THE EEG - PART 5

GENERAL ASSESSMENT POLICY

Master MBM

31 August 2025

CONTENTS

ASSESSMENT METHODS WITHIN THE MASTER'S PROGRAMME

The assessment methods used in the master's modules are geared towards showing that students have achieved the aims and objectives of the modules. The assessment methods are described in the module guides and the projects, reports, essays and papers of each module lead to an overall and comprehensive portfolio of work that demonstrates a student's understanding of the various elements of the modules and the interlinking of these.

In the MBM, there is a clear development in assessment types from the more functional-based learning dominant in Semester 1 towards the more integrative approaches of the modules in Semester 2.

In the modules of **Semester 1**, students' understanding of corporate realities based on own learning and previous study experience plays an important role in their study and in their assessment, through reflection. An example from the module Human Resource Management:

"Introduction to the Module Guide of Strategic Human Resource Management"

The Module Handbook Human Resource Management is to be used by students as a guide to the study of this MBM module and consists of three parts:

- *The Broad Perspective*

- *Instruments, Tools & Methods*

- *Inter-module Integration*

The section "Broad Perspective" aims at presenting a wide perspective on the subject.

The section "Instruments, Tools & Methods" aims at presenting various methods, tools or approaches which you are expected to be informed of as part of the module (being one of the specialised areas of business administration and management).

The part "Inter-module Integration" aims at furthering a wider understanding of the subject matter by discussing certain issues in coherence with other issues rather than considering them in isolation.

Each part distinguishes a number of module-based activities:

- *Reflective Learning Questions*

- *Class Group Activities*

Reflective Learning Questions

For each part, special Reflective Learning Questions have been formulated. You have to answer these questions yourself. Some of these questions could be used during the class discussions. This exercise will support you in successfully writing your module assignment.

Class Group Activities

Class Group Activities give a central place to the exchange of ideas between you and the other students. The common goal is to acquire new insights into the areas that the module addresses, to better understand certain problems which you identified during your initial reading and study activities, and to develop new ideas as to how you can solve complex issues in future and current organisational settings.

ASSESSMENT OF MODULES IN SEMESTER 1

The assessment for the 6 modules in semester 1 will be a combination of some examinations and some paper-based assessment (submissions). Assessment will be done either:

a. Through the completion of a written examination (a closed- or open-book written exam) primarily based on the core textbooks and core texts. That is, the student can be confident that if he/she studies the core textbooks and papers carefully, a sufficient mark can be obtained. The exam questions can be:
   - Questions that are literally in the core texts (primary objective: testing knowledge)
   - Questions that are derived from questions in the core texts (but are not identical to questions in the core text books) (primary objective: testing understanding)
   - Brief company-based cases with questions to be answered by the student (primary objective: testing an ability to apply learnt concepts correctly)
b. An individual assignment or paper to be uploaded through Wittenborg Online using Turnitin.

ASSESSMENT OF MODULES IN SEMESTER 2

The assessment for modules in Semester 2 can be either a written examination, a group or an individual assignment or a Presentation & Oral Assessment. The individual or group assignment should be uploaded through Wittenborg Online using Turnitin.

In Semester 2, Assessment clearly reflects the modules' integrative natures combined with academic rigour, as can be seen from this example from the module "Critical Perspectives in Hospitality Management".

Assessment requirements

1. All written assessments are to be submitted by the set deadlines.
2. If the submission deadline falls on a national holiday, it will be moved to the immediate (pre/post) working day in the same week. For example if the submission deadline is on Friday, and Friday is 'Good Friday' (a national holiday), the submission deadline is moved to Thursday of the same week.
3. Assessments must be submitted using the special front sheets available in the assessment section on Wittenborg Online/Student Resources.
4. Assessments must be submitted by e-submission through **Turnitin** in the module area on Wittenborg Online/Student Central.
5. Assessments are to be word processed in an appropriate 12pt font and double line spaced.
6. All papers should adhere to the Harvard-Anglia-Ruskin University (ARU) style and paper-writing criteria as published in the Graduation/Final Project Handbook (see Part 8 of the EEG).
7. Please note that there are marks awarded for following correct presentation and submission requirements.

EXAMINATIONS AND ASSESSMENT LEADING TO EUROPEAN CREDITS AT WITTENBORG

For Regulations of exams at Wittenborg please see the latest Wittenborg Graduation and Examination Board Regulations. Below the different types of examination used at Wittenborg are described. Each module must choose from one exam type.

EXAM TYPES AT WITTENBORG

1. Written Examination

2. Assignment / Report / Essay

3. Project Work

4. Language Test (Reading, Writing, Listening & Speaking)

5. PDP Portfolio

6. Participation

7. Oral Presentation / Oral Interview

8. Digital / Multimedia Assessment

Some notes:

- Exam types 1, 4, and 7 are examined during the planned exam weeks.

- Exam types 2, 3, and 5 will require an oral defence through a presentation or oral assessment, planned in the exam week.

- Exams can be a combination of different types, for example 2 & 7 or 2 & 8. Refer to the module guide or the module online area for more information specific to the module.

ATTENDANCE & EXAMS – IMPORTANT NOTICE

Students arriving more than 10 minutes late for the start of a lesson could be barred from entering the lesson and possibly marked as absent.

If students miss more than 2 lessons in a block of 4 weeks, the Module Lecturer has the jurisdiction to decide not to mark the exam. The student will be required to wait until the re-sit at the following block Exam Week. After this, the next opportunity will be the following year. In exceptional cases, determined by the Graduation and Examination Board the exams would be marked.

If students are sick, or have another serious reason for not attending class, they should contact their teacher by sending an email directly, with a copy to their Study Advisor.

Students have to register online for their examinations (for each module separately), if they fail to do so they will not be allowed to take part at the examination.

The following rules apply in all cases:

- Lesson attendance requirement: 75%
- Examination registration but no attendance will result in an exam mark = '0'
- Exam mark below 4 = compulsory re-attendance of module (retake with attendance)
- Exam mark 4 and above gives right to retake the exam without attendance (retake without attendance)

In the event of examination malpractices, procedures will follow the Graduation & Examination Regulations (Part 6 of the EEG).

Exam grades/marks provided by lecturers and consequently posted in Osiris are not final grades, but provisional. They remain provisional until they are finally approved by the Graduation & Examination Board.

ASSESSMENT TYPES

WRITTEN EXAMINATIONS UNDER EXAM CONDITIONS:

Closed-Book Examinable Component

These examinations are traditional exams, where students are asked to answer a number of questions or analyse situations and cases in text form, without any study aids such as notes or textbooks.

Closed-book exams can be one of the following and the conditions for each are as follows:
- Pen/pencil and paper

- o Only pencil, pen and eraser are allowed to be brought into the room
- Online using a laptop.
    - o Only a fully-charged laptop is allowed to be brought into the room
    - o Students will NOT have access to the Internet.
    - o Instructions on how to connect to the Exam WIFI will be provided in the Exam Hall.

Students should also bring their passport or identity card. Coats and bags, as well as other mobile devices (phones, iPads, smart watches etc), should not be brought into the examination room. There could be random searches of students' pockets for mobile equipment at every examination as a standard procedure.

Written Examinations should be 3 hours, unless otherwise indicated by the lecturer. Students should leave the examination room if they finish before the end of the prescribed time.

Exams are marked on a scale of 1 – 10.

Results for examinations will be published in Osiris within two weeks after the examination.

Open-Book Examinable Component

These examinations are held for subjects that are tested through case-study analysis, where students are normally required to write opinions of certain described situations or cases, using their textbooks as reference.

Closed-book exams can be one of the following and the conditions for each are as follows:
- Pen/pencil and paper
    - o Pencil, pen and eraser are allowed to be brought into the examination room.
    - o In addition, course textbooks, notes and handouts are also allowed to be brought into the room.
- Online using a laptop.
    - o Only a fully-charged laptop is allowed to be brought into the room
    - o Students will NOT have access to the Internet.
    - o Instructions on how to connect to the Exam WIFI will be provided in the Exam Hall.
    - o Students will have access to the online books.

Students should also bring their passport or identity card. Coats and bags, as well as digital equipment (phones, iPads, smart watches etc.), should not be brought into the examination room. There could be random searches of students-pockets for mobile equipment at every examination as a standard procedure. The examinations supervisor is entitled to check a student's textbooks (physical or online) for enclosed separate notes, which are prohibited. Indicators and short notes in the book itself are permitted.

Marks are given for both the analytical approach of the student, and the way in which a student refers to information in the prescribed textbook (showing that they have read and understood the text book, and can use this information to underpin their arguments in the exam).

Written Examinations should be 3 hours unless otherwise indicated by the lecturer. Students should leave the examination room if they finish before the end of the prescribed time.

Exams are marked on a scale of 1 – 10.

Results for examinations will be published in Osiris within two weeks after the examination.

ASSESSMENTS NOT UNDER EXAM CONDITIONS:

ORAL PRESENTATION / ORAL INTERVIEW

These examinations are given in a form of oral communication, where students are given a prescribed amount of time in which to present a particular subject, and/or answer verbal questions over the subject. Students (either individual or in pairs) are allowed to use any materials or equipment that is available to them in order to make their presentation a professional and interesting one, if the oral exam is in the form of a presentation. Some oral exams are restricted to the form of PowerPoint presentation, which is regarded as essential in business presentations, and will enhance a student's presentation skills also.

- Duration of oral presentations should be 15 to 20 minutes long.
- Oral exams are marked on a scale of 1 – 10.
- Exams are marked on a scale of 1 – 10.

Results for examinations will be counted as part of the final module exam result as stated in the Module Assessment Plan, which is part of the Module Guide.

Results for examinations will be published in Osiris within two weeks after the examination.

ASSIGNMENT / REPORT / ESSAY

Assignment – Business Plans / Marketing Plans

Modules can be completed with the production of a plan (such as a Business Plan). Plans can be completed individually or in groups, with a maximum of 3 students working together. This plan is related to the module. For instance, the module Marketing Plan is to be completed by the production of a compact Marketing Plan paper. This plan should be seen as a plan of approach rather than a definite final plan. It is a simulation, based on either a small company to be set up, or an existing company or organisation, or even a department within a company.

Reports, Essays & Papers

Some modules include the submission of a paper. All papers should adhere to the style and paper-writing criteria as published in the Academic Writing Handbook, Part 5a of the EEG.

This paper is to show a number of things, including:

- A students' knowledge of the textbooks related to their course.
- A student's research skills.
- A student's ability to compare ideas, using quotes and references from textbooks, information on the internet, and journals and magazines.
- A student's English language presentation and (academic) writing ability.

Assignments, reports, essays & papers can be either individual work or group work. In the case of a group assignment, the group size will be determined by the lecturer. The group has to fulfil the following requirements:

- The group must provide a 'Statement of Contribution', an agreement signed by all members that signifies the degree of equality of contribution to the group project. Marks awarded to individual group members will reflect the agreement. Equal contribution means that each member receives the same mark awarded for the report and any forthcoming issue is a shared responsibility.
- The Statement of Contribution must be signed by all members, scanned and submitted together with the report/essay/assignment via Turnitin.
- The submission can be done by any member of the group, who has to confirm during the upload process that the submission is on behalf of the whole group.

Under exceptional cases the teacher may decide on a group of 2.

PROJECT WORK

Projects and cases are mostly integrated parts of a module. Project Weeks, as their name suggests, incorporate project work the most intensively, whereby knowledge gained previously by the students

allow them to have a practice based approach and further specialisation on their respective programmes. During project weeks the project work may entail field study, as student may be brought into contact with and visit organisations that have set them problem-solving consultancy tasks. At the end of a typical project week there is always a written assignment submission and an oral defence, most commonly in the form of a presentation.

FINAL DISSERTATION

See the Graduation Assignment & Final Project Handbook, Part 8 of the EEG for details.

WORK PLACEMENT JOURNALS

See the Work Placement Handbook , Part 7 of the EEG for details.

RE-TAKE EXAM WEEKS AND COMPLETE MODULE EXAMS

At the end of both terms there is a 2 week Retake Weeks (Summer and Winter) in which lessons and modules that may have not taken place for some reason are "fitted in". In this period the "Complete Module Exams" are also offered for students who are eligible to take a "retake" exam for a module from the preceding blocks.

However, retakes can only be done when a student has attempted the normal exam (1st attempt). In special cases, (at the student's written request), the Examination Board may decide otherwise.

Students are allowed a maximum of 4 retakes per course excluding the 1st attempt. However, retaking a module for the third and/or fourth time can only take place if the student has attended all classes of that specific module (75% class attendance) and also received the permission of the study advisor. A 3rd and 4th 'retake attempt' will earn a maximum of 5.5 marks. In exceptional cases, determined by the Examination Board, the student may be given an extra attempt.

Note: Retake exam weeks offer exams from the 3 blocks up to and including the immediately preceding block. i.e. Retake Weeks-Winter, retakes are offered for blocks May, September and October and while Retake Weeks-Summer retakes are offered for blocks December, February and April. Exception to this are modules that are offered twice a year (especially in phase 3) in blocks December & May, do not have retakes in Retake Weeks-Winter & Retake Weeks-Summer, because students can retake these exams in the block when the module is regularly given again. E.g. a phase 3 student who has failed an exam in block December can retake this at the regular exam in block May and if the student failed an exam in block May then can retake this in at the regular exam in block December.

Results for Retake Weeks-Winter and Retake Weeks-Summer retake weeks are sometimes delayed due to teaching staff holidays which commence immediately after the exam weeks. In this regard students should ensure good communication with their tutors regarding mark publishing deadlines for re-take exams and more so in cases where the results are required for progression.

Retakes for exam types 2, 3, and 5 do not include presentations or oral assessment. These exams cannot be 'retaken' unless the entire course is repeated. Their original assessment is switched to the relevant retake exam.

EXAM REVIEW RULES

INSTRUCTIONS FOR STUDENTS

For exam review, students are allowed to review only one semester at a time.

Exam reviews are conducted during each Project Week every block for all the exams taken during a previous block. Students should check the timetable for exact day/time. The exams cannot be reviewed outside these officially planned exam reviews.

. The following instructions must be followed during the review of type 1 exams:

- All examination hall rules also apply to exam reviewers.
- Making notes from any exams is not allowed.
- Students are not allowed to take partial or complete exams outside the room.
- Photocopying or taking pictures of exams is not allowed.
- Sharing of exams among other students is not allowed.
- Students are not allowed to write, add, or erase anything on the exams.
- A student can only review one exam at a time, they must return the first exam in the case they want to review another.

Suggestions:

- Make sure to verify marks per question in order to count/confirm the final mark.
- Make sure to fill the form completely with all the required information and write in a readable English. Partially filled or difficult to read forms will not be handled.
- If it is necessary to discuss any issues raised, a meeting with the teacher concerned can also be arranged within two weeks. Please indicate this in the form with your questions.

Note: Violation of the rules can lead to serious consequences. Such cases will be referred to the Graduation & Examination Board for a decision.

MULTIDISCIPLINARY (PHASE) EXIT EXAMS

From the academic year 2022/2023, all new students starting their programs at Wittenborg will not only follow normal assessments that lead to credits, but will also be required to complete a Multidisciplinary (Phase) Exit Exams or MEEs at the end of each learning phase. This means that for bachelor students there will be an MEE at the end of phase 1, phase 2 and phase 3. For Master students the MEE is at the end of semester two.

The MEEs are compulsory for all students and must be completed in order to graduate.

In the bachelor programme, students are not allowed to start any phase 3 modules unless they have at least completed the phase 1 MEE. Also, a phase 2 MEE must be completed before the research proposal is accepted.

In the master programme, students must complete the MEE before submitting their final graduation assignment.

The criteria for being eligible to take an MEE is that the student must have completed (passed) all the modules in the relevant study phase.

The MEEs will take content from all taught modules from either the phase or in the case of the master both semesters. The exams will be held twice a year in the retake weeks allowing ample time for students to plan their assessment.

The grades will be based on letter grades in line with ECTS, and should be seen as an indication of a student's knowledge. Although technically students cannot fail a multidisciplinary exit exam, there will be the letter F which indicates that the student should not be advised to progress.

The examinations will take the format of ABC examinations, which were traditional at Wittenborg years ago.
- A: Closed-book Exam – Multiple choice and short answer questions
- B: Case study with open-ended questions
- Oral Question & Answer of the Case Study in Part B.

The MEEs are means of measuring student performance at Wittenborg University of Applied Sciences that inform stakeholders on the education advancement of each student through each stage (phase) of their study and their pursuit of the competencies to become business administrators and managers.

DIVERSITY OF TEACHING METHODS

Throughout the IBA programme a balance of teaching and learning methods are used, including:

Teaching	Learning
- Classroom lecturing	- Compulsory reading
- Case study discussions	- Recommended reading
- Feedback and presentation sessions	- Internet research
- Interviews and debates	- Library research
- Video and film	- Classroom lectures – notes, listening, review of videos/recordings
- Company visits	- Case study learning in class, in project groups
- Discussion sessions	- Preparing and presenting
- Research papers	- Discussions with peer students, with business people
- Coaching and tutoring	- Surveys and questionnaires
- Work experience tutoring	- Feedback on film – reflection
- Dissertation coaching	- Reflective writing – for example project weeks, work experience
	- Visiting companies
	- Speaking to entrepreneurs
	- Helping business people 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. One of these has been specially introduced for Wittenborg students (WiNet).

- **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 environments. Teachers are encouraged to share these with students and build lesson components around them. When teachers are employed or invited to give guest lecturers and modules, the Education Board assesses potential candidates partially on the basis of their business backgrounds and experience.

DESCRIPTION OF PROJECT WEEKS

Project Weeks occur in Semester 2 and are part of the **Project Module.** During a project, 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, such as those of Mintzberg, or Belbin.
- 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 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 of the groups 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 appendixes.

Researcher:

- Responsible for data collection.

- Implements data analysis processes and provides factual evidence to support group decisions.

- Ensures the use of desk research, however, also implements field research.

Financial Officer:

- Ensures financial feasibility of the project.

- Presents financial aspects within the final report.

What is expected to be submitted for assessment?

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 12,000 words / 30 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:

  o Logistical feasibility

  o Marketing feasibility

  o 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

- A maximum one (1) page First Brainstorming Session Feedback for each team member that reflects on:

  o Roles, Tasks and Responsibility Division

  o 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

Project Week Assessment

Students will be marked individually. This project week will be graded with a final mark of Pass or Fail, however a student's final grade can be given a mark, depending on the teacher.

An assessment 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

  o Personal level performance and self-reflection on personal development and personal contribution towards the group project

  o Performance of other Team Members and Group Effectiveness

The assessment 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 of both aspects

For this project week: a project report marked as "fail" can be re-submitted within 1 month of the Final Assessment.

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

GRADING SYSTEM IN THE NETHERLANDS

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

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

Marking Systems

Marks are given on a scale 1 – 10 (Dutch) and/or A, B, C, D or F (Anglo Saxon).

All modules require a pass mark. For more details, see the Examination and Assessment section.

A	100.00%	85.00%
B	84.99%	75.00%
C	74.99%	60.00%
D	59.99%	55.00%
E	54.99%	40.00%
F	39.99%	25.00%
FX	24.99%	0.00%