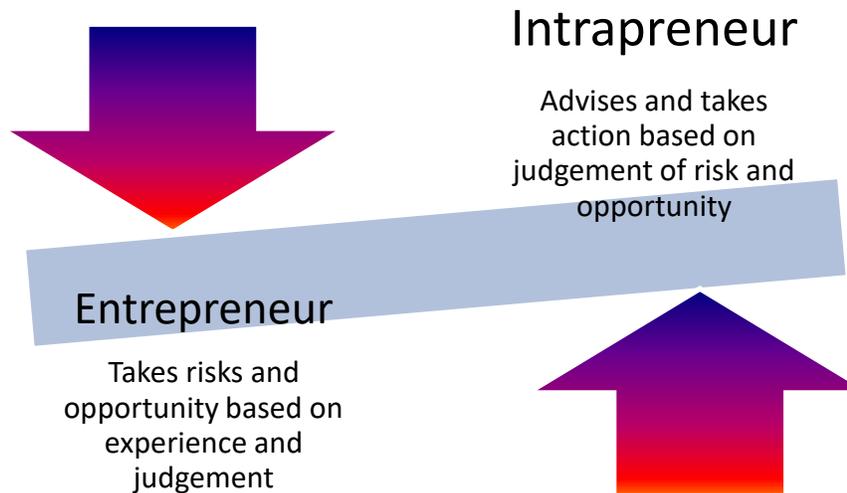
CHARACTER OF WITTENBORG'S UNDERGRADUATE PROGRAMMES

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

BUSINESS IS INTERNATIONAL

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

WHAT IS A BACHELOR OF BUSINESS ADMINISTRATION IN ENTREPRENEURSHIP?



An entrepreneur in business can fulfil two main functions: the driver of new business ventures (entrepreneur), or the driver of innovation and change within existing businesses (intrapreneur). The profile only essentially differs between these two roles in the requirements of the level of ability to take risk and aptitude for acting on opportunity. Both the ability to judge risk and being aware of opportunity are competencies required at both ends of this profile's spectrum.

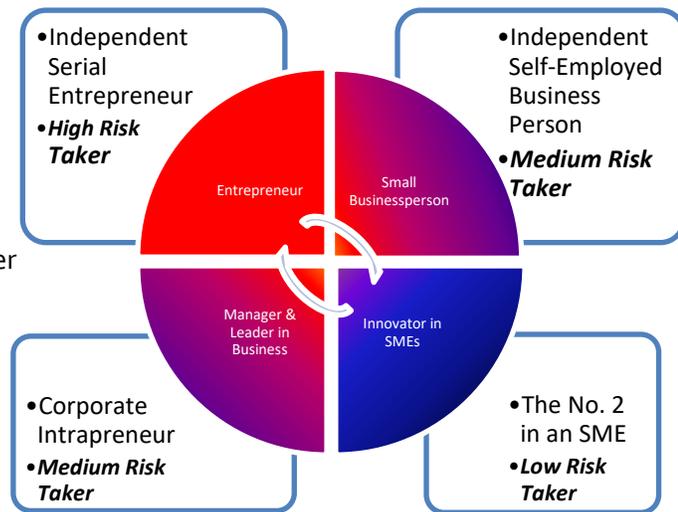
"An entrepreneur requires the ability to lead and motivate people. This will be during business start-ups and project launches, but also in times of change and innovation implementation. The entrepreneur will understand the need for good communication skills and have a good understanding of society, economics and sustainability. The entrepreneur will have skills of selling ideas and products, winning commitment, and presenting and executing business plans. Understanding the need for stable and solid management within a company, large or small is important. An entrepreneurial business person in modern-day Europe needs to be able to communicate with people across the continent and across the world, and requires the ability to understand the effects of national and international governments on the business ventures they are involved in.

"Entrepreneurs and intrapreneurs need the ability to look at problems and risks from a holistic viewpoint and find solutions and manage risk through innovation. They need to have a good understanding of finance and fiscal matters and be able to knowledgeably communicate with people supporting them through accountancy, or human resource or information services, and be able to lead these people. Entrepreneurs and intrapreneurs are successful because they can quickly understand complex situations that require them to plan and make strategic decisions, and work on a multitude of business ideas and projects at the same time. They have a solid understanding of marketing design and implementation. Being able to develop business ideas simultaneously requires an ability to determine and understand important details, pinpoint alternatives and continuously evaluate and review business processes. A characteristic of entrepreneurs is that they have the ability to fully devote and commit themselves to achieving their long-term business objectives and goals, and that this energy is also directly translated into the short-term objectives."

A PROFESSION – WHERE COULD THIS PROGRAMME TAKE ME?

A BBA in Entrepreneurship will provide students with two important tools:

- A bachelor's degree in Business Administration that is a good basis on which a businessperson can build their career, either progressing to employment or further study, or a combination of both.
- The knowledge, skills and understanding of entrepreneurial business, which could allow a graduate to choose the entrepreneurial pathway.



THE (SERIAL) ENTREPRENEUR

This is seen as someone who is committed to starting businesses and companies from scratch and making them a success.

THE INDEPENDENT SELF-EMPLOYED BUSINESSPERSON

This is seen as a person who directs and manages a company, an SME. This could be the owner of a family business, or a businessperson who buys and takes over an existing business. This can also be an entrepreneur who has started a business through innovation and remains directing and managing that company, without selling or leaving to start a new venture.

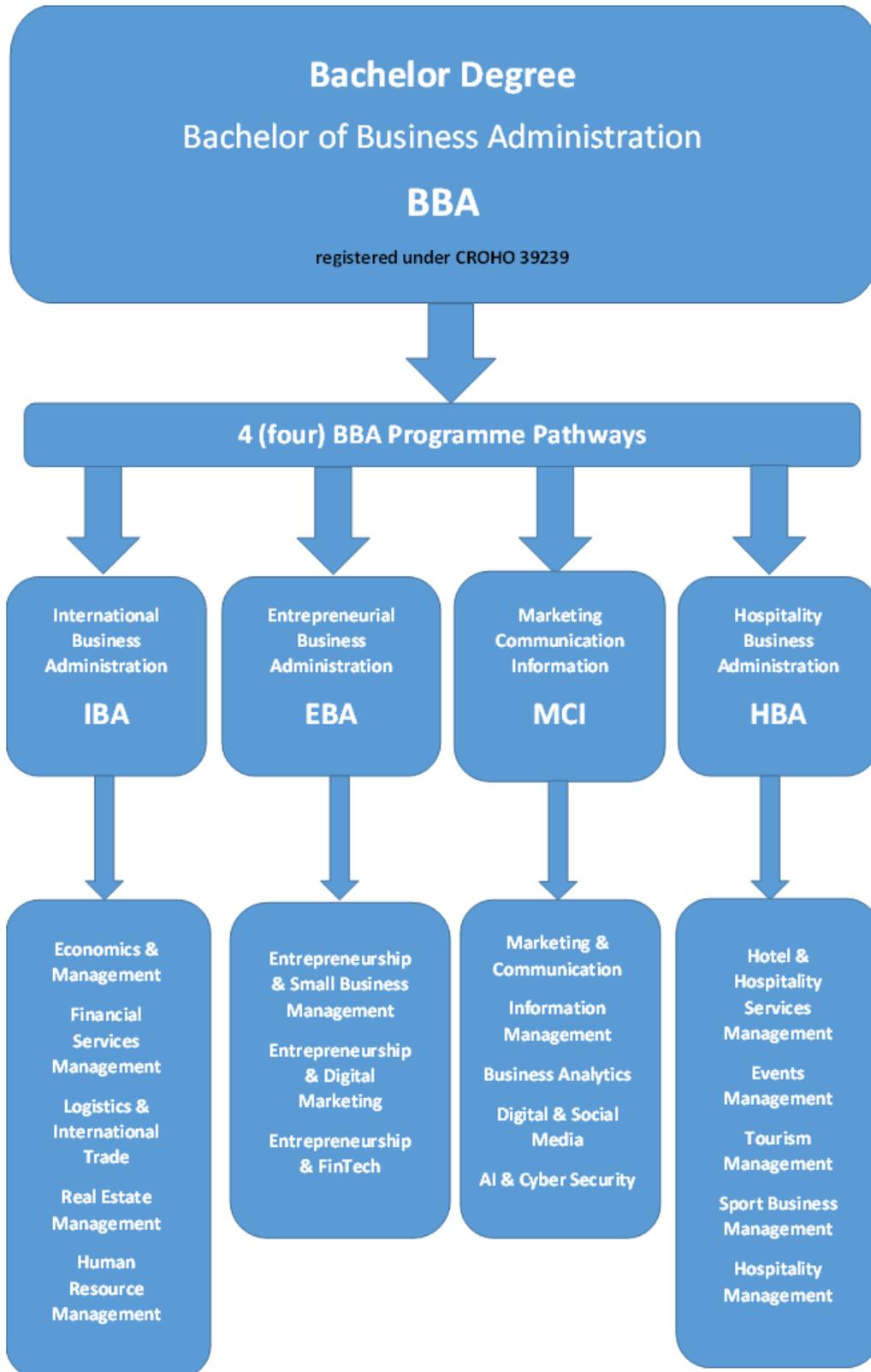
THE SECOND IN COMMAND WITHIN AN SME

This extremely important entrepreneur is the most common non-executive entrepreneur in small business. An entrepreneur, such as the No. 2 in an SME, is a vital position as it enables the company to develop in an innovative and goal-orientated manner, with a careful balance of risks and opportunities. This kind of intrapreneur is someone who has had experience of business or project start-ups and project management and has now reached the moment where the experience and knowledge gained can be used to support another entrepreneur.

THE CORPORATE INTRAPRENEUR

This entrepreneurial role is becoming increasingly important within companies and organisations, as well as non-profit and governmental organisations, as they are forced to change, develop and innovate in the modern economy and business environment. Corporations require entrepreneurial business leaders who, alongside their leadership qualities, have a broad range of business skills and competencies and business administration knowledge. On the following pages, the programme is explained in detail.

WITTENBORG'S UNDERGRADUATE PROGRAMME PATHWAYS



THE 4 BACHELOR OF BUSINESS ADMINISTRATION PROGRAMME PATHWAYS

This EEG is concerned with the pathway EBA of the Bachelor Programme:

<p>IBA Pathway:</p> <ul style="list-style-type: none"> • Economics & Management • Facility & Property Management • Financial Services Management • Human Resource Management • Logistics & International Trade • Real Estate Management <p>MCI Pathway:</p> <ul style="list-style-type: none"> • Artificial Intelligence & Cyber Security • Business Analytics • Digital & Social Media • Information Management • Marketing & Communication 	<p>HBA Pathway (see HBA EEG):</p> <ul style="list-style-type: none"> • Event Management • Hospitality Management • Sport Business Management • Tourism Management <p>EBA Pathway</p> <ul style="list-style-type: none"> • Entrepreneurship & Small Business • Entrepreneurship & Digital Marketing • Entrepreneurship & FinTech
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A BROAD BACHELOR'S WITH SPECIALISATIONS (GRADUATION PATHWAYS)

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

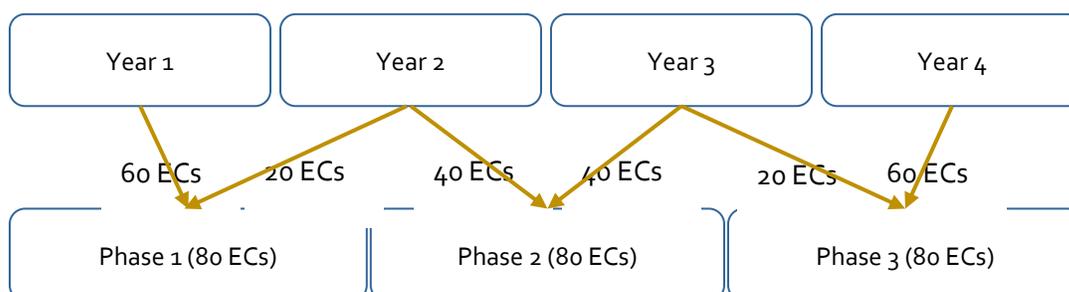
- First Phase modules are the fundamentals of Business Administration within the programme pathway domain.
- Second Phase Modules are a combination of the chosen specialisation at Specialisation, and core modules, focused on planning.
- Third Phase Modules include more in-depth specialisation modules, core BBA strategy modules, and a focus on Work Placement and Graduation Dissertation at Business Administration level in the chosen field, together with Seminars and Workshops in BBA subjects at strategic and research level.

- Students are awarded a bachelor's degree in Business Administration in their chosen specialty, for example, "Bachelor of Business Administration in Entrepreneurship & Small Business".

THE PHASE SYSTEM

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

FROM YEAR TO PHASE



FIRST PHASE (UK LEVEL 4)

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

SECOND PHASE (UK LEVEL 5)

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

THIRD PHASE – "THE FINAL YEAR" (UK LEVEL 6)

Students entering their third and final phase have passed the required credits and are ready and able to move on to a different style of education. During Phase 3, students will be asked to study subjects in their chosen pathway in more depth, whilst following BBA modules with an emphasis on strategy and

business case implementation. Students complete a business plan in their final phase and will start to prepare for their final project or dissertation with research methodology modules.

In the final phase, students complete a short work placement at a company. The work placement is ideally in a field similar to the chosen BBA pathway, and students are encouraged to find their own positions. Wittenborg's work placement coordinator is available to assist students in contacting companies if necessary, and can offer suggestions from Wittenborg's own list of suitable companies. Some students are asked to complete their work placements within the Wittenborg organisation, working internally, or on one of the external projects carried out by the Wittenborg Network.

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

FINAL GRADUATION – DEGREE AWARDS

Graduating students are awarded a bachelor's degree in Business Administration. They are entitled to use the title BBA:

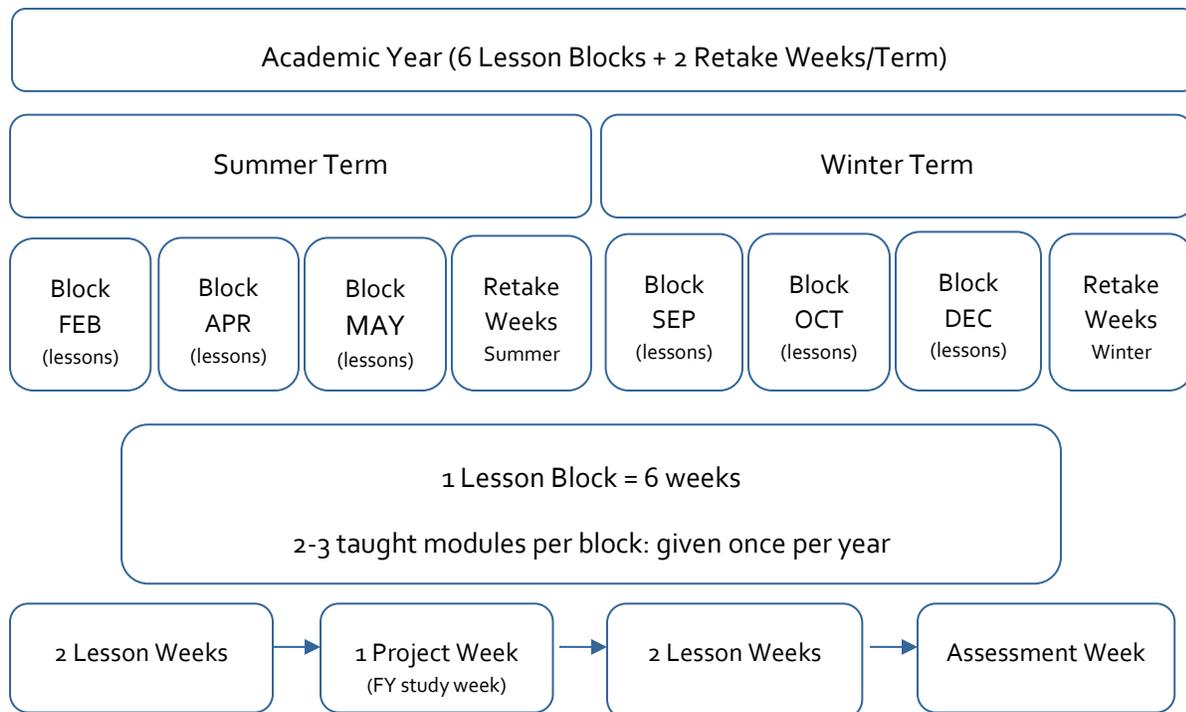
- Bachelor of Business Administration in Entrepreneurship & Small Business
- Bachelor of Business Administration in Entrepreneurship & Digital Marketing
- Bachelor of Business Administration in Entrepreneurship & FinTech

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

The BBA is a 240-credit programme conforming to the Dutch national requirements and European standards. The BBA programme is designed to be flexible, allowing students to study at their required pace, as well as allowing students to adapt the practical components of their study (work experience) to the opportunities offered. The programme is offered in 4 years, though it can also be followed in the 3-year planned phases by highly motivated students.

BUSINESSLIKE PROGRAMMING

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



EBA BACHELOR OF BUSINESS ADMINISTRATION PROGRAMMES

EBA IS ENTREPRENEURIAL BUSINESS ADMINISTRATION

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

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

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

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

ENTRY INTO THE WITTENBORG BACHELOR'S PROGRAMMES

- Students should have the appropriate secondary school education qualifications, deemed by NUFFIC to be equivalent to the Dutch HAVO diploma or MBO-4 diploma (for instance, BTEC National Certificate, or UK 'O' and 'AS' levels).
- Arrangement Admittance for students 21 years and older: students applying for the IBA programme who do not meet the above-mentioned entry requirements, are entitled to take an entrance examination (i.e. 21+ Test) set by the Wittenborg Graduation and Examination Board.
- Students have attained a working level of the English Language equivalent to an IELTS 6 band, i.e. "Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations."
- Applicants must write a letter of motivation and submit their Curriculum Vitae.
- Students are interviewed by Wittenborg for intention, motivation and aptitude. The admission interview can be carried out in person, or through IT communications, such as video phone. The admission interview is purely diagnostic and serves as a tool through which to better advise the student on application to the EBA programme.
- After students have completed the admission interview, and have been offered a place at Wittenborg, they are asked to sign a Wittenborg Study Agreement, which details the agreements made between Wittenborg about entry into the programme, and possible preparation courses that are required. The Wittenborg Study Agreement also states that students have read and understood the Education and Examination Guide (EEG).
- Wittenborg is a signatory to the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also reiterated.
- The application procedure for international students is fully described on the Wittenborg website: www.wittenborg.eu. All the required documents and information regarding the fee structure can be found there.

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

ENTRY INTO BACHELOR EBA PREPARATION PROGRAMME

Students fulfilling all the above requirements EXCEPT for an English Band Level equivalent of IELTS 6, may enter the Bachelor EBA Preparation Programme, as long as they have an IELTS Band Level of 5 for a full-year Preparation Programme, or 5.5 for a ½-year Preparation Programme. Technically, as soon as students have achieved the IELTS 6 band score they can progress directly.

ENTRY INTO BACHELOR EBA PROGRAMME

ENGLISH DIAGNOSTIC WRITING TEST

All new students who enter Wittenborg must undergo a mandatory writing test called the English Diagnostic Writing Test (EDWT). This is given to all new entries at the end of the block in which they

commence studies to facilitate those who are delayed in arriving in the Netherlands. The purpose of such a test is to recognise at an early stage the students who exhibit weak writing skills. Students who fail this test are then directed to join the support module in order to raise their standards to a level proficient enough to incorporate the more specific skills of academic English. It is strongly advisable to attend these support classes, as failure to attend, or to study the lesson materials intently, may result in a further fail at the exam at the end of the module. This exam, which is mandatory, will determine if a student can exit Support English and commence uploading written papers, as for example in PDP. Failure, on the other hand, will mean further time in Support English.

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

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

- Neither to attend PDP seminars nor to upload its papers (phase 1 & 2)
- Work Evaluation Report (WER) for final-year students
- Research Proposal (RP) for final-year students
- Graduation Assignment

TIME ALLOCATION FOR SUPPORT ENGLISH

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

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

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

AIMS AND OBJECTIVES OF THE EBA BACHELOR'S PROGRAMME

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

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

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

Although the programme stimulates students to fulfil the ambition to start a business, the EBA programme is also designed to provide large and small organisations, in the Netherlands and around the world, with young, ambitious employees who have a sound knowledge of business and organisation theories, processes and systems, and who are eager to continue their development.

Currently, the Netherlands and other European countries are also actively supporting and encouraging knowledge migrants to settle and work in European companies. International bachelor's graduates are excellently positioned to enter the job market as knowledge migrants.

FIVE CORE OVERALL BBA FINAL QUALIFICATIONS

Due to the complexities of managing multiple accreditations, and specific requests and requirements of different bodies Wittenborghas improved the positioning of the programme by redeveloping the Final Qualifications. There are now five '**Core Overall BBA Qualifications**', achieved through '**Programme Outcomes**' - derived from the original final qualifications.

This has led to 5 **Core Overall BBA qualifications** that reflect the following:

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

The Programme Outcomes in relation to the original Final Qualifications are numbered in [Blue](#).

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

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

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

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

- Being able to manage and expand processes in small to medium sized businesses, the non-profit sector and governmental organisations [\(2\)](#)
- Being able to make data driven decisions with ethical considerations [\(13\)](#)
- being able to instigate the setting-up a small company [\(15\)](#)
- supporting the concept of corporate sustainability and the transformation process towards an ethical, sustainable business [\(3 & 14\)](#)

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

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

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

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

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

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

BBA PROGRAMME OUTCOMES: BACHELOR'S BUSINESS ADMINISTRATION GRADUATES:

1. Are able to analyse processes in international business, find cohesion within these processes and define how these different processes can influence the achievements and attainment targets of the organisation.
2. Are able to manage business processes within small to medium-sized businesses, the non-profit sector and governmental organisations.
3. Are able to recognise the position of the organisation within both the local and international environment, and analyse and understand the relationship between it and other organisations in the same environments - understanding the concept of sustainability.
4. Are able to recognise and analyse the needs and requirements of the market, in relation to a particular product, and on the basis of these formulate an effective marketing strategy.
5. Are able to maintain business relationships, networks and chains.
6. Are able to effectively instigate and create marketing strategies and manage these in order to gain and retain customers for the company or organisation's products and services.
7. Have knowledge of the management of supply chains, facility chains and information.
8. Understand some of the inter-personal and inter-cultural skills required to achieve within an internationally orientated organisation, including:
 - Negotiating skills
 - Customer relationship management skills
 - Networking skills
 - Team-working skills
 - Organisation and managerial skills
 - Able to deal with stress
 - Accurate working practices

- Commercial thinking
 - Entrepreneurial skills
 - Pro-active working methods
9. Are able to work effectively with computer software used in business (office packages), including web-based software (databases and web mail), internet and intranets, email and other popular information and online communication management tools including social media.
 10. Are able to communicate fluently in English to an equivalent level of IELTS 6.5 band or higher, understand the importance of learning second languages, and have achieved a basic level in a second or third language.
 11. Understand how to use the concept of human resource management, within different businesses across national and international cultures.
 12. Are able to develop policies within an organisation, are able to analyse organisational problems and present results of this analysis to management, and are able to suggest possible organisational solutions.
 13. Are able to manage financial information and use this information to manage business processes and to make decisions when required.
 14. Have knowledge and insight into the principles of quality management that are required for the sustainable management and improvement of (sustainable) business processes within the organisation.
 15. Are able to write a business plan and a marketing plan, instigate the setting up of a small company, and manage that company.
 16. Are able to report financial and economic facts to the organisation, manage this information and give advice.
 17. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy, for instance on a master's programme.
 18. Have reached the academic level of Bachelor in line with the recognised European standards as described in the Dublin Descriptors.

PROFESSIONAL PROFILE OF AN ENTREPRENEURIAL BUSINESS ADMINISTRATOR

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

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

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

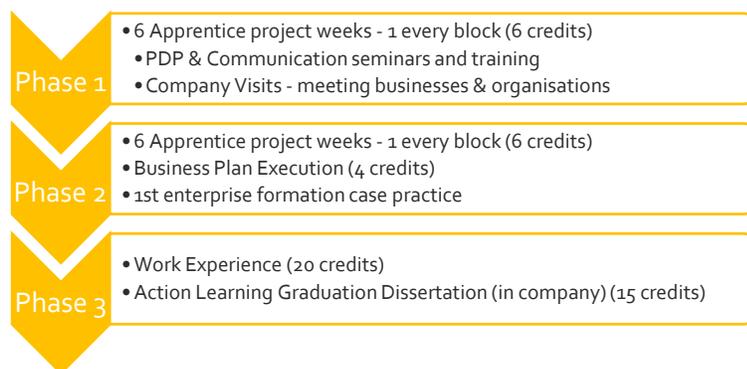
Business Administrators can operate in financial or technical environments, but also management and leadership settings and a combination of these. They must understand the need for leadership, motivating people and the importance of ethical decision making. They must understand the impact of change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

INTEGRATION OF THEORETICAL AND PRACTICAL CONTENT

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

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

Work Experience and Practice in the EBA



In Phases 1 and 2, students are required to participate in 12 'Apprentice' project weeks that will allow them to work in teams running mini-business start-ups.

EBA students are given a combination of hands-on practical work assignments during these project

weeks, as well as company visits and mini-research tasks.

BBA - SKILLS, COMPETENCIES AND LEARNING OUTCOMES

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

- Knowledge
- Understanding & Development (Competencies)
- Technical Skills

The Bachelor of International Business Administration programme focuses on the skills and competencies required to operate in an international business working environment, both politically and socially. The skills should be attuned to a small to medium-sized business environment, and should bring this perspective into context alongside international corporate business practice and the operations of multinational organisations.

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

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

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

BBA DOMAIN COMPETENCIES

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

BBA - KNOWLEDGE

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

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

BBA - SPECIFIC SKILLS

Specifically, students will have acquired the following skills:

- New language learning skills
- Language “through-thinking”

Understanding their own interpersonal communication skills and how to improve and refine these,

including areas such as:

- Negotiation
- Interviewing
- Presentation and public speaking skills
- Meetings
- Teamwork
- Information Technology usage
- Internet and desktop publishing programmes
- Usage of an Intranet

Study skills:

- Reading and learning in a foreign language
- Note taking
- Brainstorming
- Mind mapping
- Researching a subject in-depth
- Paper writing

- Contributing to/keeping a journal

PRACTICAL-ORIENTED EDUCATION

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

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

ACADEMIC LINK

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

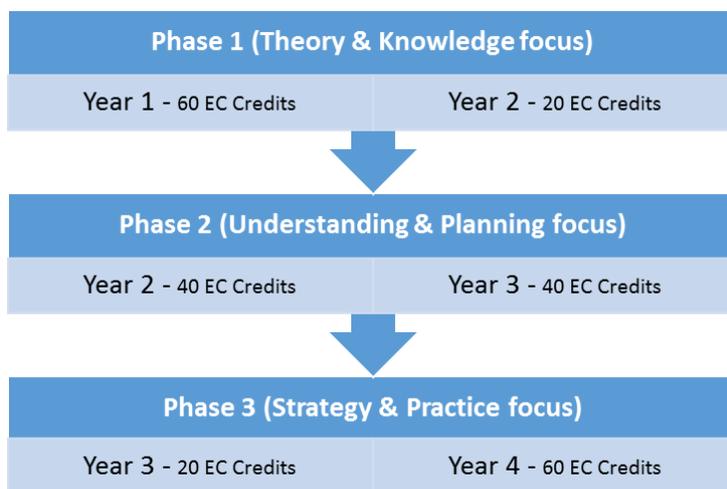
The academic link is also used to introduce students to the style of learning and reporting often used in postgraduate programmes, and especially in Wittenborg’s International Postgraduate programme.

PAPERS

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

STRUCTURE OF THE BACHELOR PROGRAMMES

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

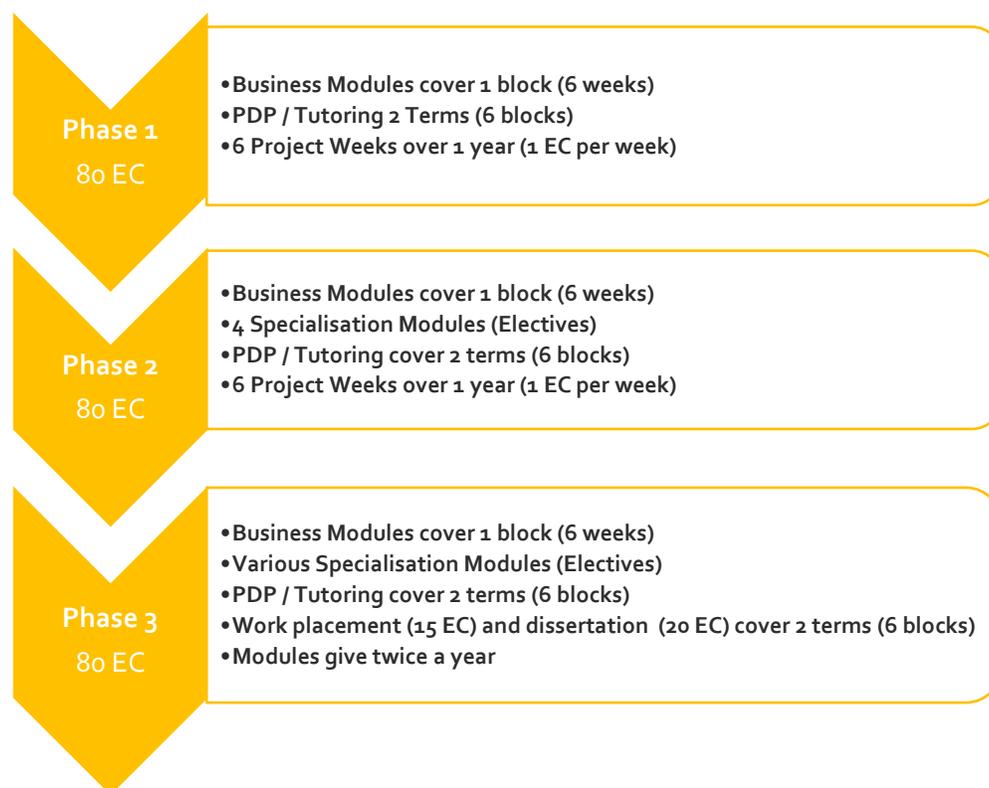


start with courses in the summer term, and in September, the student will start with the winter term

modules. Final completion of the year is based on European Credits (ECs) gained. The bachelor's degree is a 240-EC, 4-year Bachelor programme, with the credits divided evenly over the 4 years (60 credits per year).

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

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



All elements of the programme are developed as modules to which ECs are allocated. The credits are allocated to a module on the basis of initial programme design by the Education Board and monitored

by the Exam Board, who comment on workload issues if these arise. Credits are initially allocated on the basis of a calculation.

3 YEARS OR 4 YEARS

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

TERMS, BLOCKS AND MODULES

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

Summer Term				Winter Term			
Block FEB	Block APR	Block MAY	Retake Weeks - Summer	Block SEP	Block OCT	Block DEC	Retake Weeks - Winter
2 Lesson Weeks with a maximum of 3 core modules, and term-long modules such as tutoring and PDP.			2 weeks of retake exams and assessment submissions and catch-up lessons if required.	2 Lesson Weeks with a maximum of 3 core modules, and term-long modules such as tutoring and PDP.			2 weeks of retake exams and assessment submissions and catch-up lessons if required.
1 Project Week in which students carry out projects, done as a practical assignment in groups, as well as any re-scheduled lessons from the previous lesson weeks given in cases of teacher sickness, etc.				1 Project Week in which students carry out projects, done as a practical assignment in groups, as well as any re-scheduled lessons from the previous lesson weeks given in cases of teacher sickness, etc.			
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1 Exam and Assessment week.		1 Exam and Assessment week.	
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A block consists of 2 lesson weeks, followed by a project week, then 2 lesson weeks, followed by an exam week, to complete the module. Each core module is completely taught in a block, and is subsequently examined or evaluated. Subject Modules are taught over a complete block, which is 6 weeks, including the project week and the exam week. Each module takes 4 timetabled teaching weeks, in intensive form, with either 2 days of 3 hours or 3 days of 2 hours.

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

THEORY TO PRACTICE

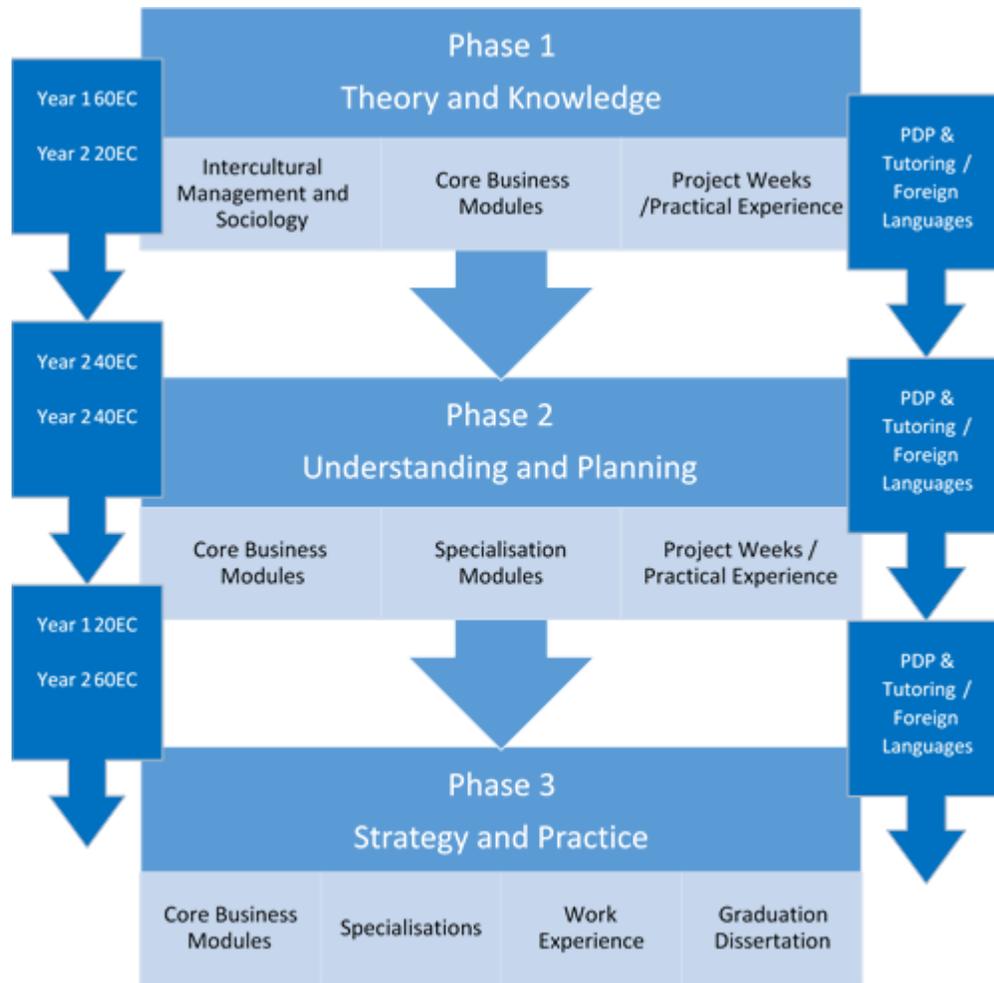
Core subjects such as Marketing and Management courses have been split into more specific modular subjects, allowing students to study and complete independent sections of the curriculum without, for instance, having to study "Marketing 1", before "Marketing 2".

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

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

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

THE BACHELOR'S PROGRAMMES ARE DIVIDED INTO THREE DISTINCT PARTS:



The Bachelor's Programmes are aimed at highly motivated business students who are looking for a degree award that provides a combination of academic challenges and application within an intensely international environment.

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

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

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

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

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

These years are general freshman years focusing on textbook theory required for all related



management courses. Students study in mixed-discipline classes (all specialisations together), and are expected to show their chosen specialisation field in their essays/papers/project work.

PHASE 2 - YEAR 3 (FROM THEORY TO PLANNING)

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

PHASE 3 - YEAR 4 (TOWARDS STRATEGY AND PRACTICE)

The Year 4 modules or Final Year, in which students study the strategic modules of management, fulfil their special Work Preparation Module, as well as completing the year with their research assignment, the graduation dissertation. Final-year students follow at least two in-depth specialisation modules, while also following mixed interdisciplinary modules.

Final-year students are mixed interdisciplinary and are given a wide range of study methods and modules, including development of strategic approach, testing of the accumulated knowledge, comprehensive and "out of the box" thinking exercises, assessment of business situation and critical

reasoning. The study methods include: desk research and practical projects, papers, case studies, assignments, seminars, visits to companies and the actual work placement experience module.

2ND FOREIGN LANGUAGE PROGRAMMES

Language Modules

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

In addition to the normal language modules, twice a year students have the possibility to attend Dutch Intensive Weeks (Beginner or Intermediate).

Students can choose from the following foreign languages: Dutch, Spanish, German, French, Italian, Chinese, and Russian. *For an elective language module to proceed, a minimum of 5 participants is required.*

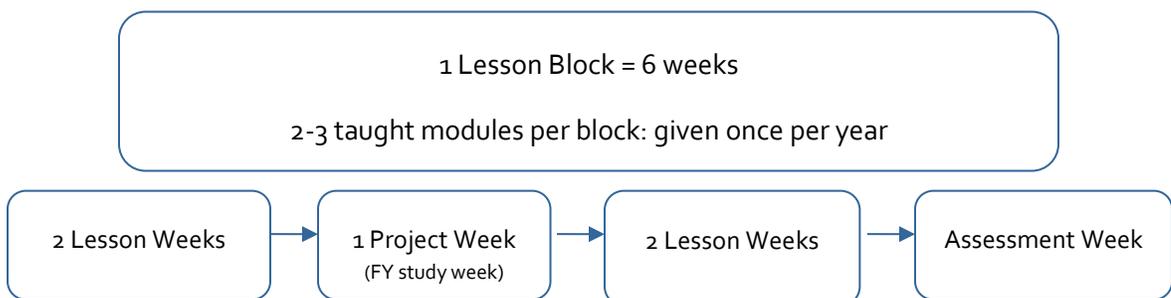
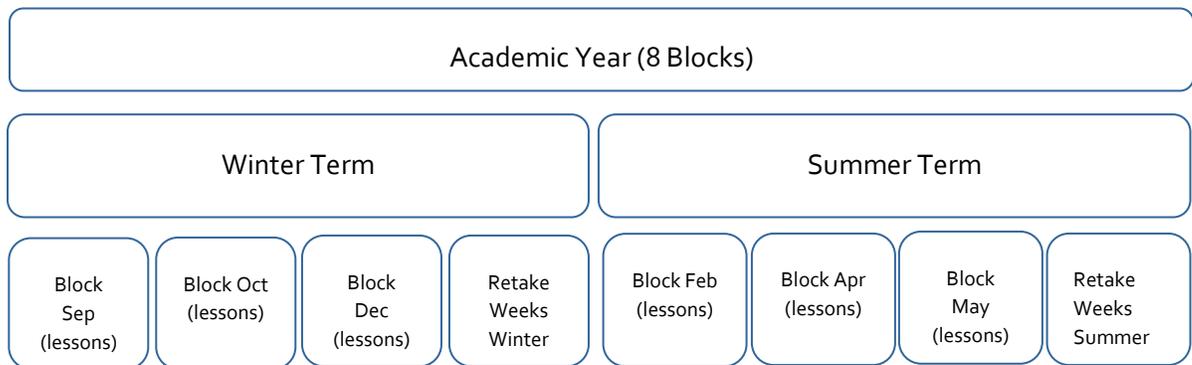
NOTE: At Wittenborg, English is not seen as a 2nd Foreign Language.

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

- Beginner Foreign Language (5 ECs/36 lesson hours)
- Intermediate Foreign Language (4 ECs/36 lesson hours)
- Intercultural Business Communication for Managers (2 ECs/24 lesson hours)
- In the blocks when the languages are taught, additional language tutorials could occasionally be offered in the Project Week of the respective block, e.g. a practical session/workshop, Q&A session, etc. This is an opportunity for the teachers and students, which is not included visibly in the programme curriculum.
- Language exams are offered 3 times an academic year (Exam Week of the teaching block, Retake Week 1 in Retake Weeks Winter and Retake Weeks Summer). Students can always take an exam after attending the classes whenever they feel like taking it (or retaking it). E.g. they can also take a language exam half a year later, without having done the first attempt, or redo an exam even if they have failed before with a mark lower than 4.
- Language exams can be taken in the same academic year the module has been attended (3 attempts possible: the exam week of the given block, the second retake week directly after and the next second retake week). If all 3 attempts have been failed or missed, the student will have to re-attend the classes.

MODULE PLANNING

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



STARTING A MODULE: DOCUMENTATION



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

MODULE DESCRIPTION

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

MODULE PLAN

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

MODULE EVALUATION PLAN

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

RELATIVE DOCUMENTS TO THE MODULE: READING MATERIAL

The module plan also contains any relative reading material, web links, and literature resources that are standard learning tools within the module.

LESSON PLAN

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

<div style="text-align: center; font-size: small;">  HOOGESCHOOL WITTENBORG, UNIVERSITY OF APPLIED SCIENCES </div> <p style="text-align: center; font-weight: bold; font-size: small;">Student Module Guide</p> <p style="text-align: center; font-weight: bold; font-size: small;">Introduction to Entrepreneurship</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th colspan="2" style="text-align: center;">Module Description</th> </tr> </thead> <tbody> <tr> <td style="width: 15%;">Module Name</td> <td>Introduction to Entrepreneurship</td> </tr> <tr> <td>Module Code</td> <td>1-2-01</td> </tr> <tr> <td>Faculty</td> <td>Business</td> </tr> <tr> <td>Coordinator</td> <td>Wouter de Boer</td> </tr> <tr> <td>Course address</td> <td>Wittgenborg Campus</td> </tr> <tr> <td>ECTS credits</td> <td>5</td> </tr> <tr> <td>Introduction</td> <td>This module will introduce students to the concepts behind the new approach to entrepreneurship, it is structured into the development plan and its value in the personal development process. 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Goals	The module aims to: <ul style="list-style-type: none"> • Introduce students to the concept of entrepreneurship and its possibilities • Provide understanding of entrepreneurship to rise in the society and in personal development • Give students understanding of the different forms of entrepreneurship • Develop student's skills in planning and measuring in an entrepreneurial context • Develop a student's understanding and skills for researching, creating, marketing and growing a new business • Develop a student's understanding and skills for researching, creating, marketing and growing a new business • Students learn about, with respect to, doing self-competition, competing up with business rivals. • To be able to describe a new strategy, forecast demand, understand distribution, create a business plan, find investors, know legal structures, and execute financial plans. 																																																																																																																																																							
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DIVERSITY OF TEACHING METHODS

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

Teaching

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

Learning

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

CASE STUDIES AND PRACTICAL PROJECTS

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

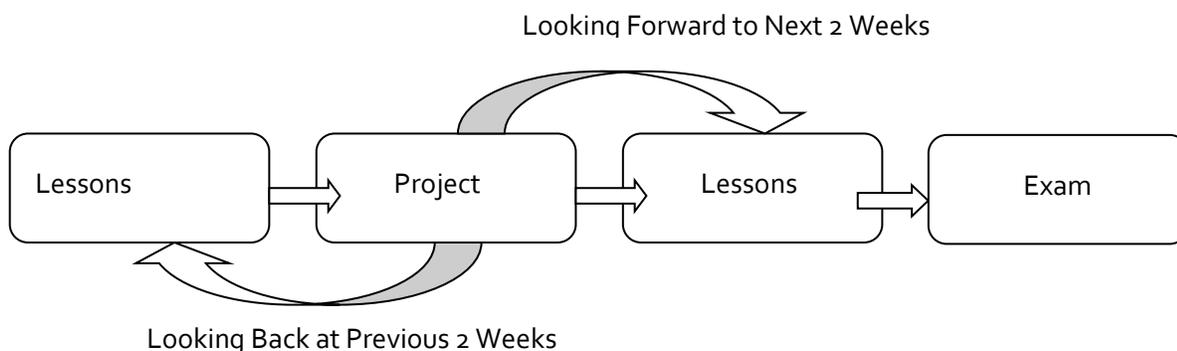
- **Textbook case studies:** These are up-to-date cases that are included in the required or the recommended literature. Lecturers are encouraged to use these case studies in their lessons and together with the Education Board, literature is chosen that contains up-to-date case studies.

- **Case studies from the teacher’s own environment:** often teachers of business have excellent examples of business cases from their own experience or close business environment. Teachers are encouraged to share these with students and build lesson components around them. When teachers are employed or invited to give guest lectures and modules, the Education Board assesses potential candidates partially on the basis of their business background and experience.
- **Real Wittenborg Business Cases:** together with its business partners Wittenborg develops real business projects and brands and these are turned into mini-brands and managed through the Wittenborg Network, or other partners. Some of these real-life cases are just ideas that need to be tried out, while some are fully operational business projects and bachelor’s students will be able to participate in them, evaluate and even manage and operate them.

PROJECT WEEKS

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

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



sections of the module plan. In the diagram, the anticipation and retrospective learning method in the project weeks is outlined.

DESCRIPTION OF PROJECT WEEKS

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

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

TEAM BUILDING – PERSONAL SKILLS EVALUATION

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

FORMULATING PROJECT TEAMS (GROUPS)

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

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

ROLES AND RESPONSIBILITIES

THE TEAM LEADER:

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

SECRETARY:

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

RESEARCHER:

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

FINANCIAL OFFICER:

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

WHAT IS EXPECTED TO BE SUBMITTED FOR EVALUATION?

The Final Report will consist of:

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

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

Together with the report the following documents will be submitted:

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

Also:

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

EVALUATION

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

ASPECTS TO BE EVALUATED:

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

The evaluation scale used for this project is as follows:

- Excellent, good, sufficient, poor, very poor

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

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

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

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

BACHELOR'S FINAL YEAR SUPERVISION

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

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

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

The academic supervisor will help with the following tasks:

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

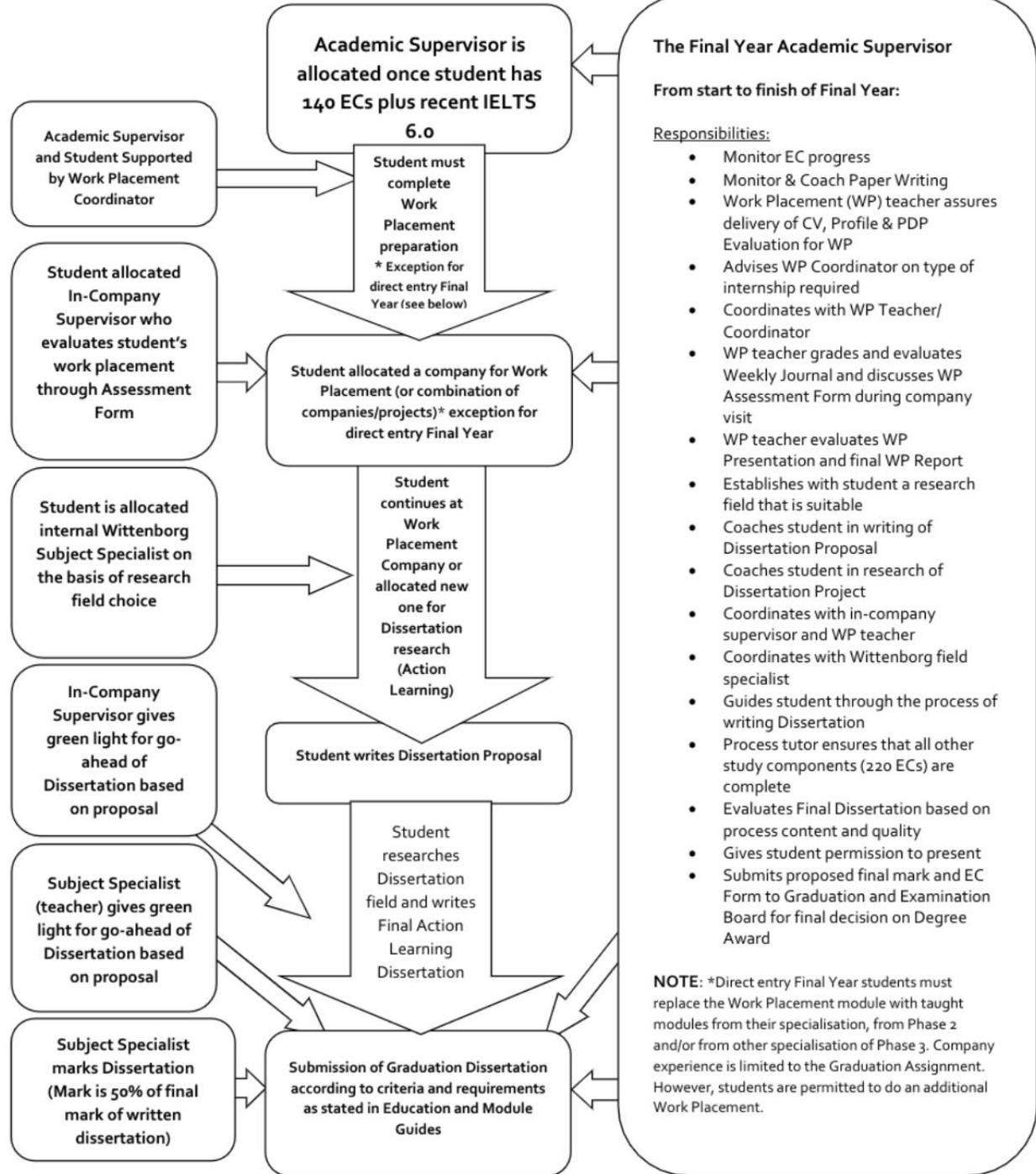
When the student is in work placement, it is vitally important that contact with the work placement teacher is maintained in order to ensure that enough thinking, analysis and reflection is taking place to be able to complete the 'Work Evaluation Report'. Ideally, within the placement, students will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

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

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

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

PHASE 3 SUPERVISION – THE PROCESS



FINAL YEAR WORK PLACEMENT - HANDGUIDE TO EMPLOYMENT PREPARATION

(For full information, please see Work Placement Handbook, PART 7)

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

NB: Direct entry Final Year students are permitted to replace the Work Placement module with taught modules from their specialisation, from Phase 2 or another specialisation in Phase 3. In this case, company experience is limited to the Graduation Assignment, although direct entry Final Year students (to the Top-up programme) can choose to complete an additional (optional) Work Placement, outside the required 80 credits.

THE PARKING METER SYSTEM

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

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

FINAL REQUIREMENTS OF THE EMPLOYMENT PREPARATION MODULE

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

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

GLOBAL REQUIREMENTS

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

Students should become aware of how subjects they have studied in their classrooms are used in practice, such as marketing, sales, logistics, financial management or organisation management, and show this awareness through describing their experiences in their journal and in their evaluation paper.

MAIN AIMS AND OBJECTIVES

To provide students with the opportunity to:

- Gain a useful experience of the working environment
- Become aware of the culture and structure of a working environment
- Provide an opportunity for students to enhance their learning experience and career prospects by applying their academic knowledge and capabilities in the workplace
- Strengthen links with industry and commerce
- Develop new capabilities and skills

CORE CAPABILITIES

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

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

PROJECTED LEARNING OUTCOMES

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

- Demonstrate the attainment of advanced threshold levels in the specified core capabilities
- Demonstrate they have operated within a structured and routinely supervised environment
- After appropriate initial training, use required methods, procedures and standards applicable to tasks set
- After appropriate initial training, function effectively across tasks set using available tools, methodologies and/or equipment without frequent reference to others
- Demonstrate a rational and organised approach to set task(s)
- Demonstrate oral and written communication skills for effective dialogue with colleagues and superiors, or project instigators
- Show ability to rapidly absorb fresh technical information when it is systematically presented and apply it effectively
- Describe and evaluate the structure, major activities and responsibilities of the organisation; evaluate critically their performance and abilities

ASSESSMENT INSTRUMENTS FOR THE WORK PLACEMENT MODULE

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

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

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

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

The assessment evidence will normally include:

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

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

The assessors will be the Graduation and Examination Board.

FINAL YEAR - GRADUATION DISSERTATION/FINAL PROJECT

CORE CAPABILITIES OF THE DISSERTATION MODULE ARE AS FOLLOWS:

- Manage self in relation to others
- Seek, handle and interpret information
- Think critically and produce solutions
- Communicate effectively in context

AIMS AND OBJECTIVES

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

LEARNING OUTCOMES

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

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

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

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

TEACHING AND LEARNING METHODS

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

ASSESSMENT INSTRUMENTS

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

GRADUATION

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

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

Please see the Graduation and Final Project Handbook (Part 8) for complete details of Dissertation/Final Project requirements.

DIRECTED STUDY (DS)

For modules with a small group of students (between 1-5 students), Directed Study (DS) is provided to make the learning more tailor-made and practical for the needs and backgrounds of the students. Students will obtain the same aims and objectives of the module as in normal teaching delivery under the guidance of the lecturers with 18 contact hours. DS has been proven in our previous teaching experiences as the most effective approach to cater to the needs of a small group of students.

Under DS, the instructor discusses with the students and plans for achieving effectively the aims and objectives, contents and plan of learning, and the deliverables. As per the normal delivery, and depending on the module, the final assignment can be either a Type 1 Exam or a Type 2 Exam. Grading of assignments will also follow the normal standard grading criteria or rubrics.

Students will be contacted in advance by the process tutor/study advisor if DS will be provided. In case the student is accustomed to normal classes, another option could be choosing an alternative normally delivered module from other specialisations in the same phase/semester or higher under the condition that there is no time clash in the timetable of the student.