

THE AOG

THE ACADEMIC & OPERATIONS GUIDE

For Faculty and Professional Staff



Update 31 August 2025

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THE AOG - PART 1

INTRODUCTION



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1 Welcome to Wittenborg

A warm welcome to our faculty and professional staff members working at our campus and study locations in the Netherlands and in Germany. Whether you are reading this because you have just started your engagement as a staff member at Wittenborg University of Applied Sciences (Wittenborg), or whether you are reading up on information relevant throughout your employment or assignment, we want to give you all the information and tools that you may need to make the most out of your work at Wittenborg.

In line with our core values of internationalisation, diversity and ethics, we place a great value on transparency and on being a good employer. The Academic & Operations Guide (AOG) is created not only to outline our commitment to our values, fair opportunities and good employership, but also in an effort to make policies, information, guidelines and procedures accessible to everyone at Wittenborg at all times. As such, the AOG forms the basis for everything that you need to know when working at Wittenborg and should be your go-to source of information throughout your work at Wittenborg.

The policies and procedures in the AOG apply to all individuals engaged at Wittenborg or involved in teaching our programmes. This includes faculty and professional staff working under employment contracts or on an assignment basis, as well as individuals employed by a third party but appointed by us. Throughout this document, we have made an effort to specify applicability or highlight sections relevant only to those employed under Dutch law. However, unless explicitly stated otherwise, the AOG applies to all individuals engaged with Wittenborg or its programmes.

Please note that the AOG may be subject to changes as we keep updating and improving our policies on a continuous basis. Updates are published on a regular basis.

1.1 Our Vision, Mission and Values

“Better yourself, better our world”

OUR VISION - To become a recognised university of applied sciences with an international, innovative approach to higher education, creating life-changing opportunities and to advance the development and dissemination of knowledge in partnerships with the (business) community.

OUR MISSION - Contributing to society in Apeldoorn and the region by promoting excellence in teaching and learning of international business and management, as well as by creating the best environment for students and staff where internationalisation, diversity and ethics set the premises for successfully applied, research-informed, global learning.

1.1.1 Internationalisation, Diversity and Ethics

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

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

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

Our Wittenborg motto expresses the commitment to offering higher education where students and staff understand that ethics play a central role in their every decision. Guided by well-established ethical and moral standards, such as honesty and integrity, unified we strive for a better tomorrow: *Better yourself, - Better Our World*. **Wittenborg embraces ethics as a key value.**

1.2 Be A Part of Wittenborg!

As a staff member of Wittenborg, we encourage you to become an active member of our Wittenborg family. We invite you take an active part in the activities, development opportunities, and representation opportunities at Wittenborg and become a trusted colleague and team player who helps us develop and improve.

We are looking forward to your questions, suggestions and input to contribute to our mission and vision and to make sure that we keep improving and offering the best possible service to our students and staff.

We are committed to creating fair opportunities for all our staff members at Wittenborg, encouraging and enabling them to grow and develop, and become the best version of themselves. We welcome you to the team and we sincerely hope that you enjoy your work at Wittenborg.

THE AOG - PART 2

CAMPUS, LOCATIONS AND FACILITIES



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1 Wittenborg Campus and Study Locations

Wittenborg has one campus and one study location in the Netherlands and one study centre for distance learning in Germany. The main Wittenborg campus is located in Apeldoorn, the Netherlands, with a second study location in the city of Amsterdam. Together with our partner New European College (NEC), we have a study centre in Munich, Germany.

We encourage all staff members and visitors to use public transport to come to our campus, locations and study centres.

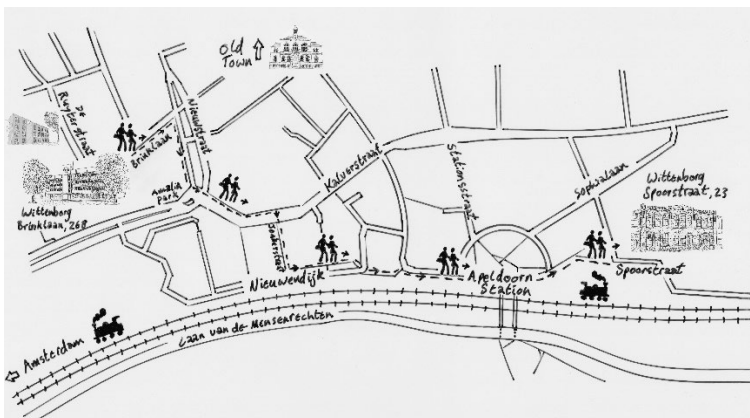
1.1 Apeldoorn Campus



The Apeldoorn campus consists of two buildings:

- Brinklaan Building: Brinklaan 268, 7311 JD Apeldoorn
 - Open: 08:00 – 17:00, Monday – Friday
- Spoorstraat Building: Spoorstraat 23, 7311 PE Apeldoorn
 - Open: 08:00 - 17:00, Monday – Friday

The buildings are located within walking distance of each other.



Both locations in Apeldoorn share a central telephone number: +31 (0)88 6672 688.

1.1.1 Brinklaan Building

The Brinklaan building is the main address of Wittenborg and is home to the offices of all departments, as well as some classrooms and meeting rooms. Wittenborg's directors also have their offices in the same building.

Building and Office Facilities

The Brinklaan building includes the following facilities for students and staff:

- Classrooms (all three floors)
- Office space
- Kitchen/kitchenette (ground floor, 1st floor, 3rd floor)
- Consultation and meeting rooms (ground floor)
- Conference Room (3rd floor)
- Coffee area/break room (1st floor)
- Teachers area (1st floor)
- Study area (2nd floor)
- Small library (1st floor)
- Lactation room for new mothers (ground floor)
- Copy room (ground floor)

Printing and copying can be done from the Wittenborg printing station on the ground floor. It is possible to print from all Wittenborg laptops and workstations.

Directions – Public Transport

The Brinklaan building is perfectly accessible by public transport. The closest bus stops are Amaliapark and Hoofdstraat, both accessible within 2 minutes walking distance. Alternatively, Apeldoorn station is accessible within 15 minutes walking distance, making it convenient if you arrive in Apeldoorn by train from other cities in the Netherlands.

Directions – Car

The Brinklaan building is easily accessible by car. For directions, please follow [this link](#).

Parking

The Brinklaan building has a parking lot for bikes and cars at De Ruyterstraat 3, 7311 HS Apeldoorn. This is around the corner from the building's main entrance.

We have an automated parking barrier installed at both locations in Apeldoorn. All staff members who use their personal vehicles to commute (or need access parking lots) require access to the gate. To request access to the parking facilities, please fill in the [Wittenborg Parking Request Form](#).

Please note that we use the Paxton app for parking at Brinklaan. We will register your account for the app using your Wittenborg credentials and you will receive instructions through the email provided to install the app on your smartphone. Once activated, you can access the parking lot by holding your phone with the app opened close to the reader at the gate. The barrier will then open automatically.

Please note that Wittenborg does not guarantee parking spots. If the parking lot is full, you can park at Parkeergarage Brinklaan, located under the Amailapark at Brinklaan 145, 7311 JM Apeldoorn. This is a paid parking garage just across the street from the Brinklaan building. Wittenborg principally does not cover costs for parking. For an indication of the rates, you can check [here](#).

1.1.2 Spoorstraat Building

The Spoorstraat building houses additional classrooms, and functions as the working location for some staff members working in ICT, Education, and the Support Office.

Building and Office Facilities

The building includes the following facilities for students and staff:

- Classrooms
- Office space
- Kitchen and break room
- Study area with computers
- Library
- Lactation room for new mothers

Printing and copying can be done from the Wittenborg printing station on the ground floor. It is possible to print from all Wittenborg laptops and workstations.

Directions – Public Transport

When you arrive at Apeldoorn Railway station please follow “centrum-zijde” towards the buses. From there it is a 3-minute walk to the right-hand side, crossing the bus station.

Directions – Car

The Spoorstraat building is easily accessible by car. For directions, please follow [this link](#).

Parking

The Spoorstraat building has a parking lot for bikes and cars directly next to the building, on the right side of the main entrance.

We have an automated parking barrier installed at both locations in Apeldoorn. All staff members who use their personal vehicles to commute (or need access parking lots) require access to the gate. To request access to the parking facilities, please fill in the [Wittenborg Parking Request Form](#).

For parking at Spoorstraat, your mobile number will be pre-programmed in the system once you request access to our parking facilities. When arriving at the location, you need to call the following dedicated telephone number: +337000007084477 for the barrier to open. The phone will ring once and the barrier will be open after that. No additional charges will incur with this call.

Please note that Wittenborg does not guarantee parking spots. If the parking lot is full, you can park at Parkeergarage Koningshaven, located at Stationsstraat 94, 7311 MJ Apeldoorn. This is a paid parking garage within 5 minutes walking distance of the Spoorstraat building. Wittenborg principally does not cover costs for parking. For an indication of the rates, you can check [here](#).

1.2 Amsterdam Study Location



The Amsterdam location is located in Southeast Amsterdam, near the Bijlmer Arena station:

- Address: Herikerbergweg 260 1101 CT Amsterdam
- Telephone: +31 (0)886672689
- Open: 08:00 – 17:30, Monday – Friday

Wittenborg Amsterdam is located on the 2nd floor of the Dali building, which is an easy 10-minute walk from Amsterdam Bijlmer Arena Station. The Dali building is one of the Arena Plaza office buildings along the Hoogoorddreef and Holterbergweg roads. You can get to our study location by both private and public transport (train, metro, bus). The Amsterdam location features several classrooms, a lounge and breakroom, and is home to the offices of staff members working for several departments, such as Student Support, Education, Timetable, and Communication.

Building and Office Facilities

The building includes the following facilities for students and staff:

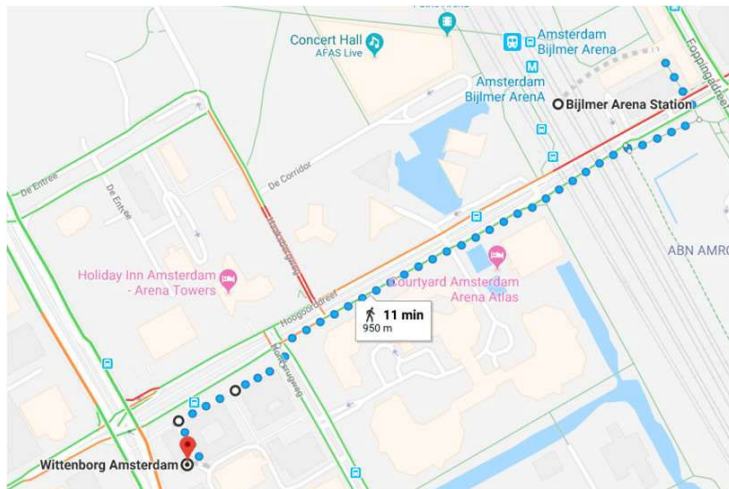
- Classrooms
- Office space
- Teachers' office
- Brain storm area
- Kitchen and hangout area
- Stock room

- Lactation room for new mothers
- F&B facilities, including cafeterias are available in the surroundings of the Plaza Arena

Printing and copying can be done from the Wittenborg workstation at the Amsterdam location.

Directions – Public Transport

The walking route from Amsterdam Bijlmer Arena Station is approximately 10 minutes.



By Metro:

Take line 50 or 54 (direction Gein) to get to Amsterdam Bijlmer Arena Station. Go out of the left exit (direction IMAX cinema). Turn left and walk 100 m. Turn right onto Hoogoorddreef. Walk 900 m.





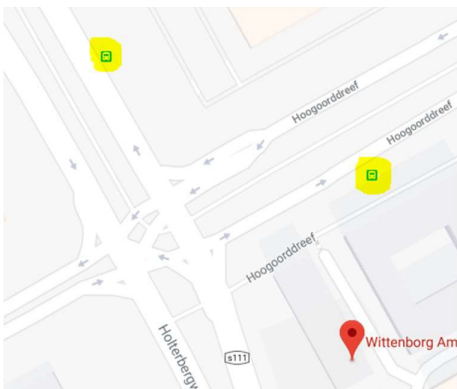
On the left you will see the group of office buildings - the Arena Plaza. Take the last stairs.



The Dali building will be on your right. You will see the sign above the door.

By Bus:

Take any one of buses 171 (direction Aalsmeer Hortensiaplein), 300, 356 (direction Haarlem) from Amsterdam Bijlmer Arena Station. Your stop is Holterberweg. The bus stops near Wittenborg Amsterdam, see map below.



Directions – Car

Our location is just a few minutes by car from the A10 ring road via the S111/Holterberweg. Take exit 11- Amsterdam-Amstel for s111 toward Amsterdam-Amstel. Continue onto Johannes Blookerweg/s111. Drive

800 m. Use any lane to turn left onto Spaklerweg/s111. Drive 3.4 km. Turn left onto Herikerbergweg. Drive 100 m. Turn left to stay on Herikerbergweg. Drive 250 m. Wittenborg Amsterdam is on your right.



Parking

There is a public parking garage beneath the Dali-building. If you park in the garage, leave your vehicle at the far end on the left-hand side of the garage for your own convenience, as entry to the Dali-building is located on that side. Please note that since this is a public parking garage, fees apply.

There are only three parking slots available for Wittenborg staff at Amsterdam location. Please contact the Amsterdam team at ams@wittenborg.eu to ask to reserve a spot and parking tag before you come to the Amsterdam location. This is subject to availability and we cannot guarantee a parking spot.

1.3 Classroom Facilities

All Wittenborg classrooms feature a digital projector, a screen, and whiteboard. Additional supplies that may be needed for teaching, such as flipcharts, markers, pointers, etc., are available at the Front Desk. Please also refer to the Faculty Handbook (AOG-Part 4).

1.4 Accessibility

All Wittenborg locations have elevators and are fully accessible for people with disabilities.

1.5 Munich Study Centre

New European College (NEC) is Wittenborg's Munich study centre and students can study Wittenborg bachelor's and master's programmes there.



- Address: Wolfratshauser Strasse 84, 81379 Munich, Germany
- Telephone: +49 (0) 89 8130 2018
- Open: 08:30 – 17:30, Monday – Friday

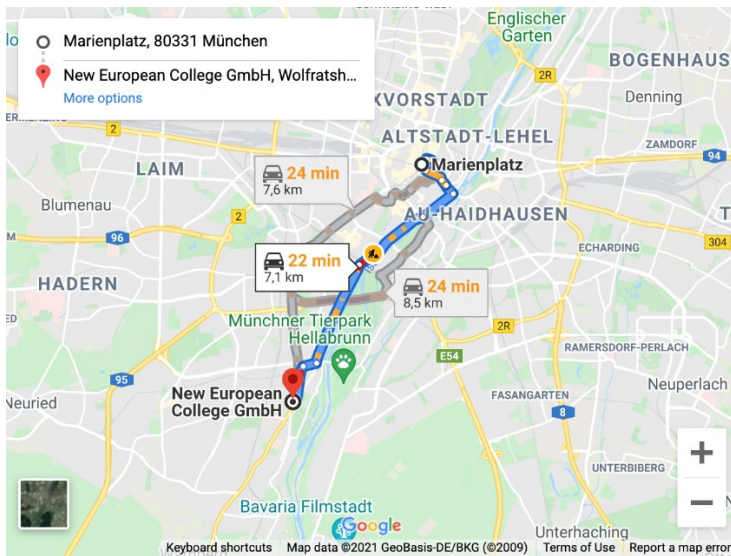
The Munich study centre is home to their own Front Desk and Admissions Office, as well as process tutors. The Munich study centre has a meeting room, two social rooms for students, one of them fully equipped with computers, and a library.

Directions – Public Transport

The study centre is very close (8-min. walk) from U3 Obersendling station and the S7 Siemenswerke station.

Directions – Car

The study centre is just 20 min. away from the city centre. Take Sparkassenstrasse and Tal to Isartorpl. Drive 4 min. (900 m) Then take Auenstrasse and Schäftlarnstrasse to Fraunbergstrasse. Drive 14 min. (5.1 km) Afterwards, take Schmiedberg to Wolfratshauser Str./B11. Drive 2 min. (600 m) and turn left onto Wolfratshauser Str./B11. Destination will be on the right.



Parking

The Munich study centre encourages students and lecturers to travel by bike or public transport. Public car parking facilities are available near the NEC building, though you may not park your car anywhere on the side of the road. There are several areas with temporary or permanent parking restrictions, but there are also plenty of free parking places for students studying at NEC.

THE AOG - PART 3

GENERAL STAFF HANDBOOK



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1 Introduction

The General Staff Handbook is applicable to all staff members and interns of Wittenborg irrespective of their staff roles and/or type of contract with Wittenborg. As part of the AOG it outlines what you, as a Wittenborg staff member, can expect from Wittenborg and what Wittenborg in turn expects from you.

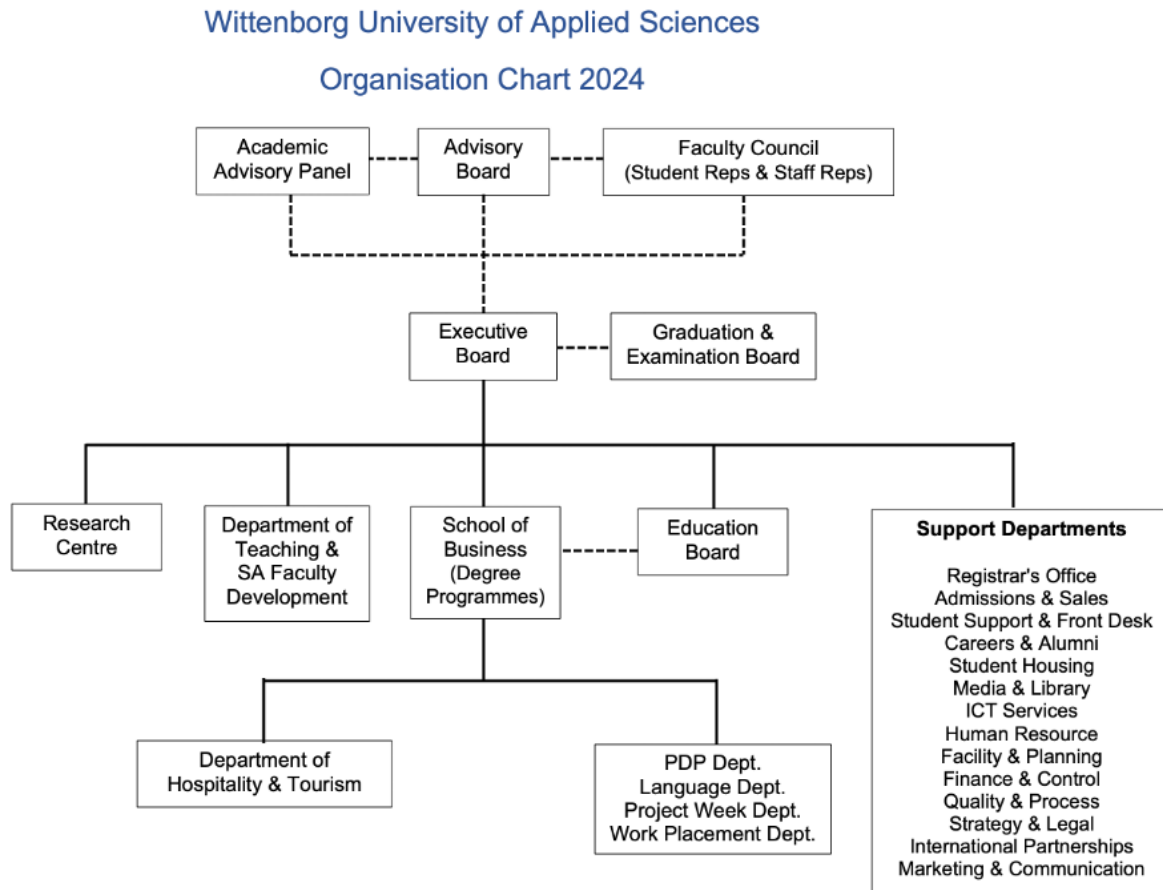
The General Staff Handbook forms the basis of a guide to working at Wittenborg and is complemented by the Faculty Handbook (AOG-Part 4) and the Professional and Support Staff Handbook (AOG-Part 5), depending on the individual role of Wittenborg staff members, as well as the different policies of the AOG. Please make sure that you consult the Faculty Handbook (AOG-Part 4) and the Professional Staff Handbook (AOG-Part 5) respectively for regulations applicable to you based on your role at Wittenborg. Especially in the Education department, there exists overlap between faculty and professional and support staff. Depending on their type of employment contract with Wittenborg, participating faculty are included in regulations outlined in the Professional and Support Staff Handbook (AOG-Part 5).

If you have any doubts as to which regulations are applicable to you, please feel free to contact your manager or the HRM department for clarification.

In addition to this handbook, please refer to Staff Resources and Teacher Resources on Wittenborg-Online for the most important information that you need as a staff member of Wittenborg. Those online areas go hand in hand with our policies and are continuously updated and added to.

2 Employment and Assignment Essentials

Wittenborg's organisational chart (2024) gives an overview of the departments at which our staff members work throughout the organisation.



Wittenborg distinguishes between the following staff roles:

1. Faculty
 - a. Participating Faculty
 - b. Supporting Faculty
2. Professional Staff

Wittenborg engages both full-time and part-time faculty, defined as 'participating faculty' (teaching staff who are also involved in the development of programmes, the support of students, Wittenborg research projects, such as Erasmus+, and other tasks that lead to Wittenborg fulfilling its mission) and 'supporting faculty' (teachers who are primarily engaged to teach only) (see AOG-Part 9 for further information). Faculty members can also have support tasks that overlap with professional staff.

Professional staff work across various departments at Wittenborg and support students and faculty. Professional staff do not have teaching roles.

In principle, the defined staff roles at Wittenborg are irrespective of the type of contract that a staff member has with Wittenborg. However, certain types of contract are only applicable to certain staff roles.

2.1 Types of Contract

Wittenborg staff members can work on an employment or assignment basis. The type of contract that a staff member has affects the conditions related to:

- Payment
- Benefits
- Working hours
- Relationship of authority

Wittenborg recognises the following types of contract for staff members and interns:

2.1.1 2080 Employment Contract/Hours per Week Contract

This type of contract, known as the 2080 contract at Wittenborg, is applicable only to professional staff and faculty with support tasks. It is not applicable to supporting faculty members who do not have tasks within Wittenborg next to their teaching responsibilities.

2080 contracts are usually given for a period of at least 1 year. Within a 2080 contract, staff members have a fixed number of hours per week and a fixed monthly salary. Full-time employment under a 2080 contract consists of 1,880 working hours per year, i.e. 40 hours per week. These staff members work throughout the year, either on a full-time or part-time basis, they have holiday entitlement and are part of the Wittenborg pension scheme.

After a maximum of 3 consecutive temporary contracts, or a maximum of 3 years of temporary employment, depending on which occurs first, Wittenborg must give a permanent contract if the employment is continued. Exceptions may apply to staff members who have already reached the retirement age.

2.1.2 1786 Employment Contract/Hours per Year Contract

In principle, this type of contract, known as the 1786 contract at Wittenborg, is applicable to supporting faculty, i.e. staff members that do not have tasks within Wittenborg next to their teaching responsibilities. It can, however, also be given to participating faculty. In this case, the teaching tasks should outweigh the non-teaching tasks. A 1786 contract is not applicable to professional staff members that do not have teaching tasks.

1786 contracts are usually given for a period of 1 year. However, they can also be given for a shorter period. This type of contract is based on a number of hours per year and the monthly salary is calculated based on the assigned hours per year, spread over the duration of the contract. Staff members working on a 1786 contract have to work their assigned hours during the timetabled weeks of the Wittenborg year planning and

cannot take holidays outside the official holidays/study weeks of Wittenborg. They are not included in the pension scheme.

After a maximum of 3 consecutive temporary contracts, or a maximum of 3 years of temporary employment, depending on which occurs first, Wittenborg must give a permanent contract if the employment is continued. Exceptions may apply to staff members who have already reached the retirement age.

2.1.3 Zero-Hour Employment Contract

This type of contract can be applicable to both professional/support staff and faculty. A zero-hour contract is used for work that is scheduled per hour, and on a need basis. Work is scheduled in consultation between Wittenborg and the staff member. Wittenborg is not obliged to allocate hours under this type of employment. Employees that are called for work based on the zero-hour contract are entitled to at least 3 working hours per call. Staff members working on this type of employment contract are paid an agreed hourly rate and are not included in Wittenborg benefit schemes.

For employees working on zero-hour contracts, holiday hours are built up depending on the hours worked. The holiday entitlement is 9.6% per hour worked. Holiday entitlement that was built up is at any time convenient on request. Alternatively, and based on the individual agreement, holiday entitlement is paid out directly with the salary payments.

Zero-hour contracts are given for the period of one year. If the contract is to be renewed after one year, the employee is entitled to the average amount of worked hours per month. For example, an employee has worked for 200 hours over 12 months, this employee would be entitled to 16,66 (200/12) hours per month. Wittenborg is obliged to offer this to the employee, the employee does not have to accept this offer. If the offer is accepted the employee needs to be available for these hours to work and/or to reintegrate in case of sickness. The employee can also decide to continue working based on a zero-hour contract, in this case the employee does not have to be available for work and will not be paid during sickness. After a maximum of 3 consecutive temporary contracts, or a maximum of 3 years of temporary employment, depending on which occurs first, Wittenborg must give a permanent contract if the employment is continued. Exceptions may apply to staff members who have already reached the retirement age.

2.1.4 Assignment Contract

Staff members work on assignment freelance or on assignment with their company for Wittenborg. This type of contract is only applicable to part-time engagements and is not given for full-time positions. It is applicable to both professional/support staff and faculty. Such a contract can be chosen if both Wittenborg and the staff member would like to enter into an agreement but have no intention of signing an employment contract. The agreement under this type of contract is an “agreement of assignment” in the sense of article 7:4000 e.v. BW. Staff members are independent in the execution of the agreed activities and there is no direct supervision of Wittenborg. The quality of the activities has to meet Wittenborg’s requirements and terms as set out in the AOG (and EEG). In a letter of assignment, i.e. the contract, Wittenborg and the staff member agree on the required activities and the applicable rates. Staff members working on assignment are only paid after successful and satisfactory completion of the agreed activities.

2.1.5 Internship Agreement

Interns do not have an employment contract, but sign an internship agreement with Wittenborg, and are not seen as employees. An intern is not entitled to minimum wage and only receives an internship compensation. Under Dutch law this is seen as fictitious employment (*fictief dienstverband*). While wage taxes are calculated, they do not pay any employer premiums. Interns have holiday entitlement. Only under the Labour Law (*Arbowet/Arbeidstijdenwet*) is the intern considered to be an employee.

The focus of an internship is learning, not work. The purpose of an internship is to enable a student to gain practical experience that complements their theoretical knowledge, or to obtain new knowledge and skills.

The standard duration for a work placement is 6 months, but can be shorter or longer depending on the circumstances and situation of the intern.

2.2 Equal and Fair Opportunities

As an employer, we commit to equal opportunity. With our key values of internationalisation, diversity and ethics guiding our work, we are committed to going further and to support fair opportunity, i.e. providing support to those who need it most.

Our Diversity and Inclusion policy (AOG-Part 11) outlines our commitment further.

2.3 Working Hours

Wittenborg's standard office and working hours are Monday-Friday between 08:00-18:00. A standard working week consists of 40 hours.

For professional staff, working hours are specified in the employment contracts. For faculty members, working hours depend on the agreed timetable.

Depending on the position and tasks, it can occur that other working times outside of standard office hours are agreed on. For faculty members this can be within 08:00-22:00, and on all days of the week if needed, including weekends.

2.3.1 Rest Periods and Breaks

Wittenborg expects its employees to actively pursue a good work-life balance. We expect you to adhere to normal working hours, to avoid over hours and to take sufficient breaks during your working day to ensure your health and safety.

For professional staff, rest periods and breaks are specified in the employment contracts with Wittenborg. For faculty, work and rest periods are specified as part of the timetabling and lesson plan. Staff members who work on assignment and are not faculty are expected to independently plan their working days to ensure appropriate rest periods and breaks.

Unless specifically agreed on after appropriate consultation, Wittenborg does not expect you to work overtime or outside of working hours.

By law, breaks are interruptions of your work and, therefore, cannot be taken at the beginning or at the end of your working day to shorten the day.

Further information, tips, as well as special regulations for pregnant staff members are provided as part of the Health and Safety Policy (AOG-Part 12).

2.4 Attendance, Tardiness and Absenteeism

Wittenborg expects regular and punctual attendance of its staff members in line with agreed working hours, depending either on the terms and conditions specified in the contract and/or on the agreed timetable.

If you anticipate that you will be absent or late for work, you are expected to notify Wittenborg as soon as possible. Please contact your supervisor, the HRM department and/or the Front Office, depending on the hour of the day and availability, and notify them of your expected absence or late arrival.

Importantly, Wittenborg does not expect staff members to attend work when they are unwell or in case of calamity. In these cases, the regulations outlined under 'Sickness and Reintegration' and 'Leave of Absence' apply.

2.5 Wittenborg Online Resources

Every Wittenborg staff member receives a unique s-number and login credentials for our online resources and communication environments (see Onboarding and Orientation). This includes a personalised Wittenborg e-mail account and access to our online work and communication environments:

- Outlook
- Microsoft Teams
- Office 365
- Wittenborg-Online

Your Wittenborg login credentials consist of an s-number (s-number@wittenborg.eu, for example, s00999@wittenborg.eu) and a password, and give you access to all online resources.

All communication at Wittenborg should always be conducted through your official Wittenborg account. Your Wittenborg account is not meant for private use, and should be used strictly for professional communication.

To stay informed at Wittenborg, students and staff are kept up to date of all news, events and study information through Wittenborg's own online information system. All new news posts are automatically e-mailed to all students and staff members, you will receive calendar events, deadlines and reminders.

2.5.1 Wittenborg-Online

At Wittenborg, students, professional staff and faculty can access course information, modules, webmail, their account information and many other utilities through the Moodle online environment at www.wittenborg-online.com.

The Moodle online area accessible through Wittenborg-Online:

- is part of a comprehensive online package, which includes tele-working/studying, webmail, online groupware, as well as a fully comprehensive, online educational learning centre.
- is integrated into its intranet, and the entry page provides minute-to-minute news about activities and events in and around the university of applied sciences.
- is the Student Administration system, Content Management system (for curriculum) and the grading platform/system (Osiris) and timetable system (Publisher).
- allows chat, testing, exams, assignments, news groups, forums, course enrolment, instant marking, progress reports, and much more.
- supports all types of multimedia and document formats to be uploaded.

On the homepage, Wittenborg-Online features FAQ, which functions as the go-to source for general information at Wittenborg that is relevant to both students and staff.

Wittenborg-Online is also home to critical resources and information specifically related to working at Wittenborg that you need as a staff member at Wittenborg: Teacher Resources and Staff Resources, featuring FAQ which are only relevant for staff.

2.5.2 Staff Resources

The Staff Resources online area on Wittenborg-Online hosts all general information that you need as a staff member of Wittenborg, whether you are a professional staff member or a faculty member. The information published there is updated regularly, and we advise you to consult Staff Resources for the most up-to-date information related to:

- Policies
- Procedures
- Declaration and request forms
- How To's
- FAQ (staff only)
- Templates

Should you be unable to find the information that you are looking for in the online area, please contact the HRM department.

2.5.3 Teacher Resources

Certain information specifically for faculty members, related to teaching at Wittenborg, is published separately under Teacher Resources on Wittenborg-Online. This includes guides, information on timetable, relevant forms, etc.

2.5.4 Helpdesk

Help and support related to all online environments is provided through our helpdesk function. Navigate to the helpdesk through Wittenborg-Online or contact helpdesk@wittenborg.eu with any technical problems, questions or difficulties. Our team is always happy to help.

2.6 Professional Communication

Communication at Wittenborg is governed by Wittenborg's values of ethics, internationalisation and diversity. Our communication guidelines are aimed at making those values actionable as part of our professional communication. They are meant to foster transparency, enable record-keeping, and facilitate data security. Moreover, our guidelines are aimed at setting the premises and clear expectations for a healthy work-life-balance.

2.6.1 General Communication Principles

The following general communication principles should be adhered to by all staff members in all forms of professional communication at Wittenborg:

- **Clarity and Accuracy:** Ensure that all information communicated is clear, accurate, and well-structured to avoid misunderstandings.
- **Professionalism:** Maintain a professional and respectful tone in all forms of communication, whether verbal, written, or digital.
- **Respect and Inclusivity:** Communications should be respectful, inclusive, and free from discriminatory or offensive language
- **Confidentiality:** Sensitive or confidential information regarding student, employee and institutional matters, should be handled with care and must comply with privacy regulations such as GDPR.
- **Brand Consistency:** All communications should align with the school's brand identity, including the use of approved wording, tone, and visual elements. More practical communications guidelines related to brand identity, such as tone, name usage, font and typography, colours and logos, as well as templates are available via Staff Resources.

Staff members are required to check official Wittenborg communication channels regularly during working hours and should adhere to reasonable response times. Broad guidelines for this are max. 1 day for Teams messages (during working hours) and max. 1-3 days for e-mails (during working hours) (exceptions may apply).

2.6.2 Communication Mediums

Wittenborg encourages the use of digital communication instead of paper-based communication wherever possible to reduce its environmental impact.

Crucially, all professional communication at Wittenborg should be conducted through official Wittenborg communication channels linked to your Wittenborg staff account, such as Outlook and MS Teams. This applies to professional, work-related communication with staff members, as well as with students and external partners. It is not allowed to use personal communication mediums, such as personal e-mail, WhatsApp, WeChat, and private social media accounts, etc.

The only exceptions where the use of personal communication mediums for work purposes is acceptable (without sharing privacy-sensitive or confidential information) are the following:

- Wittenborg News group on WhatsApp: this is to share pictures and news input with a large team that may include externals who are affiliated with Wittenborg but do not hold any Wittenborg staff accounts, making official communication mediums unsuitable.
- Crisis situations: In the case of life or death events, or disasters, a crisis team can be put together and communication mediums such as WhatsApp may be used. This type of communication outside of the officially approved professional communication channels at Wittenborg always has to be approved by all members of the Executive, and the management team has to be informed of the existence of the group and use of the channel.
- In some cases: Contact with externals without official Wittenborg account: this is only acceptable for immediate communication, to arrange practical logistics for meetings with externals, and ad hoc practical information, for example. Any communication concerning real professional content still has to be conducted via official Wittenborg e-mail.

2.6.3 The Right to Disconnect

Wittenborg recognises and supports the right of all staff members to disconnect. As such, all staff members are encouraged to stick to Wittenborg office hours for any professional communication. Crucially, Wittenborg staff members are not expected to check their work accounts, or work messages, outside of working hours. Wittenborg therefore advises all staff members to turn off work-related notifications, such as for Outlook and Teams outside of working hours. In case of exceptional emergencies or very urgent matters that cannot wait until office hours resume, staff members can be called on their mobile phones directly.

2.6.4 Language

All professional communication at Wittenborg, unless strictly required by law or external parties, is done in the English language, allowing all our staff members and students to understand and participate, when needed. UK English grammar and spelling are standard for all professional communication at Wittenborg. As part of our commitment towards diversity and inclusion (AOG-Part 11), whenever possible and appropriate gender-neutral language should be used in all communication. For more details on this and a comprehensive guide, please see AOG-Part 11, Appendix 1.8.1.

2.6.5 Transparency

As part of ethics, transparency is a guiding principle for communication at Wittenborg, practised in including multiple people/teams in communication whenever possible and appropriate.

For example, sending an invoice to the finance team (finance@wittenborg.eu), instead of the personal account of one member of the finance team.

To further formalise and improve additional communication standards, Wittenborg is continuously working on making guidelines for staff members more complete, actionable and clearer. Next to periodically updating the policy, we make regular announcements of relevant updates and notices, such as the use of particular wording, for example, and make guidelines, templates and communication material, such as logos, available via Staff Resources.

2.7 Dress Code

All staff members are generally expected to dress in smart casual attire. For formal presentations, oral defence days, graduation ceremonies, or while representing Wittenborg at an event they should be dressed in business professional attire.

Wittenborg is proud of the cultural and international diversity of its students and staff. In view of this, students and staff are allowed and invited to express their own cultural and religious identification as long as they adhere to and keep within the boundaries of the descriptions of smart casual and business professional attire respectively.

Especially as a faculty member, please remember that you are a role model to our students and dress smart accordingly.

Most importantly, Wittenborg expects you to maintain an attire that is in good order, clean, and that fits. In addition, you are expected to ensure that your personal hygiene and grooming are tended to.

If you have any questions about what is appropriate, you are welcome to ask HRM or your supervisor for guidance.

2.8 Non-Smoking Policy

Smoking on school premises is prohibited by law in the Netherlands. School premises, including outside areas must be smoke-free 24/7. Therefore, smoking is prohibited at all Wittenborg premises, including the outside areas belonging to Wittenborg buildings, such as the entrance steps, yards or car parks. The ban on smoking applies to all tobacco products, including e-cigarettes. People who wish to smoke or vape are requested to do so off the school premises.

2.9 Insurance

2.9.1 Liability Insurance

Wittenborg has an employer and business liability insurance with Interpolis. This insurance is applicable to everyone who is working in our buildings, including contractors and students. This insurance covers:

- Damage caused during the execution of tasks for Wittenborg
- Personal injury to others and damage to other people's belongings
- Damage caused by products imported, created, or sold
- Damage to items of another person that were rented or used
- Damage that a staff member incurs due to a company accident, an occupational disease or damage to belongings
- The costs of defence and legal assistance if one is held responsible (rightly or wrongly) for damages

2.9.2 Travel Insurance

Wittenborg has a continuous company travel insurance with Interpolis. This means that everyone travelling abroad on behalf of Wittenborg is covered by this insurance.

The insurance covers (under certain conditions):

- Cancellation
- Damaged or lost luggage
- Medical/dental costs due to an accident
- Accidents with death or remaining disability

Wittenborg policy number is 00155195093. Wittenborg has the obligation to count the total number of travelling days for staff members, so please always inform hrm@wittenborg.eu of your travelling plans and you will receive a scanned version of the policy, so you can read the terms and conditions and take it with you.

2.9.3 Participating in Traffic Insurance

Wittenborg has a WEGAS XL – Prima insurance with Turien. This insurance covers the damage that an employer must compensate its staff members according to the law if they suffer damage while participating in traffic, regardless of how they participate. The accident must happen when they are carrying out work. The employer is usually not liable for damage they incur during commuting. Nevertheless, with this insurance damage that occurs during commuting is also covered.

Damage is not covered by this insurance if:

- Another (private) insurance covers this
- The driver of the vehicle does not have the appropriate licences to do so
- The driver of the vehicle is under influence of alcohol/drugs

See the policy conditions for more information.

In the case of damage, please contact the HRM department immediately.

2.10 Purchasing Authority and Process

All purchasing for Wittenborg is done based on the following principles:

- Expenses that support the mission of Wittenborg are deemed valid and therefore permissible, such as food, beverage and gifts for events, office supplies, stamps, etc. All business expenses always need to be approved by your manager, the Head of School, or Executive in advance, unless part of keeping a standard inventory of a certain item, assigned to you as a task.
- Arrangements to declare travel costs, accommodation and board are laid down in AOG-Part 4 and AOG-5 under Business Travel.
- All purchases will, as much as possible, be executed at Wittenborg centralised either by the Front Desk or Facility and Student Housing department.
- No staff member is allowed to sign any financial agreement with suppliers, advertisers or others on behalf of Wittenborg, except for the members of the Executive Board or when permission is explicitly received from the Executive Board.
- All purchases require a purchase order or a written agreement, except for purchases of € 250 or less.
- For purchases over € 1,000, a minimum of 3 quotations needs to be requested for comparison.
 - Note that any amounts in this policy include taxes and refer to the total value of the package/group/bundle of goods being purchased. It is NOT acceptable to split the purchase into small parcels in order to avoid obtaining quotations.
- The “Sustainable Procurement and Purchasing Policy” that Wittenborg has adopted is applicable. This is outlined in the Code of Ethical Behaviour (AOG-Part 10) in detail.

2.10.1 Types of Purchases

- Online purchases (iDEAL/credit card): books, office supplies, IT hardware, etc.
- Cash (pin/chip) purchases: lunches, small housing inventory, etc.
- Orders: by signing purchase agreements with advertisers, suppliers, etc.

2.10.2 Declarations

There are different types of declaration that may be applicable to you at a certain point. Those include but are not limited to:

- Home-to-work travel cost declaration (outlined in Home-to-Work Travel)
- Business travel declaration (outlined in Business Travel)
- General cost declaration (for example for purchases)

Declaration forms for easy submission are available under Staff Resources.

All submitted declarations need to be approved by management and/or the HRM department, depending on the type of declaration:

- Home-to-work travel cost declarations have to be sent to hrm@wittenborg.eu for approval and processing.
- General cost declarations and business travel declarations, have to be sent to finance@wittenborg.eu with the approving manager and department in cc. Your manager will be asked whether the costs made were agreed on and can be approved.

Once approved, the Finance department will process the declaration, as those declarations are paid independently of salaries. We aim to pay out declarations within 2 weeks.

3 360° Work at Wittenborg

This section provides an overview into the policies for different stages of working at Wittenborg, from the hiring process and starting your job to saying goodbye and moving on. Where applicable we indicate differences between faculty and professional staff and refer you to the Faculty Handbook (AOG-Part 4) and the Professional Staff Handbook (AOG-Part 5) respectively.

3.1 Hiring

Wittenborg prides itself on having a collegial work environment, promoting inclusion and equality, in line with its values of diversity and internationalisation. Wittenborg employs and engages people from diverse backgrounds and is committed to good employership and long-term perspectives for employees.

Our hiring is inextricably linked to our commitment to diversity and inclusion (AOG-Part 11). Our hiring efforts are designed in a systematic, transparent and fair manner to find and select the most qualified person for each position, thereby ensuring adherence to our core values and fair opportunities.

Wittenborg aims to provide a professional, positive and meaningful experience to all candidates, irrespective of the outcome of the selection process. All applicants will be treated in a fair, respectful and kind manner.

This policy is governed by the principles of our Diversity and Inclusion Policy (AOG-Part 11), and is applicable to all vacancies and all stages of the recruitment and selection process within Wittenborg.

3.1.1 Qualifications

As a knowledge organisation, Wittenborg places high value on formal education and training of its staff.

Qualifications for Professional Staff

New hires for professional staff positions should hold at least a bachelor's degree or possess equivalent training, education, or relevant experience. Exceptions may apply to roles primarily involving operational or facilities-related tasks, such as cleaning and maintenance.

Qualifications for Faculty

The qualifications that all new teachers should have are:

- At least a master's degree, but preferably a doctorate (PhD, DBA) in a discipline relevant to their area of teaching.
- Teaching experience equivalent to BKO qualification (see AOG-Part 4), or be prepared to become trained in pedagogy and didactics and obtain certification in the coming years.
- Practical teaching and research experience in the area of interest.

In line with its strategic plan, Wittenborg particularly focuses on the recruitment of scholarly active academic staff, i.e. persons who qualify as Scholarly Academic (SA) based on Wittenborg's criteria for its classification of qualifications (see AOG-Part 9 for detailed criteria).

3.1.2 Recruitment

The recruitment process is prepared and conducted in close cooperation between the department manager and the HRM department.

Personnel requisitions must be initiated by the department manager and be approved by the management team before being forwarded to HRM.

Requisitions should include:

- Department
- Position title
- Work hours
- Job descriptions/tasks
- Essential qualifications needed
- Key qualities needed
- Required starting date
- Offered compensation based on Wittenborg scales

Based on the personnel requisition HRM creates a job vacancy:

- Specifications outlined in the vacancy should be those objectively required for the position. This is important to ensure that valuable candidates are not excluded, as not all groups of people are equally inclined to apply if they do not meet all criteria.
- Inclusive language should be used when writing vacancies, i.e. gender neutral and non-discriminatory language, to appeal to a larger and more diverse group of people. Various people should be asked for feedback on the vacancy text to ensure that it appeals to a large audience.

The vacancy will be discussed and potentially refined in conjunction with the department, also considering complementarity of candidates to the existing team composition. In consultation with the department manager, HRM develops a plan for the recruitment process, including deadlines and duration of the recruitment, as well as methods of application along with required documentation and information.

Job vacancies are posted on the Wittenborg website, as well as on social media and general recruitment platforms (if applicable). Specialised recruitment channels can be considered in addition to general ones to improve the reach of the target group for the vacancy.

We make a reasonable effort to distribute vacancies in such a manner as to reach a wide variety of possible applicants, regardless of skin colour, nationality, ethnic origin, marital or civil partnership status, disability, religion, belief, age, sexual orientation, gender identity or expression (LGBTQ+), sex, or socio-economic status (non-exhaustive).

The applicant pool should be closely monitored based on diversity and inclusion criteria and the recruitment should be adjusted to reach candidates of underrepresented groups in the applicant pool, if applicable. For

example, if women are underrepresented in the applicant pool, recruitment channels specifically targeted at female talent should be added to the recruitment strategy.

In addition, job vacancies are shared with existing personnel through staff announcements.

Internal Applicants

Current Wittenborg personnel may apply for internal job openings. The standard recruitment and selection process has to be adhered to for internal candidates in the same manner as for external candidates. In cases where internal applicants will be given preference over external applicants with equal qualifications, this will be explicitly mentioned in the job posting.

3.1.3 Selection

In consultation with the department manager, HRM develops a protocol outlining the selection process, including deadlines, interview questions, evaluation protocols, etc.

All applicants are welcome at Wittenborg. Selection is always made based on merit and decisions are made based on pre-determined criteria. Objective criteria should always be used over subjective criteria to the maximum extent possible. Objective criteria are hard requirements, such as number of years of teaching experience, while subjective criteria are soft requirements and competences, such as creativity and leadership skills.

To ensure a diverse staff body, applicants with certain characteristics, such as country of origin, sexual orientations and gender identities may be favoured depending on the vacancy, to ensure the continued diversity of the staff body and/or specific teams (positive discrimination). If this is the case, it will be communicated in the vacancy.

The methods used in the selection process will always relate to the requirements of the job and as such may vary depending on the requirements of the individual vacancy. In principle, the standard components of selection at Wittenborg are:

- One or more panel interviews (structured).
 - Depending on the situation, for faculty, this can on occasion be substituted by an interview with the Head of School. In this case, the selection panel should still be involved and consulted in the shortlisting, as well in the evaluation and decision-making.
- Work simulation, such as a written test or presentation. For faculty, this is done by means of a try-out lecture and is a fixed part of the selection process.

The interviews and/or work simulation may be recorded with the explicit permission of the candidate for training and quality assurance purposes, as well as to facilitate the selection panel if the selection is conducted in a hybrid manner (physical and online/remote). With permission from the candidate this can be kept for a maximum period of one year after the recruitment procedure has finished. More information on the storage of personal data of applicants and staff members is mentioned in the Data Protection Policy (AOG-Part 14).

In addition, reference checks may be part of the selection process. If this is the case, candidates will be asked for references and their permission to contact them.

Selection Panel

Selection decisions are always made by a panel on the basis of consensus. For all hiring, a selection panel is created consisting of at least three members. The panel consists of members of the department(s) for which the candidate is selected, as well as the HRM department. The panel should be as diverse as possible, and needs to at least represent both female and male staff members, in order to reduce the risk of unconscious biases and blind spots. Members of other (unrelated) departments can be asked to be part of the panel if this enhances the diversity of the panel and/or this is seen to increase the objectivity of the selection process.

Shortlisting

To reduce the risk of bias during the selection process, only objective criteria should be used for the shortlisting of candidates, such as educational level, years of work experience, specific skills, such as languages, Adobe, etc. This enables the initial selection to be carried out in a fair and objective way, aligned with the requirements of the vacancy.

Interview Questions

Interview questions should focus on the requirements of the position in question with the intention to assess how well the candidate is equipped to perform the job effectively. In line with our Diversity and Inclusion Policy (AOG-Part 11), interview questions should never be discriminatory. Questions are developed before the start of the selection process in consultation between the department and HRM and set as part of a selection protocol. Questions should be the same for all candidates, with the possible exception of follow-up questions. Questions set in the selection protocol need to be aligned with the requirements and key qualities needed for the position. If questions relate to subjective criteria, soft requirements and competences, they should be designed to ask the candidate for specific examples illustrating the quality at hand.

Evaluation of Candidates

The key qualifications and qualities for the position form the basis for the evaluation of candidates. As part of the selection protocol, a 'Candidate Evaluation Form' is created for the position at hand. This form is filled in by all members of the selection panel for each individual candidate after the interviews and/or work simulation. With the help of the evaluation form, members of the selection panel are asked to assess how closely each individual candidate matches the key qualities and requirement of the position in question, by ranking this for the selection criteria and competences on a scale from 1-5 (5 being the highest score). This allows for a transparent and objective selection decision to be made based on comparing the candidates' scores.

Decision and Appointment

Following the selection decision, the selection panel and/or HRM informs the selected candidate and makes an employment or assignment offer. The offer is conditional to employment and assignment checks, outlined under 'Employment and Assignment Checks'.

Feedback

The selection panel also informs all candidates that were not selected in the outcome of the selection process. Feedback as to why a candidate was not selected should be provided to ensure transparency.

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After every recruitment and selection process, the selection panel and HRM should reflect on the process and discuss the extent to which they were able to be objective. Reflection should also consider whether the panel was able to select a candidate that adds to the diversity of the team. Lessons learned should be shared with HRM and across departments and be used to further improve hiring at Wittenborg.

3.2 Starting at Wittenborg

In line with our Diversity and Inclusion Policy (AOG-Part 11), our terms and conditions of employment are designed in such a manner to avoid putting potential employees at a disadvantage based on skin colour, nationality, ethnic origin, marital or civil partnership status, disability, religion, belief, age, sexual orientation, gender identity or expression (LGBTQ+), sex, or socio-economic status (non-exhaustive). Following your selection, you receive a contract offer from Wittenborg based on one of the types of contract outlined in 'Types of Contract'.

3.2.1 Terms and Conditions

Your agreement with Wittenborg contains information regarding the terms and conditions of your work and engagement at Wittenborg, including:

- Type of engagement: employment/freelance
- Duration: temporary, including start and end date, or permanent
- Salary or compensation
- Work hours
- Holiday entitlement (employment only)
- Benefits (employment only)
- Place of work
- Your function and department
- Line of reporting
- Information about your tasks
- Probationary period (employment only)
 - All new staff members are subject to a probationary period of 1 month.
- Possibility and notice of termination
- Relevant appendices, such as documents governing your engagement and outlining your and Wittenborg's rights and obligations

Wittenborg reserves the right to change its terms and conditions and employment policies from time to time. You will be notified at the earliest opportunity of these changes by way of general notice to all employees affected by the change. Where a contractual change in your terms and conditions of employment results in a

change to your written statement of particulars of employment, we will give you a written statement of the change at the earliest opportunity.

Wittenborg holds itself to the standard of being a fair employer. That means that everyone who is hired, probably starting on a temporary contract, can in principle expect to be continued in their position if their performance is satisfactory, with the exception of employees hired to replace a staff member during sickness or maternity leave, or when a onetime project/assignment is agreed on.

By signing your agreement, you also state that you will comply with the rules and regulations as set out in the AOG and EEG (if applicable).

Internship Agreements

If you are an intern, you will not sign an employment contract with Wittenborg, instead, a letter of internship, along with a NUFFIC internship agreement, and a confidentiality agreement.

3.2.2 Employment and Assignment Checks

In order to enter into an agreement with Wittenborg and start your engagement, Wittenborg needs to collect a number of documents and information from you. The information needed differs between employment and assignment agreements:

Required Documentation Employment	Required Documentation Assignment	Required Documentation Internship
• ID/passport • Work/residence permit for the Netherlands (if applicable) • Personal information form, including confirmation of registered address • Payroll tax form (<i>opgaaf gegevens voor de loonheffingen</i>) • Diplomas • CV	• ID/passport (limited copy) • Personal information form • Registration at chamber of commerce • Diplomas • CV	• ID/passport • Residence permit for the Netherlands (if applicable) • Personal information form, including confirmation of registered address • Payroll tax form (<i>opgaaf gegevens voor de loonheffingen</i>)

You cannot start your work for Wittenborg until these employment and engagement checks have been undertaken and all required documentation and information has been submitted and approved. This also applies to internships.

Please note that you are required to be able to identify yourself at any time when working at Wittenborg. Therefore, you must keep a valid identification card/passport with you.

In addition to those documents required to enter into employment or freelance agreement with Wittenborg, you are asked to provide us with the following upon starting your engagement at Wittenborg:

- Staff profile (published on Wittenborg website in agreement with you)
- ACADEM profile (faculty members only)

Criminal Background Checks

As part of the employment and assignment checks, Wittenborg has the right to ask you for a Declaration of Good Conduct (VOG, *verklaring omtrent gedrag*) which constitutes a criminal background check. If this is needed, the HRM department will give you instructions on how to obtain a VOG and provide you with the necessary paperwork. Usually, this is done before entering into an agreement, as working for Wittenborg can be conditional to being able to provide a VOG. If the agreement is signed and the work is started prior to receiving the VOG, it needs to be agreed in the contract by when the VOG should be presented for the employment or assignment to be continued.

Sponsored Residence Permit

In certain instances, Wittenborg can apply for the residence permit of a prospective employee, as we are a recognised sponsor at the Immigration and Naturalisation Service (IND). This can only be done in cases where the residence permit is for a highly skilled migrant subsequent to graduation or orientation year in the Netherlands. We do this on a regular basis when employing international graduates from our programmes.

If Wittenborg applies for the residence permit for you, the following documents are needed from you:

- Passport
- Antecedent certificate

In addition, please indicate your preference for the IND location at which you would like to plan potential follow-up appointments, for example, for taking your photo, biometrics, and providing your digital signature, as well as at which IND location you would like to collect the residence permit card once finalised.

After applying, we will keep you updated about the progress of the application. You will be notified when IND makes a decision and when you can collect your residence permit card. Please do not forget to share a copy of your residence permit card after receiving it with the HRM department. This is needed for your personal file. You are obliged to keep your place and address of residence updated in the local municipality register (BRP Basisregistratie Personen).

Wittenborg pays the fees for the application of the residence permit. If your employment status changes, Wittenborg is obliged to and will inform the immigration services of the change.

3.2.3 Onboarding and Orientation

Upon having signed your letter of employment or letter of assignment with Wittenborg, your onboarding and orientation process will start.

Along with instructions, you will receive:

Wittenborg University of Applied Sciences
Academic & Operations Guide
General Staff Handbook

- Wittenborg staff account, including a personalised Wittenborg e-mail account and access to online resources.
 - Your Wittenborg login credentials consist of an s-number (s-number@wittenborg.eu, for example s00999@wittenborg.eu) and a password, and give you access to all online resources.
- Login to e-HRM portal (NMBRS/Visser&Visser) (employment only)
- Information and login from our pension provider, Allianz Premie Pensioen Instelling BV (professional staff on 2080 contract only)

To ensure a smooth start at Wittenborg and acclimatisation to our work environment, you will be assigned a 'buddy'. This can be your supervisor, or a direct team member, who will support you in learning your new tasks and teaching you what there is to know about Wittenborg.

During the first days in your new job at Wittenborg, you will receive orientation about:

- Wittenborg work environment and culture
- Policies, standards, codes of behaviour, etc.
- Access – premises, equipment and online resources
- Your workspace
- Your team and colleagues at Wittenborg
- How to use Wittenborg online resources
- Where to find existing information

Wittenborg's working environment is characterised by transparency and cooperation. We aim to provide you with all the necessary information and tools in a transparent way to make your orientation successful. Key documents, such as the EEG, the AOG, as well as our online resources, such as FAQ and How Tos are meant to guide you. Next to explicit information, standards, policies and procedures, we aim to make working instructions accessible to foster best practices within Wittenborg aligned with our core values. All Wittenborg employees are encouraged to help each other's development through collaboration and peer feedback. Orientation, therefore, is an ongoing process at Wittenborg that is built on collaboration and transparency. We are proud to have an open-door policy throughout Wittenborg, where questions and concerns can be discussed in an accessible and collegial manner.

For faculty, an additional orientation session with one of Wittenborg's Teaching Quality coordinators will be planned. This orientation focuses on the areas of:

- Acclimatisation to Wittenborg Teaching Environment
- Exams
- Teaching Quality

Wittenborg's Teaching Quality Coordinators offers regular Q&A hours, and continue functioning as mentors after the official orientation session to ensure that faculty members become proficient in professional practices and quality standards.

3.2.4 Wittenborg Signature

All staff members automatically receive an official Wittenborg signature along with their Wittenborg staff accounts. This signature will be visible to recipients of your e-mails. Please note that the signature is added to your e-mails automatically after you have sent them. Therefore, you are not able to see your signature prior to sending out e-mails.

Signatures are standardised and relate to our corporate branding. You should not create or add your own signature as part of your Wittenborg account.

In certain cases, such as for visiting lecturers who do not deliver modules on a regular basis, the signature is not automatically provided by Wittenborg. In those cases, we will provide detailed and clear instructions to you on adding a signature according to predetermined standards.

When there is a change in your job title, you can use the 'Title Change and Business Card Request Form' available under Staff Resources to request the adjustment of your signature.

3.2.5 Wittenborg Business Cards

Wittenborg business cards can be requested through the 'Title Change and Business Card Request Form' available under Staff Resources.

3.3 Appraisal and Development

Appraisal and development processes and procedures differ for faculty members and professional staff. Therefore, these are outlined separately in the Faculty Handbook (AOG-Part 4) and the Professional Staff Handbook (AOG-Part 5) respectively.

Wittenborg's commitment and procedure for personal development and training of its staff members is outlined in Personal Development-Education and Training (AOG-Part 7).

3.3.1 Contract Renewal

As part of appraisal and development, policies and procedures for contract renewal differ for faculty members and professional staff. Therefore, these are outlined separately in the Faculty Handbook (AOG-Part 4) and the Professional Staff Handbook (AOG-Part 5) respectively.

3.4 Leaving Wittenborg

There are different situations that can result in your engagement with Wittenborg ending. You may make a career switch, you might be retiring, you might be long-term sick and unable to work, or Wittenborg may choose to terminate your contract due to disciplinary actions, etc.

In principle, notification periods are mentioned in the letter of employment or letter of assignment for both the staff member and for Wittenborg. An exception to this can be temporary employment contracts, where early termination during the course of the contract might not be possible. By law the notification period for

employees is one month (when in employment between 1-5 years), 2 months (when in employment between 5-10 years), three months (when in employment between 10-15 years), four months (when in employment over 15 years). However, other notification periods can be agreed on in the letter of employment. In cases where the notification period is longer than necessary according to law for the employee, the notification period for the employer is twice as long. For staff members working on assignment, no additional regulations apply.

Exit procedures following a resignation, termination or retirement apply to all personnel engaged by Wittenborg, irrespective of type of contract. Internships can only be ended prior to the agreed end date in mutual agreement between the intern and Wittenborg or if the termination clauses in the internship agreement apply.

For staff members working in employment, the following applies. Exceptions may apply for staff members who have already reached the retirement age.

3.4.1 Temporary Contract Not Extended

If your temporary contract is not extended, Wittenborg will inform you of this at least one month before the end date of your contract. This notification period is regulated by Dutch law (*aanzegtermijn*). If you are a staff member for whom Wittenborg sponsors a residence permit in the Netherlands, we aim to inform you 2-3 months before expiration of your contract if it will not be renewed.

With your last salary payment, you might receive a transition compensation. Transition compensation is always paid when Wittenborg does not extend an employment contract, unless:

- You have reached retirement age
- You are not 18 yet and have not worked for more than 12 hours per week on average
- Wittenborg is bankrupt, there is temporary postponement (suspension of payments) or Wittenborg is undergoing debt restructuring

3.4.2 Contract Termination

Wittenborg can terminate your (permanent) employment contract only if you agree to the termination, or if there is a good reason to terminate the contract. Those reasons are regulated by Dutch law and include:

- In case of business economic reasons, for example in the event of a reorganisation, a company relocation or bankruptcy.
- If you have been incapacitated for work for 2 years or more, see 'Sickness and Reintegration'.
- If you are often ill and this has serious consequences for Wittenborg. Condition is that any other function or custom work is not possible.
- If you are not functioning sufficiently. However, Wittenborg then has the obligation to prove that this has been pointed out and discussed with you repeatedly. In addition, this is conditional to Wittenborg having given you ample opportunity to improve your performance.

- If you exhibit culpable conduct or negligence. For example, stealing, appearing drunk at work, falsifying diplomas or refusing to work for no good reason. In these cases, Wittenborg may even be entitled to dismiss you effective immediately.
- If you have serious conscientious objection to the work and Wittenborg cannot offer any other work.
- In the event of a disturbed employment relationship that can no longer be repaired.
- Other circumstances. For example, if you are in the Netherlands illegally or in prison.
- A combination of any of the above.

Termination for most of those reasons is subject to approval by court, and sometimes by the Employee Insurance Agency UWV. Wittenborg is obliged to gauge the possibility of giving you another function within Wittenborg first. In addition, Wittenborg must adhere to the notification period set out by law. There are also situations in which termination of an employment contract is prohibited, such as during pregnancy or sickness (less than 2 years).

When Wittenborg terminates your contract, you will receive a transition compensation, unless:

- The termination is agreed with mutual consent (see below).
- The termination is due to culpable conduct or negligence.
- Wittenborg and you sign a new temporary contract while your old contract is still valid.

There are cases in which you and Wittenborg want to end the working relationship with mutual understanding. If you agree to the termination of your employment contract, the termination can happen in two different ways and is not subject to court approval:

- Dismissal by mutual consent: you agree with Wittenborg to terminate the employment contract. Together with you, Wittenborg makes agreements as part of a settlement agreement (termination agreement). In this case, Wittenborg does not have to pay you a transition payment (severance pay). The notification period has to be considered. In principle you will be entitled to unemployment benefits in this case.
- Termination with consent: Wittenborg terminates the employment contract and you agree to this in writing. In this case, Wittenborg must pay you a transition compensation.

You are entitled to a right of reflection of 2 weeks. Within those 2 weeks, you can retract your decision to agree with your termination.

Wittenborg can terminate the employment contract without reasons or your consent, if you have reached the retirement age, or if it falls within the probationary period.

Wittenborg reserves the right to enforce your full notification period in case of termination. In certain cases of contract termination, you might be exempted from work earlier than the end date of your employment.

Your full remaining annual leave entitlement should be taken during your notice period in agreement with your manager and the HRM department. Exceptionally, if this is not possible, Wittenborg will reimburse your holidays in lieu of this.

Following the notification of your termination, you are expected to cooperate in the handover of your tasks and to follow the exit procedure agreed upon.

Dismissal Effective Immediately

As aforementioned, in certain cases, Wittenborg may have the right to dismiss you with immediate effect (*op staande voet ontslaan*). This is the case if there are urgent reasons for termination, such as but not exclusive to falsifying application documents, theft, fraud, being drunk at work, abuse, gross insult or threat, and endangering colleagues. If there is proven cause and Wittenborg decides to dismiss you effective immediately, Wittenborg will directly inform you of the immediate termination, stating the reason for taking this decision.

In case of dismissal with immediate effect, there is no notification period and you are not entitled to a transition compensation.

3.4.3 Resignation

You can resign from your position at Wittenborg by handing in a written resignation to the HRM department. Your resignation should include the date from which you would like to end your employment at Wittenborg, and the reason for your resignation.

We encourage you to inform us of your decision to resign from your job at Wittenborg as soon as possible. You must give Wittenborg notice of your resignation and to adhere to the notification period agreed in your contract. Wittenborg reserves the right to enforce your full notification period.

Your full remaining annual leave entitlement should be taken during your notice period in agreement with your manager and the HRM department. Exceptionally, if this is not possible, Wittenborg will reimburse your holidays in lieu of this.

Following the notification of your resignation, you are expected to cooperate in the handover of your tasks and to follow the exit procedure agreed upon.

In case of resignation, you are not entitled to a transition compensation.

3.4.4 Retirement

When you have reached retirement age, your employment contract ends according to the law. Both you and Wittenborg are entitled to make a new agreement. You are encouraged to discuss your retirement planning with the HRM department and/or your manager as early as possible.

You are expected to cooperate in the handover of your tasks and to follow the exit procedure agreed upon prior to the start of your retirement.

Your full remaining annual leave entitlement should be taken before you retire in agreement with your manager and the HRM department. Exceptionally, if this is not possible, Wittenborg will reimburse your holidays in lieu of this.

In case of your employment ending due to the start of your retirement, you are not entitled to a transition compensation.

3.4.5 Exit Procedure

Whenever someone leaves Wittenborg due to resignation, termination or retirement, a standard exit procedure is implemented to ensure that there is a smooth transition for both sides.

When you are leaving Wittenborg, you will be asked to fill in an 'Exit Form' as part of the exit procedure that informs Wittenborg of your preferences for different aspects of your exit, such as whether you would like to publish a personal goodbye message to staff and students, whether you would like to stay connected after your exit, etc.

Your manager will discuss the handover of your tasks and potential training of your replacement with you. You are expected to cooperate and aid in the handover of your tasks and transition.

In addition, you must handover all items belonging to Wittenborg as part of your exit. These include but are not limited to:

- Any hardware or equipment provided to you by Wittenborg, such as phones, computers, etc.
- Business cards
- ID badges/access cards
- Library books
- Any documents or software of Wittenborg
 - Documents and software include (but are not limited to) correspondence, diaries, address books, databases, files, reports, plans, records or any other medium for storing information. You should not retain any copies, drafts, reproductions, extracts or summaries of documents and software.

Unless otherwise agreed, those items need to be returned to Wittenborg latest on the last day of your employment or assignment.

Your access to your Wittenborg accounts and online resources will be removed on the last day of your employment or assignment, unless otherwise agreed.

As part of your exit, Wittenborg will deduct any money that you may owe Wittenborg, such as any loans, research and study funding, payments made for holidays taken in excess of entitlement, etc. (non-exhaustive), from any salary or compensation payment left as part of your engagement. You may be required to pay back any outstanding sums of debt to Wittenborg if those exceed the payments that Wittenborg still owes you.

Providing References

As part of the exit procedure, you will normally be asked if you would like to receive a letter of recommendation from Wittenborg and whom you would like to write it for you. This can be your manager, but depending on the situation it can also be a member of the executive, your team or the HRM department.

In cases of dismissal with immediate effect, no recommendation letters will be provided. This may also apply to cases in which termination is due to a damaged working relationship, or disciplinary procedure.

A certificate of the employment, certifying the facts related to the employment, such as start/end date and position, will always be given.

3.5 Your Personal Information

Please note that at all stages of your engagement with Wittenborg it is an absolute requirement to keep Wittenborg informed of any changes related to your personal information concerning:

- Name
- Address
- Contact details, including telephone and e-mail
- Legal status
- Nationality
- BSN
- Bank account information
- Emergency contact

Please inform us of changes in your personal information through NMBRS, or send an e-mail to hrm@wittenborg.eu.

Please note that faculty and professional staff nationalities are always listed as the country of origin in our stats and reports, even if staff members have naturalised.

4 Leave of Absence

There are different types of leave that can be taken in different situations. It is important to Wittenborg to provide its employees with adequate leave opportunities for vacation, as well as various personal circumstances, such as care needs.

Unless stated otherwise in your contract, these regulations apply to all staff members with an employment contract at Wittenborg University of Applied Sciences B.V. Certain regulations also apply to interns and are indicated accordingly in the relevant sections.

Colleagues working on a freelance basis are not entitled to any type of leave. They are expected to work their hours as agreed in the contract and according to timetabling.

In addition to this policy, please check the information available in FAQ and Staff Resources related to 'Leave'. You can also find relevant templates there.

Should you have any questions about this policy and the regulations outlined, please feel free to contact hrm@wittenborg.eu.

4.1 Annual Leave and Holidays

Holiday rights and regulations depend on the type of employment contract an employee has with Wittenborg. Wittenborg distinguishes between three types of employment contract, as outlined under 'Types of Contract':

- 2080 contracts
- 1786 contracts
- Zero-hour contracts

The annual leave regulations are different for these types of staff members, as outlined below.

Wittenborg's business year runs from 1 January – 31 December. Based on the type of contract, the following regulations apply:

4.1.1 Employees with a 2080 Contract

Entitlement

Holiday rights are relative to the full-time equivalent (FTE) an employee is employed for at Wittenborg. Based on full-time employment (1 FTE), employees are entitled to 5 weeks of paid holidays per year, that is equal to 25 working days or 200 hours. This is comprised of 4 weeks (160 hours) of statutory holidays + 1 week (40 hours) of non-statutory holidays (based on 1 FTE). Holiday rights for part-time employees are adjusted accordingly.

The 25 days are all meant for annual leave. In addition to the 25 days of paid leave, all employees have extra free days on the following public holidays:

- Christmas Day and St Stephen's Day (25 and 26 December)
- New Year's Day (1 January)
- Good Friday
- Easter Monday
- King's Day (27 April)
- Liberation Day (5 May)
- Ascension Day
- Pentecost Monday

**No days off will be given in return if these days fall on Saturdays or Sundays.*

A maximum of 5 vacation days (based on 1 FTE), i.e. the non-statutory holidays, can be brought from the previous year into the next year. All other vacation days which have not been used by the 31 December, lapse after 6 months.

For example: You are employed for 1 FTE. You have 7 vacation days, i.e. 56 holiday hours, left on 31 December. This means you will start the new year with 56 holiday hours from the previous year + 200 holiday hours from the new year = 256 hours. If you have not used any holiday hours by 1 July, all hours from the previous year, with the exception of 5 vacation days, will lapse. This will leave you with 240 hours by 1 July.

Non-statutory vacation days can be accumulated for up to 5 years.

Exceptions to this can be made only if vacation days are outstanding because you could not take them due to sickness, or due to the fact that Wittenborg's workload was so high that you could not be spared. In this case, extra days can be taken to the new year for a maximum of 1 year. This has to be agreed upon in writing with the HRM department beforehand.

Within the course of a contract or in a series of continuous contracts, it is not normal practice to pay for outstanding leave not taken. By law, statutory vacation days cannot be paid out, except at the end of employment.

If an employment contract starts, ends, or changes in the course of a year, and/or if the working hours in the employment contract are changed, the vacation entitlement is adjusted accordingly.

Taking Annual Leave

Annual leave must be taken at times convenient to Wittenborg and always in good consultation with team members and management.

Principally, staff members with a 2080 contract cannot take holidays during the 42 educational weeks (including catch up week and introduction week). Annual leave that will result in a full week of absence will normally only be permitted outside the 42 timetabled weeks and has to be taken within the scheduled summer vacation at Wittenborg. This is especially critical for faculty members with teaching tasks. This rule does not apply to members of the Admissions, Registry, Timetable, Finance, and Housing teams.

Principally, members of the Admissions and Timetable team have to take their holidays outside the 6 weeks of summer vacation (as per year planning), in good consultation with team members and management.

In addition, exceptions can be made under special circumstances for international employees to enable them to visit their family members abroad, if the situation cannot be planned otherwise.

Annual leave may be taken in consecutive days, or in any other mutually convenient and agreed manner, but not less than the equivalent of 2 standard working weeks will normally be taken during the summer vacation.

Professional staff members can take leave of 3 weeks in a row during summer vacation. Every 3 years, Wittenborg allows professional staff members to take extra days off in the summer (maximum 5 working days per full FTE employment contract). This means that every 3 years, a full-time professional staff member can take 4 weeks off in the summer.

Faculty members with teaching tasks during the timetabled weeks can take leave of 4 weeks during summer vacation in consecutive years.

A vacation request for annual leave must be handed in 3 months before the requested vacation. Tasks have to be taken over by one or multiple colleagues during the employee's absence.

The vacation request must be approved by the direct team leader/supervisor and the HRM department. The direct team leader/supervisor has to assure the consistency of the quality of the tasks carried out during the absence of the team member.

All Wittenborg staff members are required to take holidays during the Christmas holiday period, in the week between Christmas and New Year, and most Wittenborg locations will be closed. You are responsible for ensuring that you have enough holiday hours to take holidays during that period. This rule does not apply to members of the Admissions, Registry, Finance and Housing teams.

Short Absence Procedure for Leave Max. 2 Days

- Check your available balance of holiday hours.
- Make an inventory of your tasks that need to be taken over by colleagues.
- Discuss your planning with your supervisor and get approval.
- (If needed) Handover to colleagues that will take over your tasks.
- Send a leave request via e-mail to hrm@wittenborg.eu, cc to your supervisor.
- If successful, your leave request will be processed in the Central Agenda and registered in NMBRS. Please check if the registered leave is accurate.

Long Absence Procedure for Leave Longer than 2 Days

For leave resulting in absence longer than 2 days, the request should be handed in 3 months before the starting date of leave.

- Check your available balance of holiday hours.

- Make an inventory of your tasks and list which colleagues can take over which tasks from you.
- Check team members' vacation planning so you know that colleague(s) who are covering for you are available during your leave.
- Discuss your planning during team meeting and seek approval from your team leader/supervisor.
- Send a leave request through the official 'Vacation/Annual Leave Request Form' available under Staff Resources.
- If successful, your leave request will be processed in the Central Agenda and registered in NMBRS. Please check if the registered leave is accurate.

Your leave request will be checked and is subject to approval by your supervisor, as well as the HRM department. If successful, your holiday application will be registered in NMBRS and in the Central Agenda. In principle, Wittenborg approves vacation requests within the guidelines and in adherence to procedure, unless there are good reasons not to. If this is the case, Wittenborg will inform you within two weeks in writing and motivate the decision. You can always hand in another request after adjusting a previous request. Examples of good reasons to refuse vacation requests include but are not limited to important events, like accreditations, timetabled or busy periods, or the absence of other colleagues.

You are responsible for checking the official travel advice from the Dutch authorities ([Reisadviezen | NederlandWereldwijd](#)) before making travel arrangements. If you choose to travel to a country with a negative travel advisory and are unable to return to the Netherlands on time to resume work after your vacation, this will be considered your responsibility. In such cases, Wittenborg will apply unpaid leave for any missed working hours.

Special Rules – Closing of Buildings

In case the Wittenborg location or building from which you work is closed during normal Wittenborg working days, you can be required to take leave. Closing dates of our buildings are noted in the Central Agenda.

You are responsible for ensuring that you have enough holiday hours left to take holidays on days on which the building from which you work is closed.

4.1.2 Employees with a 1786 Contract

Solely academic staff members with a 1786/'hours per year' contract receive an all-in salary. Vacation rights are not paid out separately. They are expected to work their hours as agreed in the contract and according to timetabling. All other hours are free days. All timetabled study weeks are holidays.

Academic staff members cannot take vacation days during the 42 timetabled weeks of the academic year. A well-motivated request for an exception to this rule can be handed in at the HRM department. The request is subject to approval from management and the HRM department.

4.1.3 Employees with a Zero-Hour Contract

For employees working on zero-hour contracts, holiday hours are built up depending on the hours worked. The holiday entitlement is 9.6% per hour worked. Holiday entitlement that was built up can be taken at any

time convenient on request. Alternatively, and based on the individual agreement, holiday entitlement is paid out directly with the salary payments.

4.1.4 Interns

For interns, the holiday regulations of staff members with a 2080 contract apply with the exception of their entitlement. Interns are only entitled to 4 weeks of statutory holidays on a yearly basis. The holiday entitlement applicable to the individual intern, based on the duration and FTE, is mentioned in the internship agreement.

4.2 Calamity Leave

On certain occasions, employees might be entitled to one or more days off without loss of pay (or vacation rights), qualifying as calamity leave. Calamity leave is meant for unexpected situations which require immediate leave due to special personal circumstances.

Examples of situations that qualify as calamity leave are:

- A pipe in your house burst and you have to arrange repairs immediately
- Your child is sick and needs to be picked up from school
- A family member passes away
- You have to go to the doctor, and this can only be done during working hours

Calamity leave lasts as long as is needed to solve an important personal problem, depending on the situation. This can range from a couple of hours to a couple of days.

Calamity leave without loss of pay has to be confirmed in consultation with Wittenborg. Wittenborg has a right to ask for proof that the leave was necessary after the fact. If there are special circumstances which differ from the above-mentioned rules, this will be discussed with Wittenborg management and a solution agreed upon.

You are responsible for informing Wittenborg as soon as possible if you need to take calamity leave and your expectation of how long the leave will last. You should inform your supervisor and HRM, and coordinate with your supervisor and/or team to ensure that all urgent tasks can be taken over by someone else.

Please note that you cannot take calamity leave during your annual leave or any free days. Calamity leave can only be taken in instances where a calamity makes it impossible for you to perform your work.

Calamity leave regulations also apply to interns.

4.3 Care Leave

If someone close to you gets sick or is in need of care, you can apply for short-term and/or long-term care leave.

This applies to:

- Children, partners, parents, grandparents, grandchildren, brothers and sisters.
- People who are part of your household, such as an aunt who might live with you or the child of your partner with whom you live together.
- Friends and people with whom you have a social relationship, such as parents-in-law, a friend or neighbour. It must be plausible that you are the one who has to take care of the person.
- Close relative abroad.

In principle, Wittenborg cannot reject your request to take short-term or long-term care leave, except if this would cause serious problems for Wittenborg.

4.3.1 Short-Term Care Leave

Short-term care leave is paid leave.

You have a right to short-term care leave to take care of someone close to you who is sick. The condition to taking care leave is that you are the only one who can take care of the person in need of care. That means that if the person is admitted to the hospital, for example, you are not entitled to short-term care leave, since the person is already being cared for. For the first day of sickness, you can take calamity leave (see 'Calamity Leave'), as it applies to suddenly occurring situations that require immediate attention.

You need to inform Wittenborg as soon as possible of the need to take short-term care leave. Please contact HRM and/or your supervisor to notify them of the need to take short-term care leave. Afterwards, Wittenborg is entitled to ask you for evidence of the need to take leave, for example a doctor's note.

Short-term care leave goes into effect from the moment you request this from Wittenborg. If you are not able to request short-term care leave beforehand due to the circumstances, you have to notify Wittenborg as soon as possible after the fact. If your leave causes serious problems for Wittenborg, Wittenborg is entitled to reject or retract your leave once notified. If Wittenborg does not object upon being notified, Wittenborg cannot retract your short-term care leave at a later point.

4.3.2 Long-Term Care Leave

Long-term care leave is unpaid leave.

You have a right to long-term care leave to take care of someone close to you who has a life-threatening disease. You can also request long-term care leave if someone close to you is long-term sick or in need of aid. The condition is that the care is necessary and that you are the only one who can provide the needed care.

Requesting Long-Term Care Leave

Please send an e-mail to HRM to request long-term care leave. You have to request long-term care leave from Wittenborg at least 2 weeks before you would like to take leave. Wittenborg is entitled to ask you for information to be able to assess whether or not you are eligible to take long-term care leave, such as a doctor's note.

Once you have started your long-term care leave, Wittenborg cannot retract this.

4.4 Pregnancy and Maternity Leave

If you are pregnant, you have a right to 6 weeks of pregnancy leave and a minimum of 10 weeks of maternity leave.

The start date of the leave is dependent on the expected due date and subject to a level of choice by you, as pregnancy leave prior to the due date can be between 6 and 4 weeks long. In total, you have a right to a minimum of 16 weeks of leave.

For example: Your due date is May 30th. The next day is May 31st. Your leave will then start between 6 and 4 weeks before May 31st. So between April 19th and May 3rd.

Statutory holidays have no effect on the duration of the leave.

Out of these 16 weeks, you have to take a minimum of 4 weeks as pregnancy leave prior to the day after the expected due date. If you take less than 6 weeks of pregnancy leave, the remaining weeks/days are added to the maternity leave, so that the total leave remains 16 weeks.

For example: Taking only 4 weeks of pregnancy leave prior to the due date, would leave 12 weeks of maternity leave after giving birth.

If you fall sick due to pregnancy between the sixth and the fourth week prior to the due date ('flexibiliseringsperiode'), your sick days will be deducted from the total duration of your maternity leave.

For example: Your due date is on July 1st. You planned to start your leave 4 weeks before July 2nd: on June 4th. In the last week before your leave, you are sick for 3 days. After that, you work until June 4th, the start date of your leave. The 3 sick days during the flexibility period will be subtracted from your total leave. Consequently, your leave will end 3 days earlier than you had planned.

[What happens if your baby is born too early?](#)

The total leave remains 16 weeks. The days by which the pregnancy leave was cut short are added to the maternity leave period.

[What happens if your baby is born too late?](#)

If your baby is born later than the due date, the leave will automatically be extended. The maternity leave goes into effect on the day after giving birth and is a minimum of 10 weeks. The days between the expected due date and the actual date of birth are added to the leave of 16 weeks.

4.4.1 Salary, Vacation and Sickness

Wittenborg applies for allowance payments from the UWV and continues to pay your salary as normal. You receive your full salary during pregnancy and maternity leave.

You continue to build up vacation days during pregnancy and maternity leave. You cannot be asked to use these hours for the maternity/pregnancy leave.

If you get sick before your pregnancy leave starts, you will receive the normal salary. However, if the sickness is between the sixth and the fourth week prior to the expected delivery date ('flexibiliseringsperiode'), your sick days will be deducted from the total duration of the maternity leave (see above).

Before you start your pregnancy leave, appointments for pregnancy checks with your midwife or gynaecologist are paid leave and do not affect your holiday hours.

4.4.2 Taking Maternity Leave in Parts

It is possible to take the last period of the maternity leave in parts. This concerns the leave remaining 6 weeks after the birth of the child (minimum 4 weeks of remaining leave). You can opt to take the remaining leave spread over a period of maximum 30 weeks in consultation with Wittenborg. This does not have an effect on the total duration of the leave or the payment.

Taking the last period of maternity leave in parts has to be requested from Wittenborg at the latest 3 weeks after the start of the maternity leave. Wittenborg will approve this request within 2 weeks and can only reject it if this would cause serious problems for the organisation.

4.4.3 Extra Maternity Leave if the Child is Admitted to Hospital

If your child was admitted to hospital for a period longer than 1 week, as a mother you may be entitled to extended leave to take care of your child. The first week of hospitalisation does not count, meaning that if your child was in hospital for 2 weeks, the leave can only be extended by 1 week. The maximum extended leave is for a duration of 10 weeks

4.4.4 Application of Pregnancy and Maternity Leave

If you are pregnant, you can request pregnancy/maternity leave with Wittenborg. Please use the "Pregnancy and Maternity Leave Request Form" for that purpose. Through the form, you will be asked to make a planning of your leave.

The points that need to be considered in the planning are:

- Expected due date.
- Preferred start date of your pregnancy leave and last day of work before your leave.
- Expected end date of your maternity leave and start of work.
- Would you like to take extra holidays before or at the end of your leave?
- What if your pregnancy leave has to start earlier? Will you perhaps take extra holidays to still have 12 weeks at home after the birth of your child?
- What is the plan for working conditions after your maternity leave – do you plan to come back working the same number of hours as per the contract?
 - If you would like to reduce working hours after your maternity leave, an adjustment of your contract has to be discussed and/or the option of taking parental leave.
- Replacement during leave.

We hope that you will inform Wittenborg as soon as possible about your pregnancy, so that we can share in your happiness and support you in the best possible way through this journey, as well as so that we can plan for your absence. We encourage you to inform us a minimum of 3 months prior to the start of the leave. You should hand in the pregnancy statement from your family doctor or midwife to the HRM department. Wittenborg cannot refuse your right to take pregnancy and maternity leave.

The HRM department will discuss your planning with you upon receiving your request.

You are responsible for communicating about your absence and replacement with your team and the management, and aid in the training of your replacement, and in the handover of your tasks.

4.5 Partner Leave

As the partner of a mother of a newborn, you are entitled to paid partner leave for the number of working hours in one working week (5 days for 1 FTE) without loss of pay or vacation days. You are free to decide when to take this leave. However, it must fall within the first 4 weeks after the birth of the child.

You are responsible for informing Wittenborg as soon as possible when you plan to take partner leave. Wittenborg cannot refuse your request. However, you are responsible for communicating about your absence with your team and management, and to ensure the handover of tasks.

4.5.1 Extended Partner Leave

Partners have a right to a maximum of 5 weeks (5 x the number of working hours in a week), i.e. 25 days, of extended partner leave. Extended partner leave has to be taken within 6 months after the birth of the child and can be spread at your discretion, ranging in duration from a minimum of 1 week to a maximum of 5 weeks. Taking the first week of standard partner leave is a requirement to be able to take extended partner leave.

4.5.2 Salary, Vacation and Sickness

During the leave, you receive 70% of your salary, if your daily wage is not higher than the maximum daily wage set out by UWV. If your day wage is higher than the maximum day wage set out by UWV, you receive a maximum of 70% of the maximum day wage. Wittenborg applies for an allowance at UWV for this. In order to be able to do this Wittenborg needs to be informed of the date of birth of the child.

Taking extended partner leave does not influence the holiday pay and the build-up of holiday rights.

Taking extended partner leave does not affect the pension arrangement. Pension will be built up as normal during the period of extended partner leave.

If you get sick during the time in which you are taking partner leave, the leave registered at UWV continues as normal. In consultation with Wittenborg, your extended partner leave can be extended with the days you have been unable to take the leave due to your sickness. The leave cannot be extended after 6 months after the birth of the child. You are obliged to inform Wittenborg as per the standard procedure for reporting sickness absence.

If you get sick before taking the extended partner leave, the leave can only start after you are (partially) recovered. After 6 months after the birth of the child, there is no possibility to take extended leave, irrespective of previous sickness.

Applying For Extended Partner Leave

Employees may request extended partner leave from Wittenborg a minimum of 4 weeks prior to the desired start of the leave. Exceptions can only be made for cases in which you were unable to request leave on time, for example if the child is born too early.

You should hand in a request with the expected planning of the leave to the HRM department. Please use the “Extended Partner Leave Request Form” for that purpose. The request should include:

- Preferred start date of your leave and last day of work before your leave
- Duration and spread of your leave
 - You can take between 1-5 weeks of extended partner leave (not less than 1 week)
 - You can take the leave in one go, or spread it, for example by taking 1 week (5 days) and spreading those 5 days over 5 weeks
- Expected end date of your leave and start of work
- Would you like to take extra holidays before or at the end of your leave?
- Replacement during leave

You are responsible for communicating about your absence and replacement with your team and the management, and aid in the training of your replacement, and in the handover of your tasks.

Wittenborg cannot refuse your right to take extended partner leave. However, Wittenborg has the right to change your leave, for example the days during which it will be taken, but only if there are considerable business or service interests. This always must happen in consultation with you.

4.6 Parental Leave

Working parents are entitled to parental leave. Parental leave is a maximum of 26 x the number of hours that you work in a week and can be taken until your child is 8 years old.

For example: You are employed for 1 FTE, i.e. you work 40 hours per week. You are entitled to 1,040 hours of parental leave and can spread those hours over a maximum of 8 years in consultation with Wittenborg.

Out of this entitlement, 9 weeks are partially paid parental leave. The remaining 17 weeks of parental leave are unpaid leave. Parental leave can be spread at your discretion, with some exceptions for the partially paid parental leave as outlined below.

The following rules set out by the Dutch government apply:

- Parental leave can be taken for children until they are 8 years old.
- You have a right to parental leave for each of your children.

- If you have multiple children, you can take parental leave for several children at the same time.
- Both parents have a right to parental leave.
- For twins, you are entitled to 2 x parental leave.
- Parental leave can be requested from Wittenborg as soon as you start your employment.
- Parental leave applies to biological children, adopted children and recognised children.
- Parental leave can also be taken for foster children, stepchildren and potential adoptive children if the child lives with you (as per the BRP).

If you choose to take parental leave, there is no adjustment of your contract. You can return to your original working hours after having taken parental leave.

4.6.1 Salary, Vacation and Sickness

Partially paid parental leave

To make use of the 9 weeks of partially paid parental leave, you have to take those 9 weeks in the first year of your child's life, or the first year after adoption/inclusion of the child in the family (if the child is not 8 years old yet). You can take a minimum of 1 week and a maximum of 9 weeks of partially paid parental leave.

Any unused weeks of partially paid parental leave after 1 year can be taken as unpaid leave later on.

During the 9 weeks of partially paid parental leave, you receive 70% of your salary, if your daily wage is not higher than the maximum daily wage set out by UWV. If your day wage is higher than the maximum day wage set out by UWV, you receive a maximum of 70% of the maximum day wage. Wittenborg applies for an allowance at UWV for this. In order to be able to do this Wittenborg needs to be informed of the date of birth of the child and /or the date from when the child was adopted/included in your family.

You continue to build up vacation days during partially paid parental leave.

Taking partially paid parental leave does not affect the pension arrangement. Pension will be built up as normal during the period of partially paid parental leave.

Should you get sick during the already agreed period of partially paid parental leave, principally, the leave continues. You can hand in an official request to pause or stop your parental leave.

Should you be fully sick and unable to work, it is not possible to apply for and take partially paid parental leave. The leave can only be taken once you are (partially) back to work, and if it does not hinder your reintegration. The partially paid parental leave still needs to be taken within the first year of your child's life, or within the first year after adoption/inclusion of the child in the family.

Unpaid parental leave

You do not receive any salary for the hours you did not work as part of your unpaid parental leave rights.

Vacation days only build up based on the actual hours worked.

Taking unpaid parental leave does affect the pension arrangement. No pension will be built up during the period of unpaid parental leave.

Should you get sick during parental leave, Wittenborg will only pay for the hours that you are supposed to come to work. Principally, the parental leave will continue during your sick leave. You can hand in an official request to pause or stop your parental leave.

4.6.2 Applying For Parental Leave

You request parental leave with Wittenborg. This has to be done a minimum of 2 months prior to the desired start of your leave.

You should hand in a request with the expected planning of your leave to the HRM department. Please use the “Parental Leave Request Form” for that purpose. The request should include:

- Preferred start date of your leave and last day of work before your leave
- Duration and spread of your leave
 - You can take between 1-9 weeks of partially paid parental leave (you can only take full weeks, not less than 1 week)
 - You can take the leave in one go, or spread it, for example by taking 1 week (5 days) and spreading those 5 days over 5 weeks (each period has to be at least 1 month)
- Expected end date of your leave and start of work
- Replacement during leave (if applicable)

You are responsible for communicating about your absence and replacement with your team and the management, and aid in the training of your replacement, and in the handover of your tasks, if applicable.

Wittenborg cannot refuse your right to parental leave. However, Wittenborg has the right to reject the spread of the working hours resulting from taking parental leave until 4 weeks before your leave. This can only be done if this causes serious problems for the company. In this case, Wittenborg will consult with you about a different planning and spread of your working hours during your parental leave.

4.6.3 Pausing or Stopping Parental Leave

You may request to stop or pause your parental leave under certain circumstances. This must be done in writing, and Wittenborg can respond within 4 weeks to such a request. Wittenborg is not required to stop the parental leave earlier than 4 weeks after the request. Until a response is received, the leave will continue as initially agreed upon.

Situations in Which Parental Leave Can Be Interrupted or Stopped:

Parental leave may be paused or ended in the following cases:

- You start maternity leave, childbirth leave, adoption leave, or foster care leave. In such cases, Wittenborg cannot refuse your request to stop or pause the parental leave.
- Unforeseen circumstances arise, such as:

- A significant decrease in your household income (e.g., due to a partner's job loss).
- A childcare placement becomes available for your child.
- Additional financial burdens arise, such as relocation costs.
- You become (long-term) ill.

Wittenborg can only refuse your request to stop your parental leave if there are considerable business or service interests.

If your parental leave is stopped or paused during periods of sickness, you are required to reintegrate to the level of your normal contractual working hours.

4.7 Adoption and Foster Leave

If you adopt or foster a child, you are entitled to a leave of 6 weeks. This applies to both parents. If you adopt or foster multiple children, adoption/foster leave is only granted for one child.

Taking adoption leave is conditional to the court formally approving the adoption. Taking foster leave is conditional to the child being registered at the foster parent's home address. Wittenborg can ask you to prove that those conditions are met prior to approving your leave request.

The leave can be spread over 26 weeks and can start earliest 4 weeks before the child moves into your home.

4.7.1 Applying for Adoption and Foster Leave

Employees may request adoption/foster leave from Wittenborg a minimum of 3 weeks prior to the start of the leave. Exceptions can only be made for cases in which you were unable to request leave on time, for example if the adoption is finalised late.

You should hand in a request with the expected planning of your leave to the HRM department. Please use the "Adoption and Foster Leave Request Form" for that purpose. The request should include:

- Proof of adoption/proof of registration at foster parent's home address
- Spread of your leave
- Preferred start date of the leave and last day of work before your leave
- Expected end date of your leave and start of work
- Would you like to take extra holidays before or at the end of your leave?
- Replacement during leave

Wittenborg cannot refuse your right to adoption/foster leave. However, Wittenborg has the right to reject the spread of your leave. This can only be done if it causes serious problems for the company. In this case, Wittenborg will consult with you about a different planning and spread of your working hours during your leave.

You are responsible for communicating about your absence and replacement with your team and the management, and aiding in the training of your replacement, and in the handover of your tasks.

4.7.2 Salary, Vacation and Sickness

Wittenborg applies for allowance payments from UWV and continues to pay your salary as normal. You receive your full salary during adoption and foster leave.

You continue to build up vacation days during adoption and foster leave. You cannot be asked to use these hours for the adoption/foster leave.

4.8 Special Leave

Besides the different types of leave described above, there are some other types of leave that can be taken. These mostly qualify as special leave.

Special leave requests will be accepted in instances when:

- a family member dies.
- you move to a new home (1 day).
- you are getting married/registered partnership (1 day). If a family member is getting married you will have to request for a vacation day.
- you need to see a doctor, and it is not possible to make an appointment outside of working hours (actual hours needed).
 - Staff members are expected to plan a doctor's appointment as far as possible outside of working hours.

You cannot request paid leave for job interviews. This must be taken from your holiday hours.

A death in your immediate family starts as calamity leave and continues as special leave. If a death occurs in your immediate family, you will be granted a maximum of 7 days of leave without loss of pay or vacation rights during the period, starting on the date of death and ending on the second calendar day after the funeral. The actual length of paid leave depends on the grade of the relationship with the deceased person.

Family and relations can be divided into 4 groups:

- First grade: partner, parents, children: You will be granted a maximum leave of 7 days during the period starting on the date of death and ending on the second calendar day after the funeral.
- Second grade: brothers, sisters, grandparents: You will be granted a maximum leave of 2 days, i.e. the date of death and the date of the funeral. If you need to arrange the funeral, you can send a written request to the HRM department to apply for the maximum leave of 7 days.
- Third and fourth grade: great grandparents, uncles, aunts, cousins, nieces and nephews, grand nephews, grand nieces. You will be granted a maximum leave of one day, i.e. the date of funeral. The condition is that you will actually attend the funeral.

Special leave will be decided on occurrence and in consultation between you and Wittenborg. Please send an e-mail to HRM to request special leave.

Special leave may also apply to interns. This is always the case for special leave due to a death in the family and doctor's appointments. Other special leave may be agreed in consultation with HRM and the department of the intern.

4.9 Special Regulations for Staff Members on Sponsored Residence Permits

Please note that during legally regulated types of leave that a staff member is legally entitled to, such as pregnancy and maternity leave, partner leave, parental leave, etc. requested by the staff member, the staff member's salary can be below the IND salary criterion without having an impact on the residence permit of the staff member. In such cases, Wittenborg has to notify IND at least 4 weeks after the start of the leave of this (temporary) change.

4.10 Important: Marking Your Absence

You are responsible for always making sure that colleagues are aware of your absence and that your work is being covered (telephone, appointments, etc.). Absence should always be marked in your calendar and an automatic reply to e-mail should be set in Outlook (templates are available in Staff Resources). If you are unable to do that yourself, colleagues can be asked to arrange this for you.

5 Sickness and Reintegration

Wittenborg places a high value on the health and wellbeing of its entire staff. Wittenborg is keen to ensure that appropriate arrangements are in place to maximise the wellbeing of staff, limit the consequences for employees and Wittenborg when absences due to illness occur, and to support employees through such periods with the aim of securing their return to work and ensuring appropriate support after that return.

These regulations apply to all staff members with an employment contract at Wittenborg University of Applied Sciences B.V. The regulations are the same for professional staff and faculty staff members. Certain regulations also apply to interns and are indicated accordingly in the relevant sections.

Exceptions may apply for staff members who have already reached the retirement age. For those staff members, the requirements for reintegration differ and Wittenborg is only required to continue paying the staff member's salary for maximum 6 weeks in cases of sickness.

Colleagues working on a freelance basis are excluded from the policy. Only the regulations related to reporting absence due to sickness equally apply to those working on a freelance contract.

In addition to this policy, please check the information available in FAQ and Staff Resources related to 'Sickness & Health'. You can also find relevant templates there.

Should you have any questions about this policy and the regulations outlined, please feel free to contact hrm@wittenborg.eu.

5.1 Absence Due to Sickness

Should you be unable to work due to sickness, the following procedure applies:

What is required from your side?

- You should contact HRM, as well as your supervisor, by phone as soon as possible to inform them of your absence.
 - You do not have to disclose the reason for being sick, your symptoms or diagnosis.
- HRM or your supervisor will ask you:
 - When you expect to be able to return to work, so that alternative arrangements within Wittenborg can be made if needed.
 - If you cannot give an indication of your estimated date of return to work initially, you should update HRM and/or your manager daily to inform them of your continuing absence or to provide a probable return date when you have a clearer view of when this might be.
 - Whether your sickness is related to any of the following safety nets: adoption leave, organ donation, foster leave, pregnancy, pregnancy leave.
 - This information is needed to apply for allowances when applicable.
 - Whether your sickness is caused by an accident (at work), caused by a third party, or work related.

- You are requested to discuss ongoing tasks that need to be taken over during your absence and provide instructions on how to give those over to your team, if needed. It may be required to arrange access to your Wittenborg account, so that tasks can be taken over.
- You should mark yourself absent in your calendar and set an auto reply in Outlook, informing people of your absence (templates available in Staff Resources).
 - If your absence is expected to be long-term, make sure that your auto reply is open-ended and that it is clearly stated that your e-mails will not be forwarded or read. Always provide the contact of the department(s) taking over incoming requests.
- If you are not staying at your home address that is known to HRM during your absence (e.g. because you have to stay at the hospital), you are required to inform HRM of your alternative, temporary address.
- HRM must be able to reach you during your absence, so keep all communication lines open throughout the duration of your sickness. If you are unable to communicate due to your sickness, your emergency contact or any other designated person can maintain communication with Wittenborg on your behalf.
- You must comply with requests from Perspectief.
 - As our occupational health and safety service, Perspectief will contact you in case of long-term sickness (outlined below under 'Long-term sickness'). For most communication, they use their portal, called "Camas".
 - In any case of sickness (both short- and long-term), Perspectief will send you a request to fill in a short questionnaire related to your condition. You are kindly asked to fill in this questionnaire also for short-term sickness (non-compulsory).
 - In addition, you will be asked to create an employee account in Perspectief's portal. This enables you to see your sickness dossier and any documents and reports that might be uploaded there related to your sickness and/or reintegration.

*Please note that communication and documentation sent out by Perspectief is in Dutch. Wittenborg trusts that you are able to translate this for yourself. Should you have any problems with this, please contact HRM and we will assist you with this matter.

What does Wittenborg do?

- HRM informs colleagues of your absence by sending an e-mail to Wittenborg managers and some core team members.
- HRM registers your sickness in two portals:
 - Occupational health and safety service, i.e. Perspectief/Camas
 - Insurance, i.e. Interpolis
- Wittenborg can ask the occupational health and safety service for advice. The occupational health service can make an appointment for the employee with a consultant and/or the company doctor to advise on how to handle the sickness and recovery. After 6 weeks of sickness, this becomes a legal requirement (see below under 'Long-term sickness').
- In case of sickness of longer than one week, or in case of inability to set your auto reply and mark yourself absent, Wittenborg ICT can provide access to your account to a designated team member

and/or HRM if needed. The sole purpose of this is to ensure that tasks can be continued to be performed and no important information is missed. Access to your account will never be used to monitor your activity or evaluate and appraise your performance.

- Wittenborg can ask you to return hardware, such as computers or phones provided by Wittenborg, during the period of your absence.
- HRM and/or your supervisor will maintain contact with you throughout your sickness.

5.1.1 Sickness Absence Data

Data related to sickness is recorded by HRM to facilitate re-integration, comply with legal requirements and be able to support management with data related to:

- Frequency, patterns and causes for sickness on an organisational level.
- Planning of staffing, workload and task assignment.
- Identifying needs for preventive measures to avoid sickness of employees.

The only data that Wittenborg will register (in the portals of Perspectief and Interpolis) related to your sickness is:

- The start and end date of your sickness.
- The extent to which you are unable to work, e.g. 100% unable to work, or 50% unable to work.
- The safety net that your sickness falls under, if any, e.g. pregnancy.
- Whether your sickness is caused by an accident, by a third party, or whether it is work-related.
- An alternative address and alternative contact details if you are not staying at your normal address.
- Wittenborg will never register, record or share any details related to your sickness, such as your symptoms or the diagnosis. If you choose to disclose this information to HRM and/or your supervisor this is seen as confidential information.

5.2 Frequent and Long-Term Sickness

In cases of sickness absence of more than three times per year, HRM can plan a talk with you to discuss reasons and prevention of sickness. Perspectief can be involved in talks about prevention on Wittenborg's and/or your request.

If you are sick for a longer period of time, additional actions to those outlined above will take place based on the Eligibility for Permanent Incapacity Benefit Act (Wet Verbetering Poortwachter). Long-term sickness occurs when an employee is sick for 6 weeks. Additionally, if an employee is recovered between instances of sickness for a period shorter than 4 weeks, this is seen as continuous sickness and sick days are added up. Even though the employee was not continuously absent, due to the frequency of sickness, this is still regarded as long-term sickness.

In any case, Wittenborg will maintain frequent contact with you to make sure that there is open communication, and the progress can be monitored, as well as negative developments can be addressed. The process will be supported by Perspectief.

- If you are sick for 6 weeks, the company doctor/occupational health service will make a problem analysis. This is done based on an appointment with you and the company doctor. The problem analysis includes the reasons for the inability to work, the possibilities for recovery and the expected timeline of when you might be expected to be able to return to work. The problem analysis will be shared with Wittenborg.
 - The appointment with the company doctor will be planned latest in week 4 of your sickness if the expectation is that you will remain sick for more than 6 weeks.
 - You are entitled to ask for a second opinion if you are not in agreement with the assessment of the company doctor.
- Within 8 weeks of reporting the sickness and no more than 2 weeks after the problem analysis, Wittenborg will create a plan of action in consultation with you. This plan details what both Wittenborg and you will do to support you in returning to work, either at Wittenborg or at another company. The plan of action is part of your re-integration dossier.
 - If required for reintegration, Wittenborg must adjust your tasks, workspace and or work equipment.
 - Wittenborg is legally required to maintain a re-integration dossier if sickness of more than 1 year is regarded as a possibility. This dossier includes the developments of the sickness, as well as all activities that Wittenborg and the employee have undertaken to make a return to work possible.
- At least every 6 weeks, Wittenborg must legally discuss the progress with you.
- At least every 6 weeks you will be in contact with the company doctor/Perspectief.
- Together with you, Wittenborg selects a case manager that supports and controls the implementation of the plan of action. This can be someone from HRM or a supervisor/manager.
- In week 42, Wittenborg must report you sick to UWV.

After one year of sickness, the following actions apply:

- Between week 46-52, a first-year evaluation must take place during which Wittenborg and you evaluate the first year of sickness and decide on the re-integration objectives of the second year.
 - After one year of sickness, starting a so-called second-track trajectory (Tweedespoor traject) is legally required, even if you have already started reintegration into your own position. A second track trajectory can consist of reintegration within Wittenborg in a different position or outplacement and integration in a different company. This may require external support from a labour expert or reintegration coach.
- If you are not 100% back at work after 20 months, Wittenborg will draw up a re-integration report in consultation with you. The report should contain agreements and results related to the planned return to work.
- If required, Wittenborg will adjust your tasks, workspace and/or work equipment.
- If you remain sick, you will receive a capacity for work (WIA) request form in week 87. This form has to be returned to UWV within 3 weeks. UWV will consequently evaluate the re-integration report and conduct a WIA assessment. If legal requirements are met, UWV will then start a WIA allowance for you.

- If the WIA is approved and reintegration is not possible, the employment can end at this point. After 2 years of sickness, there is no legal protection of your employment contract due to sickness anymore and Wittenborg can request a termination of your contract or reach an agreement with you.

If you are on a temporary contract, please note that Wittenborg is not obliged to renew employment contracts during sickness. If your contract expires during your sickness and is not renewed, Wittenborg will report you as sick and out of employment at UWV on the last day of your employment. You can apply for sickness benefits from UWV.

5.3 Sick Pay

During the first 12 months of your sickness, you are entitled to sick leave in accordance with the terms and conditions governing your employment.

- During the first 12 months of your sickness, you will be paid 100% of your current salary.
- During the second year of your sickness, you will be paid 70% of your current salary.

Your entitlement to sick pay is subject to your compliance with the procedures set out in this policy, as well as your cooperation with Wittenborg's Occupational Health Service. Failure to follow the correct procedures or refusal to cooperate with Wittenborg's Occupational Health Service can have consequences for your pay and employment.

5.4 Sickness and Holidays

5.4.1 Sickness During Annual Leave

If you get sick during your annual leave, this does not count as holiday but as sick leave. This applies to all annual leave, even if the leave is just for 1 day.

You are obliged to inform Wittenborg of your sickness as per the standard procedure for reporting sickness absence. In cases where you get sick on vacation abroad, you may be asked to provide a medical certificate to our company doctor. Any days of annual leave coinciding with your reported sickness will be reinstated to your annual leave rights.

5.4.2 Annual Leave Rights during Sickness Absence

In case of long-term absence due to sickness, your statutory holiday rights remain unchanged. This means that you continue to have a right to the statutory holidays of 4 weeks per year (based on 1 FTE) during your sickness. The non-statutory 5th week offered by Wittenborg lapses in case of long-term sickness absence. We will adjust your holiday rights over the year retroactively once you are either fully recovered, or at the end of the calendar year in the case that your sickness is ongoing.

If you are long-term sick, you still have a right to take annual leave. During your annual leave, since you are unavailable for work and/or reintegration duties, annual leave rights will be deducted as normal. You have to

request holidays as per the standard procedure. Moreover, you are obliged to inform Perspectief of your absence and unavailability for reintegration and appointments.

5.5 Reintegration

After recovering from sickness, Wittenborg supports its employees in their return to work. Wherever needed, Wittenborg facilitates the reintegration of the employee by making adjustments to their work. A reintegration plan can be used to aid in this process.

A reintegration plan encompasses actions and changes needed in the areas of:

- Tasks
- Work environment
- Working conditions
- Work relations

In case of long-term sickness, a reintegration plan is a legal requirement and will be drawn up based on the problem analysis by the company doctor. This is called a plan of action ('Plan van aanpak').

There are also instances in which a reintegration plan might be necessary or helpful in cases of short-term sickness, without being a legal requirement.

Whenever an employee returns to work after a period of sickness, an assessment will be made by HRM as to whether a reintegration plan is needed to ensure a smooth transition back into work.

In order to assess whether a reintegration plan is needed for your return to work, HRM will discuss and agree on the following with you:

- Are you fully recovered?
- Can you return to work normally, meaning will you be able to work the standard working hours and perform your tasks normally?
- Are any adjustments in terms of working times, work environment and/or tasks needed to help your reintegration to work? What are they, to what extent and expected duration?
- Is there a need for a case manager at Wittenborg to help you reintegrate?

Once agreed, your team and the management team will be updated on your plan for reintegration.

5.5.1 Wittenborg Case Manager for Reintegration

Appointing a case manager to assist the reintegration of an employee after a period of sickness is seen as helpful in ensuring that the reintegration plan is adhered to and the reintegration is not jeopardised by interferences. In case of reintegration after long-term sickness, this becomes a strict requirement. In case of reintegration after short-term sickness, it is dependent on the assessment of the employee and HRM.

While HRM plays a role in the case management of the employee, it is seen as beneficial to appoint someone from an operational level, who works closely with the employee, as an additional case manager. Normally, this would be the employee's supervisor.

Role of the Case Manager

The case manager helps to ensure the adherence to the reintegration plan of the employee. The employee's team and the management team will be informed of the appointment of the case manager and if applicable communication with the employee can be directed through the case manager.

The following examples illustrate the role of the case manager:

- *Often, employees reintegrate by coming back to work gradually through steadily increasing their working hours. The case manager can help the employee to set the expectations right within the team. In the phase of reintegration, being back at work does not mean that the employee can pick up the same workload as before the sickness. The case manager helps to control this and to manage that urgent tasks are being delegated within the team.*
- *As part of reintegration, the tasks of the employee might need to be adjusted. This can, for example, mean that all tasks need to be clearly defined and agreed upon beforehand, and that the employee needs to be able to work on those independently, without a lot of cooperation with others. The case manager assists in ensuring that tasks given to the employee fulfil the requirements set out in the reintegration plan. The case manager is the only person that assigns new tasks to the employee.*

5.6 Sickness and Reintegration for Interns

In principle, interns should follow the same procedure as employees for reporting sickness at Wittenborg, as is applicable to employees. However, interns are not covered by the occupational health and safety service, and as such will not be contacted or supported by them.

Interns, like employees, are covered under the Dutch Sickness Benefits Act (Ziektewet). If an intern is sick for a longer period, they may be eligible for sickness benefit (Ziektewet-uitkering) from UWV. Wittenborg may apply for this benefit, no later than the fourth day of sickness. In such cases, Wittenborg will not continue paying the internship allowance. If the sickness is short-term, Wittenborg may decide either to continue paying the internship allowance or to apply for the benefit from UWV.

THE AOG - PART 4

FACULTY HANDBOOK



31 August 2025

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1 Introduction

Wittenborg engages both full-time and part-time faculty, who are defined as ‘participating faculty’ (teaching staff who are also involved in the development of programmes, the support of students, Wittenborg’s research projects, such as Erasmus+, and other tasks that lead to Wittenborg fulfilling its mission) and ‘supporting faculty’ (teachers who are primarily engaged to teach only). Faculty members can also have support tasks that overlap with professional staff.

Especially in the Education Department, there exists overlap between faculty and professional and support staff. Depending on their type of employment contract with Wittenborg, participating faculty are also included in regulations for professional staff outlined in the Professional and Support Staff Handbook (Part 5). This is the case for faculty working as part of a 2080 employment contract, outlined in the General Staff Handbook (Part 3).

We have made an effort to clearly indicate the applicability of the policies and procedures outlined. If you are in doubt as to whether or not a regulation outlined in this handbook is applicable to you, please feel free to contact your manager or the HRM Department for clarification and guidance.

In addition to this handbook, please refer to Staff Resources and Teacher Resources on Wittenborg-Online for the most important information that you need as a faculty member of Wittenborg. Those online areas go hand in hand with our policies and are continuously updated and added to.

2 The Education Board

Wittenborg's Education Board manages the development and quality of Wittenborg's degree and non-degree programmes. It includes the Executive Director of Education, the Rector, the Dean of the Business School (Head of School), Deputy Heads of School, the Education Development & Quality Manager, and members of the permanent faculty

Key Responsibilities of the Education Board:

- Oversees the operational delivery of programmes (management)
- Develops and accredits new programmes
- Updates and maintains existing curricula
- Incorporates feedback from students, faculty, companies, and alumni to enhance programmes

The Education Board ensures programmes align with accreditation standards (NVAO, AACSB, FIBAA), market demands and professional standards while actively engaging with external stakeholders.

For details on the structure of the Education Board and its other responsibilities, refer to the Education and Examination Guide (EEG) (Part 4).

3 The Graduation and Examination Board (GEB)

Wittenborg's Graduation and Examination Board (GEB) oversees the allocation of European Credits to students for passed modules, as well as administering the marking of the final project/graduation assignment. Students who wish to apply for recognition of previous study and credit transfer should do so at the time of admission, using a form called "Transfer of Study Credits" which can be downloaded from Student Resources or picked up from the Front Desk and submitted to the GEB for decision. Students applying from abroad have been provided with this form with their application details. The GEB can be contacted by making an appointment through the secretary of the GEB.

The GEB is usually composed of internal members and two external members. For details on the complaints and appeal procedures, details on student support and the complete Graduation and Examination Board Regulations, refer to the Education and Examination Guide (EEG). The EEG is an official document and includes the education and examination regulations – which in Dutch is referred to as the OER (onderwijs- en examenreglement).

4 Online Teaching Environments and Communication at Wittenborg

To stay informed at Wittenborg, students and staff are kept up to date of all news, events and study information through Wittenborg's own online information system. All news posts will be automatically mailed to all students and staff.

Students and staff can log in to all Wittenborg online resources by using the Wittenborg username and password. All teachers and students are required to use their official email with 's'number@wittenborg.eu, and 's'number@student.wittenborg.eu, respectively, for any official communication. Personal e-mails should never be used for official Wittenborg communication.

Wittenborg-Online is an e-learning platform designed for both in-house students and distance learning students. It means that students who are unable to be on location can still continue their studies, without missing important elements or assignments.

The virtual learning environment (Moodle) at www.wittenborg-online.com:

- is part of a comprehensive online package, which includes tele-working/studying, webmail, online groupware, as well as a fully comprehensive on-line educational learning centre.
- is integrated into its intranet, and the entry page provides minute-to-minute news about activities and events in and around the school.
- is the Student Administration system, Content Management system (for curriculum), the grading platform/system (Osiris) and timetable system (Publisher).
- allows chat, testing, exams, assignments, news groups, forums, course enrolment, instant marking, progress reports, and much more.
- supports all types of multimedia and document formats to be uploaded.

Teachers are responsible for maintaining and updating online course areas. Each course has its own page in the Moodle online environment and is managed by teachers and a content manager. Teachers can lay out their courses in the formats provided and communicate with students through a whole range of techniques. The course material can be used as an addition to classroom work, as well as a fully functional distance-learning module.

Wittenborg-Online is suitable for interactive teaching and blended learning (interactive tests and exams, web quests, quizzes, etc.). All assignment upload areas must be created by the teachers. The online environment also enables students and teachers to keep an accurate record of progress and to communicate with each other. Teachers and students can easily keep track of their grades and can also view their progress in the progress charts.

The system also has glossaries, such as dictionaries and encyclopaedias that are either module bound or system wide, depending on what the teacher making them requires. The system is drawn from a database and, therefore, easily searchable. Students are expected to enrol in their courses, and to keep up to date with changes in the curriculum through this.

Every month, new features are added, bugs are resolved and tweaks are implemented. If you are interested to find out more about Wittenborg's online communication environment, e-learning and network directories, feel free to contact us at wittenborgit@wittenborg.eu.

Help and support related to all online environments is provided through our helpdesk function. Please navigate to the helpdesk through Wittenborg-Online or contact helpdesk@wittenborg.eu with any technical problems, questions or difficulties related to timetable, access or deadlines, etc. Our team is happy to help!

5 Teaching Quality Coordination

When you start your engagement at Wittenborg, an orientation session with one of Wittenborg's Teaching Quality coordinators will be planned. This comprehensive orientation focuses on the areas of:

- Acclimatisation to Wittenborg Teaching Environment
- Assessment and Examinations
- Teaching Quality
- Learning Experiences

Wittenborg's Teaching Quality Coordinators offer regular Q&A possibilities and continue functioning as a mentor after the official orientation session to ensure that faculty members become proficient in professional practices and quality standards, as well as in effective delivery of their modules, fostering student engagement.

6 Lesson Planning and Timetable

Wittenborg operates based on an academic year calendar consisting of 8 block per year. The year planning for the current and upcoming academic years is available on our website ([Download Brochures](#)).

6.1 Timetable

Your course timetables are published online through the Publisher (timetable software). Prior to the start of the academic year, the Timetable Department will ask you to provide your availability through a form. Whenever the planning for an upcoming period is ready, you receive a message from the Timetable Department asking you to update your timetable.

6.1.1 Programme Schedules and Timetable Guidelines

When you consider your availability and planning, please keep the following guidelines for timetabling in mind:

- If you are assigned to teach BBA phase 1 and/or phase 2, this requires:
 - at least 2 days/week of availability if you teach 1 module in a block
 - at least 3 days/week of availability if you teach 2 modules in a block
 - at least 4 days/week of availability if you teach 3 modules in a block
 - at least 5 days/week of availability if you teach 4 or more modules in a block
- If you are assigned to teach BBA phase 3, this requires: 2 days in two different weeks of availability for every phase 3 module

These guidelines are not applicable for teachers in MBA/MBM programmes, as those have standard delivery days. MBA and MBM programmes are taught in 6 days of 6 hours each by two teachers. MBA and MBM modules are delivered on 3 consecutive days per module part by each teacher.

Timetabling at Wittenborg works in four slots of 2 hours and 40 minutes:

- 08:30-11:10
- 11:20-14:00
- 14:20-17:00
- 17:20-20:00

The following teaching hours need to be considered when teaching the different programmes:

- BBA modules are planned between 8:30-17:00
- MBA modules are planned between 11:20-17:30
- MBM modules are planned between 11:20-17:30

Modules in master's programmes are predefined (6-hour sessions in 3 consecutive days), and changes are allowed only in exceptional circumstances and need to be approved beforehand.

- MBA (Apeldoorn) Wed-Fri (11:20-17:30)
- MBA (Amsterdam) Mon-Wed (11:20-17:30)
- MBM (MSc) (Apeldoorn) Mon-Wed (11:20-17:30) or Wed-Fri (11:20-17:30)

Postgraduate programmes may involve evening and weekend sessions.

Breaks

- Morning sessions and afternoon sessions will usually have a 15-minute coffee/tea break.
- Midday sessions will usually have a 30-minute lunch break.
- Between sessions there will always be at least a 10-minute break.

7 Reporting Academic Misconduct

Teachers are required to report any form of plagiarism and/or AI generated text (Turnitin score higher than the acceptable limit) committed at any type of examination or graduation assignment/final project. The report has to be submitted to the secretary of the Graduation and Examination Board by using the online Microsoft form: Academic Misconduct Report form. The form can be accessed through Teacher Resources and Guides in the Moodle online area.

The penalties for committing plagiarism, including AI generated text, at Wittenborg, depending on the specific plagiarism issue, include, but are not limited to:

- Official warning
- Reduction of the grade and/or a required re-doing of an assignment (on a completely different topic)
- Decision that during a period of one year at most the student is denied the right to take one or more specific (partial) tests or examinations report
- Dismissal/ deregistration from the programme

Further details are available in the EEG (Part 5).

8 Module Guides, Online Area and Teaching Materials

When planning and teaching a module, teachers must follow the respective module guide, especially the Aims and Objectives (A&Os) of that particular module. The required book is usually the main reading material for the module and students should study the reading materials in order to take part in the class discussions effectively. Therefore, (1) it is not necessary for the teachers to cover all book chapters during teaching; however, all the contents mentioned in the module guide based on the A&Os must be covered, and (2) teachers are encouraged to use extra materials to make discussions more comprehensive, contemporary and interesting.

The teaching activity should be primarily based on the A&Os of the module. The teaching focus should be on the learning outcomes and not directly on the exams; thus, teachers are expected to avoid exam-oriented teaching and it is not appreciated to specify required material for the examination.

It is the responsibility of the teacher(s) concerned to make sure that the latest Module Guide is available in the module online area at least one week before the start of the first lesson. Contact the person in charge of Wittenborg-Online or the Teaching Quality Coordinator, or Deputy Head of School for any course materials.

If teachers feel that the Module Guide needs updating, it is possible to suggest changes or improvements to the Education Board. Any change must be within the prescribed guidelines set by the accreditation agencies and not affect any of the learning outcomes. If you have suggestions, please discuss this with the Teaching Quality Coordinator or Subject Domain Subject Coordinator first, and if acceptable, the Head of School can seek the approval of the Education Board. If the changes to contents or literature are approved, you should update the approved Module Guide at least one week before the start of the block. All module guides must be available in the Online Area at least one week before the start of the block in which the module is being delivered.

It is the responsibility of the lecturer concerned to keep the module online area up to date. Make sure the following documents are up to date and posted correctly:

- Module Guide
- Student handouts
- PowerPoint slides (PPT slides)
- Information on class/home assignment
- Any additional learning resources or links
- Information/guidelines regarding exam and assessment (no exams)
- Upload and use at least 3 academic papers from current journals or relevant magazines

If you are teaching a module that includes students from both HBA and IBA programmes, you should make sure that the module online area in Moodle for both IBA and HBA are updated. This means that you have to create two upload areas, one for each group.

PPT slides should be professional and appropriate for an international business and academic audience. Avoid resources/images that are controversial, offensive, divisive, inappropriate or objectionable.

On developing module examinations and assessments as per the Wittenborg requirements, please see our Exam Administration Handbook (AOG-Part 4B), also available in the online area.

9 Teaching and Effective Teaching Delivery Management

9.1 Student Advice

If you feel that a student needs help (either extra tutoring, or financial or emotional counselling), please always refer them to student support services: their process tutor at bachelor's level and study advisor at master's level and/or the student counsellor.

At the beginning of a module, teachers should present and elaborate the module guide, its contents and rationale for the aims and objectives of a module within the first lesson of a module. Special attention should be given to clearly explain the assessment type, grading criteria, and deadlines.

9.2 Answering E-mails

Wittenborg has a policy to reply to all emails including student emails within 3 working days. Try to acknowledge the email with a standard reply if you need more time or information to answer a student question.

9.3 Teaching Delivery and Time Management

Teachers are expected to be in the classroom 10 minutes before the start of their lesson. This gives you time to welcome the students and set up the projector, etc. Please start your lesson on time. Wittenborg, in contrast to many Dutch universities, does not have an “academisch kwartiertje”, which means that lessons start exactly at the given time. However, students highly appreciate teachers' availability prior to or after the class for any questions. This is positively reflected in student feedback for the teachers providing this opportunity. Teachers cannot leave their on-going classes under any circumstances except the scheduled breaks and in obvious emergency situations. In case of emergencies inform Head of schools/coordinators immediately.

9.4 Teaching Materials

The teacher is responsible for ensuring that their online areas are ready and learning materials are uploaded at least 2 weeks before the start of their modules.

9.5 Unavoidably Late

Late arrival for classes because of travel related reasons is generally not acceptable at Wittenborg and you are responsible to ensure on time arrival for all lessons. Please try to plan your journey to our campus or locations with a good time buffer. In case of unavoidable delay (i.e. traffic jam, train delays, etc.), contact the Front Desk by phone as soon as you can. Front Desk can then inform the students accordingly.

9.6 *Sickness, Cancellations and Rescheduling*

If a teacher is unable to attend class(es) due to illness, emergencies or other exceptional or mitigating circumstances, it is their responsibility to do the following:

1. Inform Front Desk as soon as possible and provide all necessary information pertaining to the class(es) that need to be cancelled (name of the module, planned time of the class(es), planned classroom numbers, etc.).
2. Update the Module Online Area and inform students about the cancellation via the Class Announcement.
3. Contact the timetable department to cancel the class(es). The person responsible for timetabling must:
 - a. update the timetable as soon as possible.
 - b. post the cancellation of class(es) to all appropriate Wittenborg (social media) channels
 - c. ensure an automatic email about the cancellation of class(es) is sent to students.
 - d. print a 'Class Cancellation' notice and place it outside the planned classroom.

Note: Students will receive two emails about the cancellation of class(es), one from the timetabling office and another from the Module Online Area. If students have no access to the Module Online Area or have not received any email about the cancellation, the 'Class Cancellation' notice pasted outside the classroom will suffice to inform students of the changes.

Rescheduling of classes is strictly prohibited, unless due to illness, emergencies or other exceptional or mitigating circumstances. If that happens, the teacher has the responsibility to do the following:

1. Fill in the online Request for Change in Timetable and submit for approval.
2. Once approved, the person responsible for timetabling will then make the change(s) and inform both the teacher concerned and the students of the change(s) (as in point 3 a - d above).
3. Update the Module Online Area and inform students about the rescheduled class(es) via the Class Announcement.

If you are sick, you should in addition to the aforementioned procedure refer to the regulations outline in the General Staff Handbook (Part 3) related to 'Sickness and Reintegration', specifically the section on 'Absence due to Sickness'. Depending on the type of engagement that you have with Wittenborg, additional regulations may apply. HRM should always be informed of your sickness.

If students are sick, or have another serious reason for not attending class, they should contact the Student Administration: 088 6672688 or info@wittenborg.eu and inform the module teacher by email before the class is scheduled or on the day the class is scheduled at the latest.

9.7 *Participation Sheets*

All teachers must record students' participation credits either digitally, available in the online area, or on the attendance sheets that are provided by the Front Desk. Please refer to the guidelines on Participation Credits.

All teachers must announce this information during the first lesson.

9.8 Guest Speakers

Students always appreciate additional speakers from outside Wittenborg bringing their practical experience to the classroom. Teachers are encouraged to bring in guest speakers on an interesting topic related to the module content. Wittenborg has a Guest Lecturing Coordinator to help with the organisation and facilitation of guest lectures.

9.9 Classroom Facilities

All classrooms at all locations are equipped with internet connections, multimedia projectors, and whiteboards, and flip charts and other support materials are available at the Front Desk. Instructions on how to use the equipment are placed on the wall in each classroom. The Front Desk team is always available to help, if necessary.

Teachers are requested to bring their own laptops to connect to the projectors and deliver their lessons. If you do not have a laptop, you can reserve one in advance by contacting the Front Desk.

You can also get non-permanent board markers from the Front Desk or borrow laser pointers. You can keep the markers but remember to bring them with you to class every time. Do not leave them in class. The front desk will also assist you in case of any technical problems.

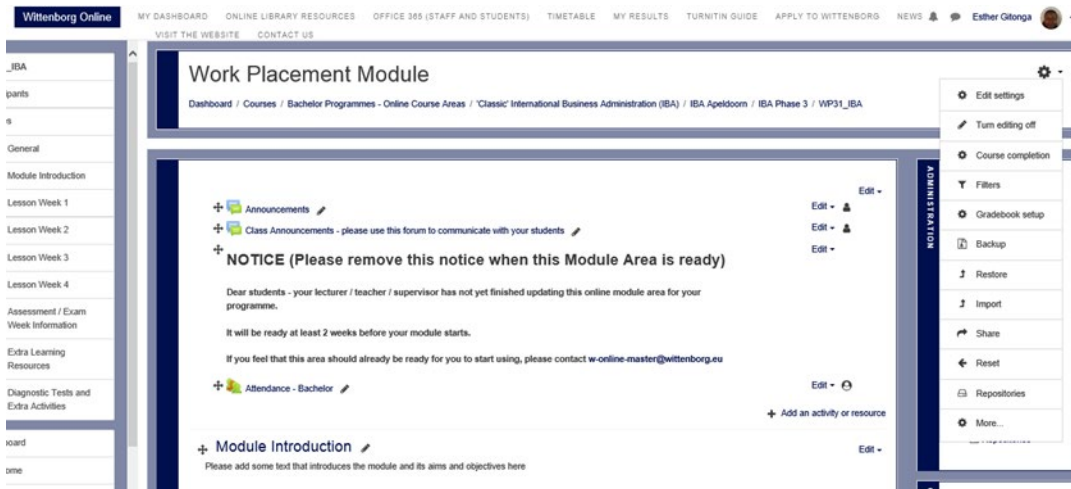
Please help to maintain the classrooms. Remind students not to litter, and to throw all empty cups or litter, etc., into the dustbin. All cups taken from the kitchen must be returned and placed in the dishwasher. Remind the last person out of the classroom to switch off the lights and the projector. Ensure that you re-connect all cables that you disconnect for use with personal devices, e.g. laptops, before you leave. This will help avoid unnecessary delays for the next teacher.

9.10 Creating Turnitin Upload Areas

How to Create a Turnitin Upload area:

Step 1:

Please go the Moodle website of your course, in our example this is the Work Placement Module, IBA Phase 3:



Step 2:

On the top right of the screen you will find the Button “Turn editing on”. If this is not the case, please contact ict@wittenborg.eu to make sure you have teacher administrator rights for your course in Moodle.

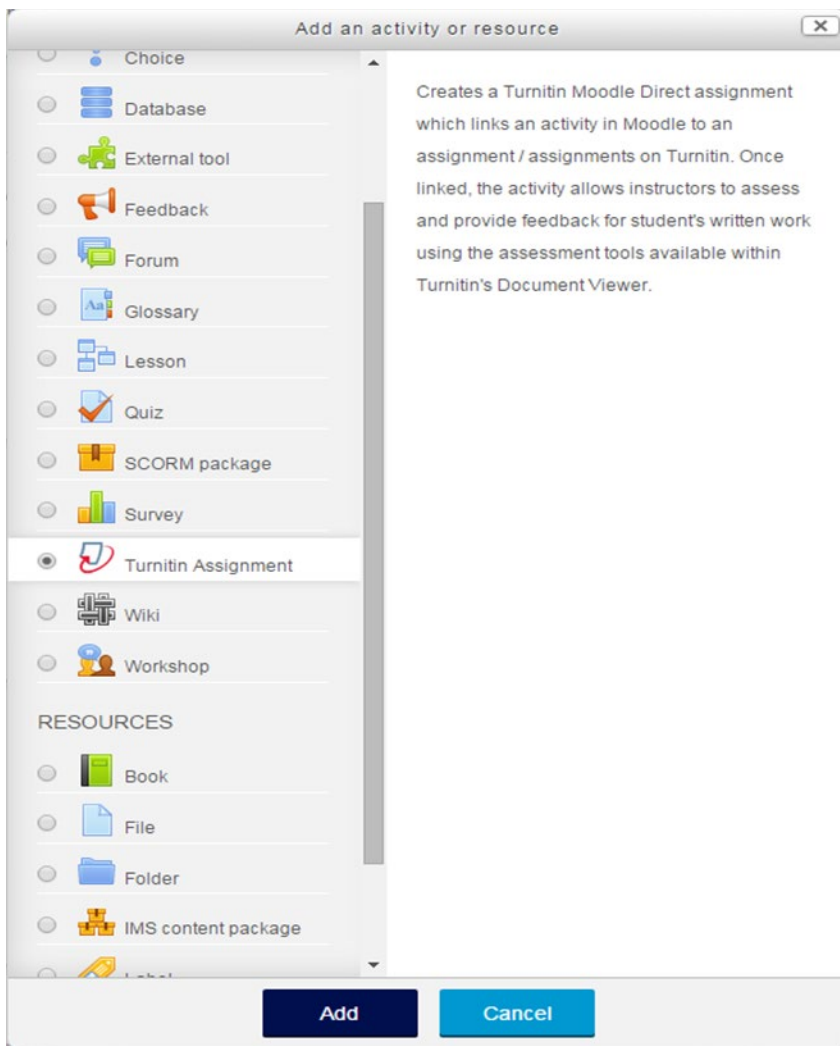
Step 3:

With editing turned on we can now create or edit text/assignments/files, etc. Scroll down to the area/header which you want to place in the Turnitin Upload area. In the example we would like to create an upload area for Block 1 Submission. Click + Add an activity or resource.



Step 4:

From the list of Activities please select “Turnitin Assignment” and then click “Add”.



Step 5:

In the section “Report Generation Speed”, choose “Generate reports immediately, reports can be overwritten until due date”.

Originality Report Options

Allow Submissions after the Due Date

No

Report
Generation
Speed

Generate reports on due date (students can resubmit)

Store Student Papers

No Repository

Note: If you do not select "Yes" for at least one of the "Check against..." options below then an Originality report will NOT be generated.

Check against stored student papers

Yes

Check against internet

Yes

Check against journals, periodicals and publications

Yes

Exclude Bibliography

No

Exclude Quoted Material

No

Exclude Small Matches

Step 6:

Click the option "Grade" and choose the appropriate type of grade for the assignment. The default setting is always "Point" on the scale of 10 or 100.

For Pass/Fail modules, choose "Scale" for Type and then "Pass or Fail" for the Scale section.

Grade

Grade Type

None
Scale
Point

Scale 1 to 10

Maximum grade 10

Grade category

Uncategorised

Grade to pass

Common module settings

Restrict access

Step 7:

Please enter both an Assignment Name and Summary and scroll to the bottom to click "Save and Display".

Step 8:

The next screen will show as below. Click on the pencil symbol to edit the due date for the submission. In Turnitin the deadline for the upload area is automatically set to 1 month after the creation date, so we have to adjust this to our own date as per the assignment deadline. This needs to be done to prevent students from uploading after the deadline.

Visible groups: All participants

Summary

Submit Paper

Submission Inbox

Options

Turnitin Assignment Name

Upload Area Work Placement Evaluation

Summary

Upload Area Work Placement Evaluation

Turnitin Tutors

Assignment Part	Start Date	Due Date	Post Date	Max Marks	Export	
Part 1	1/09/15, 10:23	8/09/15, 10:23	8/09/15, 10:23	10	-	

Step 9:

The next screen shows that we are only interested in setting the “Due Date”. Please choose the due date according to Wittenborg specifications and click “Submit”. The standard deadline for all Type 2 examinations is exam week Monday 16:00 hours.

Turnitin Assignment Name

Upload Area Work Placement Evaluation

Summary

Upload Area Work Placement Evaluation

Turnitin Tutors

Assignment Part

Part 1

Start Date

1

September

2015

10

23

Due Date

8

September

2015

10

23

Post Date

8

September

2015

10

23

Max Marks

10

Cancel

Submit

It is the teacher’s responsibility to ensure that modules with Type 2 exams have clear assessment instructions for students.

Congratulations, the Turnitin upload area is now up and running!

Teachers who wish to receive a training in the Turnitin software, contact the Heads of Schools for more information.

In case of technical problems

Unfortunately, it may happen that technical issues prevent a student from uploading their paper on time. To make sure that they are still able to upload on time and not use this as an excuse to extend the deadline, the teacher should copy the following text into the upload area:

In case of any technical issues, students must send an email to ict@wittenborg.eu within 5 minutes after the deadline, **with the assignment and a screenshot of the technical issue attached**.

9.11 Peer Reviews

At Wittenborg, we believe in life-long learning and continuous improvement. Teachers should continue to learn and improve their teaching pedagogy. They are encouraged to invite a colleague into their class and conduct a peer review. In this way, teachers can learn from each other and the best practices will be carried forward. A 360-degree peer review feedback form can be found in the Appendix.

It is important that all exams, as soon as they have been developed by teachers, are benchmarked against Wittenborg standards. For this, we ask teachers to submit a copy of their exam papers to one of their colleagues for an opinion. For this purpose, standard forms are available. It is the teachers' responsibility to arrange this in a timely manner. Module leaders may also be able to help.

9.12 Calibration Sessions

There should be a calibrating session for marking of papers. The module leaders are asked to arrange calibration or standardisation of marks sessions during which teachers grade one or a few student papers and then compare opinions and insights about their marking. This can set a common ground for consistency in exam marking and eliminate any bias or irregularities in assigning marks.

9.13 Dress Code

Although we do not have a specific dress code at Wittenborg, as outlined in the General Staff Handbook (AOG-Part 3), our instructors should realise that they are often seen as role models and, therefore, should dress "smart but casual". Our instructors are Wittenborg ambassadors.

9.14 Equipment

In principle, Wittenborg does not provide equipment, such as laptops, to faculty members. However, we work with SURFspot, which offers discounts on equipment and software for organisations and people in education.

You can visit <https://www.surfspot.nl/> and log in with your Wittenborg credentials under 'Mijn SURFspot' to be able to order at discounted prices. Please select Wittenborg as your organisation to make sure that you are able to order with a discount. Always make sure to compare offers from other suppliers and sites, as the rates from SURFspot are not always the best price.

10 Pay, Declarations and Benefits

Wittenborg is committed to offering fair compensation and attractive benefit packages to remunerate its faculty. We aim to be transparent in the way we design and offer pay and benefits across the organisation, ensuring fair treatment of all staff members.

Pay and benefits for faculty are dependent on whether work is performed as part of an employment or an assignment contract.

10.1 Employment

As outlined in the General Staff Handbook (AOG-Part 3), faculty at Wittenborg are employed either based on a 1786 employment contract, i.e. an hours per year contract, or on occasion based on a 2080 employment contract, i.e. an hours per week contract, if they perform support tasks, as well.

If you are a faculty member working on a 2080 contract, please refer to the Professional and Support Staff Handbook (AOG-Part 5) for regulations regarding pay, declarations and benefits that apply to you.

10.1.1 Salaries

In principle, Wittenborg pays salaries on the 26th of each month. If this day falls on a weekend, salaries are paid out on the following Monday. The holiday season around Christmas forms an exception. In December, Wittenborg pays out salaries earlier in the month before the start of the holidays, on the closest working day before Christmas.

1786 Contract

Monthly salaries for faculty working on a 1786 contract are based on a gross monthly salary rate for one full-time equivalent (1 FTE). A full-time employment under a 1786 contract comprises 1,786 working hours per year. Yearly working hours are allocated based on tasks agreed as part of a task sheet. The working hours per month and week can differ based on the allocation of modules and non-teaching tasks throughout the different blocks. However, in principle, the resulting yearly salary is divided and paid in 12 equal monthly salary payments over the course of the academic year from February block – December block. In addition, Wittenborg pays out 8% holiday pay (vakantiebijslag) on a monthly basis.

Extra Hour Declarations

Wittenborg pays out extra hours for staff members working on 1786 contracts. Extra hours might occur, for example, due to:

- Being allocated additional modules or non-teaching tasks throughout the year
- Marking of extra exams
 - Grading extra exams is compensated at 0.5 hour per exam, in case there are more than 25 students on average per module, considering the total number of modules and students per academic year. You can only declare extra hours for marking at the end of the academic year, taking all your modules into consideration based on the following rule:

- Number of modules per year x 25 students = X amount for standard marking (incl. retakes)
- All marking, based on the number of students exceeding the amount for X, is considered extra and will be compensated
- For example:
 - 4 modules per year x 25 students (standard) = 100 standard marking
 - If total of 120 students across all modules in the academic year (retake exams can be added for both retake blocks to the total for all modules taught), 20 extra exams can be declared
 - Note: If exam type 2, group and individual paper per student are considered as 1 student/exam.
 - Note: For MBM/MBA modules, since there are two teachers involved in the module delivery, the number of extra marked papers must be divided by 2
- Academic supervision
 - In general, we expect all academic supervisors to produce graduates from the allocated group of students in the task sheet at least at 50%.
 - That means that if 6 students are allocated in the task sheet, we expect at least 3 to graduate within the same year. This means that compensation is fully paid for those graduates as compensation is paid at 50%, i.e. 3 students, along with salaries throughout the year.
 - Extra compensation will only take place if the graduation numbers are more than 50% of the allocated students for a particular academic supervisor. In this case, you can declare extra hours at the end of the academic year.
 - Continuing with the above example of 6 students in the task sheet: If by the end of the year, not 3 but 5 students have graduated, we would pay out extra hours for 2 additional students at 2x 100% of 16 hours i.e. 28 hours compensation. This way we ensure that 100% compensation is paid for all the graduated students every year.
 - Please note that we principally allocate 16 hours per student for academic supervision.
- Functioning as a Third Marker
- Teaching additional groups
- Participating in AoL or MEE

Those extra hours need to be agreed upon in advance with the Head of School. You need to declare extra hours using the 'Faculty Extra Hours Declaration Form' available in Staff Resources.

Declarations for extra hours are paid out along with salaries four times per year in February, May, August and November. Only declarations that are submitted before the 10th of the month can be considered in the salary administration of the same month.

Salary Slips

All your salary slips are accessible via the e-HRM portal NMBRS/Visser&Visser. Every month, you receive an e-mail alerting you whenever a new payslip is ready in the portal.

10.2 Assignment

Faculty working on assignment for Wittenborg do not receive salaries and are not included in any benefit schemes.

If you are working on assignment, you invoice your work according to the rates and conditions agreed as part of your letter of assignment. Regulations regarding all other declarations, including travel costs, are mentioned in your contract. Often travel and lodging for faculty working on assignment are compensated at a fixed rate. Faculty members working on assignment should include all declarations in their invoices.

10.2.1 Invoices

When invoicing your work, pay close attention to the regulations and conditions outlined and agreed in your contract. In addition, the following needs to be considered and included in your invoice to make sure your invoice is complete and can be processed without delay:

- Wittenborg's official company address: **Wittenborg University of Applied Sciences B.V., Brinklaan 268, 7311 JD Apeldoorn, The Netherlands.**
- Your company details, consisting of:
 - Company name
 - Company address
 - Chamber of commerce number
- Invoice date
- Unique invoice number – the same number cannot be used twice.
- Period concerned, i.e. the teaching block and academic year, for example February block, 2025.
- Description of the services provided, including module name and module code.
- Delivery dates, i.e. lesson dates, of the modules concerned.
- Dates of result submission, i.e. the date on which you have submitted the exam results.
- Agreed module rate and/or hourly rate for non-teaching/administrative tasks, such as academic supervision and module leader hours.
- In case of an hourly rate, your invoice should include the number of hours that you have spent, for example 7h for module leader role at € 35/h.
- VAT (BTW): Please note that higher education in the Netherlands is exempt from VAT and Wittenborg does not charge VAT (BTW) taxes. The VAT rate mentioned on invoices, therefore, should always be 0% with a note that accredited higher education in the Netherlands is exempt from VAT.
 - Lecturers can register themselves at the CRKBO to be able to offer higher education services excluded from VAT. Please find information about registering [here](#). If you are registered at CRKBO, please include a note in your invoices mentioning your registration.
- Your company's bank details, consisting of:
 - Account holder name
 - IBAN
 - BIC/SWIFT
 - Bank name

All invoices should be sent via e-mail to hrm@wittenborg.eu per teaching block, after all activities (including marking) have been completed. Invoices should always be sent within 2 months of completion of your activities.

Please note that incomplete or faulty invoices, as well as invoices prior to results submission, cannot be processed.

All invoices received need to be approved by management and/or the HRM Department. Once approved, they are forwarded to the Finance Department for processing. We aim to pay out declarations within 2 weeks.

10.3 Home-to-Work Travel

In principle, faculty members working in based on a 1786 employment contract are entitled to declare home-to-work travel cost, unless stated otherwise in your contract with Wittenborg.

Employers are not obliged to pay home-to-work travel compensation; therefore, this is seen as a secondary condition of employment. The Dutch tax authorities allow travel compensation to be paid without paying wage taxes under certain conditions.

Wittenborg aims to offer a sustainable travel policy, reducing our carbon footprint and encouraging health and well-being among staff members:

- Wittenborg encourages faculty to reside as close as possible to the work location, thereby reducing commuting, costs and time.
- Wittenborg encourages faculty who cannot travel on foot or bicycle to use public transport instead of travelling by car.

Please note that under Dutch law, you might be entitled to tax compensation for travel costs to your place of work. For further information, please check:

https://www.belastingdienst.nl/wps/wcm/connect/bldcontentnl/belastingdienst/prive/auto_en_vervoer/ur_eist_naar_uw_werk/.

10.3.1 Regulations

The following regulations apply:

- Wittenborg compensates a maximum of € 400 per block for home-to-work travel if public transport is used.
 - Compensation for public transport is based on actual cost of tickets (2nd class).
- Wittenborg does not compensate the first 5 km per single trip if you choose to travel by car.

- Wittenborg compensates car travel at € 0.21 per km per single journey, up to a maximum of € 380 per block.
 - The travel distance by car is determined based on the home address and the campus/work location address taking the usual route using Google Maps, and deducting the first 5km per single trip.
- Wittenborg does not compensate home-to-work travel costs if those amount to less than € 100 per year, due to unnecessary administrative costs.
- Wittenborg only compensates home-to-work travel costs based on your current contract and task sheet. Scheduled teaching hours, meeting hours, and administrative tasks are the basis of required home-to-work travel. All tutoring, small group meetings and other activities are required to be planned during the days at which you are at Wittenborg for other activities, such as lessons.
- You will have an individual travel cost plan to make sure fair, effective and efficient principles are applied.
- Travelling between the Wittenborg locations, if required for the function, is not seen as home-to-work travel. Such travel falls directly under the business travel policy (Business Travel).
- Wittenborg does not provide staff members with guaranteed parking spaces and does not compensate costs for parking.
- The charging of private electric vehicles at Wittenborg's parking facilities is not provided free of charge. Staff members are responsible for arranging and covering their own charging costs.
- Wittenborg only compensates travel that has actually taken place and is required for the function. When the situation occurs that you do not travel due to sickness, pregnancy leave or other forms of leave, no travel costs will be paid.
- Changes in address should be sent to hrm@wittenborg.eu so that travel costs can be recalculated if necessary.
 - Should you choose to move further away from work, the increased travel expenses will not be compensated. If you move closer to work, your travel cost will be recalculated and adjusted according to the updated distance and cost.

10.3.2 Procedure

To declare travel costs, please use the “Home-to-Work Travel Cost Declaration Form - Faculty” available in our Staff Resources and send it to hrm@wittenborg.eu. Travel costs should be declared on a block basis. When travelling by public transport, you need to provide copies of the train/bus tickets, or the OV-chipcard transaction overview to make a declaration.

Travel costs declarations received need to be approved by the HRM Department and Head of School. Once approved, they are forwarded to the Finance Department for processing, as those declarations are paid independently of salaries. We aim to pay out declarations within 2 weeks.

Please note that travel costs can only be declared for the preceding 2 months. Any costs declared later than that will not be honoured.

10.3.3 Insurance

Even though the employer is not usually liable for damages incurred during commuting, Wittenborg does have an insurance covering damage that occurs during commuting. For more information, please refer to the chapter on insurance in AOG-Part 3.

10.4 Business Travel

Business travel is different from home-to-work travel on a daily basis. You may need to travel for your function or company purposes. As such, business travel includes all travel necessary for your job that is not travel from your home address to your usual place of work. Business travel regulations are applicable to all faculty members working in employment.

Often, arrangements for business travel will be made directly by Wittenborg and, whenever possible, invoices will be paid directly by Wittenborg. However, in some cases, this might not be possible or practical and you may cover the cost yourself initially. In those cases, you can later declare them as business travel expenses and will be compensated accordingly.

Examples of business travel are:

- Meeting with clients or partners at an external location
- Attending events where you are representing Wittenborg in official capacity
- Visiting a Wittenborg location other than your usual place of work for your function

For this kind of travel, Wittenborg compensates transportation and accommodation expenses (if needed), as well as board if agreed with management.

If you have any personal restrictions on business travel, such as for religious or medical reasons, please inform your manager and/or HRM at the start of your employment at Wittenborg. Additionally, for each business trip, notify them in a timely manner when travel arrangements are being made so that these considerations can be taken into account during planning. This is especially important before committing to any (research) projects that require international travel.

10.4.1 Regulations

The following regulations apply:

- For travel using public transport, Wittenborg compensates the actual costs.
- For travel by car, Wittenborg compensates € 0.21 per kilometre based on the kilometres provided by Google Maps for the usual route.
- For travel by plane, Wittenborg compensates the actual costs.
 - Beforehand, determine the best price and schedule for the flight and send an email with the complete information to the management team. After receiving an approval in writing you are allowed to arrange the booking of the tickets.

- If needed, Wittenborg might be able to assist you in making a booking using the company credit card.
- For lodging and board, the actual costs are compensated with a maximum for:
 - An overnight stay of max. € 100 for a single room per night.
 - Beforehand, determine the best price for the hotel room and send an email with the complete information to the management team. After receiving an approval in writing you are allowed to arrange the booking of the hotel.
 - If needed, Wittenborg might be able to assist you in making a booking using the company credit card.
 - Food and drinks at a max of € 65 per day (including breakfast, lunch and dinner):
 - Breakfast and drinks: € 15
 - Lunch and drinks: € 20
 - Dinner and drinks: € 30
 - If the location that you are visiting has no drinkable water, an extra allowance of € 5 per day can be applied for drink water.
- If a part of the day/evening drinks or food is offered by the hotel (as part of the overnight stay), Wittenborg, or Wittenborg's associate, the proportional allowance for this is reduced and cannot be accumulated.
 - Example: if a hotel room rate includes breakfast, the total day allowance for food and drinks is reduced to € 50. Additionally, if coffee/tea/water is provided during your visit, you are expected not to exceed € 40-45 as a maximum declaration for lunch and dinner.
- Travel to a staff member's home country can only be compensated in cases where all members of the Executive specifically request a staff member to travel to the respective country for business, and agree to cover the resulting business travel expenses.

10.4.2 Procedure

To declare business travel cost, please use the "Business Travel Cost Declaration Form" available in Staff Resources and send it to finance@wittenborg.eu. Your manager will be asked whether the costs made were agreed and can be approved.

Receipts need to be provided for declarations: When travelling by public transport, you need to provide copies of the train/plane/bus tickets, or the OV-chipcard transaction overview to make a declaration. In addition, receipts and/or invoices for hotels, and F&B costs need to be provided. A shared bill cannot be declared individually. The Finance Department cannot divide one receipt into two or more. Therefore, only bills for individual declaration can be accepted and handled.

Business travel costs declarations received need to be approved by management. Your manager responsible is allowed to give approval for travel costs by car or public transport and lodging costs for food and drink. For an overnight stay and plane tickets you need to have approval from a member of the management team. An e-mail with a specification of the (estimated) costs and motivation must be sent beforehand.

Once checked and approved, declarations are forwarded to the Finance Department for processing, as those declarations are paid independently of salaries. We aim to pay out declarations within 2 weeks.

Interns or students who are asked to accompany a staff member for an external appointment or event can declare costs made for travel and lodging as well. For students, the staff member in charge is expected to assist and will be responsible for the declaration process and quality of the paperwork.

10.4.3 Insurance

Wittenborg has a continuous company travel insurance with Interpolis. For more information, please refer to the chapter on insurance in AOG-Part 3.

10.5 Job Titles

Job titles for faculty members at Wittenborg are based on transparent criteria outlined in 'Wittenborg Faculty Qualifications and Classification' (AOG-Part 9). You receive a job title when you first start your engagement at Wittenborg. Your job title is reviewed and, if required, changed as part of yearly appraisal and development in the course of planning for the new academic year.

11 Appraisal and Development

Wittenborg is committed to being a good and fair employer. That means that everyone who is hired can expect to be continued in their position and move to permanent employment if they continue to perform according to requirements of the position and organisation. We are actively working on creating long-term perspectives for our staff across the organisation and strive to provide continuous opportunities for training and development. We see it as our responsibility as an employer to give people the chance to develop their talents and build professional careers.

Development and training opportunities, as well as promotions, are allocated based on objective criteria and merit, and are designed to avoid putting employees at a disadvantage based on skin colour, nationality, ethnic origin, marital or civil partnership status, disability, religion, belief, age, sexual orientation, gender identity or expression, sex, or socio-economic status (non-exhaustive). In line with our Diversity and Inclusion Policy (AOG-Part 11), leaders and managers are expected to apply principles of diversity, equity and inclusiveness when evaluating employees and be mindful of the need to create fair opportunities for those that may require additional support.

11.1 Yearly Appraisal and Development Talk

As a faculty member, you receive ongoing coaching and mentoring by your Wittenborg buddy, the Teaching Quality Coordinator, and your manager. This culminates in a yearly appraisal and development talk that you have with the Head of School. The yearly appraisal and development talk centres on looking back and looking ahead. The talks also facilitate the planning for the new academic year.

In preparation of the talk, and as part of the invitation, you are asked to provide your feedback and input related to:

- Achievement of aims and objectives in the past year – regarding module delivery, assessments, student performances
- Preference of additional support to better achieve aims and objectives (see above)
- Satisfaction with work at Wittenborg
- Preferred planning and workload allocation for the new academic year
- Preferred domains and modules for the new academic year, including modules that you would like to drop
- Personal development goals
- Updates on scholarship, intellectual contributions, and impact statements
- Feedback, comments, concerns

During the appraisal and development talk, you receive feedback on your performance based on feedback collected from the Head of School, the Teaching Quality Coordinator, the Research Centre, peer feedback and module evaluations that are filled out by students after every module during the academic year.

The criteria for appraisal and evaluation include, but are not limited to:

- Overarching faculty requirements and faculty qualification status-dependent intellectual contributions (AOG-Part 9 'Wittenborg Faculty Qualifications and Classification'): Intellectual Contribution Impact Statements
- Teaching performance – module evaluations
- Teaching quality
- Teaching training and qualification
- Student support/mentoring
- Advising and service to Wittenborg, contribution to development of Wittenborg
- Scholarship and intellectual contributions: research activity and active research output – publishing, editing, etc.
- Professional experience and achievement
- Personal development
- Positive impact within and outside Wittenborg: collegiality and external representation of Wittenborg, and contribution towards external Wittenborg branding

Next to your performance, workload allocation and rewards are reviewed and discussed. Potential work pressure is also part of the talk. Your manager will discuss potential causes of work pressure with you and look for ways to support you and prevent work-related stress.

Moreover, a critical part of appraisals is the discussion of personal development goals. Together with you, the Heads of School will look at opportunities for personal development and advancement within Wittenborg.

As Wittenborg encourages life-long learning among its staff members, further education and training are a key aspect of the appraisal and development talk. During your development talk, we are interested to hear in which areas you would like to grow and whether you would like to pursue additional training or education. Wittenborg offers extensive opportunities for personal development, education and training (detailed in AOG-Part 7). These will be discussed during your appraisal where you and the Head of School will look at ways in which Wittenborg can support you.

A summary and feedback from your appraisal and development talk is shared with the HRM Department and saved in your personal file. Based on your appraisal and development talk, the planning and support for the coming academic year is determined in agreement with you.

For participating faculty working as part of a 2080 contract, the regulations and procedure for appraisal and development might be a combination of the procedures outlined here as well as in the Professional Staff Handbook (AOG-Part 5). Critically, the criteria for appraisal and evaluation mentioned here apply to all faculty members, irrespective of their type of contract.

11.2 Planning for the New Year

Following the yearly appraisal and development talks, the planning and task allocation for the new year is done according to the following steps:

- You receive a draft task sheet mentioning the teaching and non-teaching tasks allocated to you and are asked to review and approve this.
 - Comments, concerns and requests to change the allocation should be discussed with the Head of School.
- If you approve your draft task sheet, your contract for the new year is created based on your task sheet.
- You receive a finalised task sheet along with your contract for the new year for countersigning from the HRM Department.

11.3 Contract Renewal

For faculty members with temporary contracts at Wittenborg, the yearly appraisal and development talks also revolve around their contract renewal.

Decisions on whether or not to extend your contract are based on the criteria outlined in the context of appraisal and development and informed by appraisal of the Head of School. In addition, terms and conditions of employment are reviewed and can be adjusted based on the appraisal and development talk. If your contract is renewed, the procedure outlined as part of 'Planning for the New Year' applies.

Wittenborg will inform you at least one month before your contract expires in case it will not be extended. If your contract is not extended and your employment ends, please refer to the General Staff Handbook (AOG-Part 3) for regulations related to exit.

12 Teacher Training and BKO Qualification

All faculty members teaching as part of Wittenborg's programmes must have experience or qualifications in pedagogy or didactics equivalent to that of Dutch universities' BKO standard and/or Fellowship of Higher Education Academy (FHEA), or obtain this within 3 years of the start of their engagement at Wittenborg.

12.1 PGCert and FHEA

The Postgraduate Certificate (PGCert) Programme is intended for instructors with limited teaching experience, or support and research staff who wish to acquire additional training in pedagogy and didactics. This programme supports the career development of participants as international teachers in higher education and contributes significantly to improving the quality of education at Wittenborg.

The programme consists of three modules designed according to the globally-recognised Professional Standards Framework (PSF) developed by Advance HE (2023). Staff following this route attend a training programme comprising three modules with a total of 96 contact hours. This includes 5 days of practical training workshops and portfolio building activities. The total time commitment is 408 hours, encompassing both contact hours and independent study. The training also incorporates self-study. This programme does not award academic credits.

Depending on the type of contract a faculty member has, Wittenborg offers study support in the form of reduced fees and study leave. This is agreed as part of a study agreement with the staff member. Eligibility for support to obtain the PGCert is subject to appraisal and development plans. The Head of School and HRM Department have discretion to refuse or postpone study agreements for staff members based on workload, performance, development or other considerations which may impact the successful completion of the programme in combination with work.

12.1.1 Aims & Objectives

The overarching goal is to equip educators with advanced knowledge and skills for effective and innovative teaching in higher education. Key aims include:

- **Pedagogical Mastery:** Develop understanding and application of diverse, effective teaching strategies and learning theories for engaging learning environments.
- **Critical Reflection & Research:** Enhance the ability to critically analyse educational practices and use evidence-based research for improvement.
- **Inclusive Education:** Acquire skills to create inclusive and equitable learning opportunities that respect diversity.
- **Technology Integration:** Explore and apply innovative technologies, including digital tools and AI, to enhance learning.
- **Assessment Proficiency:** Develop expertise in designing effective assessments and providing constructive feedback aligned with learning objectives.
- **Professional Development & Ethics:** Cultivate leadership, ethical reasoning, and a commitment to continuous professional development.

- Professional Recognition (FHEA): Enable participants to meet the Professional Standards Framework 2023 (PSF 2023) requirements for FHEA (descriptor 2).

12.1.2 Entry Requirements

- A Master's degree (any field of study)
- Current professional practice in Higher Education
- An IELTS score of 7.0 or higher

12.1.3 Process of Enrolment and Training

- Programme Structure: A part-time (12-18 months) postgraduate certificate programme (30 EC credits) focused on practical, work-based learning in higher education teaching.
- Entry Points: Offered yearly with the start date mentioned on the webpage of PGCert.
- Training Modules: The programme consists of three core modules:
 - TL40: Advanced Pedagogy and Inclusive Higher Education: Focuses on innovative, inclusive, and technology-enhanced teaching strategies.
 - TL41: Advancing Instructional Skills Through Evaluation: Concentrates on designing, implementing, and analysing assessments to inform practice and development.
 - TL42: Educational Inquiry Project: Empowers educators to conduct educational research and engage in reflective practice.

12.1.4 Assessment

Assessment is designed to evaluate pedagogical skills, curriculum design, evaluation capabilities, and research competence. Key assessment methods include:

- TL40: Multimedia assessment (video recording of teaching + feedback) and an inclusive curriculum design group project.
- TL41: Data analysis report based on assessment data and a critical evaluation report based on lesson observation (live or video) and related documents.
- TL42: A research proposal and a final research poster with an oral defence.

12.1.5 FHEA Application (via PSF 2023 Engagement)

The programme is designed to support an application for Fellowship of the Higher Education Academy (FHEA) by aligning with the PSF 2023 (see the framework in the Appendix).

- PSF 2023 Template: Participants must maintain an ongoing PSF 2023 engagement template throughout the programme, mapping their experiences and development against the framework's dimensions. Successful completion is required for FHEA application via this route.
- Submission Deadlines:
 - Initial PSF mapping document: Within two weeks after programme kick-off.
 - Interim PSF mapping document: After completing module TL41.
 - Final PSF mapping document: After completing module TL42.

- Requirements for FHEA Mapping:
 - Demonstrate engagement across all five Areas of Activity.
 - Show appropriate knowledge across all aspects of Core Knowledge.
 - Commit to all Professional Values.
 - Engage in relevant teaching practices, incorporate scholarship, and pursue continuing professional development.
- Certification: if successful, the applicant will receive a Wittenborg Postgraduate Certificate. The applicant will be supported by the programme coordinator to apply for FHEA.

12.2 Recognised Prior Experience (EVC) and BKO/PGCert Waiver Policy

The so-called RPE or EVC route recognises the theoretical and practical prior experience of the instructor.

The Head of School may waive the requirement for BKO training or PGCert programme if the candidate has:

- A BKO certificate from another Dutch research university
- Fellowship or Senior Fellowship of HEA awarded by Advanced HE
- A M.Ed or Ed.Phil, or an HBO diploma from a Teacher Training programme (PABO)
- An equivalent certificate or diploma obtained abroad
- A minimum of 5 years of teaching experience at Wittenborg or another recognised HE institution in the relevant discipline. Teaching must have included at least 2 courses per year successfully conducted with documented positive evaluations.

Applicants seeking recognition of prior experience or a waiver of the teacher training requirement must complete and submit a self-assessment and a teaching CV. These documents should be prepared using the resources within the self-study package and must be based on the competency profile (refer to the Appendix for details on the 6 didactic competencies, PSF2023, and the self-assessment criteria). The completed self-assessment and teaching CV should be submitted to the Head of School and the relevant Deputy Head(s) of School. The applicant will be invited for a 30-minute interview with the Head of School and the relevant Deputy Head(s) of School to review the applicant's compliance with the didactic competencies and discuss the professional development of the applicant.

13 Appendix

13.1 BKO Competency Profile

13.1.1 Competence 1: Course Development and Design

The instructor can:

1. Develop/redevelop a course with specific learning objectives.
2. Design effective, efficient and motivating teaching methods supported by the appropriate course literature to achieve those learning objectives.
3. Take into account the educational context of the institution/department.
4. Take into account the starting level of the student.
5. Take into account the specific pedagogical demands of the discipline.
6. Link the content of his course with scientific research in his discipline.

13.1.2 Competence 2: Course Delivery

The instructor can:

1. Provide insight into learning objectives or competencies of his course.
2. Apply effective teaching methods supported by appropriate course literature based on the set learning objectives and the starting level of the student.
3. Motivate students to give their own learning content and form.
4. Use appropriate classroom technology.
5. Supervise individual students and small groups and provide effective feedback in their learning process.
6. Support students in developing their academic skills.

13.1.3 Competence 3: Assessment

The instructor can:

1. Design an assessment plan including assessment criteria and rubrics, and based on that plan, set examinations in order to ascertain whether students have successfully achieved the set learning objectives.
2. Assess the learning process of groups and individual students.
3. Determine whether learning objectives have been achieved based on the test results of students.
4. Analyse the results of the examination, drawing conclusions about the quality of learning, teaching, and assessment.

13.1.4 Competence 4: Course Organisation and Coordination

The instructor can:

1. Work together with colleagues in teams (e.g. programme committees, faculty meetings) in order to coordinate activities.
2. Plan and schedule lesson plans, syllabi, reading materials, administrative action, teaching activities and assessment in an efficient and timely fashion.
3. Describe the relevant institutional academic policies such as the examination regulations, the EEG, and the role of the relevant committees such as Examination Board and Education Board.

13.1.5 Competence 5: Course Evaluation

The instructor can:

1. Design and carry out course evaluations and analyse the results in order to draw conclusions on the quality of teaching and content.
2. Formulate recommendations and carry out a self-improvement plan for both the teaching process and the course itself.

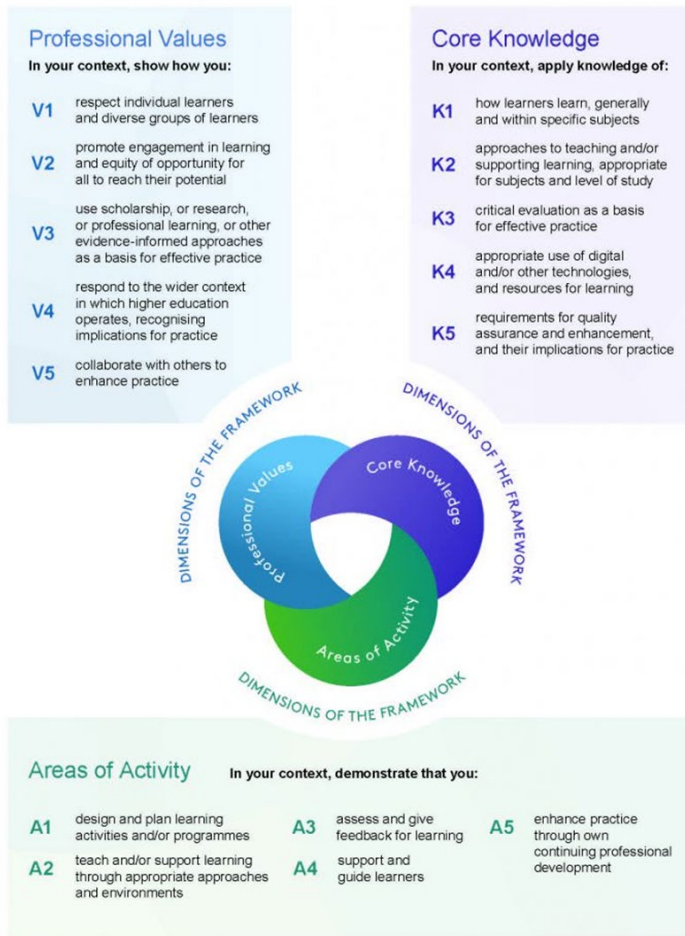
13.1.6 Competence 6: Professional Development

The instructor can:

1. Gain an understanding of and insight in the (developments in) didactics of higher education and apply these to the set learning objectives or competencies.
2. Critically reflect on own work and that of students, identifying issues relating to own performance.
3. Based on the self-reflection and improvement plans, formulate personal objectives and activities regarding own professional development.

13.2 PSF 2023

PSF 2023 Dimensions of the Framework (Advanced HE, 2023):



13.3 EVC Form and Self-Assessment Plan

Self-Assessment Plan for
BKO Registration
Conform UTQ Guidelines – University Teaching Qualification or BKO Basiskwalificatie Onderwijs – of Dutch Universities (VSNU)
<u>RECOGNISED PRIOR EXPERIENCE (EVC) ROUTE</u>

Name:

Email address:

School/Department:

BKO Supervisor:

Date: dd-mm-yyyy

Contents:

Personal details

Teaching CV

Self-Study Package

Philosophy of Academic Teaching

Self-analysis of BKO quality requirements

Design and redesign of teaching

Teaching and supervising students

Testing and assessment

Evaluation

This form is part of the Wittenborg BKO Protocol, which includes information on the two routes (the Regular Route and the Recognised Prior Experience Route), the BKO waiver policy, and the BKO Competency Profiles.

After completion, submit this Self-Assessment Plan to your Head of School (where necessary, attach additional evidence).

PERSONAL DETAILS

Name	
Wittenborg ID number	
Address	
Telephone number	

Email address	
Date of birth	
Place of birth	
If not EU-national, please indicate visa status	
Academic Department/School	
Starting date teaching assignments at Wittenborg	
Holder of a grade one/grade two, or other teaching qualification	

TEACHING CV

Please list below which courses you have taught at Wittenborg. Also indicate which ones were co-taught. Expand if necessary.

Academic Year	Level	Course Title

Please list below other teaching experience in higher education at other universities. Expand if necessary.

Academic Year	Course Title and Level	Name of Institution

Please list below other teaching or relevant experience (non-university). Expand if necessary.

Date, year	Description/Course/Professional Capacity	Name of Employer

Overview of professionalisation activities (please tick):

[] Didactic training in the field of course unit design (e.g. research-based teaching).

Explanation:

[] Didactic training in the field of pedagogy and learning and teaching methods (e.g. effective presentation or basic skills).

Explanation:

[] Didactic training in the field of testing and assessment (e.g. exam training, BKE).

Explanation:

[] Other didactic training.

Explanation:

- ☐ Written or oral language skills training.

Explanation:

- ☐ IT Training (e.g. online teaching, blended learning, electronic whiteboards, streaming video, PPT, other).

Explanation:

SELF-STUDY PACKAGE

In order to familiarise yourself with Wittenborg and its related administrative issues, you are required to read carefully the following reading materials or complete each of the following tasks. All the documents can be found on the Wittenborg-Online area and the respective webpages.

Tick the boxes below only after you have fully familiarised yourself with the contents and/or completed the task.

- ☐ Read the Wittenborg Academic and Operations Guide (AOG).
- ☐ Read the EEG of your teaching area, including the Examination Board Regulations.
- ☐ Read general Information about Wittenborg including ranking and accreditation, teaching methods, programmes offered, etc. at www.wittenborg.eu.
- ☐ Read detailed information about programmes, course details, examination, year planning, etc. @ <http://www.wittenborg-online.com/>.
- ☐ Watch 4 Turnitin Instruction Videos @ http://turnitin.com/en_us/training/instructor-training.
- ☐ Design a course module plan for an elective course of your own preference using the Wittenborg module template.
- ☐ Design a series of lesson plans for the above course.

- [] Design a course examination with MCQ and open questions for the newly designed course above.
Connect your exam questions to the learning outcomes.

- [] Design an assessment matrix or rubric for the above exam.

PHILOSOPHY OF ACADEMIC TEACHING

My role as member of the Wittenborg teaching community:

I see my role as teacher mainly as (choose one):

- [] A supplier of knowledge, understanding, and skills
- [] A supervisor, a quality control manager
- [] A coach
- [] Other

Please explain, give further detail.

.....

.....

.....

Your philosophy

How do you motivate and inspire your students?

.....

.....

Which learning, teaching, and testing methods do you feel have proven to be most effective? Feel free to distinguish between various models of instruction.

.....

.....

How do you incorporate new insights in your field in your daily teaching practice? How do you incorporate (your own) research?

.....

.....

How do you teach your students the skills that are important for their future careers as academically trained employees in research, business, teaching or government?

.....

.....

Which new developments have you achieved in recent years (e.g. new modes of instruction, new technological or academic knowledge, new online teaching methods, new media, use of AI in teaching & learning etc.)?

.....

.....

Your teaching philosophy linked to the School or Department

To what extent are you familiar with the teaching philosophy (didactic concept) and the curriculum of your School or Department? Which elements appeal to you and which do not? How do you bear this in mind when designing and implementing a course module?

.....

.....

SELF-ANALYSIS OF BKO QUALITY REQUIREMENTS

The following Self-Analysis is adapted from the University of Groningen BKO programme.

Quality Requirement: Design and Redesign of Teaching

Design and Redesign of Teaching

For a course unit: selecting and developing suitable learning objectives, modes of instruction and assessment methods that dovetail with the programme learning outcomes.

- ◆ Embedded within the Department's teaching philosophy and the curriculum
- ◆ Designed in an effective and stimulating way: all bottlenecks resolved and points for improvement realised
- ◆ Dovetailing with students' prior knowledge (incoming competence)
- ◆ Using activating teaching methods/tools that contribute to realising the learning outcomes
- ◆ Taking conditions such as student workload, student numbers, available manpower, IT facilities and support into account

Experience

I have experience in the following activities in the field of design and redesign of teaching:

- ◆ Formulating learning objectives
- ◆ Choosing and structuring course unit module content
- ◆ Choosing suitable assessment methods
- ◆ Choosing suitable modes of instruction
- ◆ Developing a course unit's assessment methods
- ◆ Developing a course unit's modes of instruction
- ◆ Designing teaching material (assignments, case studies, etc.)
- ◆ Determining the use of IT
- ◆ Choosing suitable literature
- ◆ Drawing up a session plan (lesson plan)
- ◆ Other, namely

Justification

Use a recent course as an example and justify your choices with regard to the activities checked in this list. For example, what were your main results when you designed or redesigned your course unit?

Bottlenecks

How do you deal with bottlenecks in the design of your course unit (for example: time pressure, heterogeneous groups, group size, prior knowledge or lack thereof, or conceptual problems in students)?

Self-analysis

What are your strong points in the field of designing and redesigning course units? Which improvements have you realised with regard to this quality requirement? Which improvements do you still wish to realise?

Examples/documentary evidence

Enclose a number of examples/pieces of documentary evidence (preferably no more than three) to support your self-analysis and explain why you chose these examples. You may select your examples/documentary evidence on the basis of representativeness, relevance, and topicality.

Quality Requirement: Teaching and Supervising Students

Teaching and Supervising Students

Being widely deployable in the main working methods of academic teaching.

- ◆ Give a lecture/presentation/instruction
- ◆ Using interactive modes of instruction (various teaching methods, bringing practice into the classroom)
- ◆ Supervising students doing group work (process supervision)
- ◆ Supervising individual students, e.g. when writing their dissertation (process supervision)
- ◆ Setting up innovative teaching environments (digital learning environments, IT applications, hybrid or blended learning, flipping the classroom, innovative working methods)

Experience

I have experience in the following activities in the field of teaching and supervising students:

- ◆ Giving lectures
- ◆ Giving tutorials/workshops/seminars
- ◆ Supervising practical assignments (e.g. work placement or internships, research assignments)
- ◆ Supervising final-year (graduation) projects or dissertations (Bachelor's, Master's, PhD) and providing feedback
- ◆ Supervising group assignments and providing feedback
- ◆ Supervising individual assignments (directed or independent studies, reports, papers) and providing feedback
- ◆ Supervising and providing feedback in the field of behaviour and skills (professional conduct, ethics, counselling, cooperation in projects, presentations, etc.).
- ◆ Other, namely

Justification

Use a recent course as an example and justify your choices with regard to the activities checked in this list. How do you structure your lectures? What are your main activities in the field of teaching and supervising students? Do you use specific techniques to activate/motivate your students?

Bottlenecks

How do you deal with bottlenecks in the implementation of your course unit (e.g. material, student attitudes, learning styles, accommodations for learning difficulties)? Illustrate your point by providing a practical example.

Self-analysis

What are your strong points in the field of teaching and supervising students? Which improvements have you realised with regard to this quality requirement? Which improvements do you still wish to realise?

Examples/documentary evidence

Enclose a number of examples/pieces of documentary evidence (preferably no more than three) to support your self-analysis and explain why you chose these examples. You may select your examples/documentary evidence on the basis of representativeness, relevance, and topicality.

Quality Requirement: Testing and Assessment

Testing and Assessment

Compiling and using test types that are consistent with the learning objectives and working methods in content, form, and assessment.

- ◆ Developing and implementing tests that dovetail well with the students' desired learning behaviours in the subsequent phases of the curriculum
- ◆ Providing feedback to students about their progress in good time
- ◆ Ensuring as much validity, reliability, and transparency in tests and assessment procedures as possible
- ◆ Using peer reviews when constructing tests

Experience

- ◆ I have experience in the following activities in the field of testing and assessment:
- ◆ Developing diagnostic tests
- ◆ Developing multiple-choice test questions
- ◆ Developing open test questions
- ◆ Developing assignments
- ◆ Developing oral tests
- ◆ Drawing up assessment criteria/answer models
- ◆ Designing assessment matrixes/rubrics
- ◆ Using peer reviews/consulting with colleagues when designing tests
- ◆ Assessing students' work (reports, papers, posters, theses, etc.)
- ◆ Marking tests
- ◆ Analysing/interpreting tests and test questions that are not valid or not reliable
- ◆ Evaluating test results with students
- ◆ Sitting on Examination Boards or Examination Board sub-committees
- ◆ Other, namely _____

Justification

Use a recent course as an example and justify your choices with regard to the activities checked in this list. What are your main activities in the field of testing and assessment of course units?

Bottlenecks

How do you deal with bottlenecks in testing and assessing your course unit (e.g. estimating the level of questions, freedom of choice in assessment type, level of expertise)? Illustrate your point by providing a practical example.

Self-analysis

What are your strong points in the field of testing and assessment? Which improvements have you realised with regard to this quality requirement? Which improvements do you still wish to realise?

Examples/documentary evidence

Enclose a number of examples/pieces of documentary evidence (preferably no more than three) to support your self-analysis and explain why you chose these examples. You may select your examples/documentary evidence on the basis of representativeness, relevance, and topicality.

Quality Requirement: Evaluation

Evaluation

Evaluating the teaching using a variety of data sources in order to arrive at a well-reasoned improvement proposal.

- ◆ Analysing study results (exams, written assignments, etc.)
- ◆ Analysing student course evaluations (written evaluations and surveys, student panels)
- ◆ Realising/determining teaching/learning activities and reflecting on own performance

Experience

- ◆ I have experience in the following activities in the field of evaluation:
- ◆ Setting up and/or implementing evaluations
- ◆ Analysing study results
- ◆ Analysing my own teaching
- ◆ Analysing the results of student evaluations
- ◆ Drawing up an improvement plan
- ◆ Implementing an improvement plan
- ◆ Other, namely _____

Justification

Explain your choices with regard to the activities checked in this list. What are your main activities in the field of evaluation?

Bottlenecks

How do you deal with bottlenecks that become evident via student evaluations and results (e.g. quality of the evaluation instrument, evaluation results, lack of data)? Illustrate your point by providing a practical example.

Self-analysis

What are your strong points in the field of evaluation? Which improvements have you realised with regard to this quality requirement? Which improvements do you still wish to realise?

Examples/documentary evidence

Enclose a number of examples/pieces of documentary evidence (preferably no more than three) to support your self-analysis and explain why you chose these examples. You may select your examples/documentary evidence on the basis of representativeness, relevance, and topicality.

13.4 360° Peer-Review Feedback Form and Guidelines (including Declaration Form)

Date:.....

Time:.....

Module name:..... Observed by:.....

A. PEER REVIEW FEEDBACK FORM

--For teachers observing other colleagues' teaching session--

We would like our instructors to maximise their pedagogical skills and provide our students with the best possible educational experience. We believe in learning from one another and offering constructive feedback in a collegial fashion. Therefore, we would like to rely on our faculty's commitment to teaching and learning and benefit from your input. We want to ask you to help us implement a process of continuous improvement in the classroom.

1. Mark the following criteria based on the scale below:	Marks
Grades of 1 – Very poor, 2 – Poor, 3 – Satisfactory, 4 – Good or 5 – Very good.	
1. Preparation of lesson	
2. Class interaction	
3. Class atmosphere	
4. Ability to keep students' attention	
5. Ability to deal with students' questions	
6. Includes international perspective in the lecture	
7. Variety of teaching methods applied	
8. Clear instructions of what is expected of students	
9. Link to current affairs or issues	
10. Using and/or pointing out scientific models	
11. Reference to reading assignment	
2. Area(s) of Strengths	

3. What area(s) can be improved? Area(s) for Improvement

4. My suggestions and recommendations:

5. Other comments:

B. GUIDELINES FOR PEER REVIEW FEEDBACK FORM

I. Aims and objectives

With the aim of providing the students with the best quality education and the belief in learning from each other, the Wittenborg Education Department would like to introduce the Peer Review Feedback form. Using this form, our lecturers are encouraged to observe their colleagues' classes and give feedback based on a comprehensive uniform model. Ultimately, lecturers are expected to help point out what needs amending as well as to pick up interesting techniques and methods to apply in their own classes.

II. Before the observation

The observing and observed lecturers are encouraged but not obliged to discuss with each other the targeted student group, the content and objectives of the lesson.

III. During the observation

Lecturers are advised to look through the form before observing and fill in the form while observing. The form is divided into 5 main parts:

Part 1: Mark the following on the scale 1-5.

In this part, lecturers grade the lesson based on 11 criteria with the grades of 1 – Very poor, 2 – Poor, 3 – Satisfactory, 4 – Good or 5 – Very good. The criteria are the basic elements that help make a class effective and interesting.

Part 2: Area(s) of Strengths

In order to ensure the objectivity and constructiveness of the feedback, lecturers are expected to acknowledge the strengths of their peers. More importantly, it is highly beneficial for lecturers to learn creative and new teaching techniques. Therefore, this part is for lecturers to note down the positive elements in the lessons.

Part 3: Area(s) for Improvement

As observers can always see something that can be improved in the process, here they should mention what could have been better dealt with in the lessons.

NOTE: Avoid making hasty judgements. At the end of the day, the goal here is to learn from each other.

Part 4: Suggestions and recommendations

Following the comments in part 3 are the observers' recommendations for improvements. Lecturers are expected to give some suggestions for the issues mentioned in part 3.

Part 5: Other comments

In case the observing lecturers have some specific comments that do not fit in any of the above parts, they may put them here. Constructiveness and objectivity are the key to all comments made on the form.

IV. After the observation

This is the vital part of the observation since the ultimate goal is to help and learn from each other, considering that the observed lecturers have the right to read and hear the feedback and the observing lecturers have the right to ask what they want to know. Within one week after the observation, lecturers should meet up and discuss, using the form as a guideline. An Observation Declaration with signatures of both lecturers is expected to be filled in and given to the Education Department no later than one week after the observation. The Observation Declaration Form is included at the end of this document.

V. Confidentiality

In order to ensure confidentiality, the peer review feedback form is NOT allowed to be shown to third parties by any means. After the discussion, only the observed lecturers can choose to either keep it or destroy it. Both observed and observing lecturers, however, have the right to keep a personal note for particular issues mentioned in the discussion. **IMPORTANT NOTE:** each teacher's personal reflection from the peer-reviews & discussions is expected to be included in the teacher's yearly Appraisal Form.

Thank you for your cooperation to improve the quality of teaching and learning at Wittenborg!

C. OBSERVATION DECLARATION FORM

Date: Place:

Observing lecturer

Name: S-number:

Teaching at this moment: ☐ Yes / ☐ No

If yes, please provide the module name/code:

Signature:

Observed lecturer

Name: S-number:

Signature:

Module name/code:

Content/Objectives of the lesson:

.....
.....
.....

THE AOG - PART 4A

MODULE GUIDE HANDBOOK



31 August 2025

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1 Developing New Module Guides

At Wittenborg University of Applied Sciences (Wittenborg) we have a standard template for all Module Guides.

This template has been developed and approved by the Education Board. All modules have a corresponding Module Guide that offers the most crucial information for students, faculty and administrative staff at Wittenborg.

The Module Guide has four main parts, which are all explained in the course of this handbook:

1. **Cover Page:** which displays the specialisation, module title & code, allocated European Credits and the aims & objectives.
2. **Module Description:** contains all practical information related to a module: some examples are the content, study load, final qualifications mapping, teaching methods, assessment method, required/recommended literature, etc.
3. **Module Plan:** lists each lesson plan with the details on lesson plan content, aims/learning outcomes, required preparation, tasks (self-study/homework).
4. **Module Evaluation Plan:** displayed with weight of final mark, pass requirement and short explanation on any specific related information to the assessment type.

The Module description and the Evaluation plan are always filled in by the EDQM Department. After that, the respective faculty member will be requested to complete the remaining parts of the Module Guide.

The following procedures should be followed when developing a new Module Guide:



Furthermore, the following important points should be kept in mind when developing a Module Guide:

- There are some key criteria that are pre-set by the Education Board of Wittenborg, such as the title and code of the module, European credits allocated, total study hours, assessment method, final qualifications mapping, etc. These elements should be taken into consideration and respected throughout the development stages.
- The aims & objectives (goals) should be reflected in the module content as well as in the lesson plans, as the aims & objectives are developed based on the relevant final qualifications mapping (see final programme qualifications in the relevant EEG). Faculty can propose completely new aims & objectives in case of new module guides or redesigning of existing module guides. However, the new module guide must be approved by the Education Board for delivery/teaching.
- It is very important to select the required literature before developing the guide, which should always be up to date and the most recent versions (within the last 5 years) of the published study book. However, the module content or lessons plan should neither be based on the table of contents of the required literature, nor should it follow the same structure. Each module content and each

module lesson plan must follow the logical structure of cognitive deepening for a given subject and always reflect the aims & objectives of the module.

2 Updating Module Guides

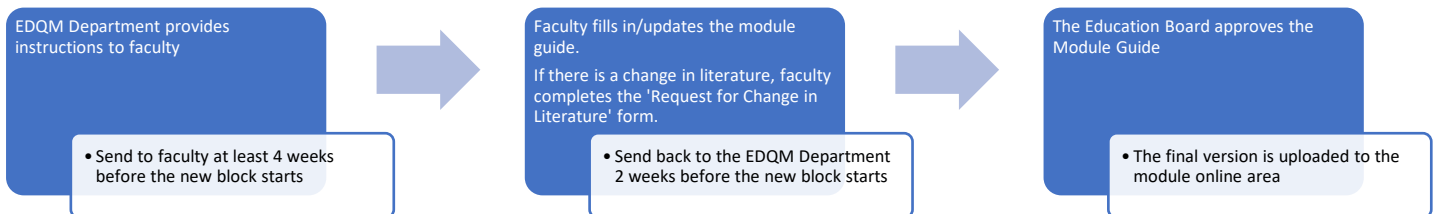
In addition to developing new modules, Wittenborg has an effective system in place for a continuous review of the curriculum. Almost all module guides are reviewed every academic year in order to make sure that all the modules as well as the required literature are up to date. In the case of any issues, the EDQM Department, which works under the guidelines of an Education Board, asks for a revision of a module.

There could be several reasons why the EDQM Department could request the update of a Module Guide from a faculty member. These include but are not limited to:

- Change of the required literature: this may require minor changes in the lesson plans.
- Change of the Module Guide at the request of the Education Board and/or Faculty: whenever a faculty has a valid justification accepted by the Education Board, the Module Guide can be updated accordingly.
- Any other changes that might require alteration in the lesson plans or other crucial part of the Module Guide.

The following procedures should be followed when updating a Module Guide:

The respective faculty member requests for the editable version of the Module Guide from the EDQM Department at least 4 weeks before the new block starts. They need to update the literature and amend the content and/or lesson plans if necessary (using Track Changes), and return the updated Module Guide 2 weeks before the start of the new block.



Furthermore, the following instructions should be followed when filling in or updating the Module Guide

- Use the track changes function of MS Word to enable the education office to track where changes were made. You may highlight all changes with a different colour if track changes are complicated.
- There is no need to include/list any articles in the module guide; however, these should be uploaded directly to the module online area with a clear note for which lesson/topics these will be used during the block.
- Avoid referring to specific page number(s) or table/figure(s) of textbooks/journal papers/articles when relating to the content of the lessons. These are much more likely to be changed with the new editions of the required literature.
- Since some of the publishers do revise their titles quite often for marketing purposes, the Module Guides should be updated in a manner to avoid frequent changes, even in the case of two editions of the book being used by students. Faculty should get a copy of both the editions and inform students accordingly.

- Literature changes can be made for a module; however, this must be approved by the Education Board and will require the redesigning of a module. For this purpose, instructions for developing and redesigning a new module mentioned in the section above and below should be followed.

3 Redesigning Module Guides

The redesigning of a Module Guide can be requested by the Education Board in order to induce necessary changes of the aims & objectives of the module: any change in the aims & objectives will require and result in re-development of the Module Guide.

3.1 Module Description

The module description needs to be filled in by the EDQM Department, all the parts are required and cannot be changed without permission of the Education Board. The parts marked in red are to be changed whenever there is a new book which has been approved by the Board.

Module Description				Explanation
Module Name				<i>pre-set by the Education Board</i>
Module Code				<i>pre-set by the Education Board</i>
Teacher Name	Please refer to the module online area			<i>pre-set by the Education Board</i>
Period	Year	Phase	Block	<i>pre-set by the Education Board</i>
Prerequisite				<i>May vary</i>
Introduction				<i>Short paragraph introducing the subject</i>
Goals	Same as Aims & Objectives on the cover			<i>Exactly same as aims & objectives</i>
Content				<i>8-12 bullet points, could be with a few sub-headings Logical structure of deepening the subject</i>
Instruction/ Study Load	... Lesson hours ... Preparation Lesson hours ... Assignments / Homework hours ... Exam and exam preparation hours ... Literature hours (depending on the length and difficulty of the book) The course uses ... pages from the book(s) and journal articles where: pages easy reading and understanding material – ... Hours pages average reading and understanding material – ... Hours pages difficult reading and understanding material – ... Hours Criteria: - Difficult reading and understanding material – 3 pages per hour - Average reading and understanding material – 5 pages per hour			<i>Lesson hours are fixed by the Education Board; however, faculty are free to determine the hours that students are required to spend on the different study activities. The total number of hours is fixed and calculated based on the accreditation of the module.</i> 1 EC = 28 hours of study <i>The number of pages of the required literature for the module.</i> <i>Faculty can specify the division between easy, average and difficult reading.</i> <i>The number of total hours is accordingly calculated based on the accreditation of</i>

	• Easy reading and understanding material – 7 pages per hour	<i>the module; therefore, it is pre-set and cannot be changed.</i>
	Total Hours	
Final Qualification Mapping	Mapped with number ... See the EEG for further references	<i>The final qualifications mapping is pre-set by the Education Board, and they are related to the aims & objectives of the module.</i>
Teaching Language	English	
Teaching Methods	• Classroom lecturing • Case study discussions • Feedback and presentation sessions • Video and film • Discussion sessions • Research Papers	<i>Pre-set by the Education Board, modified depending on modules</i>
Module / Lecture and Seminar status	Compulsory / Elective	<i>Pre-set by the Education Board</i>
Testing and Assessment	Examination Type 1/2/3/4/5/6/7/8 See the EEG for further references	<i>Pre-set by the Education Board</i>
European Credits		<i>Pre-set by the Education Board</i>
Required Literature		<i>Pre-set by the Education Board, in the beginning. However, faculty are encouraged to give recommendations on the literature and revise the module guide. This requires the approval of the Education Board.</i>
Recommended Literature		<i>Pre-set by the Education Board, but faculty are encouraged to recommend recent relevant literature to the Education Board.</i>
Notes		

Should any changes be made in the information filled in by the EDQM Department, faculty members are welcome to request the changes by filling in the Revision of Module Content/Literature form via the link: [New Literature Request Form](#) this form is available in the [Teacher Resources Guides and Online Area](#) .

Requests must be sent at least 4 weeks before the start of a block. Then the decision will be made by the Education Board within 2 weeks. The lecturer concerned must update the module guide based on the approved changes at least 2 weeks before the start of module.

If the request is approved and the required literature is changed, the previous literature becomes the recommended literature.

3.2 Module Plan

Module Plan is where faculty includes detailed planning for all lessons for a module. This is an integral part of the Module Guide; hence, it needs completing within the same deadline as the Module Guide. For each lesson, the faculty member should fill in four main categories shown in the table below.

Lesson 1	Explanation
Content	<i>Main topics to be introduced and discussed in the lesson as per the module content mentioned under module description.</i>
Aims	<i>What students should know after the attending the lesson. These are usually learning objectives based on the lesson outline.</i>
Required preparation	<i>The chapters/pages/specific parts of the literature needed for the lesson.</i>
Tasks (self-study/homework)	<i>Home assignments and recommendations for self-study. Faculty should refrain from adding any specific names/titles of such activities. Only generic information should be added here, and any detailed information should be provided in the module online area.</i>

The following sub-sections will help in understanding the above mentioned categories:

3.2.1 Content

The content of the lesson is closely linked to and based on the required literature; however, it should be in bullet points and should not be a direct copy from the table of contents in the required book. Faculty members should only list the main content or topics to be discussed in the lesson. The content could be moderately specific but general examples are not encouraged to be included.

3.2.2 Aims

The aims of the lesson are understood to be what students are able to do after the lesson, or in other words, the achievement of students. Therefore, they should be specific, measurable and achievable statements starting with a verb, which are related to the lesson. From the complete module viewpoint, the aims of each lesson should also be related and supportive to the aims and objectives of the whole course, which are mentioned on the cover page and in the module description.

3.2.3 Required preparation

Literature and activities that are required to be prepared need to be mentioned in every lesson.

3.2.4 Tasks (self-study/homework)

Homework and self-study tasks should be written in a formal manner. Any sort of direct communication should otherwise be expressed in class or uploaded directly to the module online area.

3.3 Module Evaluation Plan

The Module Evaluation Plan is filled in by the EDQM Department.

Module Evaluation Plan				Explanations
Module name	E.g. Human Resources Management			<i>The Module Evaluation Plan is developed by the Education Board at Wittenborg, and faculty must adhere to the set assessment method.</i> <i>There are 8 types of evaluation at Wittenborg, (see EEG part 5).</i> <i>The assessment method can be one type or a combination of two types of evaluation.</i>
Assessment	Block	Type of Evaluation	% Weight of Final Module Mark	
Evaluation 1 (E.g.)	FEB (E.g.)	1. Written Examination 2. Assignment/Report/Essay 3. Project Work 4. Language Test (Reading, Writing, Listening & Speaking) 5. PDP Portfolio 6. Active Participation 7. Oral Presentation/Oral Q&A 8. Digital & Multimedia Output	100%	
Total mark required for pass: 5.5			Total must equal 100%	
Short explanation There is a short description of this in the Education and Examination Guide (EEG) under Examinations and Evaluation leading to European Credits. Content of the exam covers the topics that have been given in the module plan. Teacher explanation: Teacher will provide detailed instructions on the assessments in classes and via the module online area. Students should attend classes and visit the module online area for further details.				
Notes:				

4 General Instructions and Tips

When developing or updating module guides, faculty members should ensure the requirements enlisted below are met:

- Font style: Arial
- Font size: 11
- The contents and aims of the lessons are in bullet points
- No copy/paste from any sources including but not limited to books, articles and pdf documents
- No changes with the table format or the structure of the standard template

If the requirements are not properly followed, revision of the module guides will be required.

5 Appendices

5.1 Sample Module Guide Bachelor Programme

Bachelor Module Guide

4

Bachelor Module Guide

Marketing Plan (MA25_IBA)

Aims and Objectives of this module:

1. Define marketing planning as well as the internal and external influences, which affect the planning process.
2. Understand the different sub types of planning required and the importance of formal planning.
3. Describe and analyse the different stages in the marketing planning process.
4. Understand the need for evaluation and control of marketing plans and their implementation.
5. Apply the knowledge on strategic marketing problems.
6. Get insight into the strategic planning process and its implications to a company's marketing actions.
7. Develop practical skills in writing a marketing plan.
8. Develop analytical skills as well as good and persuasive reasoning.
9. Describe and analyse the separate elements, which are incorporated in marketing mix strategy.
10. Understand the importance of planning the project and the use of Gantt charts in project planning.

Module Description

Module Name	Marketing Plan		
Module Code	MA25_I BA		
Module Teacher	<i>Please refer to the module online area</i>		
Period	Year 3	Phase 2	BLK FEB
Prerequisite	Phase 1 related modules (MA) or equivalent		
Introduction	This course will guide you towards making a real marketing plan. You can develop it, as if you were the marketing manager in a (bigger) company, or as a starting entrepreneur. It is as much about writing the plan (we will also use “tools” for that), as about the “how and why?” and “what and where?” The 7 w-questions, which you should regularly ask yourself during the making-up process.		
Goals	1. Define marketing planning as well as the internal and external influences, which affect the planning process. 2. Understand the different sub-types of planning required and the importance of formal planning. 3. Describe and analyse the different stages in the marketing planning process. 4. Understand the need for evaluation and control of marketing plans and their implementation. 5. Apply the knowledge on strategic marketing problems. 6. Get insight into the strategic planning process and its implications to a company’s marketing actions. 7. Develop practical skills in writing a marketing plan. 8. Develop analytical skills as well as good and persuasive reasoning. 9. Describe and analyse the separate elements, which are incorporated in marketing mix strategy 10. Construct a Gantt chart to show timings and planning dates.		
Content	• Introduction to marketing planning • Analysing the current situation • Analysing customers and markets • Planning segmentation, targeting and positioning • Planning direction, objectives and strategy • Planning for products and brands • Planning for pricing • Planning for channels and logistics • Planning for integrated marketing communication • Supporting the marketing mix • Planning to measure performance • Controlling marketing and implementation		

Instruction / Study Load	24 Lesson hours 8 Preparation Lesson hours 22 Assignments/Homework hours 20 Exam and exam preparation hours 38 Literature (Depending on the length and difficulty of the book) hours The course uses 270 pages from the book where: • 270 pages easy reading and understanding material – 38 hours Criteria: • Difficult reading and understanding material – 3 pages per hour • Average reading and understanding material – 5 pages per hour • Easy reading and understanding material – 7 pages per hour Total 112 Hours
IBA Final Qualification Mapping	Mapped with numbers 1, 4, 6, 17 and 18 See the EEG for further reference.
Teaching Language	English
Teaching Methods	- Classroom lecturing - Case study discussions - Feedback and presentation sessions - Video and film - Discussion sessions - Research Papers
Module / Lecture	Compulsory
Testing and assessment	Assignment/Report/Essay (2) See the EEG for further reference.
European Credits	4
Required literature	Wood, M. B. Essential guide to Marketing Planning., Financial Times/ Prentice Hall
Recommended literature	Kotler & Armstrong. Principles of Marketing Kindle Edition
Notes	

Module Plan

Module Name	Marketing Plan
Lesson 1	
Content	General Introduction • Roles • Expectations • Module guide • Assessment & Exams and Feedback Introduction to marketing planning • Definition of marketing planning • The role of marketing planning • The marketing planning process Internal environment analysis • Environmental scanning and analysis • SWOT analysis • Analysing the internal environment
Aims	• Define key concepts: marketing planning and internal environment. • Outline the benefits of marketing planning. • Describe and analyse the different stages in the marketing planning process. • Describe the contents of a marketing plan. • Begin the first stage of marketing planning. • Start documenting a marketing plan. • Understand the purpose of the internal audit. • How the internal environment affects marketing planning. • Conduct internal audit.
Required Preparation	Chapters 1 and 2
Tasks (self-study/homework)	- Start brainstorming about your plan/business. - Use the checklists in chapters 1 and 2. - Use the worksheets on the Course area: II.2.1 and II.2.2.
Lesson 2	
Content	External environment analysis • SWOT analysis. Analysing customers and markets • Analysing consumer and business markets • Analysing customers in consumer markets • Analysing customers in business markets
Aims	• Understand the purpose of the external audit. • Know how the external environment affect marketing planning. • Use of the SWOT-analysis for marketing planning. • Conduct external analysis. • Prepare a SWOT-analysis. • Understand why markets are examined according to definition, changes and share.

	• Explain main influences on consumer behaviour. • Describe how secondary and primary data are used in marketing planning. • Define/describe the market for a product. • Identify sources of information about consumers and business markets. • Calculate market share. • Analyse customer behaviour for marketing planning purposes.
Required Preparation	Chapters 2 and 3
Tasks (self-study / homework)	- Use checklists for your marketing plan. - Use the worksheets on the Course area: II.2.3 – II.2.6 and III. - Start writing first chapter(s) of your plan.
Lesson 3	
Content	Planning segmentation, targeting and positioning • Benefits of segmentation, targeting and positioning • The market segmentation process • The targeting process • The positioning process Planning direction, objectives and strategy • Direction and objectives drive marketing planning • Marketing plan direction • Marketing plan objectives
Aims	• Understand the benefits of segmentation, targeting and positioning. • Identify segmentation variables for consumer and business markets. • Understand the concepts of undifferentiated, differentiated, concentrated and individual marketing. • Apply segmentation variables in consumer/business markets. • Evaluate segments for marketing attention. • Choose targeting approach for market coverage. • Formulate meaningful positioning. • Understand the three broad directions that can shape a marketing plan. • Know the characteristics of effective objectives. • Know how financial, marketing and societal objectives work together in a marketing plan. • Set a direction for your marketing plan. • Formulate your marketing plan objectives.
Required Preparation	Chapters 4 and 5
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: II.2.3 – II.2.6 and III. - Keep up with theory in writing your plan.
Lesson 4	
Content	Planning direction, objectives and strategy. • Marketing plan objectives: Societal objectives • From objectives to marketing-mix decisions

	Planning for products • Product mix and product line decisions • Product life-cycle decisions • New product development decisions • Product attribute decisions • Quality and performance decisions • Feature and benefit decisions • Design decisions • Packaging and labelling decisions Planning for brands • Brand identity • Brand meaning • Brand response • Brand relationship
Aims	• Understand how product-mix, -line and -life cycle affect product planning. • Know the steps in new product development. • How to analyse and enhance brand equity. • Analyse a product's position in the product mix and the life cycle. • Make planning decisions about products. • Make planning decisions about brands.
Required Preparation	Chapters 5 and 6
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: IV and V. - Keep up with theory in writing your plan.
Lesson 5	
Content	Planning for pricing • Price and value • Analysing influences on pricing decisions • Organisational and marketing plan objectives • Costs • Setting pricing objectives • Pricing new products • Pricing multiple products • Adapting prices • Planning for prices to vary Planning for channels • Analysing the value chain • Planning for channels
Aims	• Understand how customers' perceptions of value affect price decisions. • Know how external/internal influences on pricing works.

	• Determine pricing for new products. • Know how to adapt prices. • Analyse the influences on your pricing decisions. • Set appropriate pricing objectives. • Understand the role of the value chain and marketing channels. • Know how various channel levels and intermediaries work. • Define exclusive, selective and intensive distribution. • Analyse the value chain. • Decide on the number of channel levels and members.
Required Preparation	Chapters 7 and 8
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: IV and relevant part of V. - Keep up with theory in writing your plan.
Lesson 6	
Content	Planning for logistics • Inventory decisions • Storage decisions • Transportation decisions • Order processing and fulfilment decisions Planning for communications and influence • Types of marketing communications and influence • Planning for communications and influence process • IMC process
Aims	• Analyse and plan for logistics • Understand the role of integrated marketing communication • Understand the IMC planning process • How to use IMC to support marketing plan objectives • Set IMC objectives consistent with marketing plan objectives • Select appropriate IMC tools • Plan for an IMC campaign
Required Preparation	Chapters 8 and 9
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: IV and relevant part of V. - Keep up with theory in writing your plan.
Lesson 7	
Content	Supporting the marketing mix • The role of customer service and internal planning today • Planning for customer service • Planning for internal marketing Planning metrics and performance measurement • Tools for evaluating marketing progress

	• Measuring progress with metrics • Forecasting and the planning process • The use of Gantt charts in project planning • Preparing budgets and schedules
Aims	• Understand why a marketing plan should include customer service and internal marketing. • Understand how to use forecasts, budgets and schedules in marketing planning. • Realise how the role of metrics in tracking progress toward marketing performance works. • Prepare for forecasting, budgeting and scheduling. • Construct a Gantt chart. • Select metrics to measure progress toward marketing plan objectives.
Required Preparation	Chapters 10 and 11
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: relevant part of V and VI. - Keep up with theory in writing your plan.
<i>Lesson 8</i>	
Content	Planning implementation and control • The marketing control process • Levels of marketing control • Types of marketing control • Contingency plans and scenario planning
Aims	• Understand the role of marketing control. • Understand how marketing control works at various levels works. • Discuss planning for annual, financial, productivity and strategic control. • Diagnose interim marketing results and plan corrective action. • Evaluate plan performance using marketing control. • Prepare for contingency and scenario planning.
Required Preparation	Chapter 12
Tasks (self-study / homework)	- Use the checklists for your marketing plan. - Use the worksheets on the Course area: VI and VII. - Keep up with theory in writing your plan.

Module Evaluation Plan

Module Name	Marketing Plan		
Assessment	Block	Type of Evaluation	% Weight of Final Module Mark
Evaluation 2	FEB	Assignment / Report / Essay (2)	100%
Total mark required for pass 5.5			Total must equal 100%

Short explanation

There is a short description of the exam types in the Education and Examination Guide (EEG) under Part 5 - Examinations and Assessment leading to European Credits at Wittenborg.

The content(s) of the exam shall cover the topics mentioned in the module plans to achieve the aims and objectives mentioned in the module guide.

Module teacher may decide whether it is a group or individual assignment. **Individual/Group Assignment:**

A group report (3,000 – 6,000 words) should be prepared on Marketing plan and the related topics. The specific word limit will be given by the module teacher. The written report should incorporate all key topics introduced and should demonstrate the ability of students to evaluate critically the content of case study and comprehend the theoretical concepts.

In this case, group sizes are required to be a minimum of 3 and a maximum of 5 students.

This assignment is assessed as a pass/fail because it aims to evaluate your work participation in a group. A **Statement of Contribution** with all group members' signatures must be attached with the Group report as an appendix (the form is attached at the end of the module guide).

Submission deadline: Friday of the Exam week 16:00 hours (Submission can only be made via the Turnitin submission online area)

Although, there is no separate mark for the presentation a teacher may request a student to present their work. The main focus of the presentation is:

- To ensure that the Assignment/Report/Essay is genuine and student's own work.
- The student is capable of preparing and delivering a proper PowerPoint presentation and can sufficiently answer any questions related to the Assignment/Report/Essay.

However, the quality and performance of the presentation should reflect in the overall mark of the Type 2 Examination grade. For further information about Type 2 Examination Instructions and Plagiarism policy, please refer to the module online area.

Retake submission deadline: Retake Exam Week 1 Friday 16:00 hours (Submission can only be made via the Turnitin submission online area).

The retake submission of the written assignment is possible only in the event of students having failed in the regular submission during the teaching block and fulfilled the standard retake exam submission requirements.

Teacher explanation:

- Teacher will upload detailed instructions of both assessments (group and individual) on the module online area during Lesson Week 1. Students should attend classes and visit the module online area for further details.

- There will be a minimum of two and maximum of four feedback sessions of 50 minutes each during the ongoing classes. These sessions are imperative for effective feedback on students' works on the given assignments.
- Teacher is responsible for ensuring the Turnitin submission online area for the module assignments and the respective retake block is created by Lesson Week 1 Friday.
- Teacher has 10 working days from the submission deadline to submit the exam result on the exam results registration form as per the SOP.

Notes: **DUE TO THE FACT THAT THIS MODULE REQUIRES STUDENTS TO WORK TOGETHER IN TEAMS, STUDENTS WILL NOT BE ABLE TO JOIN THIS COURSE AFTER LESSON WEEK 1.**

STATEMENT OF CONTRIBUTION FOR GROUP ASSIGNMENTS

This Statement of Contribution is for the group assignment which is part of the assessment requirements of the Module: - with the Module code.....

In order to ensure the equal contribution hence a fair assessment on the group project, this Statement of Contribution was confirmed and signed by the group members who actively participated in the final submission.

Our group includes:

(Information of active group participants only)

Full name	S-number	Signature

We hereby declare and confirm that the group report was conducted based on the equal contribution of all abovementioned individuals. We acknowledge that each member will receive the same assessment result awarded for the report and for any forthcoming issue we are in agreement that every member will be held liable.

**Note: This document is to be included in the group report as a part of the acknowledgement.*

5.2 Sample Module Guide Master Programmes

Master Module Guide

5

MBA Module Guide

Human Resource Management

(MO41_MBA)

Aims and Objectives of this module:

1. Be able to apply knowledge and understanding of the nature and importance of HRM.
2. Be capable of instigating change in the environment (involving globalisation and technology), influencing what HR managers (are expected to) do and how they do it (including links with strategy, the concept of high-performance organisation and evidence-based HRM).
3. Be able to deal with issues of diversity, gender and intercultural communication.
4. Be able to apply the concepts of job analysis, personnel planning, recruiting, training and coaching, employee testing and selection, performance management and appraisal.
5. Develop insight into and critically review compensation and related issues (such as incentives, fringe benefits, social insurance and flexible benefits programmes).
6. Manage employee legal relations and issues (such as fair treatment, ethical behaviour, discipline, privacy and dismissal, HR in entrepreneurial firms) and labour relations (unions, works councils, collective bargaining, grievance procedures, HR and international outsourcing and supply chains, international

Module Description: Human Resource Management

Module Name Human Resource Management
Module Code MO41_MBA
Module Teacher Please refer to the module online area

Period Year 1, Semester 1
Prerequisites Bachelor's degree or equivalent managerial working experience

Introduction

People are crucial to every organisation. Irrespective of how the labour market looks, good co-workers are scarce, difficult to find and in many cases irreplaceable. These human resources have to be optimally utilised. This implies that personal goals and organisational goals must be integrated.

Human Resource Management (HRM) is about managing an organisation's employees (individually and collectively) as its most important assets, both strategically and operationally.

HRM involves planning, implementing, and managing recruitment, as well as selection, training, career, and organisational initiatives within an organisation. The goal of HRM is to maximise the productivity and quality of an organisation by optimising its employees' effectiveness. At the same time HRM targets improving the work life of employees and treating employees as valuable resources.

This module will give insight into the role of HRM in an organisation. You will be acquainted with various HRM models and instruments. You will learn to understand how HRM tool and strategies can support your organisation's strategy.

Goals

1. Be able to apply knowledge and understanding of the nature and importance of HRM.
2. Be capable of instigating change in the environment (involving globalisation and technology), influencing what HR managers (are expected to) do and how they do it (including links with strategy, the concept of high-performance organisation and evidence-based HRM).
3. Be able to deal with issues of diversity, gender and intercultural communication.
4. Be able to apply the concepts of job analysis, personnel planning, recruiting, training and coaching, employee testing and selection, performance management and appraisal.
5. Develop insight into and critically review compensation and related issues (such as incentives, fringe benefits, social insurance and flexible benefits programmes).
6. Manage employee legal relations and issues (such as fair treatment, ethical behaviour, discipline, privacy and dismissal, HR in entrepreneurial firms) and labour relations (unions, works councils, collective bargaining, grievance procedures, HR and international outsourcing and supply chains, international framework agreements).
7. Explain and apply the role of HRM in improving strategic management processes.

8. Be able to define and develop effective HRM policies based on the previous knowledge and understanding.

Content

- Describing an organisation's HRM
- Evaluating the role of recruitment and selection
- Understanding training and development
- Evaluating existing performance appraisal methods
- Evaluating role of compensation and rewards methods
- Analysing external and internal effects on HRM developments
- Evaluating the integration of personal and organisational goals
- Judging whether control and trust are in balance
- Managing competences, understanding their implications and effectiveness
- Integration of corporate strategy and HRM strategy
- Comparing the ways in which organisations deal with their various resources, using the Resource-based view of the firm
- HRM theories, universal model, contingency model, configurations model and behavioural theory
- Understanding the nature of HRM within SMEs
- Issues related to International HRM

Instruction / Study Load

- 1 36 Lesson hours
- 2 101 Hours of reading literature, completing the handbook and preparation for examination
- 3 3 Examination Hours

Total 140 Hours

MBA Final Qualification Mapping

Mapped with numbers: 1, 2, 14, 15, 25 and 26.
See the EEG for further reference.

Teaching Language

English

Teaching Methods

Classroom lecturing
Case study discussions
Feedback and presentation sessions
Discussion sessions
Research Papers
Brainstorming

Graphic Organisers

Module / Lecture

Compulsory

Testing and assessment

Note: This is a Semester 1 Module

Closed/Open book Examination during exam week.

See the Handbook and the EEG for further reference.

European Credits **5**

Required Literature

Dessler G. Human Resource Management. Global Edition. Harlow (UK): Pearson Education Ltd.

Boxall P. and Purcell J. Strategy and Human Resource Management.. Basingstoke and New York: Palgrave Macmillan.

Recommended Literature

Osterman, P. (2000). Work reorganisation in an era of restructuring: trends in diffusion and effects on employee welfare. Industrial and Labour Relations Review, 53 (2), 179-196.

Duke Chr. and Hinzen H. (2011). Adult Education and Lifelong Learning Within UNESCO: CONFINTEA, Education for All, and Beyond. Adult Learning, Fall 2011, 18-23.

Arms D. (2012). Effective Learning and Development Programs are Crucial, Strategic Finance, February 2012, 16-18.

Levenson A. (2011). Using Targeted Analytics to Improve Talent Decisions. People & Strategy, 34 (2), 34-43.

Ulrich D. (2012). Exclusive: The six competencies to inspire HR professionals for 2012. HR Magazine, 4 January 2012.

Lansbury R.D. (2009). Work and Industrial Relations: Towards a New Agenda. Industrial Relations, 64 (2), 327-339.

Glasscock T. (2011). Who works for you? Risk Management, November 2011, 36-40.

Sanford K.D. (2011). How to fill key leadership positions strategically? Healthcare Financial Management, June 2011, 44-48.

Leon L.C. and Matthews L.R. (2010). Self-esteem Theories: Possible Explanations for Poor Interview Performance for People Experiencing Unemployment. *Journal of Rehabilitation*, 76 (1), 41-50.

Smith J.L. (2011). Manage the Human Side of Quality Improvement. *Quality*, June 2011, 14.

Spiller J. (2011). HRD Interview with Simon Lloyd – HR Director of Santander. 11 April 2011. (www.theHRDirector.com)

Syedain H. (2012). From expats to global citizens. 9 January 2012 (www.peoplemanagement.co.uk/pm/articles/2012/01)

Brand M.J. and Croonen E.P.M. (2010). Franchised and Small, the Most Beautiful of All; HRM and Performance in Plural Systems. *Journal of Small Business Management*, 48 (4), 605-626.

Devereux J. (2011). Flex Appeal. *Health and Well-being*, February 2011, 50-52.

Kelleher B. (2011). Engaged Employees = High-performing Organisations. *Financial Executive*, April 2011, 51-53.

Gupta V. (2011). Cultural basis of high-performance organisations. *International Journal of Commerce and Management*, 21 (3), 221-240.

Crain M. (2010). Managing Identity: Buying into the Brand at Work. *Iowa Law Review*, June 2010, 1182-1258

Structure of the Module

Block Teaching

The module is taught over 6 days, with two 3-day blocks of contact hours in which students receive lectures and workshops by one or both of the module's core teachers.

Each teaching day is scheduled from 11.20 a.m. to 5:30 p.m. with breaks for lunch and coffee. The total number of contact hours allocated to this module is 36, with a normal load of 6 hours per day.

Assessment

Type 1 Open/Closed-book examination

Assessment of modules in Semester 1:

The assessment for all 6 modules in Semester 1 will be done through the completion of a writing examination (the teacher can decide to develop either a closed-book or an open-book written exam).

Part 1: First Module Block

Focus (aims)

- Be able to apply knowledge and understanding of the nature and importance of HRM.
- Be capable of instigating change in the environment (involving globalisation and technology), influencing what HR managers (are expected to) do and how they do it (including links with strategy, the concept of high-performance organisation and evidence-based HRM).
- Be able to deal with issues of diversity, gender and intercultural communication.
- Be able to apply the concepts of job analysis, personnel planning, recruiting, training and coaching, employee testing and selection, performance management and appraisal.

Content

- Describing an organisation's HRM
- Evaluating the role of recruitment and selection
- Understanding training and development
- Evaluating existing performance appraisal methods
- Evaluating role of compensation and rewards methods
- Analysing external and internal effects on HRM developments
- Understanding the nature of HRM within SMEs

Preparation and Discussion Questions

See Module Handbook and reading related to this module guide.

Part 2: Second Module Block

Focus (aims)

- Develop insight into and critically review compensation and related issues (such as incentives, fringe benefits, social insurance and flexible benefits programmes).
- Manage employee legal relations and issues (such as fair treatment, ethical behaviour, discipline, privacy and dismissal, HR in entrepreneurial firms) and labour relations (unions, works councils, collective bargaining, grievance procedures, HR and international outsourcing and supply chains, international framework agreements).
- Explain and apply the role of HRM in improving strategic management processes.
- Be able to define and develop effective HRM policies based on the previous knowledge and understanding.

Content

- Evaluating the integration of personal and organisational goals.
- Judging whether control and trust are in balance.
- Managing competences, understanding their implications and effectiveness.
- Integration of corporate strategy and HRM strategy.
- Comparing the ways in which organisations deal with their various resources, using the Resource-based view of the firm.
- HRM theories, universal model, contingency model, configurations model and behavioural theory.
- Issues related to International HRM.

Preparation and Discussion Questions

See Module Handbook and reading related to this module guide.

Module Evaluation Notes			
Module Name	Human Resource Management		
Assessment	Block	Type of Evaluation	% Weight of Final Module Mark
Evaluation 1	OCT & APR	Written Examination (Open or Closed-book)	100%
Total mark required for pass 5.5			Total must equal 100%
<u>Short explanation</u> There is a short description of the exam types in the Education and Examination Guide (EEG) under Part 5 - Examinations and Assessment leading to European Credits at Wittenborg. The content(s) of the exam shall cover the topics mentioned in the module plans to achieve the aims and objectives mentioned in the module guide. <u>Teacher explanation:</u> Teacher will provide detailed instructions on the assessments in classes and via the module online area. Students should attend classes and visit the module online area for further details. Teacher is responsible for uploading study materials on the module online area before the start of the first lesson. Teachers teaching a module delivered to multiple groups from the same or other programmes at other locations must cover the module content as mentioned in this module guide as the module exam will be selected centrally based on submissions made by all the teachers teaching this module. Teacher should present the module guide, its contents and rationale for the aims and objectives of a module within the first lesson of a module. Teacher has 10 working days from the submission deadline to submit the exam result on the exam results registration form. Notes:			

THE AOG - PART 4B

EXAM ADMINISTRATION HANDBOOK



31 August 2025

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1 Developing Module Exams and Assessments

Assessments are vital for measuring student progress and ensuring learning outcomes are met. This handbook provides guidance on developing effective module exams and assessments. It covers key principles of design, alignment with learning objectives, and methods to ensure fairness, reliability, and inclusivity, helping to create assessments that improves the experience of students, teachers and examination administrators alike.

1.1 Exam and Assessment Types

Wittenborg offers different types of exams within its programmes. However, each module is developed with a prescribed exam type that is approved by the Education Board. Below is a list of exam types used across different programmes. More information on the exam types can be found in Part 5 of the EEG under the subheading “Exam types at Wittenborg”.

- Type 1 - Written Examination
- Type 2 - Assignment/Report/Essay
- Type 3 - Project Work
- Type 4 - Language Test (Reading, Writing, Listening & Speaking)
- Type 5 - PDP Portfolio
- Type 6 - Active Participation
- Type 7 - Oral Presentation/Oral Interview
- Type 8 - Digital/Multimedia Assessment

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.
- Exam type 6 which involves active participation, is typically assessed based on a student's involvement in discussions, activities, and tasks during the module/seminar. Active participation exams measure engagement, critical thinking, and contributions.

1.2 General Guidelines

This section offers a general guide and overview of how to structure and develop exams for Wittenborg examinations. In general, all exams and assessments can be categorised as closed- and open book. Note that only type 1 exams can be either closed book or open book. All other exam types are open book exams.

When developing exams, please follow the following guidelines:

- Specify the type of assignment – whether it is a report, essay, project or multi-media presentation (PowerPoint, Prezi, video, podcast, etc.).
- Provide clear and detailed instructions of the assignments as to the topic, scope, focus area and the different sections (cover page, abstract, introduction, literature review, etc.). Technical requirements (e.g. font type & size, line spacing, etc.) of the assignment must also be provided. These should be uploaded on the Module Online Area during Week 1.
- Specify both the minimum and maximum word limits and, if possible, the word limits for each section (e.g. Introduction (300 – 370 words), Literature Review (700 – 900 words), etc. of the report/essay/project or the number of slides for presentation, or the length of time for videos or podcasts.

1.2.1 Closed Book Exams/Assessments

Examinations may include MCQs, open questions, case studies and related questions, or any other type of related assignments. Please indicate the maximum number of words that students should write for short essay and case study questions. Choose any mix from the list given in the template in your preferred order.

- Students will be given 3 hours to complete a written exam.
- Exams should not consist of MCQs only. MCQs should be allocated 1 point per question and should not exceed more than 20% of the total marks.
- True/False questions are not allowed in any exams at Wittenborg.
- Use continuous numbering in all parts as shown in the template. Give extra attention to the numbering after completing the final draft, as it can create confusion for students when transferring answers to the answer sheet.
- Ensure every question is complete and carefully check for any possible repetition of questions.

1.2.2 Open Book Exams/Assessments

Open book exams may be planned either as a take-home assignment (non-proctored exam), or an exam with a time limitation of 3 hours (proctored). When developing an open-book exam/assessment, consider the following:

- Keep the description of the assignment as broad and general as possible.
- Avoid giving leading instructions to specific models and/or theories that should be used when developing the assignments.
- Refer, if necessary, to 'theories and models discussed/introduced in class'. This will show them the importance of class attendance, discussions and participation during lessons.

When a module is taught by different faculty members at different locations, the Module Leader should coordinate with the co-teachers and create two exams for all pathways (bachelor's) and locations – one as block exam and the second as retake. In situations where a specific module is taught by one faculty member,

both end-block exam and retake exam need to be developed by the faculty member. The Exam Committee will check all exams during the (teaching) block and archive the additional exams for future use, including that of retake exams or for the upcoming years.

1.2.3 Structuring and Finalising your Exam/Assessment

Please structure all your exams by adhering to the structure provided in the Exam Paper template. Additional information including the different exam templates and other related documents can be found in the [Secure Examination Area](#) on Wittenborg-Online. While creating exams, give special attention to the following points:

1. Make sure that the exam paper addresses the aims and objectives of the module. Exams should not test any unrelated or irrelevant questions for a given module.
2. The level of difficulty of the examination in totality should reflect the phase in which the module is taught and the level of the programme.
3. Use the answer key template provided and define Bloom's taxonomy, level of difficulty and other elements, per each question (in particular). You will be able to see the totals and analyse your work.
4. Choose any number of questions within the selected parts depending on the content and level of difficulty. The majority of students must be able to complete the exam/assessment during the given time. Be realistic in terms of time management.
5. Make sure to upload your finalised exam in the [Secure Examination Area](#) on Wittenborg-Online.
6. Exams submitted in previous blocks/years can be improved, if necessary. Faculty members can request a final version of an old exam from the Exam Administration and edit using Track Changes. Once submitted, the exams must be checked and approved by the Exam Committee.
7. Make sure to proofread carefully if you are developing exams by using a publisher's test bank.
8. Use British English while you are developing your exams.
9. All figures used in quantitative exams should follow international style (do not use dots between the figures). For example: correct style is 2,289,122.00, incorrect style (i.e. Dutch style) is 2.289.122,00.
10. Faculty members are not allowed to share any exams and/or answer keys via email or in any other form. All exams must be uploaded in the designated area on Wittenborg-Online ([Secure Examination Area](#)).

Exam submission deadlines are pre-determined and are available for the faculty members at the beginning of each academic year. It is of utmost importance that the faculty members abide by the submission deadlines without any delays. All exams are subjected to a quality check by the Examination Committee to ensure the level, difficulty and testing of module aims and objectives.

1.3 Exam Committee

The Exam Committee is established to determine the test policy and possible forms of assessment. This committee is also involved in monitoring the assessment procedure of the curriculum and the assessment of change proposals.

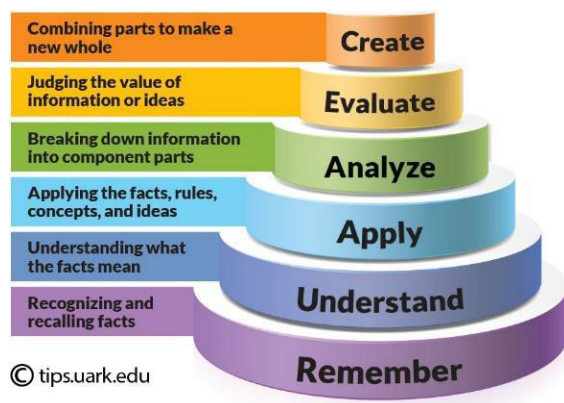
Wittenborg University of Applied Sciences
Academic & Operations Guide
Exam Administration Handbook

1.4 *Determining Complexity of Exams and Assessments*

Understanding the complexity of exams and assessments is essential to ensuring that they accurately reflect students' knowledge and cognitive abilities. A well-balanced assessment should not only test basic knowledge but also challenge students to apply, analyse, and evaluate information. Bloom's Taxonomy serves as a valuable framework for determining assessment complexity, organising cognitive skills into a hierarchical model. It ranges from lower-order thinking skills such as remembering and understanding to higher-order skills like applying, analysing, evaluating, and creating.

This chapter delves into how Bloom's Taxonomy can be used in crafting assessments that align with learning objectives and cover a spectrum of cognitive demands. By thoughtfully determining complexity, exams can be designed to promote deeper learning while maintaining fairness and inclusivity.

1.4.1 Bloom's Taxonomy



The intellectual complexity of an exam item can be defined as the cognitive skills of the person required to answer the question or perform the task. Bloom's Taxonomy is the most widely adapted classification system to determine the educational objective and the level of cognitive skill required to achieve that objective. The taxonomy incorporates six levels that gradually represent a higher level of cognitive skill required. For example, the first level 'knowledge' requires the ability of the student to recall or identify information, while the third level 'application' as its name suggests requires the ability to practically use information and apply it in an established situation.

Bloom's Taxonomy cognitive domain classification:

- **Knowledge/Remember:** recalling previously learned material
- **Comprehension/Understand:** explaining, comparing, interpreting, describing, organising, etc.
- **Application/Apply:** solving problems, applying knowledge, etc.

- **Analysis/Analyse:** examining, identifying motives, making inferences, breaking information into parts, etc.
- **Evaluation/Evaluate:** judging the value or worth of statements, information or ideas.
- **Synthesis or Creation/Create:** compiling information and combining elements in a new way, finding novel solutions.

The level of difficulty established in Reeves (2012) allows evaluators to distinguish between exam items that belong to the same Bloom level, but which vary within those cognitive levels. Simply put, we can distinguish different levels of difficulty within a particular Bloom level. See next section on determining the level of difficulty.

The module you are teaching might have a specific requirement related to the levels of Bloom's Taxonomy and what percentage a certain level occupies from the totality of the exam items. The required proportions can also differ based on the academic phase. For example, in phase 3 there should be a higher proportion of application concerning the exam that measures the learning outcomes of that specific module.

In order to determine the level of an exam item on Bloom's Taxonomy, refer to the table below - Bloom's Taxonomy instrumented by Newton et al. (1969) through a key-word system for this purpose.

1.4.2 Determining the Level of Difficulty

Bloom's Taxonomy	Code	Type of Assessment	Keywords
	01	Knowledge	recall, define, identify, recognise, acquire, distinguish
	02	Understanding/ Comprehension	explaining, comparing, interpreting, describing, organising, contrast, demonstrate, illustrate, explain, summarise, classify, translate, transform, illustrate, prepare, interpret, demonstrate
	03	Application	apply, generalise, relate, choose, develop, organise, use, employ, transfer, review, examine, manage
	04	Analysis	analyse, distinguish, detect, discriminate, deduce, categorise
	05	Evaluation	judge, argue, validate, assess, consider, standardise, appraise, compare, acknowledge

	06	Synthesis/Creation	produce, constitute, transmit, originate, modify, design, derive, combine, synthesise, formulate

Level of difficulty of a test item has been suggested to be located in the question-answering process (Ahmed & Pollitt, 1999 in Cheng, 2006). Cheng (2006) illustrates the varying locations wherein the difficulty of an exam may reside: content assessed, stimulus (question difficulty), task to be performed and expected response. He also makes a distinction between valid and invalid moderators of difficulty, in other words, the difference between necessary difficulty enhancers in the exam items and unnecessary difficulty enhancers.

Logically, examiners need to strive to avoid invalid moderators of difficulty listed by Cheng (2006), such as inaccuracy or inconsistency of data/information given, unknown meaning of words, illogical order of parts of the item, large number of plausible alternative answers, etc.

At Wittenborg, we distinguish three levels of difficulty: easy, moderate and difficult. See table below for a detailed description of each difficulty level that will help you determine the level of your exam items:

Degree of difficulty	Explanation and examples of level
Easy (E)	• Very simple recall, identify specific data, tell, recite, list. • Simple relationships, simple explanations, 1-step answers. • Candidates know what process is required to solve the problem from the way the problem is posed. • Simple process is known or it is a common/practised context.
Moderate (M)	• Medium content, read and locate. • Counter-intuitive relationships, give examples, explain, briefly summarise, interpretation. • Summarise a text, draw inferences from a text or make a prediction. • Investigate hypotheses, classify, categorise, compare, contrast, solve, relate, distinguish.

Difficult (D)	- Recall complex content, using elaborate vocabulary. More complex reasoning with regard to understanding and explanation, motivate inferences or predictions made, using case-study/external information to support the position. - Collect information from available texts to support a particular position/opinion and re-present the position in own text. - Complex abstract representation, referring to combination of concepts, interpreting, report on, sort, debate. - Generalise patterns observed in situations, working with complex problems involving insight and logic-leaps, creating new solutions to problems, redesign. - Writing a complex review/critique.

1.4.3 Instructions on the Answer Key

Make sure to upload your exams and answer keys document in the [Secure Examination Area](#).

Notes:

- This Answer Key Template (AKT) on the 1st sheet is one specific exam version from a specific module.
- Use 'x' when no data available.
- If there are instructions, these are marked in red on the first sheet in case there is need for additions or reformulations of the answers provided in the old answer keys.
- On the third sheet entitled 'Definitions' you can find the 'Level of Difficulty' and 'Bloom's Taxonomy' instrumented to guide you in filling the AKT.
- Please make sure to use 'Arial' font, regular font style and font size 10 throughout the Excel document.
- The Aims & Objectives (A&O) are numbered
- An explanation of the columns on the AKT:

Part	Exam parts A, B, C, D etc. as per original exam
Type of Question	Describe the category of the questions, i.e. Multiple Choice, Short Answer, Open Question, Case Study, Essay, etc.
Q no.	Number of the question in the totality of the exam, all questions must be in one series.
Sub-Q no.	Number or name of question in that particular part of the exam if any.
Answer	Answer to the question: complete, expected keywords, etc.

Remarks	Enter your remarks related to the answer of the students, e.g. how answers may vary, key concepts that you involve when deciding on the appropriate marking.
Marks per Q	Marks per question, the total must be 100, if any section carries optional questions, only maximum marks per section must be mentioned. Additional questions should be marked as 'opt'.
Difficulty level	See instrument entitled 'Level of difficulty' below.
A&O	Use numbered A&O for the module.
Bloom's Code	See instrument entitled 'Bloom's Taxonomy' and coding below.
Ch. book no.1	Mention the respective chapter from which the question is taken.
Ch. book no.2	Mention the respective chapter from which the question is taken.
Other Source	If the reference is other online links, names and pages from articles, books, etc., please, note the number of other sources used and list explicitly these sources under the ATK table.

2 Grading and Submission of Results

At Wittenborg, the grading and submission of results are integral components of the academic process, ensuring transparency, fairness, and consistency in evaluating student performance. The grading system at Wittenborg follows a structured approach, aligned with international standards, to accurately reflect students' achievement of learning outcomes. Timely submission of results is equally important, facilitating smooth academic progression and enabling students to receive prompt feedback. The grading procedures, policies, and timelines for the submission of results are discussed below.

2.1 Grading Exams/Assessments and Retakes

Module examiners are appointed by the Graduation and Examination Board (GEB) and are expected to grade all exams/assessments that were submitted during the block as well as the immediate retake weeks.

2.1.1 Paper-based Exams/Assessments

Paper-based exams will be shared with the lecturers in person/by registered post to a location shared with the Exam Department within 24 hours of when the exam was conducted. Faculty members are required to confirm the number of exam scripts they receive in the envelope before they start marking. The number must correspond to what is written on the exam envelope and on the exam registration list (the number of students who have sat and signed for the exams). The exam/assessment and the answer key will be shared by the Exam Administration team with the faculty member/(s) prior to the exam.

During the grading process, no exceptions can be made by the faculty members other than the rules mentioned in the written exam.

Results are expected within 10 working days from the date the exam was conducted.

2.1.2 Online Assessments

All report/essay/projects must be submitted as a Word document or other editable documents via Turnitin. Files in the form of PDF, JPG will not be accepted. Multimedia documents like PowerPoint, Prezi, Videos, Podcasts do not need to be submitted via a Turnitin upload area, but via a designated assignment upload area on Moodle.

All Turnitin submission links will be created by the Helpdesk/ICT colleagues - please do not use or copy old Turnitin areas as they contain assignments and dates from the previous year. However, the faculty members need to create other submission links (as required) in the respective module online areas.

- Submissions through email/Teams or late submissions are strictly prohibited and should not be accepted.

- Deadline for online submission is Exam Week Monday

Grading Turnitin Assignments

Faculty members should grade all digitally submitted exams via the Turnitin submission areas on Wittenborg-Online.

1. Faculty members must leave comments/feedback (positive/negative) in the Turnitin submissions for students. Please fill in the Feedback (Y/N) column in the “Exam Results Registration List” with “Y-Yes”, if feedback/comments are added in the respective assessments of the students.
2. Ensure that the Turnitin similarity scores are in line with Wittenborg’s plagiarism policy (refer to the EEG Part 5a). Similarity scores must be checked for possible plagiarism and AI, and must be reported to the Graduation and Examination Board if a student has engaged in academic malpractice.
3. Faculty members are expected to mark suspected malpractice attempts with a grade 1.0 and fill the [Report Academic Misconduct Form](#).
4. A template of the Exam Results Registration List can be found in the [Secure Examination Area](#) on Wittenborg-Online. Faculty members must register the exam grades corresponding to individual students.

During the grading process, no exceptions can be made by the faculty members other than the instructions/rules mentioned in the written exam.

Oral Defence/Oral Presentation/Oral Interview/Digital Presentation

Due to the rapid expansion of Artificial Intelligence tools, Wittenborg has introduced new hybrid types of assignment, where all paper-based work is also tested through presentation, digital audio/video presentation and interview or oral defence.

These examinations are given in the 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 on the subject. Students (either individual or in groups) are allowed to use any materials or equipment that is available to them in order to make their presentation professional and interesting, if the oral exam is in the formal presentation. Some oral exams are restricted to the form of a PowerPoint presentation.

Oral defence is an assessment component that was introduced to ensure the validity, reliability and ownership of the assessment context and the content. With increasing possibilities of paraphrasing and ghost-writing options available, possibilities of oral defence or an interview were setup as a preventive measure for possible academic malpractice.

There are various options:

OPTION 1: Selective Presentation

This is usually an option in occasions where there is suspected ghost writing, AI or plagiarism. Students are asked to present their work or findings in order to confirm the ownership.

OPTION 2: Digital Audio/Video Presentation

The expectations of digital audio/video presentation exams revolve around both the content quality and technical proficiency. These presentations are designed to assess students' ability to effectively convey their ideas using digital media tools. Faculty are to ensure there is clarity of content, effective use of digital media, proficiently in presentation skills, professional engagement and interaction. By meeting these expectations, students demonstrate not only their knowledge of the subject but also their ability to communicate ideas effectively using modern digital media tools within a given timeframe.

OPTION 3: Compulsory Presentation

For modules with a type 7 exam, all students are required to present and must upload their PowerPoint presentation at least 3 days before the day of the presentation. Students failing to meet the assignment requirement receive an automatic failure. Faculty members reserve the right to stop a student after the student passes the time allocated, regardless of whether the student has finished presenting or not. The total time for each student for both the presentation and Q&A should not take more than 8 minutes.

Faculty members should read the presentation uploaded by students and prepare between 1-3 questions for each student prior to the presentations. Questions must be typed in a word document by faculty members for easy reference in case of disputes. Additionally, faculty members can include any other instructions or rules as deemed fit.

OPTION 4: Oral Defence/Interview/Q&A

For this option, students must upload their PowerPoint presentation at least 3 days before the day of the oral defence. There will only be an oral defence session. Restriction of duration is usually communicated by the faculty member. The duration per student is restricted to 5 minutes for regular modules and maximum 15 minutes for the in-company training/work placement/ graduation assignment/final project.

2.1.3 Retake Exams

Each exam has a retake exam, held in Winter and Summer Retake blocks. Students are only allowed to attempt retake exams for modules that have been given in that term. Refer to "Exam Weeks and Retakes" section in Part 5 of the EEG for more information.

2.2 Guidelines for Exam Results

Wittenborg uses the scale of 10.0 grading scale and Pass/Fail scale with a few selected modules.

Note that marks in the range of 5.0-5.4 are prohibited. In case of an insufficient attempt of a student, faculty members should provide students with a mark which indicates a clear failure (below 5.0) or a clear pass mark (5.5 and above).

This is because most type 2 exams are essays or open-ended questions. These are more subjective in nature due to their susceptibility to scoring influences and are often open to interpretation. Different readers can rate identical responses differently, the same reader can rate the same paper differently over time, grammar and punctuation can unintentionally affect a paper's grade and the lack of anonymity can affect the grading process. To prevent situations where students object or query the marginal fail marks, leading to a spiral effect of rechecking or reviewing the exam papers, the marks range between 5.0 to 5.4 should not be given to students.

Note: Results will only be accepted if they are in the correct format. Results in the wrong format will be returned to faculty members for amendments.

2.2.1 Exam Reviews

All students are given the opportunity to review their marked exam papers.

Online Assessments

While assessing online exams, the faculty members give the feedback through Turnitin. These are usually visible to students.

If a student does not agree with the grade and the feedback given by the faculty member, the student must first contact and discuss it with the faculty member. A formal appeal can be made and sent to examresults@wittenborg.eu where there is further disagreement on the grade. The appeal email must contain the name of the module and name of the relevant examiner and the grounds for the appeal. It is obligatory for the appealing student to enclose all the email correspondences with the lecturer in which their initial appeal was declined. Once the complete formal appeal is received, it will be processed internally, and the student will be notified about the outcome.

Paper-based Exams/Assessments

The review sessions are scheduled in Week 3 of every block visible in the student timetables. Students are permitted to review exams they took in the previous block.

The exam review is conducted by the exam administration team. The review is conducted in a supervised environment where students can review their own marked exam papers with the aim of checking if there are any issues of concern which could be notified to the module lecturer. If the students find any issues of concern, such as the marks attained are not properly summed up, or there is any question not marked, etc., they will need to complete the Exam Review Form on the spot and give it to the person supervising the session. This form will then be given to the faculty member concerned. The faculty member concerned should arrange a meeting with the Exam Administration Team to double-check the exam, and then follow up

with the student(s) concerned via email and copy to examresults@wittenborg.eu. This must be done within a week of the exam review.

2.3 Exam Moderation

As a standard procedure, a moderation process is conducted by the exam committee prior to the exam being conducted, and the results being released to students. This process is put in place to ensure that students are not disadvantaged. This process:

1. Ensures that all students are assessed against the same standards, regardless of the study location and the different lecturers.
2. Identifies and addressing any potential biases in marking before grades are finalised, reducing the risk of unfair grading.
3. Ensures quality control and accuracy of assessment. This is done by providing an opportunity to review and correct any discrepancies or errors in the marking process.
4. Ensures that the exam questions and marking schemes align with the learning outcomes and objectives of the course.
5. Prevents issues such as grade inflation or deflation by ensuring that the grading is consistent with the institution's standards and expectations.
6. Identifies any mistakes or inconsistencies in grading before they impact students, thus protecting the integrity of the academic process.

Moderation prior to the release of results is essential to ensure that grades are fair, accurate, and reflective of students' true performances.

In case of inefficiencies in gradings, corrective measures will be taken.

2.4 Instructions for Delivering Exam Results

2.4.1 Paper-based Exams

Upon completion of the exams, the examiners appointed by the Graduation and Examination Board will grade student work. Once all exams/assessments are graded the results should be submitted to the Registry for archiving purposes.

1. Results must be delivered to the results administration department within 7 calendar days for language modules and 14 calendar days for any other modules. Scanned results can be sent to examresults@wittenborg.eu and the graded exam papers of paper-based exams should be posted to:

Exam Results
c/o Exam Administration Office
Wittenborg University of Applied Sciences
Brinklaan 268

Wittenborg University of Applied Sciences
Academic & Operations Guide
Exam Administration Handbook

7311JD Apeldoorn
The Netherlands

2. When submitting exam results, faculty members are requested to ensure that they include the following documents in the exam envelopes with the paper-based exams:
 - A printed copy of a clearly labelled and updated exam answer key. It can be found in the [Secure Examination Area](#).
 - Marking rubrics (for type 2 exam). It can be found in the [Secure Examination Area](#).
 - The Exam Results Registration Form – a template can be found in the [Secure Examination Area](#) on Wittenborg-Online. However, a soft copy is usually sent to faculty members. In this form, faculty members must register the exam grades corresponding to individual students.

2.4.2 Online Exams

All grades should be emailed in the correct template to examresults@wittenborg.eu. Faculty members should not indicate the grades in the Turnitin upload areas. The only mode of communication of grades is via the Osiris portal.

Note: Our Exam Results Administration will not accept or process exam results if above requirements are not fulfilled.

3 Appendix

3.1 *Invigilator Handbook*

Wittenborg University of Applied Sciences engages a pool of invigilators who play a vital role in ensuring the integrity and smooth running of examinations. Their responsibilities include overseeing the exam process, maintaining a secure and fair environment, and assisting students with procedural concerns during the exam. As the first point of contact for students in the exam hall, invigilators must be vigilant, organised, and adhere to strict guidelines to prevent misconduct.

This handbook provides a comprehensive overview of the key duties, protocols, and procedures that invigilators must follow to ensure that examinations are conducted efficiently and in accordance with institutional policies.

3.1.1 Before Examinations

Proper preparation before the examination is essential to ensure that the exams run without disruptions. Both students and staff play important roles in this process. Invigilators and exam administrators must ensure that all logistical arrangements are in place, such as setting up the examination hall, verifying student identities, and distributing exam materials. Students, on the other hand, are responsible for arriving on time, bringing the required materials, and familiarising themselves with exam regulations. The key steps and procedures that must be followed by invigilators before the examination to create a well-organised and fair testing environment for all are outlined below:

- Read the Examination Hall Regulations included in this document.
- Arrive at the exam hall 45 minutes before the start time.
- Ensure all electronic devices (phones) are in silent mode. Do not use phones while invigilating.
- Students should arrive at the exam hall at least 30 minutes before the start of the exam.
- Verify each student's ID (Dutch residence permit or passport) and confirm their name upon registration.
- After registration, students may enter the exam hall before 08:55 hrs or 13:25 hrs and must start only at the designated time (09:00 hrs or 13:30 hrs).
- Students who do not register are presumed absent.
- Direct students to their seats to prevent any form of cheating.
- Verbally remind students of the exam rules, which are also posted in the exam hall.
- Ensure a reliable digital or analogue clock is visible to students in the exam hall.
- Announce the start time, give a 30-minute remaining reminder, and instruct students to submit all papers when the time is up.

3.1.2 During Examinations

This stage demands careful oversight to ensure fairness, integrity, and adherence to protocols. Invigilators play a crucial role in maintaining a controlled and secure environment that allows all candidates to perform under equal conditions. Below are essential duties and responsibilities required to manage the exam effectively:

- No entry is allowed into the exam hall after 08:55 hrs or 13:25 hrs. Latecomers are NOT allowed.
- No student is allowed to leave the exam hall in the first and last 30 minutes, including for toilet breaks.
- Students must remain silent. Any disruptive behaviour before the exam will result in a warning; during the exam, the student will be discontinued, their paper confiscated, and the case reported to the Examination Administration and Examination Board.
- Only pens, erasers, rulers, and identification are allowed on desks. All other items must be stored away. Electronic devices, including watches, are prohibited.
- Exam papers are handed to students, ensuring they all start at the designated time.
- Students must confirm they have received the correct exam paper.
- Answer sheets bearing the Wittenborg logo and the exam date are provided unless unnecessary (e.g., for Foreign Language modules). Calculators and dictionaries may be provided upon request.
- Invigilators must enforce silence at all times.
- Students requiring extra answer sheets must raise their hand.
- Only one student at a time may use the washroom, accompanied by an invigilator who waits outside.
- Invigilators must not leave the exam hall unless arranged in advance. They must remain vigilant at all times.
- Movement is required; invigilators should not remain seated for more than five minutes.
- Any issues should be reported to the examination administrators via phone/message. Phones must remain silent. The invigilator must inform the team leader before leaving the hall.
- Uncooperative students must be discontinued from the exam but still sign out. A report must be filed and forwarded to the Graduation and Examination Board (GEB) (see the malpractice report in this handbook).
- Maintain control of the examination hall while ensuring students feel comfortable.
- Pay attention to exam durations (1.5, 2, or 3 hours).
- Examination administrators will inform invigilators of students with special needs (e.g., extra time, laptop use). These accommodations must be followed as per GEB directives.
- Random student checks (e.g., pocket checks) may be conducted.

3.1.3 After Examinations

Invigilators' responsibilities extend beyond the conclusion of the exam. Proper post-exam procedures are crucial in safeguarding the integrity of assessments. Below are the necessary steps to follow:

- Examination durations are non-negotiable unless approved by the GEB. Special arrangements made by the GEB (e.g., 20% extra time, computer use) will be communicated by the examination administrators.
- Ensure students hand in all answer sheets, exam papers, scrap notes, and any other documents before leaving. Blank sheets must also be collected.
- Check that no paper is left behind on desks or in the examination hall.
- Verify that each answer script includes the candidate's details (name, student number) and sort them according to specialization or pathway for easy tracking.
- Count the number of answer scripts and cross-check against the attendance register. Any discrepancies must be resolved before closing the session.
- For each student, the answer sheets must be counted and stapled together in the presence of the student before the student signs out by confirming departure time and signing the registration list.
- Release students in an orderly manner to maintain quietness.
- Securely place all answer scripts in a labelled envelope provided by the examination administrators.
- Document any incidents or irregularities (e.g., late submissions, missing scripts, suspected cheating) in a formal report. This report should be included with the answer scripts when they are handed over to the examination administrators.
- Submit the envelopes containing all answer scripts, attendance records, and incident reports to the examination administrators.
- The handover process may require signing a log or receipt to confirm the transfer of materials.

3.1.4 Examination Hall Regulations

These regulations apply to students and are displayed in the examination hall:

- The examination hall opens 30 minutes before the exam.
- Students cannot leave in the first or last 30 minutes, including for toilet breaks, unless medically necessary (prior notification required).
- Students must sign the registration list and present a hard copy of their Dutch Residence Permit Card/Passport before entering.
- Identification must remain on the table during the exam.
- The door closes five minutes before the exam starts. No latecomers are allowed.
- Personal belongings, including bags and coats, must be left outside.
- Mobile phones must be turned off and stored outside the hall.
- No electronic devices (e.g., watches) are permitted. Students found with such items will be expelled.

- Personal calculators are allowed only for subjects that require them (models FX82 – FX102).
- Only pens, erasers, rulers, and student cards are allowed on desks.
- Students must verify that they have received the correct exam paper.
- Students must raise their hand for assistance; invigilators will not answer content-related questions, nor will any members of staff be called to answer questions.
- The examination hall is under CCTV surveillance.
- Arguments with invigilators are not permitted. Issues should be noted on the exam paper for later review.
- Talking is strictly forbidden and may result in expulsion.
- Invigilators may change student seating arrangements if necessary.
- Cheating results in immediate expulsion and referral to the Examination Board.
- Students must follow the instructions of invigilators at all times. Failure to do so can result in expulsion from the exam.
- Invigilators may conduct random searches at any time.
- Students must submit all papers before leaving, including exam papers, answer sheets, notes, etc. Both the student and invigilator must count the sheets before the student signs out.
- Only one student at a time is allowed at the invigilator's desk. Students have to stay seated and raise their hand if they have finished their exams before the official end time and the invigilators will call them to their desk individually.
- Students must exit quietly after submitting their work.

3.1.5 Malpractice Report

Year		Block
Details		Description of the Issue(s)
Module Name: Code: Date: Time: Student Name: Student Number: Student's Signature Invigilator's Signature		
Module Name: Code: Date: Time: Student Name: Student Number: Student's Signature Invigilator's Signature		

Note: Students should await communication from the Graduation and Examination Board (GEB) regarding the reported malpractice.

3.2 External Marker Handbook

3.2.1 Introduction

Wittenborg not only values the notion of externality in its assessment procedures, but it also requires external second grading for all its final-year graduation assignments (GA/FP), at both undergraduate and postgraduate levels. This approach is to guarantee that the final-year deliverables of our students are benchmarked against and match those of other comparable institutions in the same disciplines or areas of concentration, which will satisfy international accreditors in compliance with European Standard Guidelines, and even exceed national requirements (“vreemde ogen dwingen” or “sometimes it takes a fresh pair of eyes to put things into proper perspective”).

An external assessment procedure hence is to uphold quality standards and provide full accountability vis-à-vis our students, faculty, and accrediting agencies. We therefore invite external experts to become, external markers, also known as Second Markers at Wittenborg University of Applied Sciences. As a Second Marker, you must be an experienced assessor/supervisor of graduation dissertations (undergraduate or postgraduate level in general business and management and/or hospitality management) with a relevant Master or PhD qualification and at least 5 years of teaching and research experience in higher education. Because we are an international business school and all GAs/FPs are written in English, you are also required to have an excellent command of written academic and professional English.

We would like to encourage you to approach the Head of Academic Supervision about anything that may not be clear regarding your assignment so that you can be supported effectively. We very much value the work Second Markers put into this task, which is an essential and important element of Wittenborg’s educational development and quality management (EDQM) regarding learning outcomes.

3.2.2 Second Marker Appointment and Administration

At Wittenborg, a consistent procedure is followed to ensure the efficient and transparent management of the second marking process. This procedure outlines the steps involved in appointing and engaging Second Markers.

Steps:

1. Invitation & Introduction

- Candidates for the role of Second Marker are invited by the Head of Academic Supervision for an interview and introduction.
- Candidates receive relevant documentation for preparation, including this Handbook, Part 8 of the EEG, and the official marking forms.

2. Approval

- The Head of School, the Head of Academic Supervision, and the HR Manager jointly approve the appointment of Second Markers.

3. HR Administration

- The HR Office maintains an updated list of approved Second Markers.
- Second Markers must submit their most recent CV and any additional required documents and information, including copies of ID, diplomas and company information (if applicable).
- Upon confirmation, the HR Office issues an external marker agreement.

4. Formal Appointment

- The Secretary of the Graduation & Examination Board (GEB) issues a formal letter of appointment.

5. Assignment of Duties

- When services are required, Second Markers are contacted by the Secretary of the GEB, the Head of Academic Supervision, or the Exam Administrator.
- Before marking, Second Markers must read the EEG and this Handbook thoroughly, and sign a declaration confirming their understanding and compliance.

6. Engagement with Wittenborg

- Second Markers are expected to attend the Annual Second Markers Meeting.
- They are also welcome to join Graduation Ceremonies in Apeldoorn to stay connected with Wittenborg, its academic supervisors, staff, and students.

7. Special Arrangements

- In cases where second marking is part of reciprocal agreements with other universities, the HR Office is not involved, as GA/FPs are exchanged on a reciprocal basis. When external markers are engaged through agencies, the administrative process is handled through the agency rather than directly by the HR Office.
- In other cases, Second Markers receive a fixed compensation per dissertation (GA/FP).

8. Reimbursement

- Standard reimbursement for marking a GA/FP is €230.
- For a retake attempt (if the GA/FP was not initially marked as a pass), the same Second Marker will be assigned. The reimbursement for a retake is €138 (60%).
- Invoices for second marking (stating student name and s-number) and for any travel expenses should be sent to hrm@wittenborg.eu.

3.2.3 Grading Procedure

Wittenborg operates on six teaching blocks per academic year, each concluding with an exam week. Within any of these blocks, students also have the opportunity—once they are ready—to submit their graduation assignment, defend their work, and, if successful, graduate.

Our academic year is synchronized with the calendar year, beginning with the February Block and concluding with the December block. The table below outlines the key dates relevant to Second Markers. Each January, the confirmed dates for the following academic year are communicated to all Second Markers.

Block	Received by	Return by	Oral defence
<i>*As approved by the Wittenborg Graduation & Examination Board</i>			
Block February	Friday Week 4	Thursday, Week 5	Friday, Week 6
Block April	Friday Week 4	Thursday, Week 5	Friday, Week 6
Block May	Friday Week 4	Thursday, Week 5	Friday, Week 6
Winter Retake	Winter Graduation Ceremony		Friday, Week 2
Block September	Friday Week 4	Thursday, Week 5	Friday, Week 6
Block October	Friday Week 4	Thursday, Week 5	Friday, Week 6
Block December	Friday Week 4	Thursday, Week 5	Friday, Week 6
Summer Retake	Summer Graduation Ceremony		Friday, Week 2

Preliminary Assessment

1. Every block, Second Markers will be contacted via email when their services are required. They must confirm their availability for that block, for both the assessment of the papers and for physical participation on the oral defence day.
2. The Second Markers will be assigned no more than four¹ student papers per block for assessment.
3. The Second Markers will NOT receive GA/FP papers that are a clear “fail” according to the 1st Marker (the Academic Supervisor): these are GA/FP papers that are either incomplete, submitted after the

¹ In exceptional situations, Second Markers might be assigned with more, but then the Exam Administrator will check on availability of the second marker.

deadline or do not meet formal requirements. On the other hand, marginal GA/FP papers and borderline pass/fail cases are included.

4. The Second Marker will receive the following:
 - The GA/FP papers in both the Word document
 - The GA/FP in a PDF document with Turnitin Similarity Score Summary.
 - The Marking Sheet/Assignment Rubric
5. Second Markers must assess GA/FP papers using the official Marking Sheet/Assignment Rubric. Since second marking is conducted blind, there should be no consultation between First and Second Markers during the process. Second Markers are expected to carry out a thorough, independent, and objective evaluation, concluding with a preliminary grade.
6. Grades are awarded according to the Dutch grading system (1-10), using one decimal point where appropriate (for e.g. 7.3). For borderline cases, clarity is required: a clear pass must be recorded as at least 6.0, while a clear fail must be recorded as at most 5.0. Grades in the range of 5.1 - 5.9 are not permitted. Second markers may contact the Head of Academic Supervision if unsure.
7. It is mandatory that Second Markers conduct their own plagiarism check for each dissertation they receive to control and double check any content similarity (refer to the Pdf document). In case of suspicion of plagiarism or ghost-writing, the Second Marker should report it to the Exam Administrator or Head of Academic Supervision when sending in the preliminary results.
8. When assessing the GA/FP papers, Second Markers must provide a clear and well-structured assessment. This requires not only completing the marking matrix, but also documenting the assessment rationale in the "Second Marker Comment" section at the bottom of the Marking Sheet. Second Markers must write down their conclusions, based on independent thinking and academic reasoning, on why they have marked a GA/FP in the way they have, i.e. they must justify their marking. The feedback must be holistic and reflect on the whole paper, its research, and its outcomes. Academic freedom and professionalism are to be used to give a clear and comprehensible explanation for the assessment by the Second Markers. In general:
 - Write **a report of at least 100 words for the justification** of the grade allocated.
 - Include **a reflection of at least 50 words on each chapter** of the GA/FP paper.
9. In cases where the Second Marker concludes with a fail, the written comments must provide clear, constructive guidance to the student, outlining specific areas for improvement and suggestions on how the work can be strengthened.
10. The Marking sheets are to be sent to the Exam Administrator (examresults@wittenborg.eu). These must be returned to before Thursday 16.00H of week 5 as shown in the table above.

Processing of the Grades

When the grades of both the Academic Supervisor and the Second Marker are received by the Exam Administrator, a check on the grade is done.

1. When the (passed) grade difference between the Academic Supervisor and the Second Marker is within a 1-point margin, the student will be permitted to proceed to the Oral Defence, subject to the approval of the Graduation & Examination Board (GEB).
2. **If there is a substantial difference (greater than 1 point)** between the grade assigned by the Second Marker and that of the Academic Supervisor, moderation is required. In such cases, the Academic Supervisor must contact the Second Marker to discuss and attempt to reconcile the grading difference. If moderation leads to agreement, the Academic Supervisor informs the GEB of the outcome. If no agreement can be reached, a Third Marker will be involved, and the GEB will decide on the final grade. At this stage, the two markers are not required to agree on an identical final grade. Instead, either one or both may adjust their grades so that the difference falls within the acceptable margin of one point.
3. If the Academic Supervisor awards a pass but the Second Marker awards a fail, the GA/FP paper will be reviewed by a Third Marker. Based on the evaluations of all three markers, the GEB will determine the final grade. If the Board awards a passing grade, the Head of Academic Supervision will inform the Second Marker accordingly.
4. Any GA/FP paper graded as a fail by the Second Marker must be resubmitted in the following block to the same Second Marker for reassessment after revision.
5. On Monday of Week 6, the Graduation & Examination Board (GEB) finalizes the grades and determines which students are permitted to proceed to the Oral Defence scheduled for that Friday. Students who have failed their GA/FP will not be eligible to present or take part in the Oral Defence.

3.2.4 Oral Defence

1. Communication of Results

- On Tuesday, following the Graduation & Examination Board (GEB) meeting, all students are informed of the results of their GA/FP.

2. Scheduling of Oral Defence

- The Oral Defence takes place on **Friday of Week 6** in every teaching block. Each session is allocated a 45-minute time slot. Timeslots and room numbers will be communicated to students and examiners by Wednesday. The defence is conducted physically in either Apeldoorn or Amsterdam, depending on the study location of student. Online oral defence for students is only possible if there is/are mitigating circumstance/s and can only be approved by the GEB.

3. Structure of the Oral Defence

- The Academic Supervisor (AS) chairs the session.
- The student delivers a **10–15 minute presentation** of their work. Presentations exceeding 15 minutes must be stopped by the AS to keep the schedule on track.
- A 20-25 minute **Q&A session** follows, during which the student addresses questions raised by the Second Marker and AS based on the written report and/or presentation.

4. Deliberation and Final Grade

- After the Q&A, the student is asked to leave the room.
- The AS and Second Marker deliberate and agree on the final grade.
- The student is then invited back and informed **only of pass or fail**. The actual grade is not disclosed at this point as it must be approved by the GEB, and will later be communicated via **Osiris**.

5. Submission of Final Mark

- The AS must complete the Final Mark Submission Form (available physically in the defence room or digitally).
- The form must be signed by both the AS and the Second Marker.
- For in-person sessions, the signed form should be handed directly to the Exam Administrator.
- For online sessions, the digital form must be submitted by email to **examresults@wittenborg.eu** no later than **18:00 on the Friday** of the defence.

3.2.5 Other Notes and Regulations

- If a Second Marker is delayed on the day of the Oral Defence or cannot attend due to unforeseen circumstances, the Head of Academic Supervision and the Front Desk must be informed immediately (or the External Markers-App group can be used). The Front Desk will consult with the Secretary of the GEB to determine the next steps. When necessary, the Secretary—together with the Head of Academic Supervision and/or the relevant Head of School—will appoint an alternative Second Marker to be present during the Oral Defence.
 - **Important:** The Oral Defence must always proceed, as students may travel from far away or even from abroad (especially for Munich students) solely for this occasion. For them, it is a significant milestone.
- Family, friends, and sponsors are welcome to attend the Oral Defence. There is no formal limit to the number of attendees; however, for practical reasons, the expected number of participants should be confirmed in advance (e.g., to ensure an appropriately sized classroom). Furthermore, attendees should not interfere with the Oral Defence.
- In exceptional circumstances, the Oral Defence may be conducted online via **MS Teams**. To arrange this, either the student or the Academic Supervisor must contact the Exam Administrator **no later than the GA/FP upload deadline**.
- If, during the Oral Defence, the student cannot clearly present their work or fails to adequately respond to questions posed by the Academic Supervisor or Second Marker, this issue should be discussed during the grade deliberation. If both examiners doubt the originality of the work, the student should be called back and asked **probing or verification questions** to confirm authorship.
 - If the student fails to provide satisfactory answers, the GA/FP should receive a **fail grade** due to the poor quality of the Oral Defence.

- A clear justification for this decision must be documented on the **Final Mark Submission Form**.
- If the Second Marker and Academic Supervisor are unable to reach an agreed mark, the Head of Academic Supervision must be informed immediately on the day of the Oral Defence to initiate moderation. The Head of Academic Supervision may consult with the Head of School or Deputy Head, or, if necessary, postpone the decision pending a formal review and decision by the GEB.

THE AOG - PART 4C

PROCESS TUTOR AND STUDY ADVISOR HANDBOOK



31 August 2025

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1 Introduction

All students at Wittenborg University of Applied Sciences are allocated a Process Tutor (PT) at the bachelor's level or a Study Advisor (SA) at the master's level.

Congratulations on being selected as a PT/SA! Your appointment reflects the confidence Wittenborg has in your ability to support students academically. This role offers both challenges and rewards, and we encourage you to uphold the highest standards of integrity and professionalism in your interactions with students

2 The Process Tutor/Study Advisor System at Wittenborg

The Process Tutor/Study Advisor at Wittenborg system plays a crucial role in our student support system (EEG-Part 4) by supporting students throughout their academic journey and in helping them to integrate into Wittenborg's academic environment, ensuring they navigate administrative and academic processes effectively. Our system is designed to provide personalised guidance and mentorship, helping students navigate academic challenges, plan their studies, and achieve their goals.

The tutoring process is there to facilitate timely intervention - as and when necessary - in the academic programme of students to enable them to set and achieve realistic, defined, academic goals.

Each student is assigned Process Tutor (PT) at the bachelor's level or a Study Advisor (SA) at the master's level who offers tailored advice on academic performance, course selection, and career development, ensuring that students have the resources and support needed to succeed in their studies and beyond.

We receive students from very varied backgrounds, cultures, and levels of competency. Therefore, we are conscious of the fact that for some of them, the start of their studies at Wittenborg may be their first exposure to complex and abstract concepts. The tutoring process endeavours to help students to navigate the complexities of the school's academic environment by helping them with planning, organising and evaluating their academic activities, as well as providing necessary and relevant academic information as the need arises.

Wittenborg has an open-door policy, which means that students find all PT/SA easily accessible during office hours on the days they are working (by appointment or walk-in).

Below you can find the structure and function of the system, highlighting the key responsibilities of tutors and advisors and how students can best engage with them.

2.1.1 Assigning Students

Once admitted to a Wittenborg programme, students are assigned to a PT/SA by the admissions administrators, based on their programme and/or specialisation. This information is saved in Osiris. When students have been assigned to a PT/SA, they are also allocated to the correct tutor group in the [Process Tutor Areas](#).

2.1.2 Receiving Students

PT/SA are immediately assigned when students start their studies. Once a student has been assigned to a PT/SA, the tutor is required to send a welcome email introducing themselves and formally inviting the student for an initial meeting. During this meeting, the signed student's Study Advice is reviewed. We advise that once the first formal biannual meeting has been held, the PT/SA assigns the student the responsibility of requesting and setting up the next formal meeting to fulfil the biannual requirement.

2.2 Responsibilities of PT/SA

The following are the duties of a PT/SA:

1. **Hold formal PT/SA meetings:** Each academic year, all PT/SAs are required to hold two formal PT/SA meetings with each student in their tutor group. The first meeting should be held preferably within the block in which the student was assigned to the group, and the second meeting falls after 6 months (3 blocks). In these formal meetings, the student's study plan is discussed. In addition, the signed Study Advice (with the Study Agreement) is reviewed, which serves as a study plan for the student. This plan is reviewed and updated with each subsequent formal tutor meeting in which a new plan is created.

The Study Advice is a formal document which is signed by both the student and the Registrar on behalf of the PT/SA.

To avoid scheduling problems, it is advisable that tutors set up a meeting schedule which can then be made available to the students (digitally or otherwise). The students can then schedule a meeting within one of the available time slots via the Office 365 calendar. The bookings tool available via Wittenborg's Office 365 environment for all staff members is a useful tool to manage the tutor meeting schedule effectively.

2. **Keeping records of the meetings held:** The PT/SA is responsible for keeping records of meetings held with students. Ideally, this is done in the form of an email in which the particular meeting is summarised. Such an email also serves as confirmation of the content that has been discussed. In case of any questions arising from the confirmation email, students are advised to send back an email within 3 days after the meeting for clarity. These records are essential for future reference or for enquiries.
3. **Communication of EC requirements:** PT/SAs are obliged to inform students that they are required to achieve a minimum of 30 European Credits (ECs) by the end of each academic year. Failure to meet the EC requirement results without communicating the reason to the PT/SA will lead to the withdrawal from the sponsorship with IND and/or direct deregistration from Wittenborg. In addition, the EU/EEA students' status will be communicated to the Dienst Uitvoering Onderwijs (DUO). For non-EU/EEA students, the Dutch Immigration and Naturalisation Authorities (IND) will be informed about the withdrawal from the sponsorship, leading to a revocation of the student's residence permit. The Student Registrar is responsible for flagging students with less than 30 ECs and together with the PT/SA takes a decision to deregister students, if necessary.
4. **Meetings with the Student Registrar:** PT/SA meet with the Student Registrar on a blockly basis to discuss the progress of students, especially those with a negative study advise, and to see to it that, where applicable, support is given to students in order to improve in their study progress.

5. **Communicating curriculum and timeline to students:** The PT/SA ensures that students assigned to them are familiar with the curriculum and the timeline (EEG-Part 3). This helps set the right expectations for students.
6. **Replying to correspondence:** PT/SAs are required to reply to all correspondence from their students within three working days. This could be a full reply or an acknowledgement with a commitment to send a full reply later.
7. **Student deregistration:** Whenever a student decides to stop their studies, the PT/SA is responsible for arranging a meeting with the student to clarify the issues behind the deregistration. PT/SAs can direct students to registrar@wittenborg.eu once the student has decided to stop their study at Wittenborg. Students need to fill in a Deregistration Form (provided by the Student Registrar) before their departure and return to the registrar. Please keep in mind that the student's academic situation at departure should be organised and finalised.
8. **The EEG:** PT/SAs should familiarise themselves with the EEG, as this is the central reference point for all guidelines and procedures within Wittenborg. Thorough knowledge of the EEG contents substantially increases the ability of the tutor to function in this capacity. In addition, Wittenborg maintains Frequently Asked Questions ([FAQ Studying@Wittenborg](mailto:FAQ_Studying@Wittenborg)) to enable easy access to most of the responses students may need to know. PT/SAs are required to direct students to those sources of information.
9. **Change of policies impacting programmes:** Where students raise concerns of changes that impact their programmes, the PT/SA is required to take up those cases and address them with the Head of Process Tutors/Study Advisors first. Thereafter, the decisions taken will be communicated to the student via the PT/SA.
10. **Exams and retakes:** PT/SAs have to be well conversant with the examinations at Wittenborg, which range in rules and regulations according to the exam types in each module. These are always updated in the EEG and in the case of amendments during the year, the PT/SA will be informed by announcements posted in [Teacher Resources](#). For further inquiries, PT/SAs can contact examresults@wittenborg.eu.
11. **Personal Development Plan (PDP) sessions:** PTs are to hold blockly PDP self-evaluation sessions with students. Self-evaluation sessions with process tutors are important for students' personal development because they promote self-awareness, foster accountability, enhance critical thinking, build confidence, facilitate feedback integration and above all encourage goal setting which allow students to set realistic, personalised goals and track their progress over time.
12. **Student Counsellor/Coach & Confidential Advisor:** PT/SAs are responsible to direct students to the proper support systems available at Wittenborg. All students have access to a student counsellor/coach, and a confidential advisor. Both are responsible for assisting students in certain matters not directly linked with their education programme and progress. Both can function as a

confidential one-to-one partner to students. However, their roles and the topics they deal with differ and PT/SAs can advise students accordingly. Refer to EEG-Part 4 for the distinct responsibilities of both.

13. **Students having teacher/staff conflicts:** The PT/SA is responsible for ensuring any conflict between a student and faculty member or professional staff member is resolved. In case of any challenges, the PT/SA should consult with or refer the issue to the Head of Process Tutors/Study Advisors on how to handle this further.

To enhance your ability to fulfil your role as a PT/SA it is important that you are conversant with the FAQs posted online and visible to all students. It is advisable that for all correspondence to students you use the standard email templates available in the Process Tutor/Study Advisor Team.

Please follow the standard procedure and guide students to FAQs or the relevant parts of the EEG as much as possible. If you are not sure about any policy, rules or regulations, please consult with the Head of Process Tutors before answering a student.

2.2.1 Directing Students to the Right Department/Team

Special Cases and Disabilities

Students with special cases and disabilities should have discussed their individual situation prior to the admission process and made agreements on the individual support that can be provided, in line with Dutch law and individual insurance policies. Therefore, if a student approaches a PT/SA independently on this matter, it is essential that they are referred to the Student Registrar. Further information is available in EEG-Part 4 and EEG-Part 10.

Checking of Grades and Credits

All exam results are accessible to students in Osiris. The PT/SA should direct students to check the grades and progress overview themselves. In the case of any missing results, the student should send an email to the Examination Administration Team (examresults@wittenborg.eu).

Accessing Individual Module Online Areas

The module enrolment key gives students access to modules they take each block. The keys can be accessed via [Process Tutor/Study Advisor Areas](#) in the specific pathway/programme. In the case of not being active for 21 days, the student is automatically locked out and needs to enrol again.

Not Able to Access Moodle and/or Student Email

- **Blocked account:** If a student is not able to access the online area or student email, the student should be referred to the Student Registrar as in most cases it is either blocked due to fees arrears or the student has deferred studies.
- **Technical issues:** In cases where a student is experiencing technical issues, they should be referred to the Front Desk for further support.

Work Placement

Students are directed to the EEG-Part 7 to read the prerequisites of the Work Placement module. Thereafter, they need to fill in the [Work Placement Request Form](#) for further handling by the Work Placement Coordinator. The Work Placement Coordinator also handles a [Work Placement Waiver Request](#). Students can fill in the Work Placement Waiver Request Form once they have consulted with their PT/SA and prepared the required information and documents.

Allocation of Academic Supervisors

When students are approaching the end of their study (180 ECs for bachelor's students or approval on their research topic for master's students) they must take the module Graduation Assignment/Final Project (GA/FP). While students are solely responsible to manage this process as part of their studies, Wittenborg allocates an Academic Supervisor (AS) who monitors and guides the student during this process. The PT/SA instructs the student to read the EEG-Part 8 for detailed information, and thereafter the student has to fill in the [Academic Supervisor Request Form](#) for further handling by the Academic Supervision Coordinators.

Special Seats for Retakes

On condition that a student has a mitigating circumstance and/or a minimum of 210ECs (bachelors), or 55ECs (masters), a request can be made for a *Retake of the Remaining Module* if the remaining module is not within the block(s) prior to graduation. A maximum of two modules may be requested. Students are permitted to retake these remaining modules only once as a special seat. If the special seat retake is not successful, the student must follow the standard module planning process for retaking the exams.

A Retake of the Remaining Module can only be done when a student has attempted the normal exam (1st attempt).

PT/SAs must inform students of the following criteria:

- Students must have attempted the module they request a special seat for during the last block/retake it was offered.
- To be eligible for a special retake under mitigating circumstances, students must have gained a minimum score of a 4.0 in any of the previous attempts.
- A student is eligible for a special retake only if the student has made progress with the GA fulfilling the requirements as indicated in the EEG-Part 8 and is approaching their graduation date.

Special seats are not applicable for Research Proposals/Professional Based Learning/Project Week/Graduation Assignment/Final Project/Work Placement Report deadline extensions.

In situations where there is an approval, special seat retakes are always planned in the exam week with other regular exams. For Type 2 exams, the deadline will be Monday of the exam week and Type 1 exams will be planned and can be viewed from the timetable. This means that the exams can only be marked after the exam week.

For further information. Please refer to the EEG-PART 8.

Book Lending

Most required literature is now accessible online. Students should be referred to the book lending department/library to collect books as PT/SAs are not responsible for issuing books or making agreements regarding books.

Module/Class-Related Questions

PT/SAs should ensure that students are advised to raise any module or in-class-related questions with the respective module teacher. This helps to ensure that a question is resolved promptly. In principle, the PT/SA is not to interfere with the decision of the module teacher, unless deemed fit.

Expiry & Renewal of Student Residence Permit

When a student reports expiry of their residence permit, the PT/SA should direct the student to the Registry Department (registrar@wittenborg.eu) for assistance.

Change of Specialisations/Programme/Study location

In cases where students request to change their specialisation, the PT/SA should advise the student on the possible repercussions, e.g. the specialisation modules to be taken, possible delay in their graduation, change of tuition fee if the specialisation/programme location has changed, etc. The student then has to be referred to the Registry department for a decision. If the Student Registrar approves the change, the PT/SA prepares a transfer of the student to the responsible PT/SA as per the new specialisation and/or location. This is done by ensuring there is a proper handover, making sure that all details of the student are transferred and any other important information related to the student are made known to the new PT/SA.

Complaints

Students should present complaints to their PT/SA in writing in line with the procedures in the EEG-Part 4.

Finance-Related Questions

Students approaching PT/SAs regarding financial-related issues should be referred to the Registry Department.

Health-Related Issues

- General illness/sickness: When a student reports general sickness to the PT/SA, the student should be referred to the Front Desk who is responsible for making appointments with the General Practitioner. Students are informed of this procedure during the Introduction Week.
- Psychological/Psychiatric issues: In situations where a student needs support due to psychological/psychiatric issues, the PT/SA should refer the student to a General Practitioner. Students can ask the Front Desk to assist with making an appointment with the GP. Note that some students do not have insight into having any psychological/psychiatric problems. Should a student exhibit such signs, the PT/SA should refer the case to Head of Process Tutors for advice.

2.2.2 Responsibilities of Students

1. **Inform PT/SA:** Once students have been assigned a PT/SA, they are required to send an email to inform the PT/SA.
2. **Schedule PT/SA meetings:** Students are required to come for all scheduled PT/SA meetings. If for any reason they are unable to come for a scheduled meeting they should communicate this in a timely manner to the PT/SA. If this requirement is not met, the PT/SA should note this and records that the student was unwilling to comply with the process.
3. **Prepare up-to-date transcript (EC list):** Students are required to bring their latest, updated EC list to all formal tutor meetings. This is easily accessible from Osiris. It is advisable to remind the student to do this before the scheduled meeting to ensure this information is readily available during the meeting.
4. **Being conversant with the curriculum:** Students are required to be aware of the curriculum of their specialisation and follow it accordingly. They can find this in the EEG-Part 3.
5. **Read all communication sent via Process Tutor forums/emails:** Students are required to read the communication sent out to them to avoid delay or missing out on important information.
6. **Use of the standard Wittenborg timetable & General Year Planning:** Students should ensure they follow the times allocated to their lessons via [Timetable](#) and the General Year Planning via [Wittenborg Year Planning](#).

THE AOG – PART 4D

ACADEMIC SUPERVISOR HANDBOOK



31 August 2025

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1 Introduction

This handbook provides guidelines and ways of working for Academic Supervisors (AS) during their supervision of students during their final graduation assignment. An AS is normally a member of the academic staff. They will be allocated according to various criteria, including their familiarity with the proposed topic, their knowledge of the relevant methodologies, their experience in conducting and supervising research projects, and their workload.

This guide covers the regulations pertaining to supervisors for both bachelor's and master's programmes. In general, both programmes follow the same line. However, there are some differences which are clearly specified.

1.1 The Graduation Assignment/Final Project

The Graduation Assignment/Final Project (GA/FP) is an individual work that provides students with the opportunity to engage, in depth, with an area or issue of professional or intellectual interest. The GA/FP, most often a thesis, is a major piece of work that allows students to share that experience and to disseminate the results. Carrying out a GA/FP provides an opportunity to read extensively, with a clear purpose and focus, in order to develop a fresh understanding of a specific question. A thesis must provide evidence of the student's ability to analyse complex data and to evaluate the implications of their results.

A bachelor's thesis is awarded 20 European Credits (ECs) and a master's thesis is awarded 30 ECs.

1.2 Sources of Information

AS should familiarise themselves with the resources below.

- [Part 8 of the Education and Examination Guides \(EEG\) \(EEG\)](#)
- [Academic Supervision online area \(ST03 Academic Supervisor Area\)](#)

1.3 Academic Supervising Process

The AS is required to supervise and mark the graduation assignments (as First Marker). This final phase supervision includes the topic selection (bachelor's students only), Research Proposal (RP) and the GA/FP. An AS is allocated a maximum of 16 hours per student for supervision.

Each AS will make themselves available for appropriate supervising times in normal office hours during timetabled weeks as per the General Year Planning (normally not during scheduled study weeks and holiday periods). The AS will notify students in advance of any leave they wish to take during timetabled weeks. If this absence results in the AS being out of the office during term time of more than 5 working days, the AS should

arrange appropriate cover for each student, as well as notifying each student. Supervisors are expected to discuss supervisory and communication arrangements with students at their first meeting.

If students choose to complete their project at a distance (i.e. they are unable to come into the school for supervisory meetings), this can impact upon the effectiveness of the support and guidance that an AS will be able to offer. This should clearly be explained to the student.

1.4 The Allocation of Academic Supervisor

The supervising process starts when the Head of Academic Supervision allocates a student to an AS.

The start of the graduation phase is closely linked to Research Methodology and Quantitative Methods (GA31) for bachelor's students, and Research Methods (GA41) Module for master's students. Preparing the research topic and developing the Research Proposal is part of these modules.

Master's students can request an AS when the research topic is approved by the GA41 lecturers. After the approval, the student has to submit the Request Form for Academic Supervisor Allocation (available on online areas). Master's students are allowed to find the AS by themselves. After having received confirmation from the preferred AS, they can fill in the name on the Academic Supervisor Request form and allocation will be confirmed accordingly.

Bachelor's students are instructed to request an AS when reaching 180 ECs and at least four teaching blocks before the planned block of graduation. For that, students have to submit the Request Form for Academic Supervisor Allocation that is available on online areas.

To ensure a diverse and inclusive learning environment, AS should aim to avoid taking more than half of their students from the same nationality as their own.

Based on this form, the Head of Academic Supervision will allocate an AS to the student. The selection of an AS is done based on the area of interest of the student and on the availability of the AS.

The Head of Academic Supervision informs:

- The allocated AS
- The assigned GA student to approach the allocated AS
- The study advisor/process tutor of the student (see the allocation confirmation letter template used by the coordinators in the Appendix)

In cases where an AS foresees a problem in supervising a student and the marking of a GA/FP that is not in their area of specialisation, the Head of Academic Supervision should be contacted in time, in order to reallocate the student an AS who is able to supervise the student.

2 The Graduation Assignment/Final Project

2.1 Bachelor's Programme

2.1.1 First Meeting/Decision on Topic

In the email on the allocation of an AS, the student is asked to contact the AS for a first meeting. The AS is encouraged to send a welcome message with clear instructions about the supervision procedure (see the template in the Appendix). The content of this meeting is as follows:

Introduction

Although the AS might have met the student in one or more of the modules the AS provides, in most cases this meeting will be the first one-on-one meeting the student has with the AS. This meeting provides an opportunity to get to know each other.

Deadlines and Deliverables

The graduation phase is an activity that requires clear planning. The student should share their planning with the AS and acknowledge the deadlines that need to be made in order to complete the GA/FP in time.

Question about Fee Waiver when Failed GA/FP

EEG Part 8 Waiver of Tuition Fee:

A student will be granted a waiver in the tuition fee of one block maximum only once, in case of failure in their GA/FP. This waiver is not applicable in case of the following circumstances:

- Incomplete and/or unqualified GA/FP (as defined in EEG Part 8)
- Students who missed any of the three submission deadlines for chapters and draft
- Failed GA/FP due to academic misconduct

Please note only the Registrar Office is in charge of students' tuition fees. If students have any questions related to that, AS should ask them to contact the Registrar Office directly. If the questions are related to their study progress, AS should ask them to contact their study advisor/process tutor.

Discussion and Approval of the Topic

One of the main objectives is to decide on the research topic of the research the student is going to conduct. For that, the student must send a topic document to the AS at least two days before the meeting. This document can be based on the topic template that is available online or the deliverable the student has to hand in for the GA31 module. At the end, there should be clarity about the problem statement and the direction in which the research objectives and questions are going to evolve. Based on these decisions, a student can start developing a research proposal.

2.1.2 Research Proposal (RP)

The research proposal is the founding document for the GA. In the proposal, the direction of the research should be clear in terms of the Problem Statement, Research Objectives, Research Questions, and all choices the student made regarding methodology and methods should be specified (see EEG Part 8 for the structure of the RP).

Bachelor's students must upload an RP in Turnitin on the Research Proposal online area. The AS must evaluate and mark the RP. In case of a fail, the student can reupload the RP in the next teaching block. Often, however, some minor technicalities dissuade the AS from marking the RP with a pass. In those cases, a 'pass with remarks' can be given to the uploaded work, specifying the issues the student should have addressed when uploading the chapter 1-3 upload.

All feedback should be given on Turnitin and a clear remark on the result (fail, pass, pass with remarks) should be in the feedback as well. A student's GA/FP starts only when their RP is approved by their AS.

2.1.3 Feedback Uploads Chapter 1-3 and Chapter 1-4

After having achieved 180 ECs, passed the GA31 module and the RP, the student can start working on the actual Graduation Assignment. In the process, there are feedback moments planned. These moments, chapters 1-3 + questionnaire, chapters 1-4 + original data and data analysis, and the complete draft of the thesis are the moments students are entitled to have in-depth feedback on their work. Especially, the questionnaire or any other research instrument needs to be approved by the AS before students start to contact participants and collect data. Similarly, the AS needs to check (with random samples) the authenticity of the research data and the accuracy of the data analysis in Chapter 4. In addition, it is important that the AS receives and reads a complete draft of the GA/FP no later than Monday of Week 3 of the block when the student is going to upload their GA/FP to give feedback to the student to improve, or inform the student to postpone the time of submission if there are serious lapses that cannot be fixed within a week, e.g., insufficient/inaccurate data analysis, missing parts, etc.

As mentioned, these are feedback moments, and no grades need to be given. Feedback should be provided in Turnitin for Chapters 1-3 + questionnaire and Chapters 1-4. Students should upload the documents in the block in which they plan to graduate. They should be aware that if they choose not to upload for the feedback moments, the quality of their GA/FP will be affected, and they cannot apply for a tuition-free block if the work is marked with a fail.

If the student misses the deadline of submitting the Chapters 1-3 or Chapters 1-4, they will need to send an explanation and updated plan for GA/FP to both their process tutor and their AS for approval. The AS can decide based on the explanation either to proceed if the student can catch up, or to ask the student to postpone the deadline to the next graduation opportunity if the student needs time to complete the work. The approval needs to be sent to the student and their process tutor (see Appendix for the template).

If students miss both deadlines, and/or there is no communication with the AS by any other means, the AS will need to check the authenticity and integrity of the GA/FP more critically than as part of normal supervision. The AS will need to ask the student to submit sufficient proof for reading their GA/FP. If that means the time in the present graduation opportunity is not enough for the AS to check the validity and reliability of the research, and/or not enough time for the student to provide the proof before the deadline, the AS should inform the student to postpone the graduation to the following opportunity.

2.1.4 Final Upload GA/FP

The deadline for students to upload their final work is on Monday in week 4 at 16:00 (CET) in every teaching block. The role of the AS at that moment changes from “supervisor” to “examiner”. The first step when evaluating the work of the student is the plagiarism and similarity test (see EEG Part 5B) and word count check (see EEG Part 8). In case of plagiarism, the work should not be marked, and an academic misconduct form should be sent to the Graduation and Examination Board. Formally, the uploaded thesis will not be accepted.

Apart from plagiarism, there are limitations set on the level of similarity as well. If the similarity score is higher than 30%, the thesis will not be accepted. If the similarity score is between 20% and 30% a justification statement should be given on why this level is acceptable (from students or their AS). This justification should be given when sending in the preliminary results (see below).

Keep in mind that the similarity score that initially appears is not always a realistic score. Similarity can be in the bibliography, in proper quoted sources or even related to the research proposal or the feedback moments as well. Some checks and modification in the settings of Turnitin might be necessary. For that please check [Academic Misconduct Report Instruction](#). If after that the similarity score is still higher than 20% but lower than 30%, please add an explanation as to why the GA/FP is accepted. Fill in the new similarity rate generated after the exclusion filter in the results.

As for the word count, please check EEG Part 8. The agreed word count of 10,000-12,000 will be strictly adhered to (10,000-12,000). Any GA/FP outside of the leeway or more than 20% over the maximum will be penalised (up to 0.5 marks). AS can indicate that in the marking sheet. In addition, if the word count is more than 20% below the minimum requirement, the paper will NOT be accepted for assessment. If the GA/FP is not qualified to be graded, please inform our exam coordinator at examresults@wittenborg.eu

2.1.5 Grading Procedure

To mark the work of the student, the [marking forms](#) are available in the Academic Supervision online area. In these marking forms, the rubrics are specified, and the AS is expected to highlight the appropriate boxes of the form and come to a final mark for the work. Grades are awarded according to the Dutch grading system (1-10), using one decimal point where appropriate (for e.g. 7.3). For borderline

cases, clarity is required: a clear pass must be recorded as at least 6.0, while a clear fail must be recorded as at most 5.0. Grades in the range of 5.1 - 5.9 are not permitted. AS may contact the Head of Academic Supervision if unsure. Next to that, a written justification of the grade should be given. AS must write down their conclusion, based on independent thinking and academic reasoning, on why they have marked the GA/FP paper in the way they have, i.e. they must justify their marking. The feedback must be holistic and reflect on the whole paper, its research, and its outcomes. Academic freedom and professionalism are to be used to give a clear and comprehensible explanation for the assessment by the AS. In general, the comments must be documented in the “Comments” section at the bottom of the Marking Sheet and must be at least 100 words. If the paper is a fail, the written comments must provide clear, constructive guidance to the student, outlining specific areas for improvement and suggestions on how the work can be revised and strengthened.

After marking, the Marking Sheet needs to be sent to the Exam Administrator via examresults@wittenborg.eu. The deadline for that is the day of the oral defence.

AS are required to submit the names of all students that have submitted their GAs and the preliminary grades to the Exam Coordinator by means of the **Bachelor and Master’s Graduation Assignment Supplementary List**.

This form should be submitted on **Thursday of week 4 at 16:00 CET** to enable the Exam Coordinator to arrange for the papers to be sent to the Second Marker for assessment in a timely manner. The deadlines are set centrally in the calendar of the Wittenborg account of the AS and the form is attached to that notification. The form states the email addresses for where to send the form.

The GA/FP are sent to the Second Marker on Monday of week 5 and the marks of the Second Markers are available on Thursday of week 5. Second marking is conducted blind, so there should be no consultation between the AS and Second Marker during the process.

If both the AS and Second Marker give a passed mark for the GA/FP and there is no substantial grade difference (a difference of 1.0 or below), the student is permitted to proceed to the Oral Defence, subject to the approval of the Graduation & Examination Board (GEB).

If there is a substantial difference (greater than 1 point) between the grade assigned by the Second Marker and that of the AS, moderation is required. In such cases, the AS must contact the Second Marker to discuss and attempt to reconcile the grading difference. If moderation leads to agreement, the AS informs the Exam Coordinator/GEB of the outcome, together with a revised Marksheet. If no agreement can be reached, a Third Marker will be involved, and the GEB will decide on the final grade. Note: At this stage, the two markers are not required to agree on an identical final grade. Instead, either one or both may adjust their grades so that the difference falls within the acceptable margin of one point.

If the AS awards a pass but the Second Marker awards a fail, the GA/FP paper will be reviewed by a Third Marker. Based on the evaluations of all three markers, the GEB will determine the final grade. If the Board awards a passing grade, the Head of Academic Supervision will inform the Second Marker accordingly.

In case of a failed GA/FP or failed Oral Defence, the student must follow the same procedures as per their first submission when they resubmit the paper in the following block. That is, they must complete the clearance form, upload their amended GA/FP in upload area and their research data and appendices at the same time.

2.1.6 Presentation/Oral Defence

On Friday of week 6 in every teaching block, the oral defences are scheduled. During these sessions, the student has the opportunity to present the work and clarify issues found by the AS, the Second Marker, and another GA/FP panel member (i.e., another supervisor or a GEB member as witness, or the 3rd marker). It is advisable for the AS to block the time in advance they have students ready to submit their GA/FP in the block.

For the oral defence, a 45-minute time frame is scheduled, and the timeslots will be communicated to the student, AS, Second Marker, and the GA/FP panel member on Wednesday before the Oral Defence. The defence must be done onsite (physically). Online oral defence for students is only possible if there is/are mitigating circumstance/s and can only be approved by the GEB. AS may only be present online, if they are based abroad and if there are less than three students presenting. If the AS has more than three students presenting, they are required to be present physically at the designated locations.

The AS is the chair of this session. The defence includes three parts:

- **Presentation (10-15 minutes):** The AS should stop the student's presentation after 15 minutes.
- **Q&A (20-25 minutes):** The student provides answers to questions that have risen from the written work or the presentation.
- **Final outcome (5-10 minutes):** The last part of the 5-10 minute session is for establishing the final grade. For that, the student is sent out of the meeting. At the end, the student is asked back in the meeting and the final outcome (i.e., pass or fail) will be given. The final mark will NOT be announced because it needs to be approved by GEB.

The last element that needs to be covered is informing the Exam Results Team about the final mark. For that the AS should fill out physically or digitally the "Final mark submission form".

Public attendance by family, friends, sponsors, etc. is allowed. In principle, there is no maximum to the number of people. For groups of attendees larger than 10, students must inform their AS of the total number of attendees beforehand so the appropriate classroom can be arranged.

Electronically mediated defence is allowed. The student, for technical arrangements, should contact the Front Desk (frontdesk@wittenborg.eu on Apeldoorn campus, or ams@wittenborg.eu in Amsterdam study location). The AS checks the technical availability with the Front Desk prior to the oral defence.

If an AS or Second Marker on the day of oral defence is delayed, or due to other circumstances cannot be present, Front Desk is to be informed immediately. Front Desk confers with the Secretary of the Examination Board on how to proceed. The Secretary of the Examination Board, when needed in cooperation with the Head of Academic Supervision, and/or relevant Head of School, decides on an alternative AS and/or Second Reader to be present during oral defence. The Final Oral Defence must take place.

*Note: students sometimes come from abroad specifically for their oral defence. Therefore, it is preferable and appreciated for the AS to attend the oral defence in person

2.1.7 Graduation Ceremony

Twice a year, a graduation ceremony is scheduled and attendance of the AS to celebrate this milestone together with students is appreciated. Graduation ceremonies are planned in the 2nd week Friday of Retake Weeks Summer and Winter (see Year Calendar).

2.2 Master's Programme

In the master's programmes, the start of the GA/FP phase differs from the bachelor's programmes. The decision on the research topic and the marking of the Research Proposal (RP) is part of the GA41 Research Methods module. Students need to obtain an approved status for their RP topics and RP from their GA41 lecturers. Students' GA/FP starts only when their RP topics are approved by their GA41 lecturers. After the topic is approved and supervisor allocation is confirmed, the AS will be involved in developing the RP and needs to provide feedback on a draft of the RP (see Appendix for the feedback template).

2.2.1 First Meeting/Decision on Topic

In the email on the allocation of an AS (after the RP topic is approved), the student is asked to contact the AS for a first meeting. The content of this meeting is:

Introduction

Although the AS might have met the student in one or more of the modules the AS provides, in most cases, this meeting will be the first one-on-one meeting the student has with the AS. This meeting provides an opportunity to get to know each other.

Deadlines and Deliverables

The graduation phase is an activity that requires clear planning. The student should share their planning with the AS and acknowledge the deadlines that need to be made in order to complete the GA/FP in time. Please

make it clear to the students that the consequence of not using the feedback moments is that they cannot apply for a tuition-free block if the work was marked with a fail.

Discussion of the Approved Research Proposal

Master's students need to upload their RP to GA41 area as the deliverable to be assessed in the module. Before submitting their RP, they are required to send the draft to their AS to read. The AS is expected to provide them short feedback on the feasibility and quality of the RP (see the template in Appendix). Students need to attach the feedback to the RP for the information of the GA41 lecturers. Students will receive feedback from GA41 lecturers once their Research Proposal (RP) is evaluated. If the RP fails, students will be required to revise and resubmit it. If the RP passes, students can share the feedback with their AS to refine their proposal.

Finally, the approved RP should be discussed. For that, the student must send in the approved RP to the AS at least 3 working days before the scheduled meeting. During the discussion, the AS can bring up issues the AS sees appearing in the RP that was approved. A student's GA/FP starts only when they get their RP passed in GA41 and their RP is fully revised and approved by their AS.

From the next step onwards ('Feedback Uploads Chapter 1-3 and Chapter 1-4') the graduation phase follows the same mode as for the bachelor's programme as explained above. The agreed word count of 12,000-15,000 has to be strictly adhered to.

3 Additional Information

3.1 Feedback only via Turnitin

Correcting and/or commenting on a final version of a Research Proposal (RP) or GA/FP chapters (except the final version of GA/FP) is allowed via Turnitin **ONLY**. In this way all GA31/GA41 lecturers, AS and students work in the same manner. Data on progress is centrally stored and, as a result, checked for plagiarism. AS needs to remind students to make sure that the submitted content is not a draft to be completed and/or proofread but the absolute final error-free version (in UK English), before pressing the submission button on the deadline for submitting the final version RP or GA.

Students must make sure to attempt upload well before the deadline. If there is any technical error, students are obliged to contact the ICT team via helpdesk@wittenborg.eu immediately for help, but no later than 30 minutes before the deadline. Check EEG Part 5 for more details.

3.2 The Use of Artificial Intelligence (AI)

AS must remind students of the importance of maintaining research integrity and transparency when using AI in their work. It should be emphasized that AI cannot be used to write their graduation assignments. If they use AI in their research, they need to explicitly declare the use of it (the template of AI declaration is available in EEG Part 8). Please refer to the requirements in EEG-Part 8 for further information.

3.3 Authenticity of Data

AS should ask students to upload their data once they finish the analysis, or no later than they finish Chapter 1-4 so that the AS can check (randomly) the authenticity of the data. Interview data should include the contact info, consent sheets, interview protocols, interview recording, transcripts, coding files, etc. Survey data should include the questionnaire, the original raw data, the cleaned data, the analysis, etc. Secondary data should include the data structure, the original files and/or the catalogue of all files with verified links, the analysis, etc. AS will consider the quality, completeness and trustworthiness of the original data in the evaluation.

3.4 Handling Data

As an AS, you are expected to be aware of and plan for the uploads of the students' RP, original data or GA in Turnitin. Processes and deadlines are outlined in the EEG Part 8 and should be adhered to closely. It is your responsibility to plan key events, upload moments and time to provide feedback to students assigned to you in your calendar in advance. Correspondence between AS and student should be conducted via official Wittenborg e-mail.

3.5 Storage of Data

All important information and communication between the AS and the student should be saved for record/reference purposes. This may include a written commentary by the AS or copied emails from the AS's inbox and any other relevant correspondence.

This is to facilitate other tutors, supervisors and management to intervene seamlessly to ensure continuity in the handling of students' cases in the event of an AS being (temporarily) unavailable.

3.6 Supervisory Tutorial Meetings

AS should, as much as possible, request all students to communicate through a formally arranged process (formal meetings, e.g., MS Teams) so that you can give feedback after properly reviewing their work. Students should come fully prepared to all supervisory meetings, which means that they have read around the subject area, and/or have drafts of material that they will be consulting. The same applies to the AS. Some practical comments are:

- AS will provide advice and guidance on appropriate research methodologies. It is expected that students will also attend relevant lectures to support their research, as well as reviewing various research method texts.
- AS should remind students to inform AS timely with regards to any problems that may interfere with their deadlines, or the successful completion of the GA.

3.7 Communication

All written correspondence between AS and student should be conducted via official Wittenborg e-mail. AS are required to reply to all correspondence with their tutees within three working days. This could be a full reply or an acknowledgment with a commitment to send a full reply on a later (specified) date.

In some situations, a GA/FP student requests for a [Non-Disclosure Agreement](#) (NDA), or Secrecy Agreement (see the template in EEG Part 8). This is mainly a result of organisations requesting the student to handover such an agreement before the student can use the organisation's confidential information prior to working on their research proposal and/or graduation assignment. To accommodate this situation a Non-Disclosure Agreement can be made available. For formal Wittenborg internal reasons, as this is a legal document, this form can only be signed by the Head of Academic Supervision or Head of School.

4 Appendix

4.1 Supervisor Allocation Confirmation Letter (Template used by Supervisor Coordinators)

Dear [name of the student],

I am happy to inform you that [title and name of the Academic Supervisor] confirmed that he/she will be your Academic Supervisor. Please contact your supervisor for his/her suggestions on revising your research proposal and guidance on your final project.

@[name of the student] Please check [EEG Part 8](#) for the timetable and requirements of graduation and plan your final project wisely. We expect you to finish your thesis within three blocks after the approval of your research proposal (in GA41 Research Methods [for master's students]/by your supervisor [for bachelor's students]). For now, you plan to submit your GA/FP in **Block [---] 20[--]**.

Please note that:

- Every supervisor has limited hours for supervision. It is advisable for you to follow a feasible plan of your research, to prepare well before the meetings and finish all the tasks according to his/her suggestions at each of the steps.
- You bear full responsibility for the authenticity and quality of your work. It is your own responsibility to check the editorial mistakes, layout, academic English, reference formats ([ARU Harvard](#)), etc., of your thesis.
- Once you receive the feedback from your supervisor, it is your responsibility to make sure the assignment is fully revised accordingly.
- If you disagree with any of the comments of your supervisor, you need to list each one and justify your arguments with evidence from literature or authentic research.
- If you ignore the feedback of your supervisor, you will be asked to refer to all previous comments and your progress could be delayed.
- [for master's students only] Before you submit your research proposal to GA41, make sure your supervisor reads it and you need to attach to the proposal the feedback from your supervisor. You can remove the feedback when you finalise the research proposal and attach it to your thesis.
- Your research proposal is a part of your thesis. Please make sure you make the necessary revisions after it is approved in GA41 and make it consistent with your thesis.
- You need to get the approval of your supervisor before collecting any primary/secondary data. Without the approval of your supervisor, you might be asked to revise your research instrument and/or recollect the data.
- You must follow the protocol of research ethics in [EEG Part 8](#) and send all your original data and analysis to your supervisor. Make sure you save all the data and analysis yourself for possible inspections within 7 years. You need to submit the chapters and upload your data before the deadlines listed in the GA32/[GA43](#) area. If you miss any of them and do not communicate sufficiently

with your supervisor, your thesis could be rejected by your supervisor, and you will miss the opportunity to retake it for free in the following block.

- Make sure you pass MEEs and ALL exams before you fill in the clearance form for submitting your thesis. Your thesis can be directly rejected if the requirements are not met.
- For the details of the above reminder, please check [EEG Part 8](#).

I put your study advisor/process tutor [name of the study advisor/process tutor] for his/her information. Should you have any challenges in the process, please feel free to contact us.

Good luck with your final project!

[Title and name of the Head of Academic Supervision]

4.2 Welcome Message from the AS (Template used by AS)

Dear [Name of the student],

Thank you for selecting me as your Academic Supervisor (AS). I am eager to collaborate with you on your GA/FP. Hopefully you'll finish your Graduation Assignment/Final Project (GA/FP) with good timing and satisfactory quality under my guidance. Please review the following suggestions and feel free to provide feedback or propose alternative approaches.

Working agenda:

To optimize our time together, I will provide three rounds of feedback as outlined in Wittenborg's Academic Supervisor Handbook: Chapters 1-3 + questionnaire, Chapters 1-4, and the complete draft. Please submit your chapters to the designated areas by the deadlines and notify me via email with the submission links. I aim to provide feedback within [number] working days of receiving your submission.

To ensure timely feedback and allow for revisions, please submit your final draft at least [number] working days before your deadlines. Please note that I cannot guarantee feedback for final drafts submitted less than [number] working days before the GA deadline. Please plan your submissions accordingly.

If you encounter difficulties meeting deadlines, please communicate with me in advance and update your research agenda. We must work on an agreed-upon agenda. Insufficient time for me to review your drafts or for you to implement my feedback may necessitate revising your plan.

Roles and responsibilities:

Remember that this is your graduation assignment, and you are responsible for completing it independently. My role is to provide guidance. I am not responsible for providing books, journal papers, or teaching you basic research methods. I assume you have already covered these in your Research Methods course and during your research proposal development.

Please carefully review the EEG Part 8 Graduation Assignment/Final Project Handbook. Ensure that:

Wittenborg University of Applied Sciences
Academic & Operations Guide
Academic Supervisor Handbook

- You submit complete chapters, including proper formatting, layout, and cover page as per Wittenborg's requirements.
- Your draft is thoroughly proofread, addressing grammar, punctuation, and sentence construction issues before submission.
- You write in clear, concise, and academic English.
- You track changes throughout the drafting process until the final version is complete.

If your work does not meet the minimum standards for quality, layout, formatting, citations, etc., I will not review it and will request revisions. It is generally more efficient to produce high-quality work initially rather than requiring multiple revisions.

Communication:

If you submit a draft and do not receive feedback within [number] days, please send me a reminder. Sometimes, I may inadvertently miss emails.

Always continue the previous email thread instead of starting a new one each time. This helps us track previous discussions and determine the next steps.

If you face challenges, have questions, or disagree with my feedback, please feel free to contact me by email or schedule a meeting to discuss.

Next step: Once your research proposal is complete, please let me know.

I wish you success in your GA/FP.

Best regards,

[name of the supervisor]

4.3 Supervisor's Feedback on Master's Students' Research Proposal (Template)

Proposal Title: [Proposal Title]

Overall feedback about the feasibility and quality of the research proposal:

- **Strengths:** [List the proposal's key strengths, such as clear research question, sound methodology, or innovative approach.]
- **Areas for Improvement:** [Identify areas where the proposal could be strengthened, such as refining the literature review, enhancing the data analysis plan, or addressing potential limitations.]

Specific Feedback:

- **Research Question:**
 - Is the research question well-defined and answerable?

- Does it contribute to the existing body of knowledge?
- **Literature Review:**
 - Is the literature review comprehensive and relevant?
 - Are the sources critically evaluated and synthesized?
- **Methodology:**
 - Is the research design appropriate for the research question?
 - Are the data collection and analysis methods suitable and feasible?
- **Ethical Considerations:**
 - Have ethical implications been adequately addressed?
 - Are ethical guidelines and regulations followed?
- **Timeline and Resources:**
 - Is the proposed timeline realistic and achievable?
 - Are the necessary resources (e.g., funding, data, equipment) available or anticipated?

Recommendations:

- [Provide specific recommendations for improving the proposal, such as adding or deleting sections, revising the methodology, or consulting additional literature.]

Conclusion:

- Overall, the proposal demonstrates [positive or negative assessment]. With consideration of the feedback provided, the student can strengthen the proposal and successfully conduct the research.

[Academic Supervisor's Name] [Date]

THE AOG - PART 5

PROFESSIONAL AND SUPPORT STAFF HANDBOOK



31 August 2025

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1 Introduction

Wittenborg has a comprehensive team of professional staff to support its students and faculty, and Wittenborg education provision. They facilitate supporting the creation of a better learning environment. Professional staff work across Wittenborg's departments and are managed by the management team. They are supported by a number of interns in various departments.

Especially in the Education Department, there exists overlap between faculty and professional and support staff. Depending on their type of employment contract with Wittenborg, participating faculty are included in regulations for professional staff outlined in this handbook. This is the case for faculty working as part of a 2080 employment contract, outlined in the General Staff Handbook (Part 3).

Additionally, interns are also considered as part of professional staff and a number of regulations in this handbook apply to them. We have made an effort to clearly indicate the applicability of the policies and procedures outlined.

If you are in doubt as to whether or not a regulation outlined in this handbook is applicable to you, please feel free to contact your manager or the HRM Department for clarification and guidance.

In addition to this handbook, please refer to Staff Resources on Wittenborg-Online for the most important information that you need as a professional staff member of Wittenborg. Those online areas go hand in hand with our policies and are continuously updated and added to.

2 Pay, Declarations and Benefits

Wittenborg is committed to offering fair compensation and attractive benefit packages to remunerate its professional staff. We aim to be transparent in the way we design and offer pay and benefits across the organisation, ensuring fair treatment of all staff members.

Pay and benefits for professional staff members are dependent on whether work is performed as part of an employment or an assignment contract, or as part of an internship.

2.1 Employment

As outlined in the General Staff Handbook under 'Types of Contracts' (AOG-Part 3), professional staff members at Wittenborg are employed either based on a 2080 employment contract, i.e. an hours per week contract, or (in exceptional cases) as part of a zero hour employment contract.

2.1.1 Salaries

2080 Contract

Monthly salaries for professional staff working on a 2080 contract are based on a gross monthly salary rate for one full-time equivalent (1 FTE). A full-time employment under a 2080 contract comprises 1,880 working hours per year, i.e. 40 hours per week and 200 holiday hours. In addition, Wittenborg pays out 8% holiday pay (*vakantiebijslag*) on a monthly basis.

In principle, Wittenborg pays salaries on the 26th of each month. If this day falls on a weekend, salaries are paid out on the following Monday. The holiday season around Christmas forms an exception. In December, Wittenborg pays out salaries earlier in the month before the start of the holidays, on the closest working day before Christmas.

Salaries are discussed during annual development talks and form part of appraisal and development, as outlined in 'Appraisal and Development'.

Salary scales and limits are based on the position and experience, as well as on the educational level of an employee. Salaries and salary scales are always looked at considering the whole organisation, meaning that salary levels within a team and among comparable job positions have to be justified. Similar positions should be at a comparable level, while taking differences in performance and impact on the organisation into consideration, so avoiding unfair treatment and ensuring equal awarding to employees in similar positions or levels. Under normal circumstances and with good performance, a yearly increase based on the 1 FTE position will take place until you have reached the maximum salary of your scale. This will be discussed with you in person.

Overtime

Wittenborg does not pay overtime for extra hours worked outside of normal and agreed working hours to professional staff members.

All over hours need to be agreed upon with management in writing before they occur.

In principle, over hours should be compensated by working less on another day, in agreement with your manager. If extra hours are required, for example to represent Wittenborg at an event or fair, and agreed with between you and management, and it is not possible to compensate those hours within a short time after they occur, those can be added to your holiday hours.

Structural over hours that might occur on a regular basis due to, for example opening or closing the campus/location on certain days, are never added to holiday hours. You are expected to compensate those hours within two weeks of their occurrence by starting work late or leaving earlier, in agreement with your supervisor.

Zero Hour Contract

Salaries for professional staff working on a zero hour contract are paid out based on work hours declared to the HRM Department. Depending on the nature of the work performed under a zero hour contract and the position, salaries are not paid monthly, but based on how the work was scheduled and declared. Whenever hours are paid out, the payment includes 8% holiday pay.

Hour declarations need to be handed in through the appropriate “Hours Declaration Form – Zero Hour Contract Employees”. Only declarations handed in before the 10th of the month can be considered for salary payments in the same month.

Salary Slips

All your salary slips are accessible via the e-HRM portal NMBRS/Visser&Visser. Every month, you receive an e-mail alerting you whenever a new payslip is ready in the portal.

2.1.2 Pension Scheme

When you work on a 2080 contract, you are included in Wittenborg’s pension scheme from the day that you start your work at Wittenborg and have the age of 18. If you turn 18 while in employment, you will be included in the pension scheme from the first day of the month you turn 18.

The pension scheme is not applicable to professional staff members who work on a zero hour contract. Participation in the pension arrangement is clearly stated and agreed in your letter of employment.

Wittenborg’s pension scheme is offered through Allianz Premie Pensioen Instelling BV. You will receive information and communication from them from time to time via post.

The pension scheme includes an arrangement for partner and child pension in case you pass away prematurely. For more information of what is included in the pension arrangement please check the pension agreement and regulations.

Wittenborg contributes to the pension scheme and there is an own contribution. The contribution of all employees is 3.5% of the pension ground, comprised of year salary, including 8% holiday pay and minus pension franchise. The premium that is paid on a monthly basis by you and by Wittenborg, is invested. When

you retire, you purchase a pension benefit with the existing pension capital that has been built up by then. The pension arrangement aims to be non-discriminating and premiums are gender neutral.

You can login to the pension portal via [Allianz - Mijn Pensioen](#) using your DigiD. Through the portal, you can easily check information related to your pension, such as:

- How much pension you have built up
- Consequences to your pension should you start to work less
- Consequences to your pension when you retire sooner or later

When you start your employment at Wittenborg, you receive an information package from the pension provider with the request to choose your investment profile based on your personal situation and preferences and an explanation of the steps on how to do that.

You are obliged to keep your information updated.

In cases where you leave Wittenborg before reaching the retirement age, your pension that you have built up while working for Wittenborg will remain there. Depending on your personal situation and preferences, for example when you enter into employment with a new employer who also has a pension arrangement, you can request for it to be transferred to another pension arrangement (that is called 'waardeoverdracht'). Otherwise, your built-up pension will remain and be paid out when you reach the pension age.

2.1.3 Declarations

There are different types of declarations that may be applicable to you at a certain point. Those include but are not limited to:

- Home-to-work travel cost declaration (outlined in Home-to-Work Travel)
- Business travel declaration (outlined in Business Travel)
- Purchase declaration (outlined in AOG-Part 3, Purchase Authority and Process)
- Other cost declaration

Declaration forms for easy submission of declarations are available under Staff Resources. All declarations need to be approved by management and/or the HRM Department.

The home-to-work travel cost declaration should be sent to hrm@wittenborg.eu for approval and processing. Once approved, they are forwarded to the Finance Department for processing, as those declarations are paid independently of salaries. We aim to pay out declarations within 2 weeks.

Other declarations should be sent directly to finance@wittenborg.eu with the approving department/manager in cc.

Please note that you always need to get approval from the respective manager prior to making any cost.

2.2 Assignment

Professional staff members working on assignment for Wittenborg, do not receive salaries and are not included in any pension or benefit schemes.

If you are working on assignment, you invoice your work according to the rates and conditions agreed as part of your letter of assignment.

2.2.1 Invoices

When invoicing your work, pay close attention to the regulations and conditions outlined and agreed in your contract. In addition, the following needs to be considered and included in your invoice to make sure your invoice is complete and can be processed without delay:

- Wittenborg's official company address: **Wittenborg University of Applied Sciences B.V., Brinklaan 268, 7311 JD Apeldoorn, The Netherlands**
- Your company details, consisting of:
 - Company name
 - Company address
 - Chamber of commerce number
- Invoice date
- Unique invoice number – the same number cannot be used twice
- Description of the services provided, i.e. what did you do?
- Period or date during which the services were delivered – this should include, days, month and year
- Agreed rate – normally this is agreed per hour but it could also be a fixed amount for a certain project
- In case of an hourly rate, your invoice should include the number of hours that you have spent
- Your company's bank details, consisting of:
 - Account holder name
 - IBAN
 - BIC/SWIFT
 - Bank name

All invoices should be sent via e-mail to hrm@wittenborg.eu

Please note that incomplete or faulty invoices cannot be processed.

All invoices received need to be approved by management and/or the HRM Department. Once approved, they are forwarded to the Finance Department for processing. We aim to pay out invoices within 2 weeks.

Invoices should always be sent within 2 months of completion of your activities.

2.3 Internship

2.3.1 Internship Compensation

Internship compensations are principally fixed based on one full-time equivalent on € 700 per month (1 FTE) for students doing their internships at Wittenborg.

In consultation with the department, the internship position can be part-time. The internship compensation will be adjusted accordingly in that case.

Internship compensation is paid, in principle, on the 26th of each month. If this day falls on a weekend, compensation is paid out on the following Monday. The holiday season around Christmas forms an exception. In December, Wittenborg pays out salaries and compensations earlier in the month before the start of the holidays, on the closest working day before Christmas.

Salary Slips

As an intern, you have access and an account for our e-HRM portal NMBRS/Visser&Visser. All your salary slips for your internship compensation are accessible via the e-HRM portal NMBRS/Visser&Visser. Every month, you receive an e-mail alerting you whenever a new payslip is ready.

2.4 Home-to-Work Travel

In principle, professional staff members are entitled to declare home-to-work travel costs. This is mentioned in your contract with Wittenborg. Interns cannot declare home-to-work travel, as this is not compensated as part of an internship.

Employers are not obliged to pay home-to-work travel compensation; therefore, this is seen as a secondary condition of employment. The Dutch tax authorities allow travel compensation to be paid without paying wage taxes under certain conditions.

Wittenborg aims to offer a sustainable travel policy, reducing our carbon footprint and encouraging health and well-being among staff members:

- Wittenborg encourages staff members to reside as close as possible to the work location, thereby reducing commuting, costs and time.
- Wittenborg encourages staff members who cannot travel by foot or bicycle to use public transport instead of travelling by car.

Please note that under Dutch law, you might be entitled to tax compensation for travel costs made to your place of work. For further information, please check:

https://www.belastingdienst.nl/wps/wcm/connect/bldcontentnl/belastingdienst/prive/auto_en_vervoer/ur_eist_naar_uw_werk/

2.4.1 Regulations

The following regulations apply:

- Wittenborg compensates up to a maximum of € 15 per day for home-to-work travel if public transport is used.
 - Compensation for public transport is based on actual cost of tickets (2nd class).
- Wittenborg does not compensate the first 5 km per single trip if you choose to travel by car.
- Wittenborg compensates up to a maximum of € 13 per day for home-to-work travel if a car is used. Car travel is compensated at € 0.21 per km.
 - The travel distance by car is determined based on the home address and the campus/work location address, taking the usual route using Google Maps, and deducting the first 5km per single trip.
- Wittenborg does not compensate home-to-work travel costs if those amount to less than € 100 per year, due to unnecessary administrative costs.
- Wittenborg only compensates home-to-work travel costs based on your current contract and task sheet. Scheduled teaching hours, meeting hours, and administrative tasks are the basis of required home-to-work travel. All tutoring, small group meetings and other activities are required to be planned during your normal working days at which you are at Wittenborg for other activities.
- You will have an individual travel cost plan to make sure fair, effective and efficient principles are applied.
- Travelling between the Wittenborg locations, if required for the function, is not seen as home-to-work travel. Such travel falls directly under the business travel policy (Business Travel).
- Wittenborg does not provide staff members with guaranteed parking spaces and does not compensate costs for parking.
- The charging of private electric vehicles at Wittenborg's parking facilities is not provided free of charge. Staff members are responsible for arranging and covering their own charging costs.
- When the situation occurs that you do not travel due to sickness, pregnancy leave or other forms of leave, no travel costs will be paid.
- Changes in address have to be sent to hrm@wittenborg.eu so that travel costs can be recalculated if necessary.
 - Should you choose to move further away from work, the increased travel expenses will not be compensated. If you move closer to work, your travel cost will be recalculated and adjusted according to the updated distance and cost.
 - Exceptions can be made for staff members who have their main work location in Amsterdam. For them, in case of an initial move from Amsterdam city limits to a place outside of Amsterdam, the travel cost will be recalculated based on the new address and adjusted according to the updated distance and cost. The (daily) maximums of the standard travel cost policy still apply.

2.4.2 Procedure

To declare travel cost, please use the “Home-to-Work Travel Cost Declaration Form – Professional Staff” available in Staff Resources. Travel cost should be declared on a monthly basis. When travelling by public transport, you need to provide copies of the train/bus tickets, or the OV-chipcard transaction overview to make a declaration.

Travel cost declarations received need to be approved by the HRM Department. Once approved, they are forwarded to the Finance Department for processing, as those declarations are paid independently of salaries. We aim to pay out declarations within 2 weeks.

Please note that travel costs can only be declared for the preceding 2 months. Any costs declared later than that will not be honoured.

2.4.3 Insurance

Even though the employer is usually not liable for damage incurred during commuting, Wittenborg does have an insurance covering damage that occurs during commuting. For more information, please refer to the chapter on insurance in AOG-Part 3.

2.5 Business Travel

Business travel is different from home-to-work travel on a daily basis. You may need to travel for your function or company purposes. As such, business travel includes all travel necessary for your job, that is not travel from your home address to your usual place of work. Business travel regulations are applicable to all professional staff members and interns, irrespective of type of contract.

Often, arrangements for business travel will be made directly by Wittenborg and whenever possible, invoices will be paid directly by Wittenborg. However, in some cases, this might not be possible or practical and you may cover the cost yourself initially. In those cases, you can later declare them as business travel expenses and will be compensated accordingly.

Examples of business travel are:

- Meeting with clients or partners at an external location
- Attending events where you are representing Wittenborg in an official capacity
- Visiting a Wittenborg location other than your usual place of work for your function

For this kind of travel, Wittenborg compensates transportation and accommodation expenses (if needed), as well as board if agreed with management.

If you have any personal restrictions on business travel, such as for religious or medical reasons, please inform your manager and/or HRM at the start of your employment at Wittenborg. Additionally, for each business trip, notify them in a timely manner when travel arrangements are being made so that these considerations can be taken into account during planning. This is especially important before committing to any (research) projects that require international travel.

2.5.1 Regulations

- For travel using public transport, Wittenborg compensates the actual costs.
- For travel by car, Wittenborg compensates € 0.21 per kilometre based on the kilometres provided by Google Maps for the usual route.
- For travel by plane, Wittenborg compensates the actual costs.
 - Beforehand, determine the best price and schedule for the flight and send an email with the complete information to the management team. After receiving an approval in writing, you are allowed to arrange the booking of the tickets.
 - If needed, Wittenborg might be able to assist you in making a booking using the company credit card.
- For lodging and board, the actual costs are compensated with a maximum for:
 - An overnight stay of max. € 100 for a single room per night.
 - Beforehand you have to determine the best price for the hotel room and send an email with the complete information to the management team. After receiving an approval in writing you are allowed to arrange the booking of the hotel.
 - If needed, Wittenborg might be able to assist you in making a booking using the company credit card.
 - Food and drinks at a max. of € 65 per day (including breakfast, lunch and dinner).
 - Breakfast and drinks: € 15
 - Lunch and drinks: € 20
 - Dinner and drinks: € 30
 - If the location that you are visiting has no drinkable water, an extra allowance of € 5 per day can be applied for drink water.
- If a part of the day/evening drinks or food is offered by the hotel (as part of the overnight stay), Wittenborg, or Wittenborg's associate, the proportional allowance for this is reduced and cannot be accumulated.
 - Example: if a hotel room rate includes breakfast, the total day allowance for food and drinks is reduced to € 50. Additionally, if coffee/tea/water is provided during your visit, you are expected not to exceed € 40-45 as a maximum declaration for lunch and dinner.
- Travel to a staff member's home country can only be compensated in cases where all members of the Executive specifically request a staff member to travel to the respective country for business, and agree to cover the resulting business travel expenses.

2.5.2 Procedure

To declare business travel costs, please use the "Business Travel Cost Declaration Form" available in Staff Resources and send it to finance@wittenborg.eu, cc to your manager. Your manager will be asked whether the costs made were agreed and can be approved.

Receipts need to be provided for declarations: When travelling by public transport, you need to provide copies of the train/plane/bus tickets, or the OV-chipcard transaction overview to make a declaration. In addition, receipts and/or invoices for hotels, and F&B cost need to be provided. A shared bill cannot be

declared individually. The Finance Department cannot divide one receipt into two or more. Therefore, only bills for individual declaration can be accepted and handled.

Business travel cost declarations received need to be approved by management. Your manager responsible is allowed to give approval for travel costs by car or public transport and lodging costs for food and drinks. For an overnight stay and plane tickets you need to have approval from a member of the management team. An e-mail with a specification of the estimated costs and motivation must be sent beforehand.

Once checked and approved, declarations are forwarded to the Finance Department for processing, as those declarations are paid independently of salaries. We aim to pay out declarations within 2 weeks.

Interns or students who are asked to accompany a staff member for an external appointment or event can declare costs made for travel and lodging as well. For students, the staff member in charge is expected to assist and will be responsible for the declaration process and quality of the paperwork.

2.5.3 Insurance

Wittenborg has a continuous company travel insurance with Interpolis. For more information, please refer to the Chapter on insurance in AOG-Part 3.

3 Job Titles

In principle, job titles for members of professional staff are based on the department for which they work, and the nature of the tasks that they perform. In addition, distinctions in ranks can be made by adding, for example, “Senior” or “Deputy” to the title.

Wittenborg departments are mentioned in the [organisation chart](#). Those include but are not limited to:

- Registrar
- Admissions
- HRM
- ICT
- Marketing and Communication
- Finance and Control
- Facility and Planning
- Education
- Research Centre

In principle, Wittenborg distinguishes between the following titles relative to the nature of tasks performed:

- **Administrator:** This is often, but not always, used as an entry-level title. Administrators support higher-level managers in the daily operations of a department. They often perform clerical and administrative duties. They are less involved in coordination and decision-making. The support part of their function is bigger.
- **Coordinator:** A coordinator is someone who organises, oversees and potentially delegates tasks in a project, team or department. They might have similar tasks as an administrator, but the part of their job concerned with planning and coordinating is bigger than the support and clerical part. Intense interaction with others, including potentially externals, distinguishes coordinators from administrators.
- **Manager:** This is usually a more senior position, and managers have more authority than administrators or coordinators. A manager usually manages and supervises a team of people. However, they can also manage a process or a function. Managers solve problems, deal with day-to-day concerns and operational questions, but can also be involved in strategy.
- **Director:** A director is a senior manager and can be seen as a manager of managers. Directors are working on strategy and have the highest level of decision-making power.

A job title for members of professional staff is usually made up of their department and their role, for example: ICT Coordinator, Communication Administrator, HR Manager, etc.

Job titles are given when starting a job at Wittenborg based on the functions and are evaluated and potentially adjusted as part of appraisals and development (see ‘Appraisal and Development’).

4 Appraisal and Development

Wittenborg is committed to being a good and fair employer. That means that everyone who is hired, can expect to be continued in their position and move to permanent employment if they continue to perform according to requirements of the position and organisation. Unless, of course, one is hired to temporarily replace an employee due to sickness or long-time leave. We are actively working on creating long-term perspectives for our staff across the organisation and strive to provide continuous opportunities for training and development. In addition, Wittenborg employs many immigrants, often graduates, and sponsors their residence permits in the Netherlands to allow them to build a future in the country. We see it as our responsibility as an employer to give people the chance to develop their talents and build professional careers.

Development and training opportunities, as well as promotions are allocated based on objective criteria and merit, and are provided in such a way as to avoid putting employees at a disadvantage based on skin colour, nationality, ethnic origin, marital or civil partnership status, disability, religion, belief, age, sexual orientation, gender identity or expression, sex, or socio-economic status (non-exhaustive). In line with our Diversity and Inclusion Policy (AOG-Part 11), leaders and managers are expected to apply principles of diversity, equity and inclusiveness when evaluating employees and be mindful of the need to create fair opportunities for those that may require additional support.

4.1 Yearly Appraisal and Development Talk

As a professional staff member, you receive ongoing coaching and mentoring by your manager, as well as continuous peer feedback from your team, as we support and value a culture of continuous feedback and improvement. This culminates in a yearly appraisal and development talk that you have with your direct manager from the management team. The yearly appraisal and development talk centres on looking back and looking ahead.

During the appraisal and development talk your manager gives you feedback on your performance based on 360° feedback collected from your team members and colleagues prior to the talk ('360° Peer Feedback for Appraisal Form' available in Staff Resources).

The criteria for appraisal and evaluation include, but are not limited to:

- Your impact on your position and team – what do you bring to the table and how do you transform the position and your team?
- Level of accountability and responsibility
- Leadership
- Accuracy
- Productivity, efficiency, smart working
- Communication
- Proactiveness
- Flexibility
- Personal development

- Positive impact within and outside Wittenborg: collegiality and external representation of Wittenborg, and contribution towards external Wittenborg branding

Next to your performance, workload allocation and rewards are reviewed and discussed, as well as working from home arrangements.

Moreover, a critical part of appraisals is the discussion of personal development goals. Together with you, your manager will look at opportunities for advancement within Wittenborg and the areas in which you would like to grow, for example transitioning into a different department more aligned with your capabilities and/or interest, or advancing within your existing team and potentially taking on additional responsibilities.

As Wittenborg encourages life-long learning among its staff members, further education and training are a key aspect of the appraisal and development talk. During your development talk, your manager will be interested to hear in which areas you would like to grow and whether you would like to pursue additional training or education. Wittenborg offers extensive opportunities for personal development, education and training (detailed in AOG-Part 7). These will be discussed during your appraisal and you and your manager will look at ways in which Wittenborg can support you.

A summary and feedback from your appraisal and development talk is shared with you and the HRM Department, and saved in your personal file ('Appraisal and Development Report Form – Professional Staff' available in Staff Resources). Furthermore, your manager makes recommendations regarding your position, salary and job title, as well as additional training, and this is followed up by the HRM Department.

For participating faculty working as part of a 2080 contract, the regulations and procedure for appraisal and development might be a combination of the procedures outlined here as well as in (AOG-Part 4 Faculty Handbook). Critically, the criteria for appraisal and evaluation mentioned in the Faculty Handbook apply to all faculty members, irrespective of their type of contract.

4.2 Contract Renewal

For professional staff members with temporary contracts at Wittenborg, the yearly appraisal and development talks also revolve around their contract renewal.

Decisions on whether or not to extend your contract are based on the criteria outlined in the context of appraisal and development and informed by the 360° feedback and the feedback and assessment of your manager. In addition, your (new) job title and salary are determined based on the appraisal and development talk.

Wittenborg will inform you at least one month before your contract expires in case it will not be extended. If you are a professional staff member for whom Wittenborg sponsors a residence permit in the Netherlands, we aim to inform you 2-3 months before expiration of your contract if it will not be renewed. Please refer to the General Staff Handbook (AOG-Part 3) for regulations related to exit.

If, based on your appraisal and development talk, your contract is renewed, the following procedure applies:

- You receive a new letter of employment from the HRM Department that you need to sign.

- If needed to maintain your status in the Netherlands, HRM applies for your residence permit with the Immigration and Naturalisation Service (IND).
 - This can either be by asking to change the purpose of your residence permit to “highly skilled migrant subsequent to graduation in the Netherlands” or by extending your residence permit for “highly skilled migrant”.
 - You need to sign the required antecedents certificate that is needed for the application of the residence permit with IND and inform Wittenborg of the preferred IND office at which you would like to make your appointments for biometrics and pick up of the issued permit.
- HRM will keep you updated about the progress of the application. You will be notified when IND makes a decision and when you can collect your residence permit card.
- Wittenborg pays the fees for the application of the residence permit.
- Please do not forget to share a copy of your residence permit card after receiving it with the HRM Department. This is needed for your personal file.

As explained in AOG-Part 3, after a maximum of 3 consecutive temporary contracts, or a maximum of 3 years of temporary employment, depending on which occurs first, Wittenborg must give a permanent contract if the employment is continued. Please note that different regulations apply to staff members who have already reached the retirement age.

5 Working from Home Policy

Wittenborg would like to give its professional staff members the possibility to partly work from home. Wittenborg positions itself as a boutique university of applied sciences with an inclusive, accessible and personal environment, and open-door policy. Wittenborg is a people-centred organisation and there is a need and benefit to meeting one another in person. To maintain such a work and study environment, it will not be possible for staff members to work fully remotely.

Please note that working from home is not a right.

The policy is only applicable to professional staff members who are employed by Wittenborg University of Applied Sciences B.V.

5.1 Definition of Working from Home

Working from home is not the same as working remotely. Working remotely is broader and encompasses working from third locations, such as coffeeshops, co-working spaces and other public places. This policy is specifically related to working from home. Wittenborg does not permit working remotely from locations other than the home of the employee.

5.2 Making Working from Home a Success for Wittenborg

To make working from home successful and sustainable, benefiting both Wittenborg and employees, the following aspects should remain and be promoted as part of Wittenborg organisational culture:

- Working from home is voluntary, based on eligibility, and Wittenborg respects the preference of each individual employee within the framework.
- Equal promotion opportunities exist for all employees, irrespective of their working from home arrangements.
- Hybrid working through hybrid meetings, equal accessibility and online communication remains normal to ensure inclusion of all employees at all times and to accommodate employees in their working from home arrangements.

5.3 Eligibility

In general, all professional staff members of Wittenborg with a 2080 contract are eligible to work from home. Eligibility depends not on the position but on the tasks of the individual employee.

Tasks that are eligible to be carried out from home:

- Administrative tasks, such as answering e-mails, writing procedures, preparing lectures, grading exams, writing news articles, etc.

Tasks that are NOT eligible to be carried out from home:

- Teaching tasks
- Facility-related tasks, such as cleaning, maintenance, etc.
- Customer-facing tasks, such as front office work, student support, colleague and teacher support, etc.

5.4 Extent

Working from home is voluntary.

The principle is that all staff members (part-time and full-time) are permitted to work maximum 1 day per week from home.

Only for staff members with tasks that require no face-to-face contact with either students or other staff members, it is permitted to work from home at maximum 2 days per week. Exceptional cases outside of this rule can only be agreed on by the management team and the executive board.

The planning to work from home should be made on a structural basis within the team and has to be approved by the supervisor and the management team. This means that employees should have fixed days of office work and fixed days on which they work from home.

For example: working from home on Mondays and working from the office the rest of the week.

To use office capacity efficiently and ensure that we can maintain the described family-like work and study environment, the team is responsible to ensure that employees do not all have the same days at the office or at home. Moreover, the overall office occupancy needs to be considered in the planning. This is important to ensure spread as well as to maintain collaboration and teamwork.

For example: if employee A works from home on Mondays and Tuesdays, employee B could work from home on Mondays and Fridays.

Procedure on how to request working from home is outlined below.

Working from home is not a right. Working from home privileges can be revoked in cases such as, but not exclusive to:

- Deteriorating performance of the employee
- Health concerns
- Issues related to communication
- Issues related to responsiveness
- Complaints from colleagues, students, etc.
- No longer fulfilling criteria for healthy and safe workspace
- No longer participating/contributing to check of the workspace
- Change of position and/or change of tasks
- (Technical) restrictions to working from home due to adjusted privacy and confidentiality policies

5.5 Rules When Working from Home

5.5.1 Availability

Employees are expected to perform their work within the designated hours in their contract (if applicable) independent of whether they are working from home or from the office. For most Wittenborg employees that is between 08:00 – 18:00.

When working from home, employees are responsible for maintaining their availability for colleagues. Wittenborg expects employees to be available via MS Teams and phone during working hours, maintaining normal responsiveness.

5.5.2 Health and Safety

The basis of ensuring health and safety of employees while working from home rests on Wittenborg being “a good employer” and employees being “good employees”. Both Wittenborg as well as the employees have rights, obligations and responsibilities when working from home.

As the employer, Wittenborg is responsible for ensuring a healthy and safe work environment for employees. This includes the workspace at home. As such, Wittenborg has the obligation to check the home workspace.

An assessment of the risks associated with working from home and a plan of action on how to prevent and cope with those risks are part of the legally required “Risk Inventory and Evaluation (RI&E)” that forms the basis for our Health & Safety Policy (AOG-Part 12).

The most important obligations of employees are:

- Complying with the instructions provided by Wittenborg and the agreements made with Wittenborg
- Using the right equipment
- Giving Wittenborg the possibility to check and evaluate this
- Notifying Wittenborg of potential threats to health and safety as soon as possible, and if needed repeatedly

5.5.3 Compensation

There is no compensation for working from home.

5.5.4 Equipment

In principle, Wittenborg does not provide equipment to enable working from home. Every employee that falls under this policy has a fully fledged workspace at the Wittenborg offices. Therefore, Wittenborg does not pay for equipment to work from home.

5.5.5 Security and Confidentiality

When working from home, work has to be performed using the Wittenborg cloud environment (Office 365; MS Teams, Moodle, etc.). It is not permitted to download or store documents on one's personal computer or any personal data carriers, such as USB sticks. In addition, if other people have access to the at-home workspace, the computer always needs to be locked when the employee is stepping away from the computer and workspace. The employee is responsible for ensuring that no third party can access any confidential information as part of the Wittenborg working environment.

5.5.6 Dress Code

When working from home, the dress code is the same as when working from the office. Should a meeting require being shown on camera, employees should be able to switch on their cameras without hesitation.

5.6 Organising Working from Home

Procedure to arrange working from home structurally as part of your fixed work schedule:

- Check your eligibility to work from home: make an inventory of your tasks and check which ones can be performed at home.
- Check the extent to which you can incorporate working from home in your working arrangement based on your eligibility.
- Discuss your preferred working from home day(s) with your team and get initial approval from your supervisor.
- Fill in the working from home request form (this is sent to Management Team).
- Management Team will decide in consultation with your supervisor and HRM on the request and the working from home days.
- HRM will send you an e-mail to confirm or reject your request and add your working from home days to the Central Agenda.
- A re-evaluation of your working from home arrangements will be part of your yearly development talk.

5.6.1 Criteria Used to Decide on Request

The supervisor, HRM and the Management Team will use the following criteria to decide on the request to work from home:

- Type of contract
- Nature of tasks
- Team members and overall balance of availability of other colleagues
- Condition of the home office
- Other working conditions at home

6 Intern Supervision Guide

This guide is meant for all staff members who are supervising interns as part of continuous internships at Wittenborg or who would like to add an intern to their department.

As part of its support departments, Wittenborg has several continuous internships that are offered to its undergraduate and graduate students throughout the year. Those include, but are not limited to:

- Admissions Assistant (Admissions Department)
- Education Quality Assistant (EDQM Department)
- Education Assistant (Education Department)
- Research Centre Intern (Research Centre)

If an additional internship position is needed, next to the ongoing continuous internships, the management team needs to approve new internship positions in the respective departments.

6.1 Internship Essentials

An internship is not the same as working in employment, and as such an intern should not replace, or be a substitution for an employee. An intern is not entitled to minimum wage and only gets an internship compensation.

The focus of an internship is learning, not work. The purpose of an internship is to enable a student to gain practical experience that complements their theoretical knowledge, or to obtain new knowledge and skills. Every internship, therefore, needs to have clearly defined responsibilities and tasks, as well as learning objectives. The activities of an intern must be clearly distinguished from those of an employee. The activities of an employee are primarily of a productive nature, focused on meeting objectives and generating value, while the activities of an intern are focused on learning and gaining experience. As a supervisor, you cannot expect the same from an intern as you would normally expect from an employee.

It is important to realise that, for every intern, Wittenborg needs to be able to prove that it is in fact an internship and revolves around learning, instead of being a cheap way to substitute an employee. If the conditions of an internship are not met, this has legal consequences for Wittenborg.

6.1.1 Internship compensation

Principally, there is a fixed compensation for internships at Wittenborg of € 700 per month (based on 1 FTE).

In consultation with the department, the internship position can be part-time. The internship compensation will be adjusted accordingly in that case.

6.1.2 Internship Duration

6 months is the standard internship duration at Wittenborg. In principle, the duration of the internship is determined based on the learning objectives of the intern, because the focus of an internship is learning, not work. The internship duration can be shorter in consultation with the department. This might be an option to

accommodate students who are expecting to graduate earlier. The minimum duration of an internship is 3 months (full-time), based on the work placement guidelines in the EEG.

Extensions of Internships

Wittenborg is committed to offering internship opportunities to its students. Therefore, the standard internship duration should not be extended unnecessarily to ensure that students have adequate opportunity to do their internship at Wittenborg. Therefore, principally, internships are not extended.

In exceptional cases, the internship duration can be longer than 6 months in consultation with the department and student. For example, this can be the case if the learning objectives of the intern/internship have not been met entirely after 6 months.

- For postgraduate students, the internship can be extended to max. 1 year in total.
- For undergraduate students, the internship can be extended only if the work placement report is not submitted prior to the end of the internship period. The maximum duration of an internship for undergraduate students is 1 year in total.

Approval from the HRM department is needed for any internship extension and can only be obtained in exceptional cases. Moreover, a possible extension of the internship should be discussed in detail with the student. The student must be made aware of any consequences that the extension might have on their studies, such as a possible delay, and the potential extra cost that may be incurred as a result. Wittenborg does not cover or waive the potential extension fees for students.

In principle, if the focus shifts from learning to working and the intern's activities are no longer distinguishable from those of an employee, the internship agreement has to be ended and replaced with an employment contract.

Changing interns frequently within a department can be tedious. However, this should never be an excuse for an unjustified extension. As a manager, you need to remember that interns in their positions should not be integral to the continuity of your department.

6.2 Hiring an Intern

The hiring for continuous internships happens in consultation with the department concerned and HRM. Continuous internship positions and the hiring process are planned in the HR planner and will be discussed with the supervisor in question at appropriate times.

If you would like to hire a new intern for your department for an internship position that does not yet exist, you need to get approval from the management team prior to starting the hiring process.

As a supervisor, you should prepare and decide on the following to start the hiring process of your intern (usually, this happens in consultation with HRM):

- Tasks of the internship position, including a task sheet (a draft intern task sheet, including essential office tasks which are part of every internship at Wittenborg, can be found in Staff Resources).

- Requirements of the internship position, including whether you need an undergraduate or a graduate student.
- Preferred starting date of the internship and duration.
- Practical assessment to be used during the interviews with selected applicants. This could be role playing, a short assignment, etc.
 - Note: no interviews should be conducted without a role-specific practical assessment to test the intern's abilities.

The procedure for hiring an intern is:

- Need for a new intern: continuous internship or decision on new internship position.
- HRM creates a vacancy based on the requirements of the department for the internship position (based on a task sheet), in consultation with the department.
- The vacancy is published on Wittenborg social media channels, WittenborgConnect and in the Career Centre online area.
- HRM receives applications, reviews, and recommends applicants to the department.
 - Candidates are requested to fill out an application form and upload their latest study advice, a motivational letter and their CV.
 - As a basic requirement to be considered, candidates need to be eligible for an internship based on the relevant regulations in the EEG.
- Department and HRM decide on which applicants to invite for interviews.
- Department conducts interviews with applicants and makes selection.
 - Note: in case of several internship vacancies at the same time, HRM can conduct a first round of interviews with an applicant pool to assess which intern fits better with each individual department. The second round of interviews is then conducted by individual supervisors of each department.
- HRM sends offer to the selected candidate and rejections to those not selected.
 - Note: we try to provide feedback to our students on why they were not selected and what they can improve. Please justify your decision as a supervisor, so that feedback can be provided to the students that were not offered the position.
- HRM requests all relevant documents from selected candidate (ID/passport, residence permit, personal information form, wage tax form) and signs agreements with the intern (letter of internship, confidentiality agreement, NUFFIC agreement).
- If a new intern account is needed, HRM arranges account access and relevant rights for the selected intern in consultation with ICT.

6.3 Supervising an Intern

As the supervisor of an intern, please make sure that whenever an intern starts under your supervision, you give them intensive attention in the first 1-2 months of their internship.

Remember that learning should be the key focus of an internship. It is not only important to train interns well so that they can fulfil their tasks, but also to develop their talent, supporting their start in the job market after graduation and/or retaining them as talent within Wittenborg.

Please pay careful attention to these points:

1. **Daily (online) meetings:** The intern needs a fixed contact person. In the first 1-2 months of the internship, there should be daily 1-1-meetings between intern and supervisor. Those are essential to make sure that interns can ask questions, feedback can be given and problems can be discussed, etc. Please also note that this might be the first work experience of the intern, so special attention should also be given to the code of behaviour, tardiness, HR procedures, representation and how to interact with colleagues, etc. After 1-2 months, fixed 1-1 meetings can be held less frequently, but should occur no less than once per week.
2. **Instruction and training of tasks:** Please make sure that your department develops an intern task guide, and that your interns are being trained in:
 - a. **Basic tasks:** Essential office tasks are standard for every internship, involving Front Desk and facility-related tasks. Please refer to the draft intern task sheet in Staff Resources for an overview of those tasks. Those essential office tasks are a standard part of every intern's task sheet. The Front Office team can be asked to assist with training interns in this regard.
 - b. **Department-specific tasks:** These are tasks specific to the department and internship position. They are included in the task sheet for the internship position under department-specific tasks. Please ensure that your department develops an intern manual for these tasks. Organise the training and internship well by making use of the calendar with pre-planned recurring tasks, standard e-mails (using signatures), and How-Tos in OneNote.

An Essential Office Task Guide for Interns is available in Staff Resources and should form part of your department's intern task guide, along with department-specific tasks.

3. **Key skills:** Make sure that the intern is well-equipped to work in any organisation after completing the internship. In the training and work of the intern, integrate the use of Office 365, Teams and ensure that they are introduced to a variety of functionalities.
4. **Networking and social skills:** Help your intern to use their internship to build their network. As an intern supervisor, please give your intern tips on building a social networking presence and to use this for their career development. For example, interns should be encouraged to connect with Wittenborg staff members on LinkedIn.
5. **Continuous feedback and evaluations:** There should be fixed feedback and evaluation moments between you and your intern. In the first 1-2 months, those can happen as part of the daily meetings. Feedback and evaluation should be ongoing throughout the internship and based on the learning objectives of the internship. It is your responsibility to ensure that you help your intern with the deliverables of their internship. If the internship is part of the work placement module, you should facilitate your intern and adhere to the guidelines outlined in the EEG (Part 7). Please remember that it is important to give constructive feedback that helps the intern to grow and develop further. Next to continuous feedback, make sure to plan 2 key feedback moments around half-way through the

internship, as well as towards the end before the position is opened up for recruitment again. Those should be reflection moments for both the intern and the department. Some guidelines on how to conduct those feedback and development talks with interns can be found in Staff Resources.

Internship positions at Wittenborg have standard intern accounts that are transferred from one intern to the next in the same position, for example s80086 for the Admissions and Registrar Assistant Intern. The intern accounts should be used to facilitate the training of the interns, for example, by having recurring tasks pre-scheduled, by saving templates, etc.

6.4 *Saying Goodbye to your Intern*

When an internship comes to an end, make sure to consider the following:

- If applicable: organise a transition period between the current and the new intern.
- Hold a concluding evaluation talk with your intern in which you can both reflect on the internship, the things learned and areas for improvement on both sides.
- Organise a farewell for your intern within your team:
 - Usually, interns receive a gift card and a greeting card signed by team members. An alternative present can be discussed and organised within the team. The budget is approximately € 25.
- Write a letter of recommendation for your intern and give them a recommendation on LinkedIn. This is an important gesture of appreciation that will help them advance their careers.

THE AOG - PART 6

STAFF REPRESENTATIVES AND FACULTY COUNCIL



31 August 2025

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1 Staff Representation

Wittenborg holds an annual Representation Conference during Project Week of the February Block. All staff members of Wittenborg are invited to attend the Representation Conference.

On that day, all students and staff participate in a whole-day event during which student and staff representatives meet, as well as faculty council and programme committees. In addition to the separate meetings, there are plenary discussions where student and staff give feedback. Members of the Advisory Board of Wittenborg are also invited to observe and receive feedback from representatives.

During these sessions staff members are given the opportunity to provide feedback on several themes related to Wittenborg's work environment, labour conditions and policies. Special themes could be addressed, such as:

- Managing work and life balance (while working from home during pandemic)
- Perception of the work environment related to safety, inclusiveness and non-discrimination
- Career development opportunities
- How to deal with workload and efficient working styles
- Employee satisfaction and motivation

Based on the received feedback the Executive Board takes appropriate actions if deemed necessary, for example, to revise internal HR policies or offer additional training or courses.

2 Wittenborg Faculty Council

2.1 *Role and Mission of the Faculty Council*

The Faculty Council of Wittenborg University of Applied Sciences (Wittenborg), named hereafter ‘Faculty Council’, represents the general interests of the Wittenborg Community. This Community consists of academic, managerial, and support staff, as well as students and alumni. The Faculty Council strives to create a working environment in which staff and students consider it a privilege to be part of the Wittenborg Community. Such an environment is realised through excellence in research and teaching, as well as good relationships with external stakeholders. While the pursuit of the above mission may relate to any relevant topic, the Faculty Council has prioritised a number of issues, which will be pursued with special attention. These focal issues, not listed in order of importance, are:

- Finding and implementing solutions to the tension between increased scale and high quality of education, e.g. by stimulating interaction and student involvement through using more work groups, inviting more guest speakers, increasing the number of courses offered, using webcasts for some lectures, or other initiatives.
- Promoting cooperation with business and government in order to increase visibility and second and third money streams.
- Increasing the quality and academic impact of our research, e.g. by further stimulating and increasing possibilities to collaborate and exchange with the best and most renowned international researchers.
- Enhancing the visibility and accessibility of the Faculty Council to both students and staff, e.g. by mentioning it during introductory lectures and/or by engaging in more dialogue with other representative bodies.
- Enhancing the school facilities in order to develop a more inspiring working and studying environment, e.g. in the form of a newspaper lounge, television screens, and a more attractive restaurant.
- Supporting the internationalisation of Wittenborg by promoting cooperation with other leading business schools and creating infrastructure and processes to welcome international students and staff.

2.2 *The Participation Body: The Faculty Council*

2.2.1 The Faculty Council

1. The Faculty Council is connected to the Wittenborg locations in the Netherlands and exercises the right of approval and right of advice to the Executive Board.
2. The Executive Board facilitates the Faculty Council meetings. The Faculty Council will appoint a chair and a secretary.
3. The Faculty Council comprises up to ten (10) members.

4. Half of the members of the Faculty Council will be representatives from Wittenborg employees, with at least one (1) member by and from academic staff, one (1) member by and from the PhD students (when applicable) and one (1) member by and from the support staff. The other half are chosen from the student representatives who are elected by and from the school's students. It is possible that not all positions are taken up by a certain section. These vacant positions may then not be filled by other members from other sections.
5. Employee members are selected for a term of three (3) years and student members for a term of one (1) year. The members are eligible for re-election after the term.
6. The Faculty Council members' term of office starts on 1 September and ends on 31 August of the following year.
7. The method and organisation of electing members of the Faculty Council are determined in the 'Faculty Council Election Regulations'. The Faculty Council produces a Code of Order for its meetings, taking into consideration the provisions stated in these School Regulations.

2.2.2 General Tasks and Powers of the Faculty Council

1. The (representative from) Executive Board offers the Faculty Council members the opportunity to discuss the school's general affairs with them at least twice (2 times) a year.
2. The Executive Board provides the Faculty Council members with information in a timely fashion and on request regarding all matters concerning the school, unless the Executive Board can demonstrate significant reasons for not doing so.
3. The Faculty Council members receive information at least once (1 time) a year regarding:
 - a. Basic details regarding the organisation and management of the school.
 - b. The main points of the determined school policy, especially concerning education, research, finances and organisation.
 - c. Policy introduced over the past year.
 - d. Annual staffing developments.
 - e. External advice contracts.
4. The Faculty Council ensures that the agendas and minutes of Faculty Council meetings are sent to the Executive Board and are available for inspection for interested parties in a generally accessible place in the school.
5. The Faculty Council produces an annual written report of its activities and ensures that all those involved with the school have access to this report.

6. If there is a dispute between the representative of the Executive Board and the Faculty Council, or section thereof, the Executive Board or the Faculty Council, or section thereof, shall report this dispute to the Executive Board/Advisory Board.

The Faculty Council's Right of Approval

1. The Executive Board requires the above-mentioned approval of the Faculty Council for every decision or amendment of:

- a. The Education and Examination Guide (EEG). Only when there is great impact on student and staff experience.
- b. The school's multi-annual strategic plan.
- c. The Academic Department regulations.
- d. The main points of the school's annual budget plan.

2.2.3 The Faculty Council's Right of Advice

1. The Executive Board obtains timely advice from the Faculty Council before taking a decision regarding restructuring or other matters regarding organisational structure and the effective running of the school.

2. The advice must be obtained at an early enough stage that it can be of real influence on the decision that is to be taken. If the advice cannot be followed in its entirety, the Faculty Council should be informed as to why deviation from the advice was necessary.

2.2.4 The Faculty Council's Right to Consultation

1. Given the Executive Board's tasks and authorities, the Executive Board should consult the Faculty Council in time before taking a decision regarding:

- a. The school's strategic education and research policy
- b. Financial policy, personnel policy, and policy regarding IT
- c. Student policy
- d. Marketing policy
- e. Members of the Programme Committees

2.2.5 The Faculty Council's Right to Take Initiative

1. The Faculty Council is authorised to submit proposals and to state its position regarding all matters in which the Executive Board is authorised to take decisions.

2. The Executive Board issues written, reasoned response to a proposal, as intended in the previous paragraphs, within eight (8) weeks, unless another period is agreed. They give the Faculty Council the opportunity to consult with them in advance.

2.2.6 Authorities of the Faculty Council Employee Representative

1. The employee representatives on the Faculty Council represent the welfare and interests of Wittenborg personnel. They look critically at the equality and diversity policies of Wittenborg.

2. The employee representatives give recommendations regarding matters to the Executive Board, as next higher authority.

3. The Executive Board offers the employee representatives the opportunity to submit timely advice and consult on policy decisions or policy amendments made regarding:

- a. The way in which employment conditions are applied by the school.
- b. The way in which the general personnel policy is implemented in the school.
- c. Safety, health and welfare in connection with work in the school.
- d. The school's organisation and working method.
- e. The technical and economic services in the school.

4. The Faculty Council's employee representatives are authorised to present proposals to the Executive Board regarding the issues stated in the previous paragraph. The Executive Board presents their reasoned response within four (4) weeks, unless another period is agreed upon with the employee representatives. The employee representatives are offered the opportunity to consult with the Executive Board in advance regarding the proposals.

5. The Executive Board requires the above-mentioned approval from the Faculty Council's employee representatives for every measure taken by them regarding policy determination or policy amendments, over which the employee representatives have issued recommendations to them as intended in paragraph 3 of this article. The student representatives of the Faculty Council are authorised to advise the Executive Board in such cases.

6. The rights of the employee representatives intended in the previous paragraphs can be exercised by the representatives for six (6) weeks after the Executive Board offered this opportunity.

7. The Faculty Council regulations apply to the Faculty Council's meetings, unless decided otherwise by the Executive Board in consultation with the employee representatives.

2.2.7 Protection of the Faculty Council Members

1. The Executive Board should ensure the Faculty Council members that their membership of the Faculty Council will not disadvantage members regarding their position in the school. The same obligation applies to the aspirant members and former members of the Faculty Council.
2. The Executive Board ensures that members of the Faculty Council who are employee representatives are offered the opportunity by the organisational units to which they belong to effectively carry out the duties of membership of the Faculty Council.

THE AOG - PART 7

PERSONAL DEVELOPMENT - EDUCATION AND TRAINING



31 August 2025

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1 Introduction

“Better Yourself, Better Our World” – the development of professional staff and faculty is one of Wittenborg’s strategic initiatives. Wittenborg prides itself on having a collegial work environment, promoting inclusion and equality, in line with its values of diversity and internationalisation. Wittenborg firmly believes in lifelong learning and continuous career development and structurally offers and encourages staff members to pursue further education and training. Personal development, training and education are key aspects of annual appraisal and development talks with staff members (see Part 4-Faculty Handbook and Part 5-Professional and Support Staff Handbook) and Wittenborg facilitates and stimulates further education and training for staff members through offering financial support and facilitation in time.

Personal development paths and opportunities partly depend on your role within Wittenborg. Some are open only to faculty, while others are only open to professional staff. Development opportunities are outlined below. If you have any question as to whether you are eligible to a development opportunity, please contact your manager or the HRM department. Additionally, if you feel that you would benefit from a training, course, seminar, or any other development opportunity not mentioned in this guide, please feel free to bring this to the attention of your manager, so that we can discuss the possibilities with you.

Specific development and training opportunities are allocated based on objective criteria and merit, and are provided in such a way to avoid putting employees at a disadvantage based on skin colour, nationality, ethnic origin, marital or civil partnership status, disability, religion, belief, age, sexual orientation, gender identity or expression, sex, or socio-economic status (non-exhaustive). Whenever possible, development efforts and training should promote diverse perspectives and inclusive thinking.

In line with our Diversity and Inclusion Policy (Part 11), leaders and managers are expected to apply principles of diversity, equity and inclusiveness when mentoring and supporting employees, and to be mindful of the need to create fair opportunities for those that may require additional support.

In our personal development, education and training initiatives, we focus on academic as well as non-academic development.

2 Academic Development

2.1 *Facilitation from Master's to Doctoral Degree*

We facilitate doctoral studies for both faculty and professional staff members who would like to progress from a master's to a doctoral degree. Currently, this can take two forms:

1. Doctoral studies at other universities (with co-supervision from a qualified Wittenborg faculty member)
2. Doctoral studies preparation programme (post-master's research track) offered by Wittenborg – with transition to doctoral studies upon successful conclusion of the programme (pilot phase started in 2021)

In principle, this support is open to all members of Wittenborg staff. However, the extent to which Wittenborg facilitates the studies financially and/or in time can be subject to the type of contract the staff members has with Wittenborg, as well as the extent of engagement with Wittenborg. The financial support towards doctoral studies is dependent on the FTE (%) that the staff member is engaged for at Wittenborg. For full-time staff members working in permanent employment, the funding towards a doctoral degree is up to 100% of the tuition fee for a fixed duration. In addition, Wittenborg offers the option of paid study leave pro rata to the FTE of the employee.

If you would like to study for your doctoral degree, you are required to undergo the intake and selection procedure at the respective institute.

In agreement with Wittenborg, the extent to which Wittenborg will support your studies will be determined. In principle, a study agreement is drawn up that stipulates the agreement on:

- Duration of support
- Financial support towards fees and materials
- Financial support towards publications and conferences
- Financed study leave and extent of leave
- Intellectual property rights
- Penalties and potential repayment, for example, in the case of leaving Wittenborg or non-completion of the programme

Due to the extent and length of doctoral studies, Wittenborg generally designs its agreements with staff members in a way as to build-in natural stopping points without extensive financial repercussions. This is done with the intention to provide fair opportunities and encourage lifelong learning in an accessible and low-threshold manner.

Your eligibility for support towards a doctoral degree is subject to appraisal and development plans. This will be discussed during your yearly appraisal and development talk as a fixed topic of discussion. Alternatively, you are free to discuss this at any time convenient and mutually agreed between you and your manager.

2.2 *Postgraduate Certificate Learning and Teaching in Higher Education (PGCert)*

Wittenborg offers its faculty members the opportunity to participate in Wittenborg's Postgraduate Certificate programme in Teaching & Learning in Higher Education.

This programme supports the career development of participants as international teachers in higher education and contributes significantly to improving the quality of education at Wittenborg.

The programme consists of three modules which are designed based on the globally recognised Professional Standards Framework (PSF) developed by Advance HE (2023). Wittenborg is supporting faculty members in applying for Fellowship of the Higher Education Academy (FHEA) alongside the programme.

In principle, this support is open to all Wittenborg faculty members. However, the extent to which Wittenborg facilitates the course financially and/or in time is subject to the type of contract the staff member has with Wittenborg, as well as the extent of engagement with Wittenborg.

Your eligibility for support to obtain the PGCert is subject to appraisal and development plans. This will be discussed during your yearly appraisal and development talk as a fixed topic of discussion. Alternatively, you are free to discuss this at any time convenient and mutually agreed between you and your manager.

2.2.1 *Programme Duration and Study Load*

The programme is offered as a part-time programme with a duration of 12-18 months.

It consists of three modules with a total of 96 contact hours. The total time requirement is 408 hours, including lesson- and study hours.

2.2.2 *Study Support for Wittenborg Faculty Members*

Depending on the type of contract a faculty member has, Wittenborg offers study support in the form of reduced fees and study leave. This is agreed as part of a study agreement with the staff member.

Eligibility for support to obtain the PGCert is subject to appraisal and development plans.

The Head of School and HRM Department have discretion to refuse or postpone study agreements for staff members based on workload, performance, development or other considerations which may impact the successful completion of the programme in combination with work.

Fees

The total standard fee for the PGCert is: € 5,900.- (status March 2025).

The cost for Wittenborg staff members is as follows:

Wittenborg faculty with ≥ 0.5 FTE	Fully funded by Wittenborg

Wittenborg faculty < 0.5 FTE and teaching at least 4 blocks per academic year	€ 1,000.-
Wittenborg faculty < 0.5 FTE and teaching less than 4 blocks per academic year	€ 2,000.-

Study Leave

- For staff members on 2080 employment contracts:
 - Study leave is granted for lessons, if lesson hours coincide with the staff member's standard working days/hours.
 - The maximum study leave granted for the programme is relative to the staff member's FTE. For example, for staff members working 1 FTE, 100% of the lesson hours are granted as study leave, i.e. 96 hours in total. For staff members working 0.8 FTE, 80% of the lesson hours are granted as study leave, i.e. 76.8 hours in total.
 - Any additional leave that may be needed to fulfil study requirements can be taken from contractual holiday hours or as unpaid leave. As with standard leave, leave has to be planned in consultation with the department and agreed with the staff member's supervisor.
 - Any need to take structural (unpaid) study leave must be clarified before the start of the study.
- For staff members on 1786 employment and staff members on freelance contracts: Time spent on fulfilling study requirements is not compensated. The time spent on fulfilling study requirements for this programme is seen as a personal investment.

Penalties

The staff member has to repay 100% of all cost, which includes the entire compensated tuition fee and any other cost that is financed by Wittenborg to support the study, including paid study leave in case of:

- Failure of the staff member to complete the programme.
- Resignation of the staff member from the employment contract/freelance agreement with Wittenborg during the duration of the programme.
- Wittenborg having grounds for immediate termination of the employment contract/freelance agreement with the staff member.

After successful completion of the programme, the following penalties apply:

- In case the staff member leaves Wittenborg within the first half year after completing the programme: the staff member needs to repay 50% of all cost, which includes the entire compensated tuition fee and any other cost that is financed by Wittenborg to support the study, including paid study leave.

- In case the staff member leaves Wittenborg within one year after completing the programme: the staff member needs to repay 25% of all cost, which includes the entire compensated tuition fee and any other cost that is financed by Wittenborg to support the study, including paid study leave.
- In case the staff member leaves Wittenborg within two years after completing the programme: the staff member needs to repay 10% of all cost, which includes the entire compensated tuition fee and any other cost that is financed by Wittenborg to support the study, including paid study leave.
- In case the staff member leaves Wittenborg two years after completing the programme: no repayment necessary.

The Management Board has discretion to waive or reduce the requirement for repayment to take individual mitigating circumstances into account.

Application Procedure

Faculty members can apply for the programme via Wittenborg Admissions. Wittenborg's Head of School and HRM Department need to sign off on providing study support for the staff member. After agreeing and signing the study agreement with the staff member, Wittenborg will invoice the resulting amount (if any) directly from the staff member.

2.3 Facilitation of Research Output Development

Wittenborg aims to facilitate its academic staff in terms of research and publications by providing research and financial support for research dissemination.

Measures to support the research activities and dissemination include:

- Balancing in teaching load for full-time faculty to allow for research activities
- Financial support for active participation in conferences and research meetings
- Support in the acquisition and handling of third-party funded projects
- Hosting research workshops and conferences at Wittenborg
- Granting of Wittenborg own research funds and scholarships

The research dissemination budget aims to provide support to research staff to disseminate and communicate their research findings, and share their research knowledge and material beyond their immediate peers.

Wittenborg encourages its researchers to publish their scientific work in high-standard, peer-reviewed, academic journals (such as Scopus Index, ABDC lists). In addition, researchers are actively engaged in research grant funding applications (both national and EU) writing and submission.

Wittenborg provides support to research staff to establish collaborative research projects within and outside the institution, such as the framework of Erasmus+ Programme (ECHE 2021-2027), enhancing mobility and international collaboration on various projects.

We have established a system to allocate the needed additional time for research and publications for all faculty and professional staff involved in the research projects. This is done on an individual basis in consultation with management, taking into consideration your unique circumstances as a staff member.

Staff members are rewarded with financial benefits for successful publications in peer-reviewed journals. In addition, researchers can apply for the cost of dissemination activities for the conference presentation and/or any cost associated with journal publications.

In support of those efforts, Wittenborg has adopted a Research, Publication and Reward Policy (Part 7a).

2.4 Facilitation from Bachelor's to Master's Degree

As a knowledge organisation, most of Wittenborg's professional staff members hold a master's degree. For instances where a professional staff member holds a bachelor's degree and would like to progress to master's level, Wittenborg facilitates this by supporting their studies of one of Wittenborg's master's programmes on a part-time basis.

In principle, this support is open to all members of Wittenborg professional staff. However, the extent to which Wittenborg facilitates the studies financially and/or in time can be subject to the type of contract the staff members has with Wittenborg, as well as the extent of engagement with Wittenborg. The financial support towards doctoral studies is dependent on the FTE (%) that the staff member is engaged for at Wittenborg.

If you would like to study for your master's degree at Wittenborg, you are required to undergo the intake and selection procedure at Wittenborg.

In agreement with Wittenborg, the extent to which Wittenborg will support your studies will be determined. In principle, a study agreement is drawn up that stipulates the agreement on:

- Duration of support
- Financial support towards fees and materials
- Financed study leave and extent of leave
- Intellectual property rights
- Penalties and potential repayment, for example, in the case of leaving Wittenborg or non-completion of the programme

Wittenborg expects your master's thesis to reflect on and benefit Wittenborg.

Your eligibility for support towards a master's degree is subject to appraisal and development plans. This will be discussed during your yearly appraisal and development talk as a fixed topic of discussion. Alternatively, you are free to discuss this at any time convenient and mutually agreed between you and your manager.

3 Non-Academic Development

Next to support for academic development, there are opportunities for faculty and professional staff in terms of non-academic development. This occurs in formal, as well as more informal ways. Development at Wittenborg is seen as continuous and instances of peer feedback and exchange are seen as important, albeit less formal, opportunities for development. This includes peer feedback from co-teachers and coordinators, the annual teachers meetings in which new developments and initiatives are discussed, fostering a knowledge exchange between colleagues and peers, as well as seminars offered during the course of the year.

For staff training, Wittenborg prioritises community and a collective need, where possible. We encourage peer training, giving staff members the opportunity to learn from one of their colleagues, as well as to train their colleagues.

3.1 Accreditation

As Wittenborg has extensive accreditation efforts and ambitions (AACSB, NVAO, OC&W, FIBAA, AMBA-BGA, EFMD), staff members benefit from information sessions, training, congresses and seminars related to accreditation procedures. Not only do those positively impact the internal quality and quality of teaching at Wittenborg, at the same time, those opportunities add to the development of staff members on an individual level, strengthening their professional expertise and capabilities and aiding their professional development as faculty or professional staff working in higher education.

Information sessions, training and seminars are offered to Wittenborg staff on a regular basis during accreditation cycles.

3.2 Internationalisation

Internationalisation is one of Wittenborg's key values and Wittenborg recruits students globally. It is, therefore, critical to ensure that staff members are knowledgeable about higher education systems and qualifications, credit transfers, etc., as well as about recruitment strategies, international exchange and legal frameworks. Not only does this enable Wittenborg to achieve its strategic goals, it also plays an important role in safeguarding compliance. Therefore, Wittenborg encourages and supports staff members to participate in congresses, training, seminars and information sessions related to those topics, for example, through Nuffic and Naric.

3.3 External Databases

Wittenborg makes use of numerous external databases in its operations, ranging from education operations to HRM and accounting. Those include but are not limited to Osiris, Scientia, Academ Twinfield, NMBRS and Graduway.

Training in those external databases by providers is essential to ensuring that staff members can make maximum use of the databases and in turn provide support and peer training to their colleagues (see below).

Staff members working with external databases are encouraged and expected to follow regular training to be able to benefit from them to a maximum extent.

3.4 Internal Training

Internal training is part of ongoing feedback and development at Wittenborg. Next to explicit information, standards, policies and procedures, provided through the EEG, AOG, etc., we aim to make working instructions accessible through our online resources to foster best practices within Wittenborg aligned with our core values. Additionally, all Wittenborg employees are encouraged at all times to help each other's development through collaboration and peer feedback. In this way, ongoing personal development is built on collaboration and transparency. We are proud to have an open-door policy throughout Wittenborg, where questions and concerns can be discussed in an accessible and collegial manner.

With regard to applications, internal training is offered on a need basis. Due to ever-changing functionality and useability, staff members are requested to use self-teach and peer-assist methods to acquire new or more advanced skills. This applies to applications, such as Moodle, Office365 (including Sharepoint), Twinfield, Drupal, Mailchimp, Salesforce, Social Media (Facebook, LinkedIn, Twitter, Instagram, etc.).

Moreover, there are several fixed moments per year where collective training opportunities are organised for all staff members, in the form of workshops, seminars or master classes.

3.5 External Training and Courses

External training/courses are sometimes offered to increase the level of knowledge and skills needed to fulfil a certain position or task. These courses could vary from a course in salary administration for a financial administrator, to a course in "how to fulfil a role as prevention worker" for the HR manager, or a training in "how to recognise a student with mental issues" for the process tutors. These courses are offered on a need basis.

4 Erasmus+ Outgoing Staff Mobility

Wittenborg offers Outgoing Staff Mobility (Project KA131 of our Research Centre) as an initiative designed to offer our staff members enriching global experiences. In line with our commitment to lifelong learning and professional development, this project invites staff members to teach and obtain training in diverse cultural settings, collaborate with international peers, and integrate fresh, global perspectives into their work. By participating, staff members can enhance their professional and/or teaching skills and contribute to the internationalisation and future growth of our institution.

The Erasmus+ staff mobility grant is an EU-funded grant that helps finance EU staff teaching and training mobility with other Erasmus+ partner institutions.

The activities that Wittenborg's Staff Mobility Policy covers are:

- Giving lectures/tutorials/seminars/workshops (Please note: Erasmus+ funding is not possible for conferences)
- Receiving training from the host institution, such as job-shadowing

Funding is principally available to faculty as well as professional staff members. It is provided on a first-come, first-served basis and is subject to budget availability.

4.1 Erasmus+ Staff Mobility Application Requirements

Eligibility:

- To be eligible for Erasmus+ staff mobility, the applicant must be employed at Wittenborg University of Applied Sciences.
- Staff members on on-call contracts are not eligible for this programme.
- Staff mobility for teaching is permitted within the fields of business, management, and related disciplines, subject to approval.

Duration of Mobility:

- The mobility period must last a minimum of 2 days and a maximum of 5 days in a single programme country, excluding travel days. Any mobility exceeding 5 days must be specifically justified.
- For teaching mobility, a minimum of 8 teaching hours per week is required. If the mobility lasts less than one week, the 8-hour requirement still applies.

Scheduling and Responsibilities:

- Staff mobility must not interfere with teaching or other duties at Wittenborg. It is advised to schedule mobility activities during non-teaching periods, unless there are no teaching responsibilities during the planned mobility.

- Lessons or modules may not be cancelled, rescheduled, or reallocated to accommodate staff mobility participation.
- Prior to application, staff members must obtain permission from their supervisors. Faculty members must also receive approval from the Head of the School of Business.

Compensation and Working Hours:

- For staff members employed under 2080 contracts (1 FTE/1880 working hours per year), time spent on staff mobility during standard working days will be considered paid time off.
- Days spent on mobility that fall outside standard working hours will not be compensated.

Host Institution Arrangements:

- It is the staff member's responsibility to arrange the teaching or training days and secure confirmation from the host institution.
- The content, scope, and dates of the staff teaching or training assignment must be agreed upon in advance with the host institution.
- The host institution must either be within the Erasmus+ Programme (EU) or third countries not associated to the programme (NON-EU).
- Check the Inter-Institutional Erasmus+ Agreement between Wittenborg and the host institution. These partner universities hold the Erasmus Charter for Higher Education ([ECHE](#)).
 - To determine if your destination is eligible for a staff mobility grant, first contact the Research Centre. If the university is not a partner, the Research Centre must sign an Inter-Institutional Erasmus+ Agreement.
 - The current list of Inter-Institutional Agreements is available on the [website](#).

Travel Budget:

The travel budget must not exceed the set limit. Please refer to the detailed budgetary guidelines.

4.2 Grant and Travel Amounts

The Erasmus+ staff mobility scholarship is a contribution to the costs of mobility and may never be constituted as a full scholarship. It consists of two funding components:

1. a living allowance, daily (for accommodation & meals)
2. a travel cost allowance, one time (to and from the mobility destination)

You can receive funding for up to 2 travel days.

Please note regarding double funding: the Erasmus+ scholarship may not be used to cover costs that are already funded by other grants from the European Commission.

The grant is based on the average cost of living in the country of the host institution, duration of stay, nature of the mobility, and travel distance as determined by the European Committee. The amounts are subject to change due to indexation and budget availability.

Cost of living allowance amounts 2024 (per day):

Group	Host country/Programme country	Indicative grant amount per day (days 1-14)
Group 1	Denmark, Finland, Iceland, Ireland, Liechtenstein, Luxembourg, Norway, Sweden Third countries not associated to the Programme Region 1-4	€120
Group 2	Austria, Belgium, Cyprus, France, Germany, Greece, Italy, Malta, Netherlands, Portugal, Spain Third countries not associated to the Programme Region 5	€110
Group 3	Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, North Macedonia, Poland Romania, Serbia, Slovakia Slovenia, Turkey	€100
Non-EU destinations	Third countries not associated to the Programme Regions 1-4 and 6-13	€180

Travel cost amounts 2024:

The compensation for travel costs is based on the distance from the sending to the host institution. The travel distance should be calculated using the [distance calculator](#) supported by the European Commission. The applicant must indicate the distance of a one-way journey to calculate the amount of the EU grant that will support the round trip.

Travel distances	Non-Green Travel	Green Travel
Between 10-99 km	€28	€56
Between 100-499 km	€211	€285
Between 500-1999 km	€309	€417
Between 2000-2999 km	€395	€535
Between 3000-3999 km	€580	€785
Between 4000-7999 km	€1188	€1188
8000 km or more	€1735	€1735

4.3 Application and Participation Procedure

1. Before application:

- Step 1: Check the [table of allowance amounts](#) above to ensure the higher education institution where you wish to go on mobility is in one of the participating programme countries. Contact the institution and receive permission for your mobility there.
- Step 2: Check whether Wittenborg has a valid Erasmus+ exchange agreement (IIA: Inter-Institutional Agreements) that includes teaching with the institution where you wish to complete the mobility. Inform Wittenborg Research Centre to sign the IIA if there is none yet.
- Step 3: Receive the confirmation (including the teaching module and teaching dates, or the training content) from the host institute that they can and will host you.
- Step 4: Receive permission from your supervisor at Wittenborg, and from the Head of School of Business at Wittenborg (faculty only).
- Step 5: Submit the application form ([Teaching](#) or [Training](#)) to the Research Centre to initiate the mobility.

2. Application:

If you are selected for an Erasmus+ staff mobility, you must:

- Step 6: Complete the form Staff Mobility Agreement ([Teaching](#) or [Training](#)) make sure the form is signed by your manager, a representative of the host institution and yourself.
- Step 7: Send the Staff Mobility Agreement via email to the Research Centre (Staff Mobility Coordinator).
- Step 8: The Research Centre (Staff Mobility Coordinator) will check your form.
- Step 9: The Research Centre will send you a Grant Agreement, which needs to be filled out at least 2 weeks before the start of your mobility. HRM will also be informed of the approved mobility of the staff members, including travel dates. HRM will send the staff member the business travel insurance before their trips.

Please note: If your teaching assignment is postponed, cancelled, shortened or extended, or if there is any other reason why you no longer meet the conditions of the Erasmus+ grant, you are obliged to inform the Research Centre by email of this change.

The Research Centre will evaluate the reasons for the change and its impact on the grant and overall programme. If the responsibility for these changes lies with the applicant, they may not be considered for future mobility opportunities.

3. After application:

- Step 10: Finally, you will receive a Certificate of Attendance Staff Mobility. This form must be completed by the host institution and must be sent via email to the Research Centre within two weeks after the end of your mobility.

- Step 11: The day after your mobility ends, you will receive an automated email invitation to fill out the online Participant Report detailing your Erasmus+ mobility. Completing this last step is mandatory; please note that the Erasmus+ funds will not be transferred to the budget number until this Participant Report has been submitted.
- Step 12: Declare your costs to the Research Centre to receive reimbursement.
- Step 13: Prepare a short experience report for the Research Centre and plan to share your mobility experience with other staff members based on the options (Research Centre meeting, sharing workshop, training session). The Research Centre will contact you to set up your session.

Please note that we are entering the initial pilot phase of staff mobility at Wittenborg with this step. We will keep evaluating and updating this initiative and the related regulations on a regular basis and withhold the right to update them where necessary.

5 Other Erasmus+ Staff Mobility

We keep developing more staff mobility initiatives, incoming as well as outgoing, for our staff members to collaborate with international peers, and develop themselves further.

For example, the Erasmus+ KA171 project facilitates project-based staff mobility to countries outside the EU, in this particular case Azerbaijan and Georgia, in collaboration with Wittenborg. These nations, known as Erasmus+ Partner Countries or "[Third countries not associated to the programme](#)," enable mobility through partnerships with institutions that adhere to the Erasmus Charter for Higher Education (ECHE) principles. More information about the Erasmus+ KA171 project and opportunities for staff mobility is available at the Research Centre.

THE AOG – PART 7A

RESEARCH, PUBLICATION AND REWARD POLICY



31 August 2025

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1 Enhancing Wittenborg's Research Profile

Wittenborg has been gradually working towards the establishment of its own research centre to serve as a research-based knowledge centre for the local economy, while at the same time creating new knowledge that can enrich Wittenborg's own educational programmes. Over the last few years Wittenborg has taken various initial steps towards making research a reality, despite its small size. These first steps are leading to concrete research outputs that will be beneficial to both the local community and Wittenborg itself.

1.1 Research Centre as a Knowledge Hub

Wittenborg's research centre has adopted the vision of being a knowledge hub: a dynamic research environment where international lecturers, researchers and students meet. The knowledge hub should benefit individuals, teams and organisations, as well as the economy and society at large, in keeping with the Wittenborg motto, 'Better yourself - Better our world'.

The Wittenborg Research Centre is a dynamic environment where all lecturers, researchers and students bring in their knowledge, experience, skills and cultural backgrounds, and gain new knowledge, skills and understanding. An environment where organisations can drop in for available knowledge or plunge in to develop new knowledge together with the researchers of Wittenborg, whether they are for-profit businesses, non-profit, or not-for profit organisations or governmental institutions. By involving all these stakeholders and combining different experiences and disciplines, we can develop creative solutions and contribute to the build-up of a valuable body of knowledge for practical use to the benefit of individuals, teams and organisations, the economy and society at large.

1.2 Wittenborg Research Agenda

It is the intention of the Wittenborg Research Centre to advance the theory, practice, and/or teaching of business and management in the domains of Business, Hospitality, Tourism, Sport, Health and Education, with special attention to Innovation, Sustainability, Entrepreneurship. In order to outline the future of research at Wittenborg, Research Centre has developed its research agenda which will give Wittenborg scholars the space to explore their subject in provocative ways, and map out the potential directions of travel. Wittenborg research agenda is developed in accordance with the school's strategic plan 2022 – 2026.

Starting from September 2021, Wittenborg also has thematic academic years. This means that for every year, for the next ten years, Wittenborg envisages having a single theme connected to its curriculum, teaching and learning as well as research activities.

1.2.1 Align Research Agenda with the School's Mission

In the coming years, Wittenborg will need to maintain policies on strategic faculty deployment to support high quality outcomes in line with the school's mission: encourage faculty to sustain relevancy and pertinence appropriate to their classification at the school, ensure educational support and development by the professional staff.

The challenge will be to create an improved research environment that stimulates Wittenborg's scholarly active faculty members not only to continue carrying out research, but to work with Wittenborg on research initiatives that enable the school to reach the goals and objectives of its mission, and at the same time, helping other faculty to become scholarly active.

1.2.2 Incorporate the School's 3 Core Values in Research

In its Strategic Plan, Wittenborg has defined the 3 values that it sees as underpinning its success and therefore its mission:

- **Internationalisation:** Next to knowledge creation for local markets, the Research Centre adds to the international body of knowledge. Publications in internationally available journals and conferences will contribute to the international visibility of the research output, thus adding to the enhancement of the international, global and intercultural dimensions of research and knowledge production.
- **Diversity:** The value of diversity involves a three-way approach. Firstly, the Centre promotes workplace diversity. The researchers form a varied group from different cultures, with different places of residence, language, gender, religion and socio-economic background. Secondly, diversity in research design and evaluation of research projects: the researchers look through an equity lens at research topics. Thirdly, diversity in research methodology: the applied research methods used, are adapted to the practical possibilities in the field and may imply quantitative and qualitative research with a cross-sectional or longitudinal design.
- **Ethics:** Wittenborg officially adopts the Netherlands Code of Conduct for research integrity 2018. Researchers practice the so-called 'Intellectual Virtues' during their research and consultancy work. Intellectual courage, autonomy, honesty and love of knowledge motivate them to search for the 'truth'. Conscientiousness, firmness and caution help them to persevere during research, while practical wisdom helps to judge what is required from situation to situation and to balance between research goals and societal revenues. Finally, intellectual generosity and charity encourages researchers to share their knowledge and respectfully invite other stakeholders to join the Knowledge Hub in the spirit of "better yourself, better our world".

1.2.3 Incorporate the School's 10 Research Themes (with Overarching Theme of Globalisation)

Wittenborg wishes to take the valuable opportunity to emphasise its dedication to shaping the intellectual contributions of its faculty and the institution at large. By integrating a systematic approach into its quality system, Wittenborg aims to consistently enhance the production of intellectual contributions, aligning them with the school's mission and vision, and fostering the holistic growth of the institution.

As a vital component of Wittenborg's mission, the faculty plays an instrumental role in shaping the educational experience and contributing to the broader academic society and thereby to society at large. To help achieve this, Wittenborg has set up overarching requirements for faculty, which serve as guidelines that empower faculty to excel in their roles, not just in their teaching capacities but also in their research capacities. Wittenborg puts emphasis on these mission-related focus areas:

1. **Local Societal Impact** contributing to society in Apeldoorn & the region (through internationalisation)

2. **Excellence in Education** promoting excellence in teaching and learning of international business and management
3. **Innovation & Lifelong Learning** creating the best environment for students and staff
4. **Internationalisation, Diversity and Ethics** set the premises
5. **Applied Research & Global Learning:** successfully applied, research-informed, global learning.

The overarching faculty requirements are designed to support research and scholarly endeavours. By fulfilling faculty requirements, there will be more collaborations and sharing of best practices and these interactions often lead to new research opportunities, interdisciplinary initiatives, and a vibrant academic community.

The critical success factors that underpin Wittenborg's mission and vision encompass a multifaceted approach to higher education excellence such as the following:

- Adopting the theme of 'globalisation', not only on a global scale but also in a local, regional and national context.
- Cultivating its unique position at the intersection of academia and practice, bridging the gap between theoretical knowledge and real-world application.
- Empowering its students, through interdisciplinary learning, with skills to tackle complex global challenges by drawing insights from diverse fields of study.
- Aspiring to be a driving force of innovation in higher education through the development of applied research that directly addresses contemporary issues and contributes to the advancement of knowledge for the betterment of society.

As an overarching theme in alignment of its Intellectual Contributions (ICs) outcomes with its mission and vision, Wittenborg assumes the role of **Proponent of Globalisation** (refer to the model below), with its ICs pro-actively channelled into 10 research themes of:

1. **The Digital Revolution:** How Technology is Shaping Global Interactions
2. **Global Trade and Economics:** The Changing Landscape of International Commerce
3. **Cultural Exchange in a Globalised World:** Impacts and Implications
4. **Migration Patterns:** Opportunities, Challenges, and the Human Story
5. **Environmental Challenges:** Globalisation and the Quest for Sustainable Solutions
6. **Global Governance and Policy:** Seeking Unity Amidst Diversity
7. **The Future of Work:** Skillsets, Outsourcing, and Cross-border Collaborations
8. **Ethics and Globalisation:** Navigating the Moral Dimensions of International Integration
9. **Global Health and Pandemics:** A Unified Response to Global Threats
10. **Education in a Globalised Era:** Preparing the Next Generation for a Boundary-less World

For more elaboration see the **Annex 'The Ten Globalisation Research Themes with Sub-themes for Guidance'** in AOG-Part 9.



1.2.4 Direct Research to Connect and Impact the Local Community (or Region)

As Wittenborg Strategic Plan presents, the school sought and initiated strategically the pursuit of impacting and supporting the local community (in Apeldoorn mainly and directly, but also at and through the other locations indirectly). One way to pursue this is continued and enhanced collaboration with industry.

Having always had a 'glocal' approach, Wittenborg strives to bring expertise, knowledge and diversity to the local region in which it operates, thereby enhancing the economy, culture and social environment, maintaining and ensuring global learning and outlook. Thereby Wittenborg aims to promote the so-called 'Triple Helix', a concept of government, business and higher education working together to improve a local and regional economy (Apeldoorn). An example would be research into the development of areas of the centre of the town, where former factories once stood, which now designated for housing, education and social centres and hubs, or solving local society issues contributing to a sustainable (energy-neutral, waste-free) future.

As a business school Wittenborg and its faculty members can cooperate with (local) businesses and other organisations in applied research projects. The approaches of the projects are based on generally accepted applied research principles. The output (e.g. what has been changed, accomplished, or improved) will be disseminated to the appropriate publication channels to contribute to the international knowledge base.

1.2.5 Funded Research Projects

Wittenborg's Executive has committed to structurally maintaining and coordinating applications for funded research projects within the Erasmus+ and Horizon programmes, and other EU funding, on a yearly basis. Wittenborg aims to ensure continuity and involvement in at least three ongoing EU-funded research projects annually.

Wittenborg stimulates its faculty to be involved in the application of Erasmus+ research funding, and also other project applications, for instance through Horizon. Being a small, compact business school, although research applications are coordinated from management, the communication with faculty about ongoing and proposed research funding is easy to maintain. One of the key drivers for faculty to instigate or be involved in research funding projects is increased employability possibilities and further development of scholarly active status.

1.2.6 Students and Research

With knowledge as the key concept, Wittenborg focuses on a research-based education approach. All programmes at Wittenborg include elements of research. The curriculum allows students to be involved in research projects and real-life academic work. Wittenborg proactively encourages students to publish appropriate parts of their research in key refereed journals or conferences together with the supervisor/researcher. Students from different educational and cultural backgrounds bring their experiences to the table when they join the research centre. Until graduation, such publications are normally in joint authorship with a member of the supervisory team, providing focus and continuity for both partners and Wittenborg.

Wittenborg Research Centre can act as a 'knowledge broker' and translate scientific knowledge of universities and international research to knowledge that is ready for application in practice. The output of applied research projects will be disseminated to the appropriate publication channels to contribute to the international knowledge base.

1.3 Code of Conduct for Research Integrity

Wittenborg officially adopted the Netherlands Code of Conduct for Research Integrity. The Code was drawn up at the initiative of the Royal Netherlands Academy of Arts and Science (KNAW), the Netherlands Federation of University Medical Centres (NFU), the Netherlands Organisation for Scientific Research (NWO), Associated Applied Research Institutes (TO2-federatie), the Netherlands Association of Universities of Applied Sciences and the Association of Universities in the Netherlands (VSNU). The code includes the five principles that form the basis for integrity in research:

- Honesty
- Scrupulousness
- Transparency
- Independence

- Responsibility

The Code is applicable to all Wittenborg staff members and students that are involved in Research at Wittenborg. To read more on this, please refer to AOG-Part 8a.

2 Policy Overview

Wittenborg's success relies on the talent and contribution of all staff, and we are committed to expanding the opportunities for staff to participate in funded research projects and become scholarly active, thereby positively impacting the quality of the organization and education delivery. We strive to build a collaborative international environment and bring together lecturers and researchers with different cultural backgrounds to achieve our common goals and contribute to wider societal needs. Our goal is to create an academic culture that stimulates active contribution to the body of knowledge and offers optimal support for our employees in their academic careers.

By becoming active researchers, the academic staff members can contribute to the curriculum development and existing body of knowledge, create long-lasting impact and enhance their academic careers. Academic research is also very rewarding by having the autonomy of doing intellectually satisfying work. The best predictor of success in academia will be the researcher's existing track record. Wittenborg values and rewards all our staff for their academic achievements and undertakes specific steps in encouraging and endorsing active researchers to join efforts with other staff members in their academic activities. With the academic research reward system Research Centre aims to support active researchers with their academic publications and findings dissemination.

2.1 Scope

This policy applies to all faculty members at Wittenborg University of Applied Sciences.

3 Compensation

3.1 *Successful Publication in a Peer-Reviewed Journal*

If any academic staff member initiates research and takes the lead in writing a peer-reviewed journal article Wittenborg will compensate that staff member **2000 EURO** at the time of successful publication in a peer-reviewed Scopus indexed journal and/or with a ABDC/Harzing Journal quality listed listing. Lead author should involve at least one other researcher from academic staff members. Second and third co-authors will be compensated **1000 EURO** each. In total Wittenborg will compensate **4000 EURO** for a successful publication of a peer-reviewed journal article. It is also possible to have additional external author(s) and involve students if necessary/possible, but it is up to the authors to arrange/coordinate with such researchers and students. No compensation will be paid to any external co-author or student.

A maximum of two publications per year will be compensated for a faculty member. For active researchers who published 2 scientific papers a year in the past 3 years the expectation is to be published in the top-ranked journals within their domain of expertise.

Please note that:

- All amounts mentioned in this policy are gross amounts.
- For faculty with an employment contract at Wittenborg, and for faculty working on assignment who are living in the Netherlands and/or filing income taxes in the Netherlands, these are subject to standard taxation in accordance with Dutch law.
- For faculty working on assignment who are filing income taxes outside the Netherlands, these are subject to standard taxation in accordance with the law of the respective country in which taxes are filed.

3.2 *Compensation towards Research Costs*

In addition to that, Wittenborg will also contribute towards any costs for the data collection and conducting research or for the publication costs in an open access journal but no more than **1000 EURO** in total per publication. The proof of costs (e.g., invoices, bank statements etc.) needs to be provided by the first/lead author to the Research Centre for approval and reimbursement of such costs.

3.3 *Financial Support with Conference Attendance*

Starting from 2024, Wittenborg introduced its own annual academic conference and faculty members are encouraged to participate actively in this annual event. Faculty participation can be in different roles varying from the Scientific Committee member to reviewer, workshop host or paper/poster presenter. Wittenborg's Research Centre expects academic staff members to initiate collaboration with internal colleagues and students to promote their academic publications.

If the lead author would like to present their paper at other international conferences and/or symposia, or is invited to attend the conference as a keynote speaker, this can be compensated, however priority will be given to the attendance at Wittenborg's conference.

For external conferences, Wittenborg will compensate **no more than 1000 EURO** per year per author. Post-conference compensation requests will only be accepted if the researcher's attendance was approved by Wittenborg's Research Centre in advance. The applicant should provide detailed information on the conference topic/audience/attendance fees etc. to ensure it meets Wittenborg's overarching research strategy. Conference selection criteria are listed below:

- Conference should be an academic conference with conference proceedings, pre-conference paper submissions and paper review procedures in place. Conferences without paper submissions are not seen as academic conferences.
- The faculty member should attend with a paper/poster presentation, as a keynote speaker or a workshop/symposium/hackathon etc. organizer. Conference attendance as a participant without intellectual contribution to the conference programme is not supported.
- Faculty member's affiliation with Wittenborg should be clearly demonstrated (e.g. reflected in the programme).
- Conference topic should be related to 1 of the 3 pillars of Wittenborg and preferably to be related to broad context of "Management". Medical field conferences, for example, are not part of the scope.
- AACSB accredited top business schools being the hosts of the conference or AACSB/AMBA visibly being active with the conference can be a plus.
- In some regions Wittenborg already has full presence. Less represented regions, such as the EU, with great potential to bring the Wittenborg's brand to higher level will be given priority.

The attendance of a conference will be regulated by standard HR policies and procedures.

4 Requirements for Funding Application

In order to apply for the reward, the applicant should meet the following requirements:

1. The applicant must be a Wittenborg faculty member.
2. The applicant must involve at least 1 other colleague from Wittenborg, preferably who are PhD qualified but not scholarly academic.
3. The authors' affiliation must include Wittenborg University of Applied Sciences.
4. The article must be published in a peer-reviewed journal in Scopus index journals¹ and/or have a ABDC/Harzing Journal quality listed listing².
5. Intellectual Contribution Impact Statement – an Intellectual Contribution Impact Statement Form should be completed and logged with EDQM.
6. Communication – a news article about the paper should be published in Wittenborg newsletter.
7. External researchers and/or Wittenborg students' participation is encouraged and can be co-authors. However, no compensation is scoped for them.

¹ <https://www.scopus.com/sources.uri?zone=TopNavBar&origin=searchbasic>

² <https://abdc.edu.au/abdc-journal-quality-list/>; <https://harzing.com/resources/journal-quality-list>

5 Review and Approval

Requests for publication compensation should be submitted via the MS form which is available in Research Centre Resources. Requests will be reviewed and approved by Wittenborg Executive Board twice a year – in February and August. The submission deadline for February review is **January 31**. The submission deadline for August review is **July 31**.

Conference attendance compensation form is also available in Research Centre Resources. These requests will be reviewed on a monthly basis.

6 Additional Compensation Guidelines for GA Paper Publication – Research Reward Policy

Together with the established [Research Reward Policy](#), based on which faculty members can apply for compensations for up to two successful publications in a peer-reviewed journal per year, “**Additional compensations**” will be granted to publications which are co-authored between faculty members and students from Wittenborg (i.e., the successful publication of a final graduation assignment of an academic supervisor and a Wittenborg student).

6.1 Requirements for Funding Application

Faculty members of Wittenborg may receive an additional compensation under the following circumstances and conditions:

- The applicant must be a Wittenborg faculty member.
- The applicant must involve at least 1 student from Wittenborg (Note: No compensation is scoped for students).
- The article must be published in a peer-reviewed journal in Scopus indexed journals and/or have an ABDC/Harzing Journal quality listed listing.
- Wittenborg faculty members can be involved as co-authors. In that case a standard research reward policy is applicable.
- External stakeholders can be involved as co-authors, however no compensation is scoped for them.
- Intellectual Contribution Impact Statement Form must be completed and logged with EDQM.

Other compensation requirements from the established Research Reward Policy are applied.

6.2 Financial support and Review Conditions

Wittenborg will compensate the lead author (GA supervisor) **1500 EUR** and up to **500 EUR** to compensate the research costs.

Note: no more than 3 publications per faculty member per calendar year can be compensated and may occur only in the following forms:

- **Normal review condition:** on a yearly basis, 2 successful publications with Wittenborg co-authors in a peer-reviewed journal and 1 additional compensation co-authored with Wittenborg student
- **Special review condition:** on a yearly basis, 1 successful publication in a peer-reviewed journal and 2 additional compensations for the GA paper publication. This will be reviewed on individual basis and approved under consideration of Research Committee.

6.3 *Review and Approval*

Requests for publication compensation should be submitted via the MS form which is available in Research Centre Resources. The submission deadline for August review is **July 31**, and for February review is **January 31**.

THE AOG - PART 8

WITTENBORG STAFF RESEARCH GUIDELINES



31 August 2025

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1 Introduction

Wittenborg promotes research through students and faculty. In line with our strategic plan, we strive to encourage and support research projects that embody and promote our core values of internationalisation, diversity and ethics. Wittenborg is committed to expanding the opportunities for staff to participate in funded research projects and become scholarly active, thereby positively impacting the quality of the organisation and education delivery. Our focus is on research projects that promote internationalisation, diversity and ethics whilst involving companies and organisations within the Apeldoorn region wherever possible, adding to our societal impact in the region.

The research at Wittenborg is primarily of an applied nature, but by means of a careful coordination and pooling of resources, it must be possible to generate new knowledge that can be published in academic journals.

Applied Research Vs Fundamental Research

Applied Research at a University of Applied Sciences 	Fundamental Research at a Research University
Acquiring New Knowledge with specific Commercial Objectives  ○ Products ○ Procedures ○ Services ✓ Answer specific questions aimed at solving practical problems Applied Research creates new technologies, products and processes. Applied Research can lead to new fundamental questions	○ Desire to expand knowledge ○ Curiosity driven ○ Answer why what or how questions ○ Increase understanding of fundamental principles ○ Does not have immediate commercial objectives ○ May not result in any solution or intervention in a practical problem. Fundamental Research asks questions how and why things work. Fundamental Research can lead to new Products & Technology
Bachelor & Master Degrees 	Bachelor & Master Degrees

Wittenborg has formally adopted The Netherlands Code of Conduct for Research Integrity (AOG-Part 8a).

2 Wittenborg Research Development

Wittenborg is convinced that students, professionals, businesses and society can all benefit from the insights of applied research. In the schools and the research centre, the use of knowledge which evolves out of applied research is firmly supported. Increasingly, new knowledge is developed as and when practice requires.

Wittenborg has been gradually working towards the establishment of its own research centre to serve as a research-based knowledge centre for the local economy, while at the same time creating new knowledge that can enrich Wittenborg's own educational programmes. Over the last few years Wittenborg has taken various initial steps towards making research a reality, despite its small size. These first steps are leading to concrete research outputs that will be beneficial to both the local community and Wittenborg itself.

Wittenborg's research centre has adopted the vision of being a knowledge hub: a dynamic research environment where international lecturers, researchers and students meet. The knowledge hub should benefit individuals, teams and organisations, as well as the economy and society at large, in keeping with the Wittenborg motto, 'Better yourself - Better our world'. The Wittenborg research centre is a dynamic environment where international lecturers, researchers and students bring in their knowledge, experience, skills and cultural backgrounds, and gain new knowledge, skills and understanding. An environment where organisations can drop in for available knowledge or plunge in to develop new knowledge together with the researchers of Wittenborg, whether they are for-profit businesses, non-profit, or not-for profit organisations or governmental institutes. By involving all these stakeholders and combining different experiences and disciplines, we can develop creative solutions and contribute to the build-up of a valuable body of knowledge for practical use to the benefit of individuals, teams and organisations, the economy and society at large.

Wittenborg strives to promote research through students and faculty. By involving faculty and students in the centre, the research will contribute to the build-up of a valuable body of knowledge.

It is Wittenborg's vision that at a university of applied sciences education and research are intertwined. Therefore, the Knowledge Hub involves the interaction of staff and students within and associated to the institute with regard to research in the bachelor's and master's degree curricula, and the more extensive research of a post master, and PhD programme. In the research environment students, junior and senior researchers are involved in real-life research projects.

2.1 Students and Research

With knowledge as the key concept, Wittenborg focuses on a research-based education approach. Students from different educational and cultural backgrounds bring their experiences to the table when they join the research centre. All educational levels include elements of research. The curriculum allows students to be involved in research projects and real-life academic work. From bachelors to PhD level, the students are introduced to the following research competences:

- Literature study: to locate information, critically read and evaluate the information sources and categorise and organise the results into a new text.

- Research Methodology: models and frameworks, methodological approaches, quantitative and qualitative research methods and data analyses.
- Research presentation and discussion: to present, discuss and defend conclusions.
- Academic writing and reviewing: writing skills, conventions in academic writing, critical review of own and others' writing).
- Academic entrepreneurship (to perform *applied* research, project management skills, collaboration with stakeholders).
- Ethics (protect the rights of research participants with informed consent, anonymity and privacy; practise Intellectual Virtues, see page **Error! Bookmark not defined.**).

The students will gradually acquire research competences that give them the ability to design, apply and disseminate research. They start with modules dedicated to research competences, try to apply them during Project weeks, and use and further improve these during the final project of their grade.

2.2 Lecturers and Research

In the Wittenborg knowledge hub the lecturers of Wittenborg have a special role. They bring in their knowledge, experience, skills and cultural backgrounds and gain new knowledge, skills and understanding in return. Many of the Wittenborg lecturers are, next to their appointment with Wittenborg, connected to other institutions and schools, or have their own businesses or consultancy bureaus. Thus, lecturers can offer a clear view on which areas of knowledge need reinforcing and are able to take the initiative for new applied research projects.

Many of Wittenborg's lecturers are already experienced researchers. Wittenborg engages a substantial number of PhD-qualified researchers on the teaching staff, many of whom carry out research on various topics, and Wittenborg intends to continue with this policy. These associated researchers can play a role in the PhD program as supervisors, and as such enhance the students' studies as well as their own academic papers, engaging students in their research projects or coordinating PhD and master's students' research work. By setting up a coherent research programme, contributions of individual students can further add to a broader knowledge build-up.

If not yet researchers, lecturers can be involved in real-life academic work for academic engagement, knowledge updates, and the opportunity to work interdisciplinarity and to improve their intellectual capital. They can enhance their research skills and academic credibility even more by starting PhD/DBA studies supported by Wittenborg.

Lecturers involved in research can present their current research and research papers to students in special seminars, or on academic conferences. The Knowledge Hub serves as a platform for lecturers to interact academically with international researchers, students, businesses and other stakeholders in the field of applied research.

Lecturers can add specialised new knowledge to the textbook knowledge by which they can enhance their teaching and supervision. The research leads to new knowledge in terms of research skills, fieldwork experience (direct contacts with companies) and new substantive knowledge on business and management.

- By coordinating students' research work, the design and content of their papers can be enhanced. By setting up a coherent research programme, contributions of individual students can add to a broader knowledge build-up.
- By facilitating publications (at different academic levels), Wittenborg' lecturers will be offered opportunities to enhance the quality of their research and teaching work.

2.3 Business and Research

The Knowledge Hub will play a significant part in the local economy by carrying out research and consultancy for companies and other organisations in the surrounding area, whether they are for-profit, non-profit or not-for-profit businesses, organisations or governmental institutes. It is the intention of the Wittenborg Knowledge Hub to advance the theory, practice, and/or teaching of business and management in the domains of Business, Hospitality, Tourism, Sport, Health and Education, with special attention to Sustainability and Innovation. In all the knowledge activities, the key Wittenborg organisational values - Internationalisation, Diversity and Ethics - are embedded.

Wittenborg is an entrepreneurial organisation that innovates and encourages its students to achieve. They are encouraged to participate in research together with international lecturers, researchers and stakeholders from businesses and organisations in the new Wittenborg Knowledge Hub. Businesses can add their practical wisdom to the Hub and suggest areas to improve business practices, whether in innovation and growth, or turning innovative ideas into reality. Knowledge development is a joint endeavour to innovate and advance business and management.

2.4 Society and Research

Wittenborg aims, within its means and wherever possible, to participate in European and wider international projects that can be useful to the immediate region of the municipality of Apeldoorn and the province of Gelderland. Wittenborg welcomes public/private partnerships with public corporations, NGOs, governments, other educational institutes and non- or not-for-profit expertise centres from around the Netherlands. The Knowledge Hub will benefit individuals, teams and organisations, as well as the economy and society at large as per the Wittenborg motto, 'Better yourself - Better our world'.

3 Values in Research

Wittenborg' key values are embedded in all research activities and faculty and students are encouraged to engage in research projects that promote internationalisation, diversity and ethics.

3.1 Internationalisation

The research centre attracts researchers from different nationalities and different locations around the world. They share a personal fascination for international approaches and cooperation. As a result, the researchers can attract collaboration from international colleagues. Regardless of the chosen theme of research, the researchers often pay attention to variables, such as cross-country and cross-cultural aspects and cultural competences (e.g. sensitivity to other cultures). Next to knowledge creation for local markets, the research centre adds to the international body of knowledge. Publications in internationally available journals and conferences will contribute to the international visibility of the research output, thus adding to the enhancement of the international, global and intercultural dimensions of research and knowledge production.

3.2 Diversity

The pillar of diversity involves a three-way approach. The researchers form a varied group from different cultures, with different places of residence, language, gender, religion and socio-economic background. Secondly, diversity in research design and evaluation of research projects: the researchers look through an equity lens at research topics. Thirdly, diversity in research methodology: the applied research methods used, are adapted to the practical possibilities in the field and may imply quantitative and qualitative research with a cross-sectional or longitudinal design. Depending on the research goals and target groups, the research may be directed to the micro level of individuals, but also in the context in which these individuals operate: the meso level (teams or organisations) and macro level (society or countries).

3.3 Ethics

Wittenborg officially adopts the Netherlands Code of Conduct for research integrity 2018. Researchers practice the so-called 'Intellectual Virtues' during their research and consultancy work. Intellectual courage, autonomy, honesty and love of knowledge motivate them to search for the 'truth'. Conscientiousness, firmness and caution help them to persevere during research, while practical wisdom helps to judge what is required from situation to situation and to balance between research goals and societal revenues. Finally, intellectual generosity and charity encourages researchers to share their knowledge and respectfully invite other stakeholders to join the Knowledge Hub in the spirit of "Better yourself - Better our world".

4 Tools for Ethics in Research

This segment contains the relevant research ethics and consent forms both for staff applicants for research at Wittenborg and must be read alongside:

- BERA Ethical Guidelines for Educational Research. See: www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1
- Code of Ethics for Research in the Social and Behavioural Sciences Involving Human Participants (As accepted by the Deans of Social Sciences in the Netherlands, 23 May 2018). See: www.nethics.nl/.cm4all/iproc.php/Gedragcode/CODE%20OF%20ETHICS%20FOR%20RESEARCH%20IN%20THE%20SOCIAL%20AND%20BEHAVIOURAL%20SCIENCES%20v2%20230518.pdf?cdp=a
- Netherlands Code of Conduct for Research Integrity (2018). See: www.nwo.nl/en/documents/nwo/policy/netherlands-code-of-conduct-for-research-integrity

4.1 How to use the Consent Forms

If you have answered 'YES' to any of the questions in Section A, please complete Section B and C. Based on the information of sections A, B and C the so-called 'Consent form' is created. Checklist D provides an overview for accompanying documents to be submitted to the Research Centre.

4.2 Section A: Ethical Risk Assessment Checklist

Please, tick YES or NO for each question. If you have answered YES to any of questions 1 to 15, please provide a brief outline of how these risks will be addressed in the relevant part of the box in Section B or give details of any existing protocols within the Wittenborg School that already cover these specific issues.

#	Question	Yes/No
1	Will participants be likely to undergo vigorous physical activity, prolonged or repetitive testing, or to experience physical harm, more than minimal pain or discomfort or exposure to dangerous situations/environments as part of the research?	Yes/No
2	Does the study involve any physiological or psychological interventions with the potential to be invasive, intrusive or harmful (e.g. administration of drugs or other substances; taking samples of blood, saliva, urine etc; use of equipment to monitor bodily performance; manual handling of participants; techniques such as hypnotherapy)?	Yes/No
3	Will the study involve participants who could be considered vulnerable (for example due to age, psychological or medical condition, social inequality), or where possible coercion or feelings of obligation to participate may exist (e.g. when recruiting one's own students or colleagues)?	Yes/No

4	Will the study involve the discussion of sensitive topics (for example, painful reflections or traumas, religious or other beliefs, sexual behaviour, experience of violence, abuse or bullying, illness, illegal or political behaviour, people's gender or ethnic status, detailed financial matters, issues relating to body image)?	Yes/No
5	Could participants experience psychological or emotional stress, anxiety, humiliation or other negative consequences, beyond what would be expected to be encountered in normal life?	Yes/No
6	Will it be necessary for participants to take part in the study without their knowledge at the time (e.g. covert observation or recording of people in non- public places), or involve deception or conduct of the research without participants' full and informed consent?	Yes/No
7	Will the research require the co-operation or permission of an individual or gatekeeper in order to gain access to participants (e.g. a teacher at a school, a manager of sheltered housing, the organiser of a self-help group, etc.)?	Yes/No
8	Will the research involve access to records of a confidential or personal nature, or documents of a sensitive political, moral, medical or religious nature?	Yes/No
9	Will the research involve collecting visual information of a personal nature, such as taking photographs or making video recordings of participants?	Yes/No
10	Will the research involve accessing participants or data of a personal nature via an online environment or internet setting (e.g. chat rooms, social media, instant messaging, etc.)?	Yes/No
11	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?	Yes/No
12	Does the research have the potential for causing significant negative impact on the environment (including animal or plant populations, or rare or protected species, habitats or sites)?	Yes/No
13	Might the research raise specific ethical issues regarding cultural/political sensitivities (e.g. local customs or gatekeepers, political sensitivities)?	Yes/No

14	Might the research involve the disclosure of confidential information beyond the initial consent given?	Yes/No
15	Are there any other ethical issues that are not covered in the questions above?	Yes/No

4.3 Section B: Addressing Potential Risk

To be completed only if one or more questions in section A above have been answered as 'YES'.

If you have answered 'YES' to any of the questions in Section A above, please, provide an outline of how the potential risks will be addressed against the question number. Please outline potential risks and how they will be addressed.

Question in section A	Outline potential risks and how they will be addressed	Yes/No
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

12		
13		
14		
15		

Some Wittenborg Schools may carry out research that involves types of risk on a routine basis (e.g. manual handling of participants or working with specific hazardous substances, involving children as participants in a school setting, taking photographs or videos of participants), and may already have specific protocols that cover procedures and guidelines for dealing with these risks. If activities to be undertaken in the proposed project are covered by such a protocol, please, provide details in a separate section “Additional Details:...”

4.4 Section C: Checklist Ethical Issues Relating to Research Participants

Please use the checklist below to confirm that ethical issues regarding research participants have been identified and addressed appropriately.

#	Statements	Yes	N/A
1	Participants will be fully informed regarding the purpose of the study and their participation in it		
2	It will be made clear to participants that their participation is voluntary, and they may withdraw from the study at any time without giving a reason		
3	Consent will be obtained from participants for taking part in the study		
4	Recruitment materials (including posters, leaflets and emails), information sheets, consent forms, questionnaires or letters provide sufficient and accurate information, and have been clearly written and presented in a format suitable for the target audience		
5	Where the research is likely to involve participants, who might not understand English, arrangements will be made for translation of materials and/or provision of interpreters as appropriate		
6	Appropriate arrangements have been made to consider anonymity, confidentiality and privacy of participants		

7	Appropriate arrangements have been made for the collection, handling and storage of electronic and/or physical data		

4.5 Section D: Checklist for Accompanying Documents

Please add these documents to this document (do not upload these as separate files).

Please ensure you have attached copies of any of the following documents where relevant:

- ☐ Information sheet.
- ☐ Consent form.
- ☐ Advertising or recruitment materials.
- ☐ Sample questionnaires or interview questions.
- ☐ Risk assessment forms. Note: See sections A, B, C.
- ☐ Letters of support from external organisations involved in the research.
- ☐ List of references.

Please submit this form in accordance with the instructions at the beginning of this document. Please return this form and accompanying documentation to Wittenborg's Research Centre.

4.6 Consent Form

The research project to reflect the scope of the participation for which consent is being sought:

<...add title...>

	Please initial or tick box
I agree to take part in this research which is to answer: <...add text...>	
The researcher has explained to my satisfaction the purpose, principles and procedures of the study and the possible risks involved.	
I have read the information sheet and I understand the principles, procedures and possible risks involved.	

I am aware that I will be required to participate in <...add description...>, that are part of the research project. As well as, to answer questions by means of <...add research methods...>. The researcher will make use of <...add additional research methods, and/or technologies...>, of which I am aware.	
I understand how the data collected will be used, and that any confidential information will normally be seen only by the researchers and will not be revealed to anyone else.	
I understand that I am free to withdraw from the study at any time without giving a reason and without incurring consequences from doing so.	
I agree that should I withdraw from the study, the data collected up to that point may be used by the researcher for the purposes described in the information sheet. Where there is a possibility that data may be reused or shared, in accordance with Wittenborg University of Applied Sciences Data Protection Policy (ref. GDPR).	
I agree that data collected may subsequently be archived and used by other bona fide researchers.	

Name (please, print)

Signed

Date

5 Reporting violations of Academic Integrity

Reporting of violations of academic integrity and possible disciplinary measures are outlined in the complaints procedure (AOG-Part 16).

THE AOG - PART 8A

CODE OF ETHICS



31 August 2025

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1 Code of Conduct for Research Integrity

Wittenborg officially adopted the Netherlands Code of Conduct for Research Integrity 2018. This code was drawn up at the initiative of the Royal Netherlands Academy of Arts and Sciences (KNAW), the Netherlands Federation of University Medical Centres (NFU), the Netherlands Organisation for Scientific Research (NWO), Associated Applied Research Institutes (*TO2-federatie*), the Netherlands Association of Universities of Applied Sciences and the Association of Universities in the Netherlands (VSNU).

The Code includes the five principles that form the basis for integrity in research:

- Honesty
- Scrupulousness
- Transparency
- Independence
- Responsibility

This Code is applicable to all Wittenborg staff members and students that are involved in Research at Wittenborg.



Netherlands Code of Conduct for Research Integrity

2018

Netherlands Code of Conduct for Research Integrity

2018



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Netherlands Code of Conduct for Research Integrity (2018).



This is a translated version of the “Nederlandse Gedragscode Wetenschappelijke Integriteit (2018)”. Every effort has been made to ensure its conformity with the original Dutch document. In case of disputes, the authoritative version is the original Dutch document.

The following link ensures that this Code will remain discoverable via the Internet in the long term: <https://doi.org/10.17026/dans-2cj-nvwu>
The Dutch version of this code can be found via this link.

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Abbreviations used in this Code of Conduct

- **ALLEA:** All European Academies
<http://www.allea.org/>
- **KNAW:** Royal Netherlands Academy of Arts and Sciences
<https://www.knaw.nl/en>
- **NFU:** Netherlands Federation of University Medical Centres
<http://www.nfu.nl/english>
- **NWO:** Netherlands Organisation for Scientific Research
<https://www.nwo.nl/en>
- **OECD:** Organisation for Economic Co-operation and Development
<http://www.oecd.org/>
- **TO2 federation:** Associated Applied Research Institutes (*Deltares, MARIN, NLR, TNO, WR*)
<https://www.to2-federatie.nl>
- **VSNU:** Association of Universities in the Netherlands
http://www.vsnu.nl/en_GB

Preamble

In the words of the *European Code of Conduct for Research Integrity* (revised version, 2017, hereafter referred to as ‘the ALLEA Code’), research is ‘the quest for knowledge obtained through systematic study and thinking, observation and experimentation’. Although disciplines may differ in approach and method, they share a motivation to increase and to spread our understanding of ourselves and the world in which we live. In our modern knowledge society, scientific and scholarly research has thereby acquired an indispensable role. In providing knowledge and understanding of all aspects of reality, science and scholarship also provide the building blocks for political decision-making and the stimulus for societal development and economic growth. Increasingly, the sciences and the humanities are subject to more, and better articulated, demands on the part of politics and society.

If scientific and scholarly research is to perform this role properly, research integrity is essential. This holds true for all disciplines. Research in the sciences and the humanities derives its status from the fact that it is a process governed by standards. That normativity is partly methodological and partly ethical in nature, and can be expressed in terms of a number of guiding principles: *honesty, scrupulousness, transparency, independence and responsibility*. Researchers who are not guided by these principles risk harming both the quality and the trustworthiness of research. This can take the form of direct damage, for example to the environment or to patients, and can undermine public trust in scientific and scholarly research as well as mutual trust between individual researchers. It is therefore vital that the principles of research integrity and the ensuing guidelines for good research practices be defined with the greatest possible clarity and be acknowledged and applied as widely as possible. That is the aim of this Code of Conduct, which plays a threefold role.

- I For researchers, trainee researchers and students, it provides an educational and normative framework (chapters 2 and 3) that they are expected to internalize and be guided by in their research activities.

- II For the executive boards of research institutions and for research integrity committees, it provides a frame of reference when assessing alleged research misconduct (chapters 3 and 5).
- III For institutions, it sets out a number of duties of care (chapter 4).

Particularly with regard to the first of these roles, the Code provides both (a) methodological standards (as to what a good researcher does) and (b) ethical standards (as to what a researcher with integrity does). These are also important for the assessment of alleged research misconduct; after all, the boundary between (a) and (b) is not always easy to define. Cases of substantial, systematic and deliberate non-compliance with the methodological standards, in particular, are also objectionable from an ethical perspective. When it amounts to gross negligence, a questionable research practice or ‘sloppy science’ is more than a matter of mere error or carelessness but rather something that can undermine the very integrity of research. The assessment framework in 5.2 takes this into account.

Since 2004, when the first version of the Netherlands Code of Conduct for Academic Practice was published, there has been a great deal of attention devoted, both in the Netherlands and internationally, to the importance of research integrity and to the potential contribution of codes of conduct. Recently, this has been the occasion for minor changes. However, the situation has now evolved to the point where a new text is needed, one that has clearer standards and greater internal coherence, that accords with international developments and that covers applied, fundamental and practice-oriented research alike.¹ The decision was therefore made to conduct a full review.

Research in the sciences and the humanities will continue to develop in the way it is conducted and organized, as well as in the way it is embedded in society. This, in turn, will lead to evolving views on good research practices. From time to time, the standards for good research practices and the related duties of care must be reviewed and the Code updated. Some areas of research practices are subject to change; for

1. See the Report submitted by the committee reviewing the Code of Conduct for Academic Practice in 2016 to the Association of Universities in the Netherlands (VSNU), the Royal Netherlands Academy of Arts and Sciences (KNAW) and the Netherlands Organisation for Scientific Research (NWO) and the Netherlands Federation of University Medical Centres (NFU): [http://www.vsnul.nl/files/documenten/Domeinen/Onderzoek/Adviesrapport Commissie Verkenning Herziening Gedragscode Wetenschapsbeoefening 2016.pdf](http://www.vsnul.nl/files/documenten/Domeinen/Onderzoek/Adviesrapport%20Commissie%20Verkenning%20Herziening%20Gedragscode%20Wetenschapsbeoefening%202016.pdf)

example, the growing importance of the way data is used and managed and the developments in the area of open science. It is to be expected that these and other advances will require additions and adjustments to the Code in future.

This document is a Code of Conduct for researchers and institutions in the Netherlands, but also respects the scope of international framework documents² such as the *Singapore Statement on Research Integrity* (2010),³ the OECD's *Best Practices for Ensuring Scientific Integrity and Preventing Misconduct* (2007)⁴ and ALLEA's recently revised *European Code of Conduct for Research Integrity* (2017).⁵ On certain points, the Code presented here offers more specifics and details than the ALLEA code.

Chapter 1 of this Code addresses its scope: to what activities does it apply and who is bound by it? Then, in line with the ALLEA code and comparable documents from many other countries, it covers the following areas:

- Chapter 2 defines five principles of integrity that underlie good research practices.
- Chapter 3 distils these principles into 61 standards for good practices in the respective phases of the research process. Good research requires adherence to these standards throughout that process.
- Chapter 4 formulates institutions' duties of care: they must ensure a working environment that promotes and guarantees good research practices.
- Chapter 5 delineates those cases in which non-compliance with the standards in chapter 3 may constitute research misconduct and a sanction can be imposed: only in serious cases. But even in less serious ones it may be necessary for the institution to take corrective, and possibly also preventive, measures.

The parties primarily responsible for good research are the researchers themselves, their supervisors and the institutions where they work. That said, they also have to deal with the way in which scientific and scholarly research is organized and financed in the Netherlands,

within the context of the European Union. Other parties within this system – such as the funders of research (including the government), publishers, journal editors and societal partners – can either facilitate or hinder good research that meets standards of research integrity. Although, as a rule, these parties will not commit to this Code, and in some cases have their own codes or regulations,⁶ they should nevertheless – at the very least – be guided by the principles of this Code.

2. An even broader framework is provided by the recently revised UNESCO Recommendation on Science and Scientific Researchers, available at: http://portal.unesco.org/en/ev.php-URL_ID=49455&URL_DO=DO_TOPIC&URL_SECTION=201.html

3. Available at: <http://wcrif.org/guidance/singapore-statement>.

4. Available at: <https://www.oecd.org/sti/sci-tech/40188303.pdf>

5. Available at: <http://www.allea.org/wp-content/uploads/2017/05/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017.pdf>

6. Many journals and publishers have committed to the guidelines of the Committee on Publication Ethics (COPE), available at: <https://publicationethics.org/resources/guidelines>.

1. Scope and transitional provisions

1. Scope and transitional provisions

1.1 To which activities does this Code apply?

1. This Code covers scientific and scholarly research in the broadest sense, as conducted at institutions that adopt it. This encompasses both publicly and privately funded research, be that fundamental, applied or practice-oriented.
2. ‘Research’ refers to all activities connected to the practice of research – applying for funding, designing and conducting research, engaging in assessment and peer review, serving as an expert and documenting, reporting and publicizing research.
3. The principles and standards of this Code also apply to popular scientific publications, teaching materials and advice provided by researchers, insofar as this can reasonably be required.
4. There are other forms of integrity besides research integrity. The researcher must treat subordinates, students and colleagues with respect, for example, and must refrain from committing fraud with expense statements. Insofar as these forms of integrity are not directly related to the research practice, they fall outside the scope of this Code.⁷ The boundary is not always clearly defined, however, so this Code also includes some ‘borderline’ cases.⁸

1.2 Which institutions are bound by this Code?

5. This Code is binding by virtue of self-regulation, and hence binding on those institutions that adopt it.
6. This Code has been adopted by the Royal Netherlands Academy of Arts and Sciences (KNAW), the Netherlands Federation of University Medical

Centres (NFU), the Netherlands Organisation for Scientific Research (NWO), Associated Applied Research Institutes (TO2 federation), the Netherlands Association of Universities of Applied Sciences and the Association of Universities in the Netherlands (VSNU). These organizations ensure that the institutes, university medical centres, universities of applied sciences and research universities they represent or oversee also adopt this Code.

7. Other institutions, including private enterprises, can also adopt this Code.
8. Joint research with other institutions (including private ones) that have not adopted this or a comparable Code should only take place if there is sufficient confidence that your own part of the research can be conducted in compliance with this Code and the joint research results meet generally accepted principles of integrity in research.

1.3 To whom does this Code apply?

9. Within the institutions that have adopted this Code, chapters 2 and 3 apply first and foremost to:
 - individual researchers, including PhD students (whether or not they are employed as such by their university) and visiting researchers, part-time researchers or external professionals insofar as they participate in research by or at the institution or disclose their research in its name;
 - supervisors, principal investigators, research directors and managers insofar as they help determine the design and conduct of research.

7. But they do possibly fall under other integrity codes and/or under statutory regulations.

8. For example, and in line with the ALLEA code, standard 61 in chapter 3 and duty of care 5 in chapter 4.

10. Chapters 2 and 3 also apply to work of other parties involved in research, such as support staff, students or participating citizens, although only the researchers, principal investigators or research directors on whose instructions or under whose responsibility they work are personally accountable for non-compliance with the standards in this Code.
11. Within an educational setting, this Code is meaningful as an object of study and in training courses. Scientific and scholarly research by students therefore falls within its normative framework (chapters 2 and 3). As long as that research is conducted only in an educational context and does not result in publications other than a published thesis, however, non-compliance with the standards of this Code cannot result in a complaints procedure as described in section 5.4 or in imposing sanctions as described in section 5.3.⁹
12. Chapter 4 focuses mainly upon the institutions themselves and the officers employed there in a managerial or executive capacity. One of the duties of those institutions and officers is ensuring that researchers comply with the standards in chapter 3.

1.4 Relationship with other regulations

13. This Code contains general standards for all disciplines in the sciences and humanities and for the institutions adopting it. These standards may be specified or supplemented in writing for each discipline or institution, but never weakened.
14. In some areas that overlap with or are related to research integrity, statutory regulations and codes of conduct are in effect that set requirements for researchers. See the Appendix for a brief overview of these. Failure to comply with such a regulation or code of conduct will in some cases mean that the researcher has also failed to comply with a standard from chapter 3 of this Code. If that is the case, it could result not only in a sanction under that statutory regulations or code of conduct but also in a measure or sanction as referred to in section 5.3.
15. Where application of this Code conflicts with a statutory regulation, the latter prevails.

9. Work by students falls under other regulations, such as the Education and Examination Regulations of their degree programme.

1.5 Date of entry into force and transitional provisions

16. At those institutions adopting it on or before 1 September 2018, this Code enters into force on 1 October 2018.
17. At institutions adopting it after 1 September 2018, this Code enters into force at a time to be determined by the individual institution.
18. Chapters 2, 3 and 5 of this Code apply to:
 - a. research started after this Code has entered into force; and,
 - b. research activities started after this Code has entered into force, as part of previously initiated research.
19. The Netherlands Code of Conduct for Academic Practice (2014 revision) is revoked, except in respect of:
 - a. research completed before this Code entered into force; and,
 - b. research activities initiated before this Code entered into force and not yet completed when it did so.
20. An institution may, in a plan of action established prior to this Code taking effect, determine that one or more of its duties of care as set out in chapter 4 will enter into force at a later date. The plan of action shall mention this date, which may differ per duty.

2. Principles

2. Principles

Principles are the basis of integrity in research. They should guide individual researchers as well as other parties involved in research, such as the institutions where it is conducted, publishers, scientific editors, funding bodies and scientific and scholarly societies – all of which, given their role and interest in responsible research practices, may be expected to foster integrity.

This Code is based on the following five, widely supported principles.¹⁰ In each case an explanation, with examples, is provided in italics detailing their impact on the practice of research. As such, these explanations link the principles with the standards presented in chapter 3.

1. Honesty

Honesty means, among other things, reporting the research process accurately, taking alternative opinions and counterarguments seriously, being open about margins of uncertainty, refraining from making unfounded claims, refraining from fabricating or falsifying data or sources and refraining from presenting results more favourably or unfavourably than they actually are.

2. Scrupulousness

Scrupulousness means, among other things, using methods that are scientific or scholarly and exercising the best possible care in designing, undertaking, reporting and disseminating research.

3. Transparency

Transparency means, among other things, ensuring that it is clear to others what data the research was based on, how the data were obtained, what and how results were achieved and what role was played by external

stakeholders. If parts of the research or data are not to be made public, the researcher must provide a good account of why this is not possible. It must be evident, at least to peers, how the research was conducted and what the various phases of the research process were. At the very least, this means that the line of reasoning must be clear and that the steps in the research process must be verifiable.

4. Independence

Independence means, among other things, not allowing the choice of method, the assessment of data, the weight attributed to alternative statements or the assessment of others' research or research proposals to be guided by non-scientific or non-scholarly considerations (e.g., those of a commercial or political nature). In this sense, independence also includes impartiality. Independence is required at all times in the design, conduct and reporting of research, although not necessarily in the choice of research topic and research question.

5. Responsibility

Responsibility means, among other things, acknowledging the fact that a researcher does not operate in isolation and hence taking into consideration – within reasonable limits – the legitimate interests of human and animal test subjects, as well as those of commissioning parties, funding bodies and the environment. Responsibility also means conducting research that is scientifically and/or societally relevant.

Principles can be regarded as 'virtues' of a good researcher, guiding them towards the right choices in all kinds of circumstances. The most important of these are specified in chapter 3, in the form of standards. By their very nature, however, principles are less subject to change than the standards they give rise to, which

10. For a justification of the choice for these particular five principles, in part against the background of common international practice, see the report submitted by the committee reviewing the Code of Conduct for Academic Practice in 2016 to the Association of Universities in the Netherlands (VSNU), the Royal Netherlands Academy of Arts and Sciences (KNAW) the Netherlands Organisation for Scientific Research (NWO) and the Netherlands Federation of University Medical Centres (NFU): [http://www.vsnul.nl/files/documenten/Domeinen/Onderzoek/Adviesrapport Commissie Verkenning Herziening Gedragscode Wetenschapsbeoefening 2016.pdf](http://www.vsnul.nl/files/documenten/Domeinen/Onderzoek/Adviesrapport%20Commissie%20Verkenning%20Herziening%20Gedragscode%20Wetenschapsbeoefening%202016.pdf)

sometimes need to be adapted or extended as research practices change. All such revisions must remain true to the principles underlying them.

Principles are also guiding factors in cases not covered by the standards described in chapter 3. In such cases, even if an action is in conflict with a principle, as long as it violates none of the standards itemized in chapter 3 nor any additional standard established by a discipline or institution, then sanctions as mentioned in chapter 5 will not be imposed.

Principles may sometimes clash. On occasion, for example, responsibility towards a commissioning party or the need to safeguard public security restricts the extent to which a researcher can be transparent. In such cases, it will be necessary to determine which principles should be given priority. Where possible and necessary, these considerations have already been taken into account in drafting the standards listed in chapter 3.

3. Standards for good research practices

3. Standards for good research practices

3.1 Introduction

In this chapter, the principles described above are further elaborated into more specific standards for good research practices. These set out what researchers must take into consideration in their work, individually and as a team. They are for the most part presented separately for each individual phase of the research process: design, conduct, reporting, assessment and peer review and communication. The chapter concludes, in 3.7, with a number of standards applicable to all phases. In their elaboration and application, the differences between fundamental, applied and practice-oriented research may be relevant.

The standards included in this chapter are *general* ones. They may be specified or supplemented in writing, depending upon the discipline or institution, but not weakened.

3.2 Design

1. Consider the interests of science and scholarship and/or society when determining the subject and structure of your research.
2. Conduct research that can be of scientific, scholarly and/or societal relevance.
3. Do not make unsubstantiated claims about potential results.
4. Take into account the latest scientific and scholarly insights.
5. Make sure that your research design can answer the research question.
6. Ensure that the methods you employ are well justified.
7. If the research is conducted on commission and/or funded by third parties, always specify who the commissioning party and/or funding body is.
8. Be open about the role of external stakeholders and possible conflicts of interest.¹¹
9. In research with external partners, make clear written agreements about research integrity and related matters such as intellectual property rights.
10. As necessary, describe how the collected research data are organized and classified so that they can be verified and reused.
11. As far as possible, make research findings and research data public subsequent to completion of the research. If this is not possible, establish valid reasons¹² for their non-disclosure
12.
 - a. In the event of an investigation into alleged research misconduct, make all relevant research and data available for verification subject to the confidentiality safeguards established by the board of the institution.
 - b. In highly exceptional cases, there may be compelling reasons for components of the research, including data, not to be disclosed to an investigation into alleged research misconduct. Such cases must be recorded and the consent of the board of the institution must be obtained prior to using the components and/or data in question in the scientific or scholarly research. They must also be mentioned in any results published.
13. Ensure that the required permissions are obtained and that, where necessary, an ethical review is conducted.
14. Accept only research assignments that can be undertaken in accordance with the standards in this Code.
15. Enter into joint research with a partner not affiliated with an institution which has adopted this or a comparable Code only if there is sufficient confidence that your own part of the research can be conducted in compliance with this Code and the joint research results meet generally accepted principles of integrity in research.

11. By, for instance, adopting a Declaration of Scientific Independence as recommended in the KNAW report *Wetenschap op bestelling* ("Science to Order", 2005), p. 46.

12. Valid reasons, including confidentiality, can be found in: Council of the European Union, Outcome of Proceedings: The transition towards an Open Science system, paragraph 14 (Brussels, 27/05/2016, 9526/16, via: data.consilium.europa.eu/doc/document/ST-9526-2016-INIT/en/pdf).

3.3 Conduct

16. Conduct your research accurately and with precision.
17. Employ research methods that are scientific and/or scholarly.
18. Make sure that the choice of research methods, data analysis, assessment of results and consideration of possible explanations is not determined by non-scientific or non-scholarly (e.g. commercial or political) interests, arguments or preferences.
19. Do not fabricate data or research results and do not report fabricated material as if it were fact.
20. Do justice to all research results obtained.
21. Do not remove or change results without explicit and proper justification. Do not add fabricated data during the data analysis.
22. Ensure that sources are verifiable.
23. Describe the data collected for and/or used in your research honestly, scrupulously and as transparently as possible.
24. Manage the collected data carefully and store both the raw and processed versions for a period appropriate for the discipline and methodology at issue.
25. Contribute, where appropriate, towards making data findable, accessible, interoperable and reusable in accordance with the FAIR principles.¹³
26. Take into consideration the interests of any humans and animals involved, including test subjects, as well as any risks to the researchers and the environment, while always observing the relevant statutory regulations and codes of conduct.¹⁴
27. Keep your own level of expertise up to date.
28. Take on only those tasks that fall within your area of expertise.
29. Do justice to everyone who contributed to the research and to obtaining and/or processing the data.
30. Ensure a fair allocation and ordering of authorship, in line with the standards applicable within the discipline(s) concerned.
31. All authors must have made a genuine intellectual contribution to at least one of the following elements: the design of the research, the acquisition of data, its analysis or the interpretation of findings.
32. All authors must have approved the final version of the research product.
33. All authors are fully responsible for the content of the research product, unless otherwise stated.
34. Present sources, data and arguments in a scrupulous way.
35. Be transparent about the method and working procedure followed and record them where relevant in research protocols, logs, lab journals or reports. The line of reasoning must be clear and the steps in the research process must be verifiable. This usually means that the research must be described in sufficient detail for it to be possible to replicate the data collection and its analysis.
36. Be explicit about any relevant unreported data that has been collected in accordance with the research design and could support conclusions different from those reported.
37. Be clear about results and conclusions, as well as their scope.
38. Be explicit about uncertainties and contraindications, and do not draw unsubstantiated conclusions.
39. Be explicit about serious alternative insights that could be relevant to the interpretation of the data and the research results.
40. When making use of other people's ideas, procedures, results and text, do justice to the research involved and cite the source accurately.
41. Avoid unnecessary reuse of previously published texts of which you were the author or co-author.
 - a. Be transparent about reuse by citing the original publication.
 - b. Such self-citation is not necessary for reuse on a small scale or of introductory passages and descriptions of the method applied.¹⁵

3.4 Reporting results

13. See the GoFair website: <https://www.go-fair.org/fair-principles/>

14. See the Appendix for an overview of the most relevant statutory regulations in this context.

15. See KNAW, *Correct Citeren* ("Correct citation practice", 2014): <https://www.knaw.nl/en/news/publications/correct-citation-practice>.

42. Always provide references when reusing research material that can be used for meta-analysis or the analysis of pooled data.
43. Avoid unnecessary references and do not make the bibliography unnecessarily long.
44. Be open and complete about the role of external stakeholders, commissioning parties, funding bodies, possible conflicts of interest and relevant ancillary activities.
45. As far as possible, make research findings and research data public subsequent to completion of the research. If this is not possible, establish the valid reasons¹⁶ for this.

3.5 Assessment and peer review

46. Be honest and scrupulous as an assessor or peer reviewer, and explain your assessment.
47. Do not use information acquired in the context of an assessment without explicit consent.
48. Do not use the system of peer review to generate additional citations for no apparent reason, with the aim of increasing your own or other people's citation scores ('citation pushing').
49. Refrain from making an assessment if any doubts could arise regarding your independence (for example, because of possible commercial or financial interests).
50. Refrain from making an assessment outside your area of expertise, or do so only in general terms.
51. Be generous in cooperating with internal and external reviews of your own research.
52. Do not establish a journal that does not apply the required standards of quality to its publications, and do not cooperate with any such journal.

3.6 Communication

53. Be honest in public communication and clear about the limitations of the research and your own expertise. Only communicate to the general public about the research results if there is sufficient certainty about them.
54. Be open and honest about your role in the public debate and about the nature and status of your participation in it.
55. Be open and honest about potential conflicts of interest.

3.7 Standards that are applicable to all phases of research

56. As a supervisor, principal investigator, research director or manager, provide for an open and inclusive culture in all phases of research.
57. As a supervisor, principal investigator, research director or manager, refrain from any action which might encourage a researcher to disregard any of the standards in this chapter.
58. Do not delay or hinder the work of other researchers in an inappropriate manner.
59. Call attention to other researchers' non-compliance with the standards as well as inadequate institutional responses to non-compliance, if there is sufficient reason for doing so.
60. In addressing research misconduct, make no accusation that you know or should have known to be incorrect.
61. Do not make improper use of research funds.

16. Valid reasons, including confidentiality, can be found in: Council of the European Union, Outcome of Proceedings: The transition towards an Open Science system, paragraph 14 (Brussels, 27/05/2016, 9526/16, via: data.consilium.europa.eu/doc/document/ST-9526-2016-INIT/en/pdf).

4. Institutions' duties of care

4. Institutions' duties of care

4.1 Introduction

Institutions provide a working environment that promotes and safeguards good research practices. They ensure that researchers can work in a safe, inclusive and open environment where they feel responsible and accountable, can share concerns about dilemmas and can discuss errors made without fearing the consequences ('blame-free reporting').

These obligations on the part of institutions are duties of care. Institutions must fulfil these duties so that researchers can and, in fact, do observe the standards for good research practices. Many of these duties of care apply to distinct levels within an institution, engendering further obligations for personnel working at various levels, particularly supervisors, principal investigators, research directors, managers and executive board members.

The regulated right to raise complaints described in chapter 5 does not apply to the institutional duties of care. Naturally, internal regulatory organs such as the Supervisory Board or representative bodies may concern themselves with ensuring compliance.

4.2 Training and supervision

1. Raise awareness about research integrity within the organization and, where necessary, provide or facilitate training courses for researchers, support staff, research leaders and research managers.
2. Embed a focus on research integrity firmly in educational activities of higher education institutions.
3. Provide a working environment in which responsible research practices are facilitated.
4. Ensure that new researchers and PhD students are supervised by suitably qualified persons.
5. Ensure transparent and fair procedures for appointments, promotions and remuneration.

4.3 Research culture

6. Ensure compliance with all relevant statutory regulations, codes of conduct, instructions and protocols.
7. Encourage a research culture in which the standards in chapter 3 are embedded and take measures if there are signs that they are not being complied with or there is a risk that this will occur.
8. Provide clear instructions, protocols and other means to support researchers and to help them understand what constitutes good research practice within their discipline(s) and institution.
9. Take appropriate measures to prevent non-compliance with the standards. For example, monitor the quality and intensity of the supervision of starting researchers such as PhD students as well as the composition of PhD committees.
10. Provide an open, safe and inclusive research culture in which researchers:
 - a. discuss the standards for good research practices,
 - b. hold each other accountable for compliance with the standards, and
 - c. are prepared to report any reasonable suspicion of non-compliance to the committee or officer referred to in 21 below or a confidential counsellor as referred to in 20 below.

4.4 Data management

11. Provide a research infrastructure in which good data management is the rule and is facilitated.
12. Ensure that, as far as possible, data, software codes, protocols, research material and corresponding metadata can be stored permanently.
13. Ensure that all data, software codes and research materials, published or unpublished, are managed and securely stored for the period appropriate to the discipline(s) and methodology concerned.

14. Ensure that, in accordance with the FAIR principles¹⁷, data is open and accessible to the extent possible and remains confidential to the extent necessary.
15. Ensure that it is clear how data, software codes and research material can be accessed.

4.5 Publication and dissemination

16. Ensure that contracts with commissioning parties and funding bodies include fair agreements about access to and the publication of data and research material.
17. Ensure that the public communication of research results is performed scrupulously.

4.6 Ethical norms and procedures

18. Undertake ethical reviews where necessary; for example, by setting up one or more ethical committees and providing them with adequate support. These committees can provide researchers with binding or non-binding advice on issues such as the use and treatment of patients, human and animal test subjects, the possible risks of publishing data, the use of human tissue, risks to the environment or cultural heritage and potential conflicts of interest.
19. On the institution's website, publish information about its policy with regard to the registration and disclosure of relevant ancillary activities, positions and interests, including the measures in place to implement that policy.
20. Appoint and support easily accessible confidential counsellors for research integrity.
21. Appoint a committee or officer to consider complaints as referred to in section 5.4

17. See the GoFair website: <https://www.go-fair.org/fair-principles/>.

5. Non-compliance with standards: measures and sanctions

5. Non-compliance with standards: measures and sanctions

5.1 Introduction

In this chapter, 'standard' refers to the standards for good research practices listed in chapter 3, including the additional standards for a discipline or institution referred to in section 3.1. 'Assessment criteria' refers to the factors described in section 5.2C.

Researchers, supervisors, principal investigators, research directors, managers and the executive board members of the institution must always strive to ensure that the standards are fulfilled scrupulously. Non-compliance with them undermines professional responsibility, which harms the research process and the relationship between individual researchers, and possibly also trust in and the credibility of the research. Section 5.2 provides guidelines for institutional boards and for the committees and officers referred to in section 5.4, under 1, in judging the severity of specific cases of non-compliance with standards, including the assessment criteria to be applied. Section 5.3 deals with measures and sanctions to be imposed, if necessary, and section 5.4 addresses the submission and consideration of complaints about alleged instances of research misconduct.

5.2 Research misconduct, questionable research practices and minor shortcomings

A. Research misconduct

In serious cases, non-compliance with one or more standards constitutes 'research misconduct' on the part of the researcher involved as well as, where applicable, the supervisor, principal investigator, research director or manager who incited that non-compliance.

1. The clearest examples of research misconduct are fabrication, falsification and plagiarism.
 - Fabrication means the invention of data or research results and reporting them as if they are fact (chapter 3, standard 19).
 - Falsification means the manipulation of data or research material, equipment or processes to change, withhold or remove data or research results without justification (standard 21).
 - Plagiarism means the use of another person's ideas, work methods, results or texts without appropriate acknowledgement (standards 34, 40). In some cases, however, plagiarism is of such limited extent and significance that its labelling as 'research misconduct' would be excessive.
2. In the event that the following standards are not met, the determination of whether the case in question constitutes 'research misconduct' or a less serious violation will depend on the outcome of an assessment using the criteria as mentioned in section 5.2C:
 - Design: standards 7, 8 and 14.
 - Conduct: standards 18, 22 and 23.
 - Reporting: standards 30, 36, 38, 42, 44 and 45.
 - Assessment and peer review: standards 47 and 49.
 - Communication: standards 53 and 55.
 - General standards: standards 57, 58 and 60.
3. Only in exceptional cases is non-compliance with any of the other standards to be characterized, in the light of the assessment criteria, as 'research misconduct'.

B. Questionable research practices and minor shortcomings

In cases where non-compliance with the standards does not constitute ‘research misconduct’, it may instead be categorized as ‘questionable research practice’ or, in the least serious situations, as a ‘minor shortcoming’. Which of these descriptions is appropriate in any specific case depends upon the outcome of the assessment using the criteria in section 5.2C. In the event of a ‘minor shortcoming’, in general there will be no reason to impose measures or sanctions as referred to in section 5.3.

C. Assessment criteria

When the executive board of the institution and the committee or officer referred to in section 5.4, under 1 are considering the case, the following criteria are particularly important:

- a. the extent of the non-compliance;
- b. the level to which non-compliance was intentional and whether it was a form of gross negligence or was the result of carelessness or ignorance;
- c. the possible consequences for the validity of the research in question and for the prevailing scientific knowledge and scholarship;
- d. the potential effects on the trust in scientific and scholarly research and between researchers;
- e. the potential impact on individuals, society and the environment;
- f. the potential benefits for the researcher or other interested parties;
- g. whether the matter concerns a scientific or scholarly publication, as opposed to a popularizing article, teaching materials or an advisory report;
- h. opinions within the discipline(s) concerning the severity of the non-compliance;
- i. the researcher’s position and experience;
- j. the extent of any prior violations committed by the researcher;
- k. whether the institution itself has failed in its duties of care;
- l. how much time elapsed before action was taken against the non-compliance within or outside the institution.

5.3 Sanctions and other measures

If the executive board of the institution suspects non-compliance with one or more standards, it ensures that the case is examined honestly and fairly. If such non-compliance is indeed established after proper investigation, it may be deemed appropriate to impose sanctions or other measures. The nature and extent of

these will depend, among other things, upon whether the non-compliance is found to constitute ‘research misconduct’, a ‘questionable research practice’ or a ‘minor shortcoming’. If the suspicion of non-compliance proves unfounded, appropriate remedial measures are taken.

Sanctions

Whenever ‘research misconduct’ is established, the board of the institution must consider whether it is possible and desirable to impose sanctions. Naturally, any sanction must always be appropriate and proportionate. In serious cases, the institution has the powers to impose penalties within its legal powers, such as a formal reprimand, transfer, demotion or dismissal. A person’s authorization to supervise degrees may also be suspended. Furthermore, the institution may deem it necessary to report the matter to the relevant regulatory bodies or to authorities empowered to impose other administrative, disciplinary or criminal sanctions.

Other measures

Regardless of whether a sanction ought to be imposed, it is always important to consider whether other appropriate measures are necessary. This is especially so in the event of repeated non-compliance or more-than-occasional breaches of the standards.

Even when there is no reason to impose sanctions, failure to comply with the standards cannot remain undiscussed. Researchers must always hold each other, their subordinates, their supervisors, principal investigators, research directors and managers accountable, to ensure that quality assurance is improved, that recurrence is prevented and that adverse effects are remedied or mitigated (e.g. by rectifying or retracting publications). The institution’s board should take measures itself or ensure that others do so. In this respect, it may make a difference whether the matter is a case of research misconduct, a questionable research practice or a minor shortcoming. It may also prove necessary for the institution to take preventive individual or general measures to ensure that research practices are improved, compliance with all standards is maintained and timely detection will take place (see also the duties of care described in chapter 4).

5.4 Complaints and investigations

If research misconduct is suspected, a complaint can be submitted to a relevant committee or officer appointed by the institution. The institution ensures that a scrupulous and fair procedure is in place to deal with any such complaint, including any judgement resulting from it. This procedure is also followed if the executive board of the institution itself considers it necessary to investigate possible research misconduct, even without receiving a complaint.

The following basic principles apply to the consideration and investigation of complaints.

1. Following a complaint or a request by the institution's board, the matter is investigated by the committee or officer appointed to that end.
2. In this section, 'the respondent' means the person whose conduct is under investigation. This may also be a person who no longer works at or for the institution.
3. A complaint may only be submitted about a suspected case of research misconduct (see section 5.2A).
4. The complaint or request must adequately substantiate why the complainant or petitioner believes that research misconduct has been committed.
5. Complaints related to methodological discussions and standard academic debates are inadmissible.
6. An anonymous complaint of alleged research misconduct will be considered only if the executive board of the institution sees good reason to do so because it believes that:
 - a. compelling public or institutional interests are at stake, or interests of the respondent so require; and,
 - b. the factual basis for the complaint can be investigated without input from the complainant.
7. The investigating committee or officer can refrain from initiating or continuing an investigation as soon as it becomes clear that the complaint or request:
 - a. concerns a purely professional difference of opinion;
 - b. is attributable solely to a labour dispute; or,
 - c. cannot result in a judgement that the respondent's actions constitute research misconduct.
8. The complainant and the respondent may consult a confidential counsellor.
9. The investigatory procedure regarding the research, as well as any second opinion:
 - shall provide for fair treatment, including hearing both sides and making all relevant information available to both the complainant and the respondent;
 - shall be confidential;
 - shall be organized in such a way that neither the complainant nor the respondent is unnecessarily disadvantaged;
 - shall be completed within a reasonable period of time;
 - shall be conducted by experts with no personal interest in the case; or
 - shall be set down by the institution in a clear, easily accessible regulation.
10. a. The procedure described in point 9 shall, if relevant to the institution, include provisions as to when, and under what conditions, the undisclosed components of scientific research or data shall be made available for verification as part of the investigation. Such provisions shall at least state which persons or officers are authorised to carry out verification checks, how they should be carried out and how the findings are to be reported.
b. Pursuant to section 3.2, point 12b, the procedure may include provisions stating that, in highly exceptional cases, there may be compelling reasons for components of the research, including data, not to be disclosed to an investigation into alleged research misconduct. Such cases must be recorded and the consent of the board of the institution must be obtained prior to using the components and/or data in question in the scientific research. They must also be mentioned in any results that are made public.
11. The investigating committee or officer may decide, by way of derogation from point 9, first bullet, to withhold certain information from the complainant and/or the respondent if there are compelling reasons to do so.
12. The respondent is presumed innocent until proven otherwise.
13. The investigating committee or official judges whether research misconduct has taken place.
14. After the committee or official has issued its judgement, the executive board of the institution gives its initial judgement on the matter and notifies the complainant and the respondent thereof, in writing and without delay.

15. The complainant and the respondent may request a second opinion within six weeks, for instance from the Netherlands Board on Research Integrity (LOWI).
16. If a second opinion is not requested within six weeks, the executive board of the institution settles on its final judgement. If a second opinion has been requested, the board takes that into consideration in its final judgement.
17. At the same time as issuing its final judgement, the executive board of the institution determines any sanctions or measures as referred to in section 5.3.
18. At least in all cases where research misconduct is established, the executive board of the institution ensures that the findings of the investigation and its final judgement are made public in anonymized form.
19. The board of the institution ensures that the rights of both the complainant and the respondent are protected, and that neither is unnecessarily disadvantaged in their career prospects or otherwise.
20. The board of the institution is not obliged to arrange legal assistance but may decide to do so.

Appendix

Appendix

Examples of statutory regulations and codes of conduct that overlap with or are related to the standards for responsible research practices

1. General Data Protection Regulation (GDPR)
(<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32016R0679>)
2. Public Records Act (Archiefwet)
(<http://wetten.overheid.nl/BWBR0007376/2015-07-18>)
3. Genetically Modified Organisms Decree (Besluit genetisch gemodificeerde organismen)
(<http://wetten.overheid.nl/BWBR0035090>)
4. Radiation Protection Decree (Besluit stralingsbescherming)
(<http://wetten.overheid.nl/BWBR0012702>)
5. Code of Ethics for research in the Social and Behavioural Sciences involving human subjects
(<http://www.nethics.nl/Gedragcode-Ethical-Code/>)
6. Research Databases Act (Onderzoeksgegevensbankenwet)
(<http://wetten.overheid.nl/BWBR0010591/2017-09-01>)
7. Embryos Act (Embryowet)
(<http://wetten.overheid.nl/BWBR0013797>)
8. Code of Conduct for health research
(<https://www.federa.org/codes-conduct>)
9. Human tissue and Medical Research: Code of Conduct for Responsible Use
(<https://www.federa.org/codes-conduct>)
10. Genetically Modified Organisms Regulations
(<http://wetten.overheid.nl/BWBR0035072>)
11. Standard for the protection of animals used for scientific purposes
(<https://eur-lex.europa.eu/legal-content/NL/TXT/?uri=CELEX%3A32010L0063>)
12. Association of Universities in the Netherlands (VSNU) Sectorial regulation regarding ancillary activities
(<http://www.vsnu.nl/files/VSNU%202017/Sector%20regeling%20evenwerkzaamheden%202017.pdf>)
13. General Data Protection Regulation (Implementation) Act (Uitvoeringswet Algemene verordening gegevensbescherming)
(<http://wetten.overheid.nl/BWBR0040940/2018-05-25>)
14. UNESCO Recommendation on Science and Scientific Researchers
(http://portal.unesco.org/en/ev.php-URL_ID=49455&URL_DO=DO_TOPIC&URL_SECTION=201.html)
15. Foetal Tissue Act (Wet foetaal weefsel)
(<http://wetten.overheid.nl/BWBR0012983>)

16. House for Whistleblowers Act (Wet Huis voor de klokkenluiders)
(<http://wetten.overheid.nl/BWBR0037852/2016-07-01>)
17. Medical Research (Human Subjects) Act (Wet medisch wetenschappelijk onderzoek met mensen)
(<http://wetten.overheid.nl/BWBR0009408>)
18. Environmental Management Act (Wet milieubeheer)
(<http://wetten.overheid.nl/BWBR0003245>)
19. Experiments on Animals Act (Wet op de dierproeven)
(<http://wetten.overheid.nl/BWBR0003081>)
20. Medical Treatment Contracts Act (Wet op de geneeskundige behandelingsovereenkomst)
(http://wetten.overheid.nl/BWBR0005290/#Boek7_Titeldeel7_Afdeling5)
21. Medical Devices Act (Wet op de medische hulpmiddelen)
(<http://wetten.overheid.nl/BWBR0002697>)
22. Population Screening Act (Wet op het bevolkingsonderzoek)
(<http://wetten.overheid.nl/BWBR0005699>)
23. International, European and national legislation regarding intellectual property, including:
 - a. Copyright Act (Auteurswet)
(<http://wetten.overheid.nl/BWBR0001886/2017-09-01>)
 - b. Patents Act 1995 (Rijksoctrooiwet 1995)
(<http://wetten.overheid.nl/BWBR0007118/2017-03-01>)
 - c. Neighbouring Rights Act (Wet op de naburige rechten)
(<http://wetten.overheid.nl/BWBR0005921/2017-09-01>)
 - d. Seeds and Plant Materials Act 2005 (Zaaizaad- en plantgoedwet 2005)
(<http://wetten.overheid.nl/BWBR0018040/2017-09-01>)
24. Legislation and regulations related to public and state security and state secrets, including:
 - a. General Security Requirements for Ministry of Defence Assignments (ABDO 2006 for ongoing assignments, ABDO 2017 for new assignments) (Algemene beveiligingseisen voor defensieopdrachten 2006 en 2017)
(<https://www.defensie.nl/downloads/beleidsnota-s/2006/08/13/abdo-2006>)
(<https://www.defensie.nl/downloads/beleidsnota-s/2017/06/13/abdo-2017>)
 - b. Civil Service Information Security (Classified Information) Decree 2013 (Besluit Voorschrift Informatiebeveiliging Rijksdienst Bijzondere Informatie 2013)
(<http://wetten.overheid.nl/BWBR0033507/2013-06-01>)
 - c. Judicial Data and Criminal Records Act (Wet justitiële en strafvorderlijke gegevens)
(<http://wetten.overheid.nl/BWBR0014194/2016-01-01>)
 - d. Police Data Act (Wet politiegegevens)
(<http://wetten.overheid.nl/BWBR0022463/2018-05-01>)
 - e. Intelligence and Security Services Act 2017 (Wet op de Inlichtingen- en veiligheidsdiensten 2017)
(<http://wetten.overheid.nl/BWBR0039896/2018-05-01>)
 - f. Security Screening Act (Wet veiligheidsonderzoeken)
(<http://wetten.overheid.nl/BWBR0008277/2015-09-01>)

Colophon

Committee for the Revision of the Netherlands Code of Conduct for Research Integrity :

Drafting committee

Prof. Keimpe Algra (Chair)
Prof. Lex Bouter
Prof. Antoine Hol
Dr Jan van Krevel

Additional members

Dr Daan Andriessen
Prof. Catrien Bijleveld
Prof. Roberta D'Alessandro
Prof. Jenny Dankelman
Prof. Peter Werkhoven

Adviser to the committee

Erik van de Linde MSc (KNAW)

Secretary of the committee

Kim Huijpen MSc together with Danny Groenenberg LLM MSc and colleagues (VSNU)

Translation

Taalcentrum-VU, dr Joel Anderson and drafting committee

Lay-out

Bas van der Horst (BUREAUBAS)



THE AOG - PART 9

WITTENBORG FACULTY QUALIFICATIONS AND CLASSIFICATION



31 August 2025

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1 Introduction

Wittenborg University of Applied Sciences is committed to ensuring its faculty is qualified, experienced and embraces continued development. As a small but growing business school, Wittenborg engages both full-time and part-time teaching staff, who are defined as ‘participating faculty’ (teaching staff who participate in the overall running of education provision and development of the school) and ‘supporting faculty’ (teachers who are primarily engaged to teach only).

Wittenborg aims to engage as many of its teaching staff as possible in such a way that they are also involved in the continuous development of programmes, teaching methodologies, and other aspects of daily life for students and staff at the school.

When engaging teaching staff, Wittenborg looks at a combination of a person’s academic background, intellectual contributions, and professional experience. Wittenborg also uses these three characteristics as a measurement of continuous development of existing faculty.

Wittenborg encourages all its teaching staff to engage in research that underpins the school’s mission.

Wittenborg encourages all its teaching staff to continue learning, either academically, or professionally.

To achieve this, Wittenborg offers faculty the opportunity to continue with further study, either in the form of preparation for a doctoral degree, completing a PhD, or completing a certificate or diploma in teaching and learning in higher education.

As a continuously developing business school, within the realm of a university of applied sciences, Wittenborg has come to a classification of its faculty, based on achievements to date and also in line with AACSB standards, based on scholarly and professional activity.

Eventually, classification will also be linked directly to ‘contribution to the mission of Wittenborg’s; however, at this stage in the school’s development this plays a non-definitive role, as Wittenborg further builds its faculty in line with its strategic plan.

Faculty are currently classified according to AACSB standards and given titles that correspond to their academic rank at Wittenborg, according to the school’s pre-defined criteria.

2 Definition of Full-Time Teaching Staff at Wittenborg

The Wittenborg definition of full-time teaching staff is if faculty teach a minimum of 360 teaching contact hours a year.

Wittenborg also defines as full-time if faculty have less than 360 teaching contact hours a year, but are engaged for a minimum of 3 days per week (1,128 hours per year) for work which is programme management or devoted to the school's mission.

2.1 *Participating and Supporting Faculty*

Wittenborg defines Participating Faculty if teaching staff are also involved in the development of programmes, the support of students, Wittenborg research projects, such as Erasmus+, and other tasks that lead to Wittenborg fulfilling its mission.

These include:

- Participation in the Education Board
- Participation in the Graduation & Examination Board, including the Testing and Assessment sub-Committee
- Participation in Teachers Development Meetings
- Participation in Module Domain Discussion Groups
- Development of curriculum, modules, and study materials
- Development of Wittenborg online materials and the virtual learning environment (VLE)
- Participation in programme development at the Education Department
- Being a student 'Process Tutor for bachelor's students or a 'Study Advisor' for master's students
- Participation in the Professional Field Advisory Board
- Participation in other boards and committees at Wittenborg
- Taking an active role in research projects in which Wittenborg takes part
- Writing of articles and papers on behalf of Wittenborg
- Other activities that lead towards Wittenborg fulfilling its mission

Wittenborg defines Supporting Faculty as faculty who are contracted to teach modules, however not given extra-curricular duties and tasks outside of the delivery of modules (including work placement and graduation assignment / final project) within the degree programmes. Supporting Faculty are always expected to:

- Further develop the modules they teach
- Develop examinations and assessments
- Support in module and programme quality assurance

2.2 Faculty Sufficiency

75% of the bachelor's curriculum should be delivered by participating faculty and at least 60% of the master's curriculum should be delivered by participating faculty.

2.3 Process and Review

Each year, a development talk is held with each faculty member and the heads of school. During this discussion the qualification classification and the academic rank will be reviewed, together with evaluation of the past year according to the criteria described below, and planning for the next and future years.

3 Qualification Classification of Faculty

Wittenborg is committed to maintaining a balance in the qualifications of its faculty, that reflects the applied sciences nature of the business school, whilst also enabling it to achieve a higher level of education in line with its mission.

Wittenborg has established the following criteria for the classification of the qualifications of its faculty. This classification uses the AACSB standards of Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Additional (A). A faculty member must meet the specified criteria (detailed below) to achieve a specific qualification classification and must (from the start of classification) undertake sufficient activities to maintain the qualification classification over a five-year accreditation cycle with these activities being documented, through the tools and support Wittenborg provides.

Every academic year, each member of faculty holds a development discussion meeting with the heads of school. Classification of each faculty member is approved by the heads of school and the executive of the school.

In cases where national legislation is not in place for clear recognition of the awards of a 'Professional Doctorate', Wittenborg recognises Professional Doctoral awards (DBA) from business schools that have a valid AACSB and/or EQUIS accreditation at the time the degree was awarded.

Classification 'Additional'

Wittenborg has added a classification called 'Additional'. This classification is used for a group of faculty members who do not primarily teach business or management-related subjects but are involved in the student development process. These contribution are particularly relevant for undergraduate students at a university of applied sciences, where EC-credited subjects support holistic degree completion and focus on personal and professional growth. These include foreign language learning (with electives in German, Dutch, French, Spanish and occasionally Chinese and Russian), Personal Development Plan (PDP), which carries through the whole degree programme, and Project Weeks, which although they have concrete business and management themes (projects instigated by companies and organisations), are often led by non-business & management teaching staff.

3.1 Criteria for the classification of qualifications

Wittenborg maintains the following criteria for its classification of qualifications:

3.1.1 Scholarly Academic (SA) Faculty

Although Wittenborg is, by legal definition, a university of applied sciences and, therefore, a business school considered to be almost entirely focused on instructional/teaching of higher education, the school has decided that it wishes to avoid all ambiguity in its criteria for defining Scholarly Academic (SA), and has chosen a clear definition of what it sees as the qualification for the SA status of its faculty.

To be initially classified as a Scholarly Academic at Wittenborg a faculty member must meet one of the 3 following qualifications:

1. Hold a PhD or DBA degree from a recognised university and have at least 2 peer-reviewed journal articles published in qualified business and management journals within the past 6 years. Qualified journals are listed, for example, in the Scopus index, or Harzing and ABS journal lists.
2. Faculty member must have completed a PhD or DBA (within a relevant Wittenborg management domain) within the past 6 years, with or without peer-reviewed journal article publications.
3. Faculty member must be a current PhD or DBA student (within a relevant Wittenborg management domain) in the last dissertation phase with or without peer-reviewed journal article publications.

Furthermore, all faculty members must exhibit strong teaching qualities/potential or have taught or are currently teaching across different programmes at Wittenborg.

Maintaining SA Status at Wittenborg

A faculty member who fulfils criteria 1 at the time of engagement will maintain SA status through continuing to contribute to research publications as described in the criteria (maintaining at least 2 peer-reviewed journal articles within the last 6-year period that are in alignment with mission and research focus of Wittenborg) and contribute with minimum 4 intellectual contributions in the new 6-year cycle.

In the case of fulfilling the SA criteria 2 at the time of hiring, a faculty member must fulfil criteria 1 within the period of 6 years to maintain SA status.

In the case of fulfilling the SA criteria 2 at the time of hiring or employment, a faculty member must fulfil criteria 1 within the period of 6 years to maintain SA status.

3.1.2 Practice Academic (PA) Faculty

To be initially classified as a Practice Academic (PA) at Wittenborg a faculty member must (at least) meet the following qualifications:

- Hold a PhD or DBA degree (within a relevant management domain), that was completed over 6 years ago, from a recognised university.

- Within the past 6 years, have exceptional recent experience in business and management being actively involved in managerial activities (including consultancy work/membership of company boards, etc.).

Furthermore, all faculty members must exhibit strong teaching qualities/potential or have taught or are currently teaching across different programmes at Wittenborg.

Maintaining PA Status

Wittenborg will strive to stimulate PA faculty to become SA during the first 6 years of engagement at the school; however, to maintain PA status, it is expected that faculty maintain practice-related activities, with the minimum expectation of 4 intellectual contributions declared to Wittenborg in a 6-year accreditation cycle, such as:

- Fulfilling a management or leadership position within a company or organisation
- Publish articles in national or international journals or magazines with a significant focus on a relevant industry sector with a clear practice-orientated audience
- Publish practice-related newsletters or brochures with at least a regional distribution
- Function as an editor or co-editor of a practitioner
- Provide executive training for business or trade groups
- Contribute to a relevant journal or magazine
- Work (employment or engagement) within a sector or domain related to Wittenborg programmes
- Carry out consultancy or research for companies, business, government, or non-profit agencies
- Carry out faculty internships or participate in the business management of Wittenborg
- Fulfil a board membership on a board of directors of a company or non-profit organisation
- Deliver executive education invited speeches
- Obtain/maintain a new license or certification, or accreditation of a company or organisation

Fulfilling the criteria for the maintenance of PA status will be based on the submission of documentation, including updated curriculum vitae, and will be confirmed by the heads of school, together with the HRM department.

3.1.3 Scholarly Practitioner (SP) Faculty

To be initially classified as a Scholarly Practitioner (SP) at Wittenborg a faculty member must meet the following qualifications:

- Holds a master's degree (within a relevant management domain).
- Have documented managerial and/or professional experience within a relevant management domain, at the time of initial engagement at Wittenborg.
- In the past 6 years have engaged in activities to produce intellectual contributions that would qualify for them to be considered 'SA' status if they held a PhD/DBA according to Wittenborg criteria.

Furthermore, all faculty members must exhibit strong teaching qualities/potential or have taught or are currently teaching across different programmes at Wittenborg.

Maintaining SP Status

Wittenborg will strive to stimulate SP faculty to become SA during the first 6 years of engagement at the school; however, to **maintain** SP status, it is expected that (after initial engagement) SP faculty will maintain their scholarly activities, with the minimum expectation of 4 intellectual contributions declared to Wittenborg in a 6-year accreditation cycle, such as:

- Publish a paper in peer-reviewed academic journal
- Publish all or part (chapter) of a scholarly book
- Publish all or part (chapter) of a textbook or revision
- Publication of a business case with instructional material
- Write a chapter in a scholarly compendium or publish an edited volume
- Publish a paper in (peer-reviewed) conference proceedings
- Complete the final written report on a significant, funded research project (e.g. Erasmus+)
- Publish an article in a national or international magazine or non-peer-reviewed journal
- Complete a book review in an academic or practitioner journal
- Publish a publicly available working paper
- Write a regular newspaper column
- Write significant grant proposal (for instance Erasmus+ application)
- Complete a research-based, learning project with a company, governmental entity, or non-profit organisation
- Write/create instructional software (for instance within the VLE Moodle)
- Serve as a reviewer for an academic research journal
- Serve as a journal editor or co-editor for a discipline-based or pedagogical journal
- Serve in a leadership position in a regional, national, or international academic organisation
- Organise an academic conference
- Serve as special editor at an academic conference
- Present a paper at a regional, national, or international conference, or workshop
- Attend a (Wittenborg domain-related) academic conference

Fulfilling the criteria for the maintenance of SP status will be based on the submission of documentation, including updated curriculum vitae, and will be confirmed by the heads of school, together with the HRM department.

3.1.4 Instructional Practitioner (IP) Faculty

To maintain IP status the faculty member must have performed significant practice-related activities within the last 6 years with the minimum expectation of 4 intellectual contributions declared to Wittenborg in a 6-year accreditation cycle, for example:

- Hold a master's degree (within a relevant management domain).
- Have documented managerial and/or professional experience, within a relevant management domain, at the time of initial engagement at Wittenborg.

Furthermore, all faculty members must exhibit strong teaching qualities/potential or have taught or are currently teaching across different programmes at Wittenborg.

Maintaining IP Status

To maintain IP status the faculty member must have performed significant practice-related activities within the last 6 years, for example:

- Starting own business
- Coaching start-ups and young entrepreneurs
- Financing start-ups and young companies
- Fulfilling a management or leadership position within a company or organisation
- Publish articles in national or international journals or magazines with a significant focus on a relevant industry sector with a clear practice orientated audience
- Publish practice-related newsletters or brochures with at least a regional distribution
- Function as an editor or co-editor of a practitioner / industry related magazine / publication
- Provide executive training for business or trade groups
- Work (employment or engagement) within a sector or domain related to Wittenborg programmes
- Carry out consultancy or research for companies, business, government, or non-profit agencies
- Carry out faculty internships or participate in the business management of Wittenborg
- Fulfil a board membership on a board of directors of a company or non-profit organisation
- Delivery of executive education invited speeches
- Obtaining/maintaining a new licence or certification, or accreditation of a company or organisation

4 Academic Titles

In 2021, Wittenborg defined Academic titles for all its faculty:

- Lecturer
- Senior Lecturer
- Assistant Professor of Applied Sciences
- Associate Professor of Applied Sciences
- Professor of Applied Sciences

For currently engaged teaching staff, these titles are initially bestowed automatically based on the criteria shown below, and the position can be discussed with the heads of school. In some cases, another academic title can be given, in discussion with the faculty member, but always at a lower rank, never higher. For instance, if Senior Lecturer is preferred instead of Associate Professor of Applied Sciences, then this is possible, but not vice versa.

- Newly engaged faculty will be given their academic title at engagement.
- All faculty can change title as they move higher up the ranks according to the academic qualifications detailed in Section 3.

4.1 Criteria for academic title/rank given on engagement

The criteria used to determine a faculty member's title/rank on joining Wittenborg, or for current faculty in 2021 is based on Education (Qualification) and Practice (Experience).

The criteria used to determine the maintaining of a title are 4 categories:

- Research & Publications
- Contract research acquisition
- Teaching and curriculum implementation
- Contribution and impact on society

In cases where national legislation is not in place for clear recognition of the awards of a 'Professional Doctorate', Wittenborg recognises Professional Doctoral awards (DBA) from business schools that have a valid AACSB and/or EQUIS accreditation at the time the degree was awarded.

4.1.1 Lecturer

Qualification status can be IP, SP, PA or SA

Education and Practice

- Holds a PhD/DBA but has no previous teaching experience – is enrolled on Wittenborg PGCert programme in Learning & Teaching in Higher Education.

Or

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Academic & Operations Guide
Wittenborg Faculty Qualifications and Classification

- Holds a master's degree and has at least 2 years' experience in higher education in the domain of business and management. Exhibits strong teaching qualities or potential.
- Demonstrates the ability to make significant scientific contributions and/or be involved in managerial activities. Has solid managerial, and/or professional experience (consultancy/company boards, etc.).

To maintain the title, the faculty member must meet the following criteria:

Research & Publications

- Contribute to research within Wittenborg's own research programmes and initiatives through co-publication in reputable professional and practical relevant journals.

Contract research acquisition

- N/A

Teaching and curriculum implementation

- Performance of the teaching activities must be excellent, as shown by both student evaluations and assessments by the Head of School.
- Has a good quality of teaching portfolio as can be evidenced in didactic approaches, novel course content, merits in teaching outside the school, etc. The candidate must be up to date with didactic knowledge relevant to the subject as can be demonstrated by attending refresher courses.
- Has a clear and genuine interest in students. The candidate must have a clear record of motivating students, is accessible, sets high standards for student performance and uses suitable means of evaluation.

Contribution and impact on society

- Maintains professional experience through external business and management professional employment, consultancy, board membership, etc.
- Contributes to the regional community.

4.1.2 Senior Lecturer

Qualification status can be IP, SP or SA

Education and Practice

- Holds a PhD/DBA with at least 6 years' previous teaching experience in higher education in the domain of business and management.

Or

- Holds a master's degree and has at least 8 years of experience in higher education in the domain of business and management. Exhibits strong teaching qualities and has taught or currently teaches across different programmes.

- Is actively involved in managerial/professional activities and has solid managerial, and/or professional experience (consultancy/company boards, etc.).
- Has made or currently making significant scientific contributions and/or be involved in managerial activities.

To maintain the title, the faculty member must meet the following criteria:

Research & Publications

- Contribute to research within Wittenborg's own research programmes and initiatives through publication in reputable professional and practical relevant journals.

Contract research acquisition

- N/A

Teaching and curriculum implementation

- Performance of the teaching activities must be excellent, as shown by both student evaluations and assessments by the Head of School.
- Has a good quality of teaching portfolio as can be evidenced in didactic approaches, novel course content, merits in teaching outside the school, etc. The candidate must be up to date with didactic knowledge relevant to the subject as can be demonstrated by attending refresher courses.
- Has a clear and genuine interest in students. The candidate must have a clear record of motivating students, is accessible, sets high standards for student performance and uses suitable means of evaluation.
- Must be up to date with didactic knowledge relevant to the subject as can be demonstrated by attending refresher courses.

Contribution and impact on society

- Must provide excellent linkage with the professional field, e.g. through facilitating internships, guest speakers, project week assignments, entrepreneurial mentorship, etc.
- Must have international experience, as proven by active participation in international (business) organisations or international platforms.

4.1.3 Assistant Professor of Applied Sciences

Qualification status is SA

Education & Research

- Holds a PhD/DBA in a relevant field (obtained degree within the last five years).
- Has at least 2 years' working experience in higher education.
- Exhibits strong teaching qualities or potential.
- Has made or currently demonstrates the ability to make significant scientific contributions and/or be involved in managerial activities.

To maintain the title, the faculty member must meet the following criteria:

Research & Publications

- Must have ambition/interest to gain international experience, such as being a visiting scholar at an academic institute abroad.
- Has published a minimum of 2 peer-reviewed journal articles in reputable blind peer-reviewed journals (Scopus, ABDC, ABS, SJR, etc.) in the last 6 years.

Contract research acquisition

- Has been involved in the awarding of at least one research grant (e.g. EU research project grant, grant for a PhD or post-doc., etc.) in the past 6 years.

Teaching and curriculum implementation

- Can translate the research field they have developed into teaching, for example by means of a regular course unit or through a series of guest lectures or equivalent.
- Performance of the teaching activities must be satisfactory, as shown by both student evaluations and assessments by the Head of School.
- Is up to date with didactic knowledge relevant to the subject, as demonstrated by attending refresher didactic courses.
- Has a clear and genuine interest in students regarding their academic, career and long-term goals.
- Has a clear record of motivating students to learn, is accessible, sets high standards and uses suitable means of evaluation.

Contribution and impact on society

- Maintains professional experience through providing excellent linkage with the professional field, e.g. through facilitating internships, guest speakers, project week assignments, entrepreneurial mentorship, etc.
- Contributes to the academic community (editorial boards, etc.).
- Contributes to regional community (social and/or economic impact).

4.1.4 Associate Professor of Applied Sciences

Qualification status is SA

Education & Research

- Holds a PhD/DBA in a relevant field and has at least 8 years of experience in higher education and/or exceptionally in business.
- Exhibits strong teaching qualities and has taught or is currently teaching across different programmes.
- Has made high-quality, scientific contributions and/or has been actively involved in managerial activities.

- Is an enthusiastic and efficient lecturer and has didactic and relevant knowledge.
- Has published at least 2 peer-reviewed journal articles in the past 6 years.

To maintain the title, the faculty member must meet the following criteria:

Research & Publications

- Must have developed own line of research within Wittenborg's research.
- Must function well within the school and make a significant contribution to its research and organisational tasks.
- Must have international experience, as proven by a successful stay as a visiting scholar at an international academic institute (abroad).
- Has published a minimum of 2/3 peer-reviewed journal articles in reputable blind peer-reviewed journals (Scopus, ABDC, ABS, SJR, etc.) in the last 6 years.

Contract research acquisition

- Has been involved in the awarding of at least one research grant (e.g. EU research project grant, grant for a PhD or post-doc, etc.) in the past 6 years.

Teaching and curriculum implementation

- Can translate the research field they have developed into teaching, for example, by means of a regular course unit or through a series of guest lectures or equivalent.
- Performance of the teaching activities must be satisfactory, as shown by both student evaluations and assessments by the Head of School.
- Is up to date with didactic knowledge relevant to the subject, as demonstrated by attending refresher didactic courses.
- Has a track record of acting as a good mentor to students.
- Has participated in relevant educational committees at Wittenborg.
- Has a track record as a good mentor for their team and students - through maintaining a good working atmosphere and team spirit.

Contribution and impact on society

- Contributes to the academic community (is a member of review committees and editorial boards, etc.).

4.1.5 Professor of Applied Sciences

Qualification status can be SA or PA

Education & Research

- Holds a PhD/DBA in a relevant field and has 12 years' experience in higher education, or exceptionally, in business.

- Exhibits strong teaching qualities and has taught or is currently teaching across different programmes.
- Makes regular, high-quality, scientific contributions and exceptional contributions to management.
- Has a proven research track record including a significant number of articles in reputable blind peer-reviewed journals (in Scopus, ABDC, ABS, and/or SJR ranked).
- Has published at least 3 papers in the past 6 years.
- Has a large, relevant, scientific and professional network.

To maintain the title, the faculty member must meet the following criteria:

Research & Publications

- Has developed a high-quality, clear and productive line of research congruent to Wittenborg research agenda.
- Is responsible for developing and implementing a successful research programme. Has made a significant contribution to the execution and coherence of the research programme and the organisational tasks of the school.
- Has published a minimum of 3 peer-reviewed journal articles in reputable blind peer-reviewed journals (in Scopus, ABDC, ABS, and/or SJR ranked) in the last 6 years.
- The importance of their research has been recognised by their colleagues and has a significant impact on society or contribution to advance knowledge in their field.

Contract research acquisition

- Has been awarded at least one substantial outside research grant and been involved in at least one other grant as co-advisor.

Teaching and curriculum implementation

- Has proven to be successful at translating their research into teaching, for example, by means of regular course units or through a series of guest lectures or equivalent.
- Performance of the teaching activities has been excellent, as shown by both student evaluations and assessments by the head of school.
- Preferably demonstrates good proficiency in the Dutch language, enabling active regional and national involvement in teaching, curriculum implementation, and academic engagement.
- Has a solid record as an advisor and demonstrated their genuine interest in their students and junior colleagues, their progress and welfare.
- Has actively participated as a key member in committees at Wittenborg.
- Has a clear record of service to the Wittenborg community.

Contribution and impact on society

- Is active in the international academic community (conferences, associations, editorial and advisory boards).

4.2 Notes on Proper Use of Academic Titles in Communication

When referring to academic staff in written and verbal communication, it is important to follow established conventions to ensure clarity and professionalism. The following guidelines outline the correct usage of academic titles and degrees at Wittenborg:

- **Dr vs. PhD:** Using both "Dr" and "PhD" together in a title is redundant, as they both refer to the same academic achievement.
 - Correct: Dr Jane Smith or Jane Smith, PhD
 - Incorrect: Dr Jane Smith, PhD
- **Professor and PhD:** Unlike "Dr" and "PhD", the title "Professor" refers to an academic position, not a degree, and may be used alongside a PhD. This is common in academic contexts, where both the professional title and the educational qualification are relevant:
 - Correct: Professor John Smith, PhD or Professor Dr John Smith
 - Incorrect: Professor, Dr John Smith, PhD
- **General Naming Conventions:**
 - "Dr" is commonly used in formal or professional settings (e.g., Dr Jane Smith).
 - "PhD" is often preferred in academic and research contexts to emphasize the specific degree (e.g., Jane Smith, PhD).
 - "Professor" is a professional title that should be used when referring to faculty members who hold this designation.

Furthermore, the titles of Assistant Professor of Applied Sciences, Associate Professor of Applied Sciences and Professor of Applied Sciences should always include "of Applied Sciences".

These conventions should be adhered to in official documents, email signatures, academic publications, and other formal communications at Wittenborg.

5 Overarching Requirements to be Faculty at Wittenborg

Elevate your Impact: fulfilling faculty requirements for Excellence

At Wittenborg University of Applied Sciences, we are committed to fostering an environment of excellence in education, student success and professional development. As a vital component of our school's mission, the faculty plays an instrumental role in shaping the educational experience and contributing to the broader academic society and thereby to society at large.

This policy introduction serves as a reminder and a reinforcement of the significance of fulfilling faculty requirements. Wittenborg has established these requirements not as mere obligations, but as essential guidelines that empower faculty to excel in their roles as educators, scholars and mentors and enables them to elevate their impact through these roles.

Wittenborg's core values and mission are the foundation upon which we operate. By embracing faculty requirements, you actively align with these values and contribute to the realisation of our shared educational goals.

Thereby we put emphasis on the mission related focus areas:

1. **Local Societal Impact** contributing to society globally (through internationalisation)
2. **Excellence in Education** promoting excellence in teaching and learning of international business and management
3. **Innovation & Lifelong Learning** creating the best environment for students and staff
4. **Internationalisation, Diversity and Ethics** set the premises
5. **Applied Research & Global Learning**: successfully applied, research-informed, global learning.

Meeting faculty requirements is pivotal to providing our students with a high-quality education. Your expertise, dedication, and commitment to these requirements directly impact the academic journey and success of our students. Faculty requirements are designed to support your research and scholarly endeavours. By engaging with these expectations, you are not only advancing your field but also contributing to our school's reputation as a centre of knowledge creation. Fulfilling faculty requirements fosters collaboration and the sharing of best practices among colleagues. These interactions often lead to new research opportunities, interdisciplinary initiatives, and a vibrant academic community.

The critical success factors that underpin Wittenborg's mission and vision encompass a multifaceted approach to higher education excellence. Firstly, assuming the role of a **proponent of globalisation**, not only on a global scale but also in a local, regional and national context, forms a cornerstone of our schools' ethos. Secondly, we are committed to cultivating Wittenborg's unique position at the intersection of academia and practice, bridging the gap between theoretical knowledge and real-world application. Furthermore, our dedication to interdisciplinary learning empowers students to tackle complex global challenges by drawing insights from diverse fields of study. Lastly, we aspire to be a driving force of innovation in higher education

through the development of applied research that directly addresses contemporary issues and contributes to the advancement of knowledge for the betterment of society. These critical success factors guide us in our pursuit of academic excellence and our mission to prepare students for a dynamic and interconnected world.

Clear dedication of our faculty to meeting and exceeding requirements will not go unnoticed. It leads to formal recognition within the school and advancement opportunities that acknowledge your excellence. We will further elaborate on this process in the next section “Measuring Quality and Impact of Intellectual Contributions at Wittenborg”.



Figure 1 - Mission-informed Strategy for Intellectual Contributions at Wittenborg

5.1 The Ten Globalisation Research Themes of Wittenborg

As an overarching theme in alignment of its Intellectual Contributions (ICs) outcomes with its mission and vision, Wittenborg assumes the role of **Proponent of Globalisation**, with its ICs pro-actively channelled into the themes of:

1. **The Digital Revolution:** How Technology is Shaping Global Interactions.
2. **Global Trade and Economics:** The Changing Landscape of International Commerce.

3. **Cultural Exchange in a Globalised World:** Impacts and Implications.
4. **Migration Patterns:** Opportunities, Challenges, and the Human Story.
5. **Environmental Challenges:** Globalisation and the Quest for Sustainable Solutions.
6. **Global Governance and Policy:** Seeking Unity Amidst Diversity.
7. **The Future of Work:** Skillsets, Outsourcing, and Cross-border Collaborations.
8. **Ethics and Globalisation:** Navigating the Moral Dimensions of International Integration.
9. **Global Health and Pandemics:** A Unified Response to Global Threats.
10. **Education in a Globalised Era:** Preparing the Next Generation for a Boundary-less World.

For more elaboration see the **Annex ‘The Ten Globalisation Research Themes with Sub-themes for Guidance’** to this PART 9 and the description of this process in the next sections.

5.2 Minimum Faculty Requirement

The overarching requirement to be Faculty at Wittenborg is that all faculty, at any status level, has to produce 2x intellectual contributions (IC) per year, this is possible in any IC category (CAT) per year. There are also two longer term requirements from the different faculty qualifications status:

Faculty Qualification Status	No. of ICs / years	Type of IC
SA+SP+PA+IP	2x / year	CAT1, CAT2, CAT3
SA	2x / 6 years	CAT1
SP	1x / 6 years	CAT1

5.2.1 Two Biannual Intellectual Contributions’ Impact Statements

In order to enhance our commitment to academic excellence and showcase the profound intellectual contributions of our faculty, we implement a biannual practice of submitting **Intellectual Contribution Impact Statements**. These statements serve as a valuable tool for documenting and sharing the significant contributions the faculty make to the academic community, both within and beyond our institution, but in consonance with Wittenborg’s mission.

It is good practice to take the time to reflect on one’s accomplishments, research, teaching methodologies, and any other activities that have had an impact. The submissions will not only aid in highlighting individual

achievements but also contribute to the broader recognition of Wittenborg's educational and research endeavours.

We therefore request our faculty to submit Intellectual Contribution Impact Statements by the designated deadlines each semester to ensure we can effectively capture and celebrate their valuable contributions.

6 Measuring Quality and Impact of Intellectual Contributions

6.1 Quality & Impact of Intellectual Contributions

Wittenborg has defined quality as an intellectual contribution's inherent excellence, rigour, and significance. It encompasses aspects such as originality, depth, accuracy, methodological soundness, and the level of insight provided. High-quality contributions demonstrate a thorough understanding of existing knowledge, often introducing novel ideas or approaches that contribute positively to the field.

Intellectual contributions are also evaluated based on their impact, which measures their influence on the field and beyond, and their quality, which gauges their excellence and significance within existing knowledge.

Impact refers to the influence or effect that a particular intellectual contribution has on its field or society. It can be measured in various ways, such as citations, downloads, media mentions, practical applications, policy changes, and more. High-impact contributions tend to shape or advance the understanding, progress, or development of a specific area of knowledge.

6.2 Types of Intellectual Contributions

As part of this process, Wittenborg has defined intellectual contributions as original works incorporating ideas, innovations, insights, and knowledge that individuals or groups generate and share to advance the theory, practice, and teaching of business-related disciplines. These contributions can take many forms and are defined as scholarly, disseminated to appropriate audiences within the academic and intellectual community, and having a measurable impact on society, culture, science, etc. They are further characterised by having been through a process of ensuring their quality, validity, credibility, and relevancy.

According to the guiding principles of AACSB accreditation association (2020 Guiding Principles and Standards for Business Accreditation) the school's intellectual contributions portfolio may be divided into:

1. *Basic or Discovery Scholarship* is directed toward increasing the knowledge base and the development of theory.
2. *Applied or Integrative/Application Scholarship* draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve real-world problems and/or issues associated with practice.
3. *Teaching and Learning Scholarship* explores the theory and methods of teaching and advances new understandings, insights, content, and methods that impact learning behaviour.

Furthermore, the intellectual contributions is separated in three types on the level of expert or peer review:

1. **CAT 1: Peer-reviewed intellectual contributions** are scholarly publications that were submitted for critique and evaluation by one or more academics who have expertise in the discipline and/or methodology of the subject matter. Publications in law reviews may be included in this category.
2. **CAT 2: Other peer- or editorial-reviewed intellectual contributions** include forms of quality assurance by either peers or subject matter experts recognized as having particular practical or

academic expertise in that field. Examples include papers submitted for an academic conference that undergo peer review to be selected for conference presentation or for publication in conference proceedings. Articles published in practitioner or industry publications can be included in this category if they are sufficiently reviewed by subject matter experts. Other intellectual contributions that are not journal articles but are papers sufficiently influential with public policy, government, or industry can be included in this category if they are sufficiently reviewed by subject matter experts. Simply writing a paper as an output of consulting or other work does not render it appropriate for this category. The review and validation by subject matter experts is the determining factor as to whether such an intellectual contribution belongs in this category or in the third category of other intellectual contributions.

3. **CAT 3 All other intellectual contributions** include outputs that are not validated by peers or those recognized as subject matter experts. These contributions include a wide variety of outputs such as presentations at academic or professional meetings, research workshops led, invited talks, etc.

CAT 1	CAT 2	CAT 3
Peer-reviewed intellectual contributions	Other peer- or editorial-reviewed intellectual contributions	All other intellectual contributions
Research Articles	Conference Papers and Posters	Presentations at Academic Meetings
Review Articles	Publications in Conference Proceeding	Presentations at Professional Meetings
Meta-Analyses	Articles Published in Practitioner Publications	Research Workshops Led
Case Studies	Articles Published in Industry Publications	Invited Talks
Editorials	Papers Influential in Public Policy, Government, or Industry	Public Lectures and Talks
Letters to the Editor	Book Chapters	Teaching/Training Materials
Commentaries	Theses and Dissertations	Preprints
Short Communications	Research Reports	Conference Abstracts
Perspective or Opinion Articles	White Papers	Personal Websites/Blogs
	Working Papers	Social Media Posts
	Patents	Technical / Consulting / Project Reports
	Online Resources	Magazine and Newspaper Articles
	Grant Proposals	Book Reviews
		Op-Eds
		Policy Reports

NB: This is a non-exhaustive list and therefore should be used as a guidance.

Table 1 - Intellectual Contributions Categorisation on the Level of Expert Review

Code	Quality Criteria	Focus	Q*** (3-star) Great	Q**** (4-star) Excellent	Q***** (5-star) Superior
Q1	Level of peer/ expert review	Type of ICs ¹	CAT 3 All other ICs	CAT 2 Additional Peer-or Editorial Reviewed ICs	CAT 1 Peer-reviewed Journal Articles
Q2	Relevance of subject to Wittenborg	Mission Focus Area	Any one mission focus area	Any one mission focus area	Local societal and/or cultural impact in Apeldoorn & the region and another mission focus area
		Globalisation	Not necessarily incorporating a theme from the 10 globalisation themes	Incorporated at least one theme from the 10 globalisation themes	Incorporated more than one theme from the 10 globalisation themes
		UN SDGs ² (Top 5: that were chosen as year themes in the last 6 years.)	Does not address any of the UN SDGs	Addresses at least one of the UN SDGs that were chosen as year themes in the last 6 years.	Addresses one or more of the UN SDGs that were chosen as year themes in the last 6 years.

Table 2 - Intellectual Contributions Quality Criteria & Star Rating

¹ See the types of ICs in detail in previous sub- section 6.2.

² Refer to Wittenborg's Strategic Plan.

Code	Impact Criteria	Focus	I*** (3 star) Great	I**** (4 star) Excellent	I***** (5 star) Superior
I1	Dissemination	Citations/usage	Discussed, Less significant citations Wittenborg news articles	Critical Citations & references	Influential citations Co-developed works Used works
I2	Influence & dynamics	Altimetric	Social media mentions Citation in blogs/ news articles	Downloads & Views Bookmarks & Favourites Discussions & Comments	Engaged in no. of events. Event audience number/demographics Published in a public news article
I3	Real-world Applications	Practical/Policy influence	Practical internal impact	Policy/ decision-making impact	Practical impact on industry High-level policy impact
I4	Stakeholder reach	Impact area	Impact on Internal/external stakeholders	Wider impact on Internal/external stakeholders, business industry, social impact	Measurable local societal impact National/international level of stakeholder impact
I5	Other	Miscellaneous	The evaluation might include but is not limited to educational impact, Demographics metrics, Expert Opinions, Patents & Intellectual Property, Social and/or cultural impact, Awards and recognitions, Longevity & Legacy.		

Table 3 - Intellectual Contributions Impact Criteria & Star Rating

Rules to Measuring Quality & Impact Grids

These rules outline the requirements for both Quality and Impact Ratings within the Measuring Quality & Impact Grids, ensuring that Intellectual Contributions align with our mission focus areas and allowing flexibility in assessing impact beyond the initial criteria.

1. Quality Rating: to be considered as an Intellectual Contribution (IC), it must satisfy both of the following criteria:
 - It must meet the Q1 criterion.
 - It must fulfil at least one-third of the Q2 criterion.
 - Essentially, an IC must demonstrate relevance to one of Wittenborg's mission focus areas.
2. Impact Rating: can be assessed based on any of the four defined I1, I2, I3 and I4 criteria. Additionally, it may be evaluated using a fifth I5 criterion that allows for the definition of impact in alternative ways. If recurring patterns are consistently observed in any of these alternative definitions, they can be incorporated as an additional specifically defined I criterion.

7 Annex

7.1 Ten Globalisation Research Themes with Sub-themes for Guidance

1. The Digital Revolution: How Technology is Shaping Global Interactions.

Within the overarching theme of 'The Digital Revolution: How Technology is Shaping Global Interactions', researchers might explore the following sub-themes:

- Digital Commerce Evolution: The rise of e-commerce, digital payments, and emerging business models.
- Global Supply Chain Digitalization: How IoT and AI are streamlining international logistics.
- Remote Work Dynamics: The technologies enabling global teams and the implications for management.
- Digital Marketing Innovations: The global reach of social media advertising and data analytics.
- Fintech and Global Banking: The transformation of financial services through blockchain and digital currencies.
- Consumer Data and Privacy: Navigating global regulations while capitalizing on data-driven strategies.
- Global EdTech Trends: How digital platforms are revolutionizing business education worldwide.

These sub-themes delve into the intricacies of how technology intersects with global business operations, strategies, and trends.

2. Global Trade and Economics: The Changing Landscape of International Commerce.

Within the research theme 'Global Trade and Economics: The Changing Landscape of International Commerce', researchers might focus on the following sub-themes:

- Emerging Markets Dynamics: Identifying growth opportunities and challenges in rapidly developing economies.
- Trade Agreements & Regulations: The role of international treaties in shaping business strategies.
- Sustainability in Global Trade: Adopting eco-friendly practices and their economic implications.
- Impact of Protectionism: Evaluating shifts towards localized production and their global repercussions.
- E-commerce & Cross-border Trade: The rise of digital platforms in facilitating international sales.
- Supply Chain Resilience: Strategies for mitigating disruptions in global logistics.
- Financial Integration & Global Markets: Navigating currency fluctuations and global investment trends.

These sub-themes offer insights into the evolving nature of international commerce in a dynamic global economy.

3. Cultural Exchange in a Globalized World: Impacts and Implications.

Under the research theme 'Cultural Exchange in a Globalized World: Impacts and Implications', researchers might delve into these sub-themes:

- Cross-Cultural Management: Best practices for managing diverse teams and fostering inclusivity.
- Global Branding Strategies: Adapting marketing messages for varied cultural audiences.
- Ethical Sourcing and Production: Recognizing and respecting cultural values in global supply chains.
- Consumer Behaviour Across Cultures: Understanding purchasing preferences and values-driven buying.
- Cultural Intelligence in Business Negotiations: Strategies for successful cross-border deals.
- Localizing Global Products: Balancing standardization with cultural adaptation.
- Corporate Social Responsibility (CSR) Across Cultures: Designing CSR initiatives that resonate globally.

These sub-themes address the intricate interplay of culture in global business practices and strategy formulation.

4. Migration Patterns: Opportunities, Challenges, and the Human Story.

Exploring the research theme 'Migration Patterns: Opportunities, Challenges, and the Human Story' researchers might consider these sub-themes:

- Talent Mobility: The global hunt for expertise and its impact on corporate strategies.
- Consumer Markets Dynamics: Catering to diaspora populations and their unique consumption patterns.
- Brain Drain vs. Brain Gain: Evaluating the economic implications of skilled labour migration.
- Migrant Entrepreneurship: The role of migrants in driving innovation and business creation.
- Remittances and Financial Markets: The economic ripple effects of cross-border monetary transfers.
- Cultural Diversification in Workplaces: Embracing diversity as a business asset.
- Ethical Considerations: Business responsibilities towards migrant labour rights and welfare.

These sub-themes provide a holistic view of how migration intersects with business challenges and opportunities.

5. Environmental Challenges: Globalization and the Quest for Sustainable Solutions.

Under the research theme 'Environmental Challenges: Globalization and the Quest for Sustainable Solutions', researchers might investigate these sub-themes:

- Green Business Models: Innovating for sustainability and profit.
- Supply Chain Sustainability: Integrating eco-friendly practices into global logistics.

- Corporate Social Responsibility (CSR) and Environment: Building eco-conscious reputations and initiatives.
- Eco-friendly Product Development: Meeting consumer demand for sustainable goods.
- Carbon Footprint and Offsetting: Strategies for businesses to mitigate environmental impacts.
- Green Finance and Investments: The rise of ESG (Environmental, Social, Governance) investing.
- Regulations and Compliance: Navigating international environmental standards in business operations.

These sub-themes explore the myriad ways businesses confront and contribute to solutions for pressing environmental issues in a globalized market.

6. Global Governance and Policy: Seeking Unity Amidst Diversity.

Focusing on the theme 'Global Governance and Policy: Seeking Unity Amidst Diversity' these sub-themes could be explored:

- International Business Regulations: Navigating multifaceted global compliance landscapes.
- Trade Policies and Agreements: Impacts on multinational corporate strategies.
- Global Ethical Standards: Establishing and adhering to international best practices.
- Economic Collaborations and Blocs: Analysing business implications of regional alliances.
- Corporate Diplomacy: Engaging with global stakeholders and policy-makers.
- Data Protection and Privacy: Addressing diverse regulations in a digital era.
- Sustainable Business Mandates: Incorporating global environmental and social goals into corporate visions.

These sub-themes dissect how international governance structures and policies influence, and are influenced by, the global business community.

7. The Future of Work: Skillsets, Outsourcing, and Cross-border Collaborations.

Within the theme 'The Future of Work: Skillsets, Outsourcing, and Cross-border Collaborations', researchers might emphasize these sub-themes:

- Digital Literacy and Up-skilling: Preparing workforces for technological advancements.
- Remote Work Models: Analysing productivity, management, and organizational culture shifts.
- Global Talent Acquisition: Strategies and challenges in hiring from a worldwide pool.
- Gig Economy and Freelancing: Impacts on traditional employment structures.
- AI, Automation, and Job Displacement: Balancing efficiency with employment concerns.
- Cultural Competence in Collaborations: Navigating diverse work ethics and communication styles.
- Ethical Implications of Outsourcing: Evaluating social responsibility in offshoring practices.

These sub-themes delve into the evolving landscape of global employment, exploring both opportunities and challenges businesses face.

8. Ethics and Globalization: Navigating the Moral Dimensions of International Integration.

Under the theme 'Ethics and Globalization: Navigating the Moral Dimensions of International Integration', researchers might explore these sub-themes:

- Corporate Social Responsibility (CSR): Best practices in global contexts.
- Supply Chain Ethics: Ensuring fair labour practices and sustainability.
- Transparency in Global Business: Addressing corruption, fraud, and disclosure norms.
- Cultural Relativism in Business: Respecting diverse ethical standards without compromising core values.
- Data Ethics: Navigating privacy, consent, and surveillance in global markets.
- Stakeholder Engagement: Ethical considerations in global community interactions.
- Green Business Ethics: Balancing profit motives with environmental responsibility.

These sub-themes shed light on the complexities businesses face when trying to maintain ethical integrity in a globally interconnected world.

9. Global Health and Pandemics: A Unified Response to Global Threats.

Within the theme 'Global Health and Pandemics: A Unified Response to Global Threats', researchers might focus on these sub-themes:

- Supply Chain Resilience: Ensuring timely delivery of medical supplies during crises.
- Economic Impact of Pandemics: Assessing disruptions and recovery strategies.
- Remote Work and Business Continuity: Best practices for maintaining operations during health emergencies.
- Pharmaceutical Market Dynamics: Global partnerships in drug development and distribution.
- Crisis Communication: Managing stakeholder trust and brand reputation during outbreaks.
- Investment in Health-Tech: Opportunities in digital health solutions and telemedicine.
- Corporate Social Responsibility (CSR) in Health: Business roles in community health and safety initiatives.

These sub-themes delve into the multifaceted challenges and opportunities businesses face in the context of global health crises.

10. Education in a Globalized Era: Preparing the Next Generation for a Boundary-less World.

Under the theme 'Education in a Globalized Era: Preparing the Next Generation for a Boundary-less World', researchers might explore these sub-themes:

- Digital Learning Platforms: Harnessing technology for global business education.
- Cross-cultural Leadership Development: Training future leaders for diverse teams.
- Global Internships and Exchanges: Benefits and challenges of international exposure.
- Curriculum Internationalization: Integrating global case studies and perspectives.
- Entrepreneurship in a Global Context: Fostering worldwide business innovation.
- Partnerships with Global Institutions: Collaborative programs and joint degrees.
- Ethics and Corporate Social Responsibility: Teaching global standards and values.

These sub-themes address the evolving needs of business education in a rapidly globalizing and interconnected world.

THE AOG - PART 10

CODE OF ETHICAL BEHAVIOUR



31 August 2025

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1 Introduction

Wittenborg aims to be a good employer, i.e. an employer that behaves ethically towards its staff, respects its staff members' rights, ensures good and safe working conditions and environments. At the same time, Wittenborg expects its staff members to uphold high ethical standards in line with its values of internationalisation, diversity and ethics. Formulating a Code of Ethical Behaviour that serves as a guideline for its staff is part of this effort.

The Wittenborg Code of Ethical Behaviour is applicable to all persons engaged with Wittenborg or its programmes, regardless of employment status or position. Our Code of Ethical Behaviour is guided by our key values of ethics, diversity and internationalisation and aimed at creating a positive working and learning environment in which everyone is treated with respect, dignity and fairness.

Wittenborg expects its staff members to behave ethically both during working hours, as well as, to an extent, part of their private (digital) lives, when the harmful private behaviour by employees reflects negatively on Wittenborg, its staff and its students.

While holding all staff members to the same standards, Wittenborg places special responsibility on its management team members to lead by example and continuously set, uphold and improve high ethical standards, ensuring integrity, accountability and fairness in all business practices.

Moreover, Wittenborg expects third parties, such as suppliers to behave in an ethical manner in line with the Wittenborg Code of Ethical Behaviour. When interacting with Wittenborg staff members, third parties will be held to the same standards and any unacceptable behaviour may result in reporting of misconduct, as well as potentially ending the cooperation with the third party.

Wittenborg aims to make its Code of Ethical Behaviour more relatable and actionable by providing working instructions and best practices, for example in the form of FAQ in Staff Resources, and as part of orientation and training.

2 Our Values

Ethics, diversity, internationalisation are the key values of Wittenborg. Wittenborg is committed to positive working and a learning environment in which everyone feels safe and is treated fairly, with respect and dignity. Guided by our motto “Better Yourself – Better Our World”, all staff members are expected to maintain and promote an inclusive and ethical working environment, free of discrimination, harassment, intimidation, violence, and corruption, and as such to uphold the Wittenborg key values.

Wittenborg is committed to maintaining the highest ethical standards and expects all staff members to uphold these principles. Any behaviour detrimental to our values and the wellbeing of colleagues and or students is not acceptable and can be subject to disciplinary action, including termination of your engagement at Wittenborg.

3 Integrity and Ethical Conduct

3.1 Conflicts of Interest

A conflict of interest is present when a staff member's direct or indirect (the latter generally related to, among others, their family and/or friends) personal interests are in conflict with, or negatively affect their work at Wittenborg, or in other ways have an adverse effect or reflection on Wittenborg.

A staff member's personal interest, both direct and indirect, can be financial or non-financial. Examples of the latter are career enhancements, personal or professional reputations, access to information and the promoting of certain staff members over others for personal reasons.

Staff members should avoid situations where their personal interests could conflict with Wittenborg's interests. Any potential conflicts of interest must be disclosed immediately, and staff members should actively recuse themselves from decisions where a potential conflict of interest exists.

Since conflicts of interest can be actual, potential, or perceived, it is important to recognise and evaluate possible actual, potential or perceived conflicts of interest and act to resolve them.. Notably, as part of our ethical standards, staff members should try to avoid even perceived or potential conflicts of interest.

If you suspect a conflict of interest or are uncertain whether an activity constitutes a conflict of interest, you are expected to discuss this with your supervisor, or the HRM Department, who will then advise you accordingly and take the required steps.

3.2 Personal Gain

Wittenborg staff members may encounter moments in which they (or people the staff member has close relationships with, in which case the following also applies) are offered gifts by internal or external business acquaintances, or students, both tangible and intangible. The basic policy regarding these situations is that Wittenborg staff members should not accept such gifts, with the following exception: occasional small gifts (worth € 25 or less) as tokens of appreciation may be accepted. This exception does not apply in negotiation situations in which the gift giver still has something to gain (such as an order or a mark).

Regarding networking invitations, staff members are allowed to accept them, provided they do not have the potential to compromise their independence.

Wittenborg maintains a strict policy prohibiting staff members from participating in activities related to services, whether for students or the school itself, outside the confines of their official employment or contractual obligations. The institution upholds a commitment to ethical conduct towards its students, staff, and organisational data at all times. This commitment includes a prohibition against the use of internal data for personal gain. All staff members are bound by a confidentiality agreement to uphold these standards.

Furthermore, staff members, whether employed or under contract with Wittenborg, as well as their immediate family members, are expressly forbidden from engaging in student recruitment activities outside

their designated professional roles. It is also strictly prohibited for them to solicit or accept payment from students or Wittenborg for recruitment services.

3.3 *Ancillary and Conflicting Activities*

Ancillary activities refer to staff members' work and activities (including the holding of shares) carried out outside their position at Wittenborg, regardless of the scope or compensation levels of such activities or the scope of the staff member's contract with Wittenborg.

Ancillary activities can be beneficial to Wittenborg, especially when they add value to society, academic knowledge, professional experience, and the well-being of staff members. For this reason, Wittenborg encourages a variety of ancillary activities. However, to avoid conflicts of interest, it is important for Wittenborg to be aware of and approve of staff members' ancillary activities. Staff members are thus obligated to report them.

Reporting is not required if the ancillary activities evidently have no connection to a staff member's work at Wittenborg, cannot harm the interest of the institute, do not threaten the staff member's performance, are not performed within working hours and do not include compensation of any kind.

3.4 *Procurement*

Staff members whose positions require procurement should avoid both actual and perceived corruption and bribery. The offering or awarding of special favours to potential suppliers is not permitted. Staff members in contact with suppliers should not use their services for private use, unless this was explicitly permitted by the Wittenborg Executive Board.

3.5 *Financial Interest in Organisations*

In general, financial interests in other organisations fall under ancillary activities. Having a financial interest in any other organisation that can lead to a conflict of interest should be avoided. This also applies to indirect financial interests (e.g. when a staff member's partner owns a company that does business with Wittenborg).

If you are uncertain if this applies to your situation, you should consult your supervisors or the HRM department.

3.6 *Research Integrity and Ethics*

Wittenborg has formally adopted the Netherlands Code of Conduct for Research Integrity (AOG-Part 8A).

4 Unacceptable Behaviour

Any type of unwanted and offensive conduct that affects the dignity and wellbeing of others is unacceptable behaviour. This includes but is not limited to any form of:

- (Sexual) intimidation
- (Sexual) harassment
- Violence and aggression
- Threats
- Bullying
- Isolation or exclusion of others
- Discrimination
- Abuse of power

These types of unacceptable behaviour can be physical, but also verbal or written. Unacceptable behaviour can be displayed by colleagues, supervisors, and managers, but also by suppliers, customers and third parties.

Wittenborg stands firmly against any type of unacceptable behaviour. Within Wittenborg it is our collective responsibility to be mindful of the types of unacceptable behaviour that can exist and support each other in maintaining an environment that is free of such behaviour. We encourage all our staff members to stand up against any form of unacceptable behaviour and to aid and support colleagues who fall victim to it.

Complaints or observations of unacceptable behaviour will always be taken seriously. Any type of retaliation against a person who brings forward a complaint or aids in the investigation of a complaint is prohibited.

Displaying unacceptable behaviour can lead to disciplinary actions, including termination.

4.1 Bullying

Bullying exists when there is ongoing and deliberate abuse of (perceived) power by an individual or group in the form of repeated behaviour intended to cause someone physical or psychological harm. Bullying can be verbal, physical or social. When someone is structurally made fun of in the workplace, what starts as teasing becomes bullying and can lead to serious health problems for the victim.

Examples of bullying at work include but are not limited to:

- Making someone perform meaningless tasks
- Intentionally given someone a wrong appraisal
- Ignoring, isolating and excluding someone
- Imitating someone
- Making jokes at the expense of someone
- Shouting, cursing, intimidation and physical aggression
- Gossip

4.2 Violence and Aggression

Aggression and violence occur when an employee is verbally or physically harassed, threatened or attacked. Violence and aggression can take several forms that include but are not limited to:

- Verbal aggression: swearing, yelling or arguing fiercely, as well as discriminatory comments
- Physical aggression: kicking, pushing, hitting, spitting, vandalising or robbing, as well as more extreme forms of violence in the case of assaults or attacks
- Psychological aggression: threatening, blackmailing or humiliating someone verbally or in writing

4.3 Discrimination

Discrimination occurs when an unfair difference is made in the treatment of people. Discrimination exists in when a difference is made based on characteristics of no consequence. There are various grounds of discrimination specified under Dutch law. Those are:

- Race
- Gender
- Pregnancy, birth and motherhood
- Sexual orientation
- Political opinion
- Religion
- Belief
- Disability or chronic illness
- Civil status
- Age
- Nationality
- Working hours (full-time or part-time)
- Type of employment contract (temporary or permanent)

Discrimination at work can take place at various times. For example, during a job application, during possible promotions, during dismissal rounds, when determining remuneration/salary, or during the work itself.

4.4 Sexual Harassment

Sexual harassment at work is any form of sexual advance, requests for sexual favours or other sexually oriented behaviour (verbal, non-verbal or physical) in the work environment that is perceived as inappropriate or unacceptable.

Sexual harassment can manifest itself in (a combination of) three forms:

- Verbal (intimidation): sexually suggestive comments, jokes, asking intimate questions or innuendo, etc.

- Non-verbal: staring, sexually oriented gestures or facial expressions, showing sexually tinted or pornographic images (including via email, WhatsApp, Teams, etc.)
- Physical: all forms of inappropriate or unacceptable physical contact, such as an arm around the shoulder, groping, squeezing, kissing, blocking the way, invading personal space and getting into someone's comfort zone, assault or even rape, etc.

Sometimes, sexual harassment can be difficult to spot, as it can be both intentional and unintentional. It is important to understand that sexual harassment is not about the intention of the perpetrator, but about how the recipient experiences it: what is innocent for one person, can be experienced as annoying, undesirable or intimidating by another. Everyone determines for themselves where the boundary lies between desirable and undesirable behaviour and that needs to be respected by others.

5 Other Standards and Rules

5.1 Confidentiality and Confidential Information

Staff members are bound to keep in confidence all information about Wittenborg that Wittenborg has classified as confidential, as well as all information of which the staff members can be expected to identify its confidential nature. This includes but is not limited to proprietary information, trade secrets, or any other confidential information that could harm Wittenborg or its stakeholders if revealed

Staff members should at all times prevent unauthorised parties from gaining access to said information. In practice, this, among other things, means that staff members are expected to protect their data carriers, accounts, computers, etc. When logged in with their accounts, staff members should not leave their computer unattended.

Staff members should furthermore only use information for its intended purpose.

Staff member's obligation to maintain confidentiality may not affect the observance of academic freedom by academic staff members as referred to in Section 1.6 of the [Higher Education and Research Act](#).

5.2 Privacy-Sensitive Data and Data Breaches

Wittenborg respects staff members' rights to have their personal data protected and treated with care and respect. Rules related to privacy-sensitive data are laid down in the [General Data Processing Regulation](#) (or GDPR) and in the AOG-Part 14.

Staff members should only use personal data for its intended purposes and should, principally, not supply said data to third parties.

A data breach refers to the loss of personal data, or if the loss or unlawful processing of personal data cannot be ruled out to a reasonable extent. Data breaches can be the result of criminal conduct, such as hacking, but also due to accidents, such as the incorrect submission of files or the loss of USB drives.

5.3 Use of Wittenborg Buildings and Grounds

Wittenborg expects all its staff members to be ethical and respectful in their use of company property.

Staff members must make use of Wittenborg buildings and grounds according to their intended purpose and must adhere to instructions provided by or in the name of management. In general, behaviour should not cause harm, damage, or inconvenience, or infringe on the rights of, Wittenborg, its students and staff, or third parties also making use of the buildings or grounds.

It is not allowed to bring any unauthorised person onto Wittenborg company property without prior agreement from management, unless staff members are authorised to do so as part of their job. In these circumstances staff members are responsible for ensuring that their visitors are appropriately monitored

during their stay, that they act according to the guidelines provided in this section, and that they do not access areas or company property inappropriately.

5.4 Use of Resources and Facilities

Wittenborg expects all its staff members to be ethical and respectful in their use of company resources and facilities.

Wittenborg staff members are given access to resources such as computers, office supplies, e-mail accounts and telephones. They are expected to treat all resources with care and for its intended purpose. In principle, those resources are not meant for private use.

Reasonable private use of company resources is allowed, although not encouraged. Similarly, staff members may make reasonable use of private resources for company purposes. If in doubt in either situation, staff members should discuss it with their supervisor. This also applies to internet usage. Crucially, in case of the latter, usage such as illegal downloading of media and software, the viewing, downloading, or distributing of harmful (pornographic, discriminatory, abusive, etc.) content and the sending of harmful messages is prohibited. Staff members should report such illicit usage by others to their supervisors or the HRM department.

It is not allowed to remove company property from Wittenborg premises unless explicit permission has been given by a supervisor.

5.5 Drugs, Alcohol, Weapons and Gambling

The following behaviour and actions (non-exhaustive) are also classified as unacceptable behaviour at work and on Wittenborg premises and as such can lead to disciplinary actions:

- Abuse of prescription and over-the-counter drugs
- Use, possession, or distribution of narcotics or other controlled substances, except as expressly permitted by law
- Use, possession, or distribution of alcoholic beverages, except as expressly permitted by the law and Wittenborg policies, or public intoxication
- Use or possession of drug-related paraphernalia
- Use or possession of firearms, fireworks, other explosives, other weapons, or dangerous chemicals on Wittenborg premises not specifically authorized by Wittenborg
- Misuse of legal objects in a dangerous manner (e.g. laser pointing in someone's eyes)
- Illegal gambling or wagering

In addition, please refer to our non-smoking policy outlined in the General Staff Handbook (AOG-Part 3).

5.6 Illegal Activity

Staff members are expected to comply with all applicable laws, regulations, and company policies. They should stay informed about relevant legal and regulatory changes affecting their work and ensure that their

actions are in full compliance. Any type of illegal activity, such as but not exclusive to fraud, violent crimes, bribery, racism and hate crimes, etc., within as well as outside of the context of working at Wittenborg, prohibited by law, even if not explicitly mentioned by this code of conduct, is seen as unacceptable behaviour at Wittenborg. When necessary, Wittenborg will report illegal activity by staff members to law enforcement authorities.

5.7 Emotional Relationships in the Workplace

Romantic or intimate relationships between Wittenborg co-workers are acceptable under the condition that Wittenborg is notified of the existence of the relationship. If the relationship exists between a direct supervisor and a team member, Wittenborg may take action to adjust reporting lines to ensure fair appraisals, evaluations, and to avoid conflicts of interest.

As an institute of higher education, Wittenborg is inherently aware and mindful of the power relationships that exist between faculty and students. To ensure fairness, integrity, and the avoidance of conflicts of interest, romantic or intimate relationships between Wittenborg staff members and active Wittenborg students are prohibited where a direct or indirect power relationship exists (e.g., teaching, assessment, supervision, counselling, or decision-making authority). Where no such power relationship exists, staff members must still disclose the relationship to HR to ensure transparency and safeguard professional boundaries.

All romantic or intimate relationships involving Wittenborg staff members—whether with other staff or with students—must be disclosed to HR. Failure to disclose a relationship or entering into a prohibited relationship may result in appropriate measures being taken by Wittenborg. These may include reassignment of duties, formal warnings, or, in serious cases where professional integrity is compromised, termination of employment.

5.8 Environmental Consciousness

Wittenborg is committed to sustainability and accepts its responsibility to pursue practices and operate in such a way as to enhance the quality of the local, national and global environment. This is done not only by making sustainability a key part of its programmes, but also through implementing recycling schemes, building connections with environmental agencies, and considering sustainability in its facilities, locations and accommodations.

Wittenborg expects staff members to:

- Reduce the amount of resources used, particularly energy and paper.
- Separate their waste for recycling and use the appropriate recycling containers.
- Travel as much as possible using public transport.

5.8.1 Sustainable Investing

The purpose is to ensure that Wittenborg University of Applied Sciences aligns its investment practices with its commitment to sustainability, ethical responsibility, and environmental stewardship. This applies to all

investment decisions, made by the institution, including but not limited to endowment of funds, reserve funds, and any other financial assets managed by the institution.

Principles

- **Ethical Considerations:** Investments will be made in companies and funds that adhere to high ethical standards, including respect for human rights, fair labour practices, and anti-corruption measures.
- **Environmental Responsibility:** Preference will be given to investments that demonstrate a commitment to reducing environmental impact, promoting renewable energy, and supporting sustainable resource management.
- **Social Impact:** Investments should contribute positively to society, supporting initiatives and organisations that foster community development, education, and social equity.
- **Governance:** Investments will be made in companies with strong governance structures, transparency, and accountability.

Implementation

- **Investment Selection:** The institution will use Environmental, Social, and Governance (ESG) criteria to guide investment decisions. External advisors with expertise in sustainable investing may be consulted.
- **Monitoring:** The institution will regularly review its investment portfolio to ensure compliance with this policy.
- **Stakeholder Engagement:** The institution will engage with stakeholders, including students, staff, and the wider community, to gather input on sustainable investing practices.

5.8.2 Sustainable Funding and Donations

The purpose is to guide the acceptance and management of funds and donations in a manner that aligns with Wittenborg values and sustainability goals. This applies to all monetary and in-kind donations, grants, and other forms of financial support received by the institution.

Principles

- **Alignment with Values:** Donations and funding must align with the institution's commitment to sustainability, academic integrity, and social responsibility.
- **Transparency:** All funding sources will be disclosed and evaluated to ensure they do not conflict with the Wittenborg's mission and values.
- **Ethical Standards:** The institution will not accept funds from sources that engage in practices harmful to the environment, society, or that violate ethical standards.

Implementation

- **Due Diligence:** A thorough vetting process will be conducted for all potential donors and funding sources to ensure alignment with the institution's values and sustainability commitments.
- **Reporting:** Wittenborg will maintain transparency by publicly reporting all accepted donations and funding, including their sources and intended use.

5.8.3 Sustainable Procurement and Purchasing

The purpose is to ensure that all goods and services acquired by Wittenborg University of Applied Sciences are sourced in a manner that is environmentally sustainable, socially responsible, and economically viable. This applies to all procurement and purchasing activities conducted by the institution, including those carried out by departments, faculties, and affiliated organisations.

Principles

- **Environmental Impact:** Preference will be given to products and services that have a reduced environmental footprint, such as those that are energy-efficient, recyclable, or made from sustainable materials.
- **Social Responsibility:** Wittenborg will prioritize suppliers that demonstrate fair labour practices, respect for human rights, and contributions to community development.
- **Economic Viability:** Sustainable procurement will be balanced with economic considerations to ensure value for money and the responsible use of Wittenborg funds.
- **Lifecycle Consideration:** The entire lifecycle of products, from production to disposal, will be considered to minimize negative environmental and social impacts.

Implementation

- **Supplier Assessment:** Suppliers will be evaluated based on their sustainability practices and adherence to ethical standards. This evaluation will be part of the procurement process.
- **Sustainable Criteria:** Procurement guidelines will include specific criteria for sustainability that must be met or exceeded in procurement decisions.
- **Training and Awareness:** Staff involved in procurement will receive training on sustainable procurement practices and the importance of sustainability in purchasing decisions.
- **Monitoring:** The institution will track and report on the sustainability performance of its procurement activities. Regular audits will be conducted to ensure compliance with this policy.

6 Ethical Leadership

Wittenborg recognises that its managers play a critical role in shaping and maintaining the ethical standards and professional culture of the institution. As such, Wittenborg places special responsibility on its management team members to lead by example and continuously set, uphold and improve high ethical standards, contributing to a culture of integrity, respect, and accountability.

We thus expect managers to follow the following key principles of ethical leadership, ensuring that they lead by example and uphold Wittenborg's values.

6.1 Integrity and Transparency

Managers are expected to act with integrity and honesty in all interactions, both within the school and with external stakeholders. Transparency in decision-making, communication, and processes is critical to building trust and fostering an ethical environment. They should provide accurate information, avoid conflicts of interest, and uphold the trust placed in them by Wittenborg, its staff members and students.

6.2 Accountability and Responsibility

Managers are responsible for their actions and decisions and must hold themselves accountable to the highest ethical standards. They are also responsible for ensuring that their teams operate within these same standards and must address any unethical behaviour promptly and fairly.

6.3 Fairness and Respect

All managers should demonstrate fairness in their decision-making processes, ensuring that they treat all staff members, students, and stakeholders with respect and without discrimination. Fairness also means providing equal opportunities for all employees and acting impartially in conflicts or grievances. Special attention should be given to aspects of diversity and inclusion (AOG-Part 11).

6.4 Ethical Decision-Making

Managers are expected to consider the ethical implications of their decisions and to use ethical frameworks in their leadership practices. When faced with dilemmas, they should seek advice and consider the long-term impact on the Wittenborg community and stakeholders.

6.5 Role Model Behaviour

Managers should lead by example by upholding Wittenborg's values and code of ethical behaviour in their own behaviour. This includes functioning as a positive example, fostering an environment of openness, encouraging ethical behaviour in others, and addressing unethical practices in a constructive and timely manner. Management team members should engage in continuous learning to improve their ethical awareness and decision-making skills, as well as continuously honing their knowledge on best practices in ethics and compliance.

6.6 Safeguarding and Professional Conduct

Managers have a duty to protect the well-being of students, staff, and other stakeholders. This includes creating a safe, inclusive, and professional working environment, as well as ensuring compliance with all relevant laws, regulations, and institutional policies. We see it as the duty of our managers to report any unethical behaviour or violations of our code of ethical behaviour, as well as to ensure that any concerns by staff members can be reported through the appropriate channels without fear of retaliation, and to ensure that all reports are taken seriously and are investigated thoroughly.

7 Facilities to Promote Ethical Behaviour

Wittenborg regards it as imperative that staff members feel safe at work and can work in a pleasant and collegial environment, being treated with respect and dignity. We actively promote ethical behaviour by encouraging each and every one of our staff members to uphold our core value of ethics, leading by example, pointing out ways to improve and standing up for others.

7.1 Confidential Adviser on Unacceptable Behaviour

Wittenborg has appointed a confidential adviser on unacceptable behaviour, such as sexual intimidation, harassment, discrimination, bullying, or aggression and violence (explained above). The confidential adviser can function as the first point of contact for staff members who experience or have experienced unacceptable behaviour from other members of the organisation. Staff members can discuss the problem that they face with the confidential adviser under strict confidentiality. The confidential adviser offers advice and only involves or informs third parties with the explicit permission of the staff member who has sought advice. The confidential adviser offers support, and can inform the victim of possible ways to resolve the problem, report the problem and file a complaint.

7.2 Unacceptable Behaviour Reporting Structure

If you are the victim of any type of unacceptable behaviour, we strongly encourage you to speak with either your supervisor, the HRM Department, or the designated confidential adviser at Wittenborg. If you are able to do so, please try to provide a written record of the incidents, including the date, time, place and circumstances.

There are two levels of reporting incidents and making complaints at Wittenborg.

In the first instance, we follow an informal reporting structure to try to avoid further escalation and re-build the relationship between the parties concerned if possible and applicable. The informal reporting procedure includes:

- Wittenborg employees can raise incidents of unacceptable behaviour to their supervisor, the HRM department, and/or the confidential adviser within Wittenborg. We intentionally offer various contact persons to informally raise incidents, so that there are numerous points of contact available to victims and/or observers depending on individual circumstances.
- Depending on the situation, the supervisor, HRM (or the confidential adviser) can choose to:
 - Take action and confront the person reported of unacceptable behaviour.
 - Opt to make use of mediation.
 - Refer the victim or observer to the confidential advisor.

If the informal procedure does not lead to a desired result or if the unacceptable behavior is of a nature that is too serious for the informal procedure, a formal complaint procedure may be necessary to understand whether the complaint is justified or not. This requires a careful investigation into the accounts of both parties. Wittenborg has a formal complaint procedure that should be followed in this case (AOG-Part 16).

If you observe any type of unacceptable behaviour towards others, we strongly encourage you to offer your support to the victim and/or to report the incident.

Be sure not to put yourself or others in danger. If someone is in immediate danger or there is an imminent threat, notify security or the appropriate authorities.

Wittenborg has aftercare procedures for victims of unacceptable behaviour. Those are outlined in our Health and Safety Policy (AOG-Part 12).

Complaints or observations of unacceptable behaviour will always be taken seriously. Any type of retaliation against a person who brings forward a complaint or aids in the investigation of a complaint is prohibited.

7.3 Reporting General Misconduct

Similarly to the reporting structure for reporting unacceptable behaviour, we strongly encourage you to speak with either your supervisor or the HRM Department if you witness misconduct, other than unacceptable behaviour, for which the separate procedure outlined above applies. If you are able to do so, please try to provide a written record of the incidents, including the date, time, place and circumstances.

In general, there are two levels of reporting incidents of misconduct and making complaints at Wittenborg.

In the first instance, we follow an informal reporting structure to try to avoid further escalation, and allow for clarification. The informal reporting procedure includes:

- Wittenborg employees can raise incidents of misconduct to their supervisor or the HRM department. We intentionally offer various contact persons to informally raise incidents, so that there are numerous points of contact available to observers and/or victims depending on the type of misconduct and individual circumstances.
- Depending on the situation, the supervisor, or HRM, can choose to:
 - Confront the person reported of misconduct, and have a conversation about the accusations and try to solve the concerns in a mutually agreeable manner.
 - Opt to make use of mediation to involve an objective third party.
 - Make a formal complaint and proceed with appropriate proceedings outlined in the Complaints Procedure (AOG-Part 16), thus starting the formal complaint procedure.

If the informal procedure does not lead to a desired result or if the behaviour is of a nature that is too serious for the informal procedure, a formal complaint procedure may be necessary to understand whether the complaint is justified or not. This requires a careful investigation into the accounts of all parties involved. Wittenborg has a formal complaint procedure that should be followed in this case (AOG-Part 16).

Complaints or observations of misconduct will always be taken seriously. Any type of retaliation against a person who brings forward a complaint or aids in the investigation of a complaint is prohibited.

7.4 *Disciplinary Measures*

An essential component of promoting ethical behaviour and enforcing our policy on ethical behaviour is answering non-compliance with disciplinary measures. Non-compliance with this code of conduct can, therefore, lead to the following disciplinary actions (non-exhaustive):

- Verbal warning
- Letter of warning
- Write up: note in the personal file of the employee
- Action plan to improve behaviour
- Suspension
- Termination

Appropriate disciplinary actions are dependent on the type and severity of the misconduct. Disciplinary actions are decided in a fair and objective procedures, allowing all parties involved to voice their perspective.

THE AOG - PART 11

DIVERSITY AND INCLUSION POLICY



31 August 2025

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1 Diversity as a Key Value

At Wittenborg, we are very proud of the diverse composition of our student and staff body with international diversity being at 120+ nationalities across levels of the organisation.

Wittenborg embraces internationalisation, diversity and ethics as key values. All three are central to Wittenborg's mission "to promote excellence in teaching and learning international business and management, as well as to create the best environment for students and staff, where internationalisation, diversity and ethics are setting the premises for successfully applied-research-informed global learning". Through embracing diversity as a key value, Wittenborg recognises the need for inclusivity. Its outlook is global, and it aims to be one of the most international and diverse higher education institutions in the Netherlands.

Wittenborg strives to foster an inclusive and supportive environment that is characterised by mutual respect, trust, understanding and fairness, establishing a true culture of belonging, our "Wittenborg Family". Wittenborg firmly believes that bringing diverse backgrounds together and enabling individuals to unleash their potential not only is a social responsibility but also strengthens quality, drives innovation and organisation success. We firmly believe in fair opportunities, which also means that some may need more help than others.

Thus, Wittenborg stands against any kind of discrimination or harassment on the grounds of skin colour, nationality, ethnic origin, marital or civil partnership status, disability, religion, belief, age, sexual orientation, gender identity or expression (LGBTQ+), sex, type of employment and socio-economic status (non-exhaustive). Wittenborg also stands against more subtle forms of discrimination that may manifest itself in any given situation. It aims to provide an environment based on respect and dignity, free of harassment and discrimination and holds its staff members to those standards.

Diversity and inclusion are everyone's responsibility at Wittenborg. We expect our staff and all individuals engaged with Wittenborg or its programmes to support and promote a culture of belonging in their actions and decision-making. Non-compliance with this policy and the principles laid out will lead to appropriate disciplinary actions.

The scope of this policy is organisation-wide and spans key areas and related policies and practices:

- Students
- Programmes
- Research
- Staff
- All individuals engaged with Wittenborg or its programmes

1.1 Wittenborg Students

Wittenborg prides itself for its international and diverse student body.

To maintain its diverse student body and further develop it on the principles of diversity and inclusion, Wittenborg follows several guidelines:

- Wittenborg makes use of a variety of communication channels to reach potential and current students.
- Wittenborg promotes its programmes around the world, using inclusive and culturally sensitive language.
- Wittenborg makes an effort to form diverse recruitment and selection committees in order to reduce the effect of unconscious bias and blind spots.
- When selecting students, Wittenborg does not discriminate based on skin colour, nationality, ethnic origin, marital or civil partnership status, disability, religion, belief, age, sexual orientation, gender identity or expression (LGBTQ+), sex, or socio-economic status (non-exhaustive).
- Wittenborg designs barriers of entry which do not put potential applicants at a disadvantage based on skin colour, nationality, ethnic origin, marital or civil partnership status, disability, religion, belief, age, sexual orientation, gender identity or expression (LGBTQ+), sex, or socio-economic status (non-exhaustive).
- Wittenborg offers scholarships to students who would otherwise be unable to attend, aiming to enhance accessibility.
- Wittenborg strives to offer a support system that enhances inclusivity and diversity.
- Wittenborg encourages students to voice their opinions, particularly with regard to inclusivity and diversity, promoting diverse perspectives.
- Wittenborg strives to provide a "home away from home" atmosphere, to provide a sense of belonging for students that are far away from home.
- Wittenborg makes a reasonable effort to accommodate students with varying physical or religious (non-exhaustive) requirements.

Wittenborg may occasionally reevaluate if certain groups of potential students need to be prioritised with regards to recruiting, in order to maintain diversity within the student body.

Students are expected to support and maintain an inclusive environment at Wittenborg based on dignity and mutual respect, helping to uphold a culture of belonging throughout Wittenborg. Responsibilities of students are detailed in the EEG.

1.2 Wittenborg Programmes

As a key value, diversity guides education delivery at Wittenborg. Shaping our organisational culture based on diversity as a key value includes guidelines for incorporating and promoting diversity and inclusion in our programmes:

- Wittenborg's curriculum takes diversity and inclusivity into critical consideration in content and methods.
- International and intercultural content are key aspects of Wittenborg's programmes.
- Teachers are trained in the area of inclusive pedagogy.

- The programmes focus on diverse perspectives and open-mindedness, aiming to encourage discussions and confront unconscious bias.
- Wittenborg strives to promote active citizenship, e.g. through projects, seminars and cases.
- Teaching materials should be inclusive and free from discriminatory language and images, unless being used as examples of discrimination.

1.3 Wittenborg Research

As written in Wittenborg Staff Research Guidelines (Part 8), Wittenborg's key values are embedded in all research activities and faculty and students are encouraged to engage in research projects that embody and promote our core values of internationalisation, diversity and ethics.

Wittenborg is committed to expanding the opportunities for staff to participate in funded research projects and become scholarly active, thereby positively impacting the quality of the organisation and education delivery. The researchers form a varied group from different cultures, with different places of residence, language, gender, religion and socio-economic background. Research proposals by underrepresented groups, such as women, are actively promoted.

Wittenborg involves diversity in a three-fold approach:

- Diversity in researcher groups
- Diversity in research design
- Diversity in research methodology

1.4 Wittenborg Staff

Wittenborg commits to offering fair opportunities and actively promoting diversity among staff. We firmly believe that diversity and a culture of belonging strengthen our organisation and drive innovation. Moreover, we feel that it is important that students see themselves reflected in staff.

Our diversity and inclusion policy impacts all aspects of engagement at Wittenborg, and influences our efforts related to recruitment and selection, benefits, development, training, etc. Fair opportunity lies at the heart of our efforts and we aim to mitigate systemic barriers by tailoring our practices to stimulate diversity and inclusion further.

Hiring, as well as development can have significant impact on diversity and inclusion at Wittenborg. Practices to safeguard diversity and inclusion in those processes are outlined in the General Staff Handbook (Part 3), Faculty Handbook (Part 4) and Professional and Support Staff Handbook (Part 5).

Maintaining and promoting diversity and inclusion are the responsibilities of everyone at Wittenborg. As such, we expect everyone engaged with Wittenborg or its programmes to:

- Treat everyone with respect and dignity.
- Create an environment that is inclusive and does not tolerate harassment or discrimination.
- Confront bias, conscious and unconscious.

- Actively promote inclusiveness, diversity, and equity through their actions, language and decision-making. See a comprehensive guide on using gender-neutral language in Appendix 1.8.1. below.
- Stand against and report misconduct.

This applies to interactions with staff, students, as well as externals.

Leaders and managers, in addition to following the same guidelines as all staff, are expected to lead by example, by actively displaying Wittenborg's commitment to diversity and its stand against discrimination. In practice, they should:

- Apply principles of diversity, equity and inclusiveness when hiring and evaluating employees.
- Foster an inclusive atmosphere within their teams.
- Make a reasonable effort to accommodate employees with varying physical or religious (non-exhaustive) requirements.
- Foster an environment in which targets of harassment and discrimination feel safe to speak up.
- Foster an environment in which diversity-related problems are discussed and addressed in good faith.

1.5 Disability and Accessibility

Offering equal opportunities to people, both staff and students, with disabilities warrants additional guidelines:

- Wittenborg strives to actively promote awareness about disability in the organisation.
- Wittenborg makes an effort to make their facilities as barrier-free as possible, for both employees and students.
- If a Wittenborg staff member or student becomes disabled, Wittenborg makes a reasonable effort to accommodate them in such a way as to allow them to continue their studies or maintain their position or switch to an alternative position fitting their experience and capabilities.
- Wittenborg encourages staff and students with functional impairments to weigh in whenever they believe that their suggestions would improve their situation at Wittenborg.

1.6 Monitoring and Future Plans

To support our diversity and inclusion policy, we aim to further develop and improve our reporting and monitoring of diversity and inclusion aspects. We monitor and report aspects such as country of origin, nationality, migration background, gender and age for students in combination with success rates, total staff and different staff groups, such as faculty, professional staff, management, and strive to enhance this further by considering pay scales, advisory bodies, as well as additional diversity aspects, such as religion, sexual orientation and socio-economic background.

This can be achieved by asking students and staff to provide information regarding their nationality, migration background (country of origin), age, gender identity, socio-economic background and sexual orientation (non-exhaustive). Reasonable efforts will be made to ensure that any such data collection will be

anonymous. Providing information that is not strictly necessary for employment or assignment checks, is voluntary and not complying with the request to share information will not have adverse effects for any staff member.

The employee satisfaction survey and student surveys include sections focusing on providing insight in the perception of the working/learning environment in relation to inclusiveness, safety, non-discrimination and accessibility.

1.7 Reporting Misconduct

Articles in this policy concerning behaviour of staff and students are covered in the Code of Ethical Behaviour (Part 10) and/or the Student Code of Behaviour. Reporting of misconduct is outlined in the complaints procedure (Part 16).

1.8 Appendix

1.8.1 Gender-inclusive Language and Surveys

Wittenborg students, faculty and staff are expected to communicate and work in a gender-inclusive manner. This, among other things, means making use of gender-inclusive language and developing gender-inclusive surveys.

Gender-inclusive language should be used consistently, both in internal and external communication. If you are not sure, you can make use of the following guidelines:

- Use gender-neutral pronouns such as 'they', 'them', 'their' or 'themselves' instead of gendered pronouns, such as 'he', 'she', 'his', 'hers', 'himself', 'herself', at least until you know someone's pronouns. For example, when referring to a specific person whose gender has not been confirmed to you (note: you cannot assume someone's gender based on their name or their appearance), instead of "she is running a little late" or "he is running a little late", use "they are running a little late".
- Similarly, do not use titles, such as 'Mr', 'Mrs', 'Miss', 'Ms', 'Sir', unless you know the correct pronouns. Instead, consider addressing a person by their full name (e.g. instead of "Mr Massey" use "Howard Massey"), or academic/professional title (e.g. "Professor Massey"). Also follow these guidelines when addressing someone at the beginning of a letter or an e-mail.
- In the case of letters or e-mails, if you do not know someone's (full) name and/or title, use 'Good morning' (or 'Good afternoon') or, if the situation allows it, 'To whom it may concern'.

If this feels unintuitive, note that the singular 'they' has a long history in the English language.

When not referring to a specific person or when referring to a group of people, always use gender-neutral pronouns rather than gendered pronouns or the generic masculine. For example, instead of 'each respondent was asked whether he wished to attend' or 'each respondent was asked whether he or she wished to attend', write 'respondents were asked whether they wished to attend'.

You can sometimes avoid pronouns completely through restructuring your sentence. Instead of 'the visitor should be given enough time to familiarise himself (or herself) with the venue', write 'enough time should be allowed for the visitor to become familiar with the venue'.

Use gender-neutral alternatives to masculine or feminine-sounding words. Usually, masculine or feminine-sounding words have gender-neutral alternatives. For example, instead of 'the manpower required', use 'the workforce required'.

Gender-inclusive Surveys

Surveys should be developed in a gender-inclusive manner. Make use of the following guidelines to do so:

- Use gender questions consciously.
- If the genders of respondents are not actually relevant, leave the question out.

- Include a non-binary gender option: if the genders of respondents are relevant, always offer three options: male, female, non-binary.

If you need more help, reach out to communication@wittenborg.eu .

THE AOG - PART 12

HEALTH AND SAFETY POLICY



31 August 2025

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1 Introduction

Wittenborg places great value on the health, safety and well-being of its staff members and is keen on safeguarding those for the long term. We are committed to providing a work environment in which people can work in a healthy, pleasant and productive manner, free from harm.

Our Health and Safety Policy is inextricably linked to our Diversity and Inclusion Policy (AOG-Part 11) and our Code of Ethical Behaviour (AOG-Part 10). Furthermore, regulations that result from this policy on health and safety inform our regulations and guidelines, brought forward and made actionable in our staff handbooks (AOG-Part 3-5).

The basis of ensuring health and safety at work rests on Wittenborg being “a good employer” and employees being “good employees”. Both Wittenborg, as well as the employees have rights, obligations and responsibilities when it comes to health and safety.

As the employer, Wittenborg is responsible for ensuring a healthy and safe work environment for employees. An assessment of the risks associated with working at Wittenborg and a plan of action on how to prevent and cope with those risks are part of the legally required “Risk Inventory and Evaluation (RI&E)” that forms the basis of our Health and Safety Policy. As such, our Health and Safety Policy is subject to a cycle of PDCA and undergoes yearly evaluation and adjustment.

Our policy is designed to comply with the [Dutch Working Conditions Legislation](#) (*Arbeidsomstandighedenwet*). Wittenborg staff representatives have a voice regarding our Health and Safety Policy, being able to participate and influence the RI&E, the agreement with the occupational health and safety service provider. It was agreed that Wittenborg’s prevention officer is always the HR Manager, by default.

In the Netherlands, the employer and the employees are mutually responsible for implementing and ensuring health and safety at work.

The most important obligations of employees are:

- Complying with the instructions provided by Wittenborg and the agreements made with Wittenborg.
- Using the right equipment in the right manner.
- Giving Wittenborg the possibility to check and evaluate the above.
- Notifying Wittenborg of potential threats to health and safety as soon as possible, and if needed repeatedly.

The most important obligations of Wittenborg as an employer are to:

- Develop and executive policy on labour conditions.
- Assess and list risks of employees and measurements taken in the RI&E.
- Appoint a prevention officer.
- Have a basic agreement with an Occupational Health and Safety Service (Arbodienst).
- Ensure ergonomic workspaces for employees.

- Ensure that employees comply with the rules concerning work and work times.
- Inform employees about safe working conditions and help them to work safely.
- Try to prevent psychosocial strain.

While principles related to health and safety, as well as rules of conduct, apply to all staff members of Wittenborg, some of the facilities available to promote and safeguard health and safety at work, as well as to support through sickness and reintegration are only available and applicable to staff members with an employment contract at Wittenborg. If you are in doubt as to whether or not a certain provision applies to you, please feel free to contact the HRM department for further information and guidance.

Tools, information and instructions related to 'Health and Safety' are available under Staff Resources.

2 Risk Inventory and Evaluation

The risk inventory and evaluation (RI&E) outlines the risks involved in work at Wittenborg for the health and safety of its employees. Wittenborg creates its RI&E together with Perspectief and this is updated on a regular basis. Whenever new situations occur within Wittenborg, or working methods or equipment change, the RI&E has to be adjusted to reflect those changes and translate them into actions safeguarding health and safety.

In the context of Wittenborg, the RI&E generally covers the topics of:

- Physical strain and stress
- Computer work
- Noise
- Work equipment
- Psychosocial workplace hazards (*Psychosociale arbeidsbelasting, PSA*), such as work pressure, intimidation and aggression.

Additionally, special attention is paid to special categories of staff members, such as pregnant employees, underage staff members, or those involved in reintegration to work.

Based on the identified risks in the RI&E, a plan of action is developed detailing the measures taken to further reduce or eliminate the risks identified.

3 Occupational Health and Safety Service

As an employer in the Netherlands, Wittenborg is obliged to have a qualified occupational health and safety service. For this purpose, Wittenborg contracts [Perspectief](#).

Perspectief supports Wittenborg with the following:

- Employee sickness and reducing absenteeism
- Medical examinations
- Access to a company doctor
- Access to an occupational health expert
- Risk assessment and evaluation (RI&E)
- Voluntary periodical medical examinations (PMO)

The service is staffed by professional occupational health physicians and consultants.

Perspectief provides independent advice and support to HRM, employees and their direct managers on employee well-being and health matters. Please note that Perspectief and the service provided is only available to those staff members working for Wittenborg as part of an employment contract.

All consultations are carried out in strict medical confidence and no medical details or diagnosis is shared with Wittenborg.

Normally, consultations are instigated by HRM based on concerns related to employee health or well-being, or due to sickness. However, as an employee, you also have the possibility to directly refer to Perspectief and speak with the occupational health expert. You are encouraged to discuss any health problems related to your work in the first instance with your manager and/or HRM; however, you may wish to consult with Perspectief for medical advice and assistance if you are concerned that you cannot perform at work to the best of your ability because of a health problem.

If you choose to self-refer to the service, then details of discussions will not be supplied to Wittenborg or to any other person without your consent. However, where the circumstances are of a serious nature or require workplace adjustments, Perspectief may be obliged to inform Wittenborg to ensure that we can meet our duty of care to you.

3.1 Occupational Health Expert

Occupational health experts that can advise Wittenborg on matters related to health and safety at work and avoiding absenteeism are available to all Wittenborg employees through Perspectief. Wittenborg and its staff members have a dedicated adviser at Perspectief that you are free to contact as an employee. The contact details of the current adviser are published in Staff Resources.

Please note that the occupational health expert and service provided by Perspectief is only available to staff members working as part of an employment contract with Wittenborg.

3.2 Company Doctor

Access to a company doctor ensures sustainable employability. As such, access to the company doctor is a basic facility offered by Wittenborg to all employees. The company doctor is a certified medical professional who specialises in work and health.

The company doctor is involved in the supervision and guidance on absenteeism due to sickness and in the reintegration of employees to work after a period of sickness.

In the event of sickness, only the company doctor can declare you unfit for work. The company doctor makes an assessment and based on this gives advice into the appropriate steps, pace and timing of a reintegration to work. The process of reintegration is further outlined in the General Staff Handbook (AOG-Part 3).

Furthermore, the company doctor is available for all employees of Wittenborg as part of a working conditions consultation hours (*Arbeidsomstandigheidsprekuur*). You can contact the company doctor with health-related questions in connection with your work. This also applies to you when you are not ill. If such a consultation takes place, this does not have to be requested or made known to Wittenborg. Wittenborg is not informed about the consultation, not about the reason and not about the results that can potentially be traced back to you. The company doctor includes the results of the consultations at an overarching level in his prevention advice. In doing so, the company doctor observes the medical confidentiality of the profession. Not only do you have access to the company doctor on paper, via the internet or by telephone, but you are also given the opportunity to speak to the company doctor in person. The aim is to tackle and prevent possible health risks, and to promote sustainable employability.

Information on how to contact the company doctor is provided in Staff Resources.

In addition, the company doctor is involved in voluntary periodical medical examinations (PMO) that are offered to all Wittenborg employees.

Please note that the company doctor and service provided by Perspectief is only available to staff members working as part of an employment contract with Wittenborg.

3.3 PMO

According to Article 18 of the Dutch Working Conditions Legislation, as the employer, Wittenborg must periodically offer its employees an occupational health examination (PAGO). The aim of those examinations is to prevent the risks that work entails for the health and safety of workers. Instead of offering only a PAGO that is solely focused on work-related risks to health and safety, Wittenborg has chosen to offer the more extensive periodical medical examination (PMO) to its staff members. The PMO is a general medical examination, and next to examining work-related risks, it includes a focus on general health and well-being of staff members to offer a more comprehensive and holistic perspective. Based on the PMO, the occupational health and safety service advises Wittenborg on additional measures that may need to be taken to improve health and safety at work and further reduce risks, including measures for early prevention of illness.

The frequency of offering of the PMO depends on the severity of the risks present and can be adapted if needed, but in principle Wittenborg intends to offer the PMO every two years. Part of the content of the PMO at Wittenborg is based on our individual RI&E and as such perfectly adjusted to the working conditions and environment at Wittenborg. This is safeguarded in consultation with Perspectief.

4 Company Emergency Response

The Dutch Working Conditions Legislation stipulates that companies are obliged to take measures in the field of company emergency response (*bedrijfshulpverlening, BHV*). Every employer is obliged to organise good company emergency response services and to appoint one or more emergency response officers (BHV'ers) in this context. The appointment of a company emergency response officer helps to increase safety in the company. An emergency response officer is an employee who is trained to provide assistance to employees and visitors in dangerous situations. For example, an emergency response officer knows how evacuate people out of a burning building and how to provide first aid in the event of an accident, such as resuscitation and putting on bandages.

Details about who the emergency response officers are at Wittenborg and how to contact them can be found under Staff Resources, as well as on screens and information signs at our locations.

Wittenborg follows the following guidelines with regard to BHV:

- Wittenborg works with Medprevent for emergency response training of its employees.
- Wittenborg strives to have at least two trained emergency response officers per location.
 - In the event of long-term absence of a training emergency response officer, for example through sickness or maternity leave, Wittenborg ensures that an additional staff member is trained and certified to make sure that two trained emergency response officers remain per location.
- Wittenborg does not force staff members to become emergency response officers but rather relies on those who voluntarily commit to this responsibility and are interested in receiving the associated training.
- After initial certification, Wittenborg facilitates refresher courses and re-certification on a yearly basis.

In addition to its efforts with regard to company emergency response, Wittenborg maintains contact with the external emergency responders, such as the fire department and the police, in the event of accidents.

If you would like to become an emergency response officer, please reach out to the prevention officer, or the HRM department. They will assist you in enrolling you for the emergency response training.

5 Prevention Officer

At all times, Wittenborg has at least one prevention officer as part of its staff. The prevention officer has to be a member of staff and cannot be replaced by an external party. In consultation with Wittenborg's staff representation, it was agreed that the HR Manager is by default appointed as prevention officer. Together with the company doctor and other occupational health and safety service, the prevention officer works on ensuring healthy and safe working within the company. The prevention officer performs a bridging function between Wittenborg and staff members and is an accessible point of contact for Wittenborg employees.

The most important tasks of the prevention officer are:

- Supporting Wittenborg to achieve optimal working conditions. This is done through the RI&E. The prevention officer supports with the preparation of an overview of all risks regarding safety, health and well-being within the company. This results in the RI&E. The RI&E gives Wittenborg quick insight into where improvements are needed or desired.
- Advising and working closely with the occupational health and safety experts (and if applicable, the staff representatives) on the measures to be taken for a good working conditions policy. The prevention officer contributes to the plan of action. The prevention officer must advise and work together with the company doctor and the occupational health and safety service. This is done through regular consultations between Perspectief and the prevention officer.
- The (co-)implementation of occupational health and safety measures. As the prevention officer is part of Wittenborg staff, they are accessible and make an active contribution to keeping the risk of health complaints and accidents at work to a minimum, such as neck and shoulder strain from computer work, or stress caused by work pressure. The prevention officer performs a bridging function between Wittenborg and employees and ensures that attention is paid to the risks described in the RI&E. For example, the prevention officer creates how-tos and checklists to ensure that employees are aware of and adhere to health and safety guidelines.
- Coordinating the company emergency response by ensuring adequate training and timely renewal of certificates of Wittenborg emergency response officers.

Details about who the prevention officer is at Wittenborg and how to contact them can be found under Staff Resources.

6 Work and Rest Periods

The [Dutch Working Time Legislation](#) (*Arbeidstijdenwet*) regulates, among other things, how long employees are allowed to work and when they are entitled to breaks or rest periods. By law, breaks are interruptions of work and cannot be taken at the beginning or end of the workday to shorten its duration.

Wittenborg's standard office and working hours are Monday to Friday, 08:00–18:00. A standard full-time working week consists of 40 hours, with a standard workday lasting 8.5 hours. This includes a paid 30-minute lunch break and two unpaid 15-minute coffee breaks. For professional staff, specific working hours, rest periods, and break times are outlined in their employment contracts.

For faculty members, working hours depend on the agreed timetable. Depending on their position and tasks, working outside standard office hours may be required. Faculty may be scheduled to work between 08:00 and 22:00, including weekends if necessary. Work and rest periods for faculty are specified as part of the timetabling and lesson planning process. Standard lesson time slots and break times are detailed in the Education & Examination Guide (EEG).

Staff members working on an assignment (who are not faculty) are expected to independently plan their work schedules while ensuring they take appropriate rest periods and breaks.

Wittenborg encourages all staff members to maintain a healthy work-life balance. Employees are expected to adhere to normal working hours, avoid overtime, and take sufficient breaks throughout the workday to safeguard their health and well-being. Working hours must be registered in the calendar and shared with both the team and manager. In principle, working hours should align with standard office hours. Wittenborg registers employee working hours in NMBRS and tracks holidays and sick leave.

6.1 Right to Disconnect

Wittenborg recognizes and supports the right to disconnect (see the Communication Policy in AOG-Part 3 for further details). Staff members are encouraged to limit professional communication to Wittenborg office hours. Employees are not expected to check their work accounts or respond to messages outside of their designated working hours. To support this, Wittenborg recommends turning off work-related notifications (e.g., Outlook, Teams) outside working hours.

In cases of exceptional emergencies or urgent matters that cannot wait until office hours resume, staff members may be contacted directly via their mobile phones.

6.2 Overtime and Extra Hours

Unless otherwise agreed upon, Wittenborg does not expect staff to work overtime or outside of standard working hours. If additional hours are necessary, they must be approved by the manager, registered in the calendar, and reported to HRM. Overtime regulations differ for professional staff and faculty based on contract type. The specific policies for each category are outlined in:

- Faculty Handbook (AOG-Part 4)

- Professional and Support Staff Handbook (AOG-Part 5)

6.3 Legal Compliance

Wittenborg complies with Dutch labour laws at all times. However, certain legal exemptions apply to employees who:

- Earn at least three times the minimum wage
- Are employed as scientific researchers

6.3.1 Legal Rest Periods

- All staff members have at least 11 consecutive hours of rest within 24 hours (1 day).
 - This can be shortened to 8 hours once per week, if absolutely necessary for the job.
- All staff members have at least 36 consecutive hours of rest within 168 hours (1 week/7 days).
 - This can partly be spread over 14 days. In that case, there should be at least 2 periods of 32 consecutive hours each within 336 hours (2 weeks/14 days).

6.3.2 Legal Breaks

- In the case of more than 5.5 hours of work: 30 minutes (potentially 2 x 15 minutes)
- In the case of more than 10 hours of work: 45 minutes (potentially 3 x 15 minutes)

6.3.3 Maximum Legal Working Hours

- Per day: max. 12 hours
- Per week: max. 60 hours
 - Per week, per 16 weeks: 48 hours
 - Per week, per 4 weeks: 55 hours

6.3.4 Working on Sundays

Working on Sundays is only possible if this is necessary for the work and contractually agreed. There need to be at least 13 Sundays per year which are free of work.

6.4 Tips

We have compiled tips on taking sufficient breaks and using them to be active as part of our 'Health and Safety Tips' Checklist available under Staff Resources.

7 Psychosocial Workplace Hazards (PSA)

Wittenborg is committed to protecting its staff members against psychosocial workplace hazards (*psychosociale arbeidsbelasting, PSA*) that can lead to work-related stress. The most significant types of PSA are:

1. Work pressure
2. Unacceptable behaviour, such as but not limited to sexual intimidation, discrimination, aggression, violence and bullying, etc.

Work pressure that is either too high or too low can cause stress. Pressure can be caused for a variety of reasons, such as:

- Too much work in too little time
- Too few tasks and not being challenged
- Not being able to properly plan, organise and spread work
- Not having a control over the spread of the workload or tasks
- Set unrealistic and unachievable goals with regard to work
- Objectives that are regularly being adjusted
- Having to use faulty equipment, or equipment that is not user-friendly, and technical problems
- Having conflicts with supervisors
- Not taking enough breaks or vacations
- Problems in the work and private environment, such as tension or illness in one's private life
- Being unable to say 'no'
- Being too perfectionist

A combination of high workload and too little rest and relaxation can cause psychological and physical complaints and eventually lead to illness and absenteeism. The employee runs the risk of overstrain, burnout, depression and post-traumatic stress disorders. On the other hand, too low a workload can also entail risks. Employees who have too little to do or do not see a challenge in their work or do not have career opportunities, can become frustrated as a result and can develop psychological and physical conditions.

Forms of unacceptable behaviour, as well as our commitment to protect staff members from such behaviour, are detailed in our Code of Ethical Behaviour (AOG-Part 10). Unacceptable behaviour infringes on the well-being and dignity of staff members and can mentally/physically hurt them. As such, all forms of unacceptable behaviour at work are a cause of work-related stress that can lead to depression, post-traumatic stress disorders, burnout and other types of physical and psychological conditions.

Wittenborg adopts a PDCA cycle to check and evaluate the existence, causes and possible prevention of PSA.

7.1 Facilities to Prevent Work Pressure

The aforementioned service of the occupational health and safety service, including working conditions consultation hours, access to the occupational health expert and the PMO, are important measures

implemented to protect staff members against work pressure. In addition to those Wittenborg implements and encourages the following:

7.1.1 Open-Door Policy and Transparency

Wittenborg has an open-door policy in which voicing concerns, pointing out problems and speaking freely are strongly encouraged. It is our promise to staff members that input, question and concerns from staff members related to work pressure will never be used against staff members and will be taken seriously. As a flat organisation, we encourage open communication across departments and levels of the organisation, enabling not only an exchange of knowledge and tools, but also ensuring that awareness is created early on and appropriate actions can be taken.

Furthermore, Wittenborg is committed to transparency in all aspects of the organisation. All plans, ambitions, changes and developments, etc., are being widely and announced to ensure that staff members are being kept up to date about the journey of Wittenborg.

7.1.2 Annual Development Talks

Annual development talks are outlined in the Faculty Handbook (AOG-Part 4) and Professional Staff Handbook (AOG-Part 5). The development talk includes an open conversation about stress, work pressure and workload allocation and discusses support that is needed to achieve a better work-life-balance. As such, the development talk is a formal way of ensuring that work pressure and work-related stress are being openly discussed and dealt with. Furthermore, the development talk centres on opportunities to grow and develop. A personal development plan should be developed, including the support of Wittenborg and a clear perspective.

7.1.3 Key Role of Managers

Managers at Wittenborg are “buddies” to their team members, actively involved in their development and growth. Wittenborg managers are trained to be mindful of signals of work pressure and work-related stress in their team members and intervene accordingly. There should be regular contact moments between managers and their team members, not only focused on tasks at hand, but also focused on getting to know each other, and building mutual trust and understanding, and having open conversation about how people are feeling. Managers have the responsibility to make work pressure and stress the subject of regular talks, thereby leading by example and making this an acceptable topic of discussion.

Next to this, managers are responsible for ensuring that there is good planning and coordination within the team, that tasks and expectations are clear and well communicated. In addition, they have to ensure that team members have the possibility and feel encouraged to raise any concerns related to planning, deadlines, tasks or expectations. Mistakes should be discussed openly and seen as moments to learn from.

Additionally, managers are also encouraged to lead by example in small ways, such as discussing hobbies, and taking regular leave themselves, thereby showing staff members the importance of this but also emphasising that things do not fall apart when you take time off, which is something that some people might benefit from as a type of encouragement.

7.1.4 Leave Policy

Wittenborg places great value on creating a good work-life balance for staff members. Our leave policy is a critical part of that effort. Wittenborg offers numerous leave options for different circumstances, such as holidays, care leave and special leave. Our annual leave policy (AOG-Part 3-General Staff Handbook) is designed in a way as to encourage taking regular holidays and ensuring that those are spread in a good way throughout the year.

7.1.5 Wittenborg Family

Further building and strengthen what we call the Wittenborg Family as part of our organisational culture also helps to prevent work pressure and work-related stress. This is practised through the following:

- Celebrating successes together.
- Complimenting each other and building each other up.
- Talking about mistakes and learning from them.
- Helping each other, on an individual and on a team level, by making sure that there is extra support during busy times, for example from other departments.
- Doing things together as a team, such as taking breaks together, but also having team outings.
- Being aware of early signals of work pressure in yourself and in your colleagues and addressing them, such as:
 - Tiredness
 - Losing concentration
 - Mood swings
 - Weight gain or loss
 - Sweating
 - Losing interest
 - Reacting impulsively
 - Feeling rushed
 - Trembling
 - Palpitations

7.1.6 Tips

It is important that everyone at Wittenborg takes the responsibility to prevent work pressure and work-related stress.

Next to taking into consideration the aforementioned sections, it is important to keep an eye on your individual level of work pressure and stress. That means being mindful of the early signals outlined above. In addition, there are easy-to-use online tools available to test your level, for example:

[Sneltest Werkdruk](#)

[Zelftest werkstress - GGZ Drenthe](#)

When you feel work pressure or stress, let your manager know and try to look for solutions.

Easy ways to make sure that you have time to relax and unwind are:

- Stick to official working times and do not overwork – remember that work will never be “done”.
- Turn off your notifications (Outlook, Teams) on your devices during your rest periods.
 - You are not expected to answer e-mails or messages outside of working hours. If there is an urgent problem or emergency, we will call you.
- Follow training or tutorials on time management, mindfulness, etc. There are plenty of online tutorials and tools that can assist you with these skills.
- Follow our checklist on ‘Health and Safety Tips’ available under Staff Resources.
- Take sufficient vacations and do not let your holiday hours build up.

Your manager, team, the prevention officer, HRM and the occupational health and safety expert are all there to support you. Reach out and discuss any concerns or problems early on.

7.2 Facilities to Prevent Unacceptable Behaviour

Like the rest of our Health and Safety Policy, our policy to prevent unacceptable behaviour is reviewed in a PDCA manner on a yearly basis, including an assessment and evaluation of incidents.

Some of the facilities mentioned to prevent work pressure also apply to the prevention of unacceptable behaviour and/or work-related stress caused by such behaviour. Our open-door policy, the support of managers, the team building efforts and support culture are critical to preventing unacceptable behaviour and being able to spot and effectively deal with instances of misconduct. In addition, there are specific facilities that are meant to prevent and tackle unacceptable behaviour at Wittenborg.

7.2.1 Code of Ethical Behaviour

Wittenborg has a clear commitment against any type of unacceptable behaviour as outlined in our Code of Ethical Behaviour (AOG-Part 10). We expect our staff members to stand against any type of unacceptable behaviour and support each other in preventing it. Wittenborg students are also obliged to comply with the Student Code of Behaviour. Any unacceptable behaviour from a student towards another student or staff member will not be tolerated and can ultimately lead to termination of the study agreement.

7.2.2 Confidential Adviser for Unacceptable Behaviour

Our confidential adviser (CA) is an important component of our policy aimed to protecting our staff members. The CA is a point of contact for staff members with problems or questions regarding unacceptable behaviour, such as but not limited to sexual intimidation, harassment, discrimination, bullying, or aggression and violence (please refer to the Code of Ethical Behaviour (AOG-Part 10) for details).

The CA can function as the first point of contact for staff members who experience or have experienced unacceptable behaviour from other members of the organisation. Staff members can discuss the problem that they face with the CA under strict confidentiality. The most important tasks of the CA are:

- Providing initial care for employees who have experienced unacceptable behaviour and who need help and advice.
- To examine whether a solution following an informal procedure is possible.
- Inform the victim about other solutions, such as complaints procedures.
- If desired, advising and supporting the employee in raising the matter as part of the formal complaints procedure or to management.
- Referring the victim to other aid agencies, for example, a mediator.
- Providing information about Wittenborg's approach to unacceptable behaviour
- Advising and supporting managers in preventing undesirable behaviour.
- Recording cases (anonymised) of undesirable behaviour.

A CA always treats the information of employees confidentially.

The CA only involves or informs third parties with the explicit permission of the staff member who has sought advice, but keeps an anonymised record of incidents and advises Wittenborg on the adjustment of its policy based on the incident recorded.

Details about who the CA is at Wittenborg and how to contact them, can be found under Staff Resources.

7.2.3 Information and Instructions

Wittenborg staff members are kept informed and updated about our code of ethical behaviour, our confidential adviser, and the complaints procedure as part of Staff Resources and announcements.

In addition, this is a fixed and recurring topic in team meetings and managers are encouraged to regularly point out the facilities in place.

7.2.4 Training for Managers

To be able to prevent unacceptable behaviour and embed the commitment against this in Wittenborg culture, Wittenborg managers receive training to be able to:

- Spot and recognise unacceptable behaviour
- Know how they should intervene
- Recognise and understand the need to lead by example

Managers are actively encouraged through training, as well as mentoring talks, not to ignore misconduct.

7.2.5 Victim Aftercare

An incident of unacceptable behaviour can lead to physical and psychological damage to the victim in the short or long term. Therefore, adequate care and aftercare is needed for victims. This also holds true for staff members who were wrongly accused of unacceptable behaviour. Wittenborg offer aftercare that can consist of the following:

- Temporary adjustments of tasks (manager).

- Support with complaints procedure or filing police reports (manager, confidential adviser, or HRM).
- Referral to professional trauma care (manager, confidential adviser, or HRM).
- Assessment as to whether or not the relationship between the victim and the perpetrator can be restored, and how this can be arranged and guided (manager, confidential adviser or HRM).

This is dependent on the individual circumstances and the wishes of the victim. Aftercare is started within 2 days of the incident being reported. If the victim initially declines the aftercare measures, the offer will be made again after 2 weeks.

As Wittenborg's staff body is very diverse, understanding the impact of cultural differences on coping with incidents and stress factors is very important. People from different backgrounds have different views on getting help or discussing personal feelings or issues. Possible stigmas around mental health can affect a person's willingness to seek help. Every choice in this regard is fully respected.

8 Physical Strain

The risk of physical strain at Wittenborg mostly exists in computer work, as most of us at Wittenborg spend our time working on computers. Unfortunately, computer work comes with certain risks, such as eyestrain, neck, arm or shoulder complaints, etc. In order to prevent those problems, Wittenborg implements a number of measures.

It is important to remember to notify Wittenborg if you are developing physical complaints, such as (but not exclusive to) muscle aches, headaches, neck, shoulder or arm pain, eye complaints, etc. Being alert and spotting problems early on is crucial to avoid long-term or more serious health and safety concerns. It is part of your responsibility to be open about any issues you are experiencing and to notify Wittenborg, and thus enable Wittenborg to take appropriate measures to support you.

8.1 Facilities to Prevent Physical Strain

8.1.1 Ergonomic Workspace

All Wittenborg workspaces are equipped with adjustable chairs and tables, allowing you to adjust your workspace to your individual dimensions, as well as to switch between standing and sitting when working at your desk. Equipment at Wittenborg also fulfils ergonomic guidelines.

Guidelines on how to adjust your workspace and ensure that it enables you to work in a healthy and safe way are available under Staff Resources in our 'Health and Safety Tips' checklist.

8.1.2 Additional Equipment

On request, and provided that there is a medical indication, Wittenborg offers additional equipment, such as chairs, computer glasses and ergonomic mice. If you need special equipment, please contact the HRM Department to request this. Please note that there are compensation limits in place for the different items.

8.1.3 Breaks and Exercise

As described earlier, Wittenborg expects its employees to actively pursue a good work-life balance. We expect you to adhere to normal working hours, to avoid over hours and to take sufficient breaks during your working day to ensure your health and safety.

Physical strain can be prevented taking regular breaks from your computer, walk over to the printer, get a cup of tea or coffee, do some stretching exercises and give your eyes a rest.

Some more practical tips and exercises to prevent physical strain can be found under Staff Resources in our 'Health and Safety Tips' checklist.

9 Working from Home

As the employer, Wittenborg is responsible for ensuring a healthy and safe work environment for employees. This includes the workspace at home. As such, Wittenborg has the obligation to check the home workspace.

An assessment of the risks associated with working from home and a plan of action on how to prevent and cope with those risks are part of the legally required "Risk Inventory and Evaluation (RI&E)". The most important obligations of employees are:

- Complying with the instructions provided by Wittenborg and the agreements made with Wittenborg.
- Using the right equipment.
- Giving Wittenborg the possibility to check and evaluate the above.
- Notifying Wittenborg of potential threats to health and safety as soon as possible, and if needed repeatedly.

The obligations and rights of employees working from home are written in the Working from Home policy, that can be found in AOG-Part 5. A staff member can apply to occasionally work from home by filling in the working from home request form, which entails questions to determine whether the workspace fulfils the ergonomic guidelines. Evidence has to be provided by sending pictures of the workspace.

When working from home it is important to:

- Have proper agreements on your working times, planning and meetings.
- Maintain a clear division in work and private time.
- Have clear instructions on communication methods.
- Take regular breaks and avoid working longer than your working hours.
- Keep connected with your colleagues/supervisor. Sparring with a colleague can reduce stress and bring solutions or a different point of view on issues.

10 Special Regulations

10.1 Pregnant Staff Members and New Mothers

There are special rules with regard to the work of pregnant staff members and those who have recently given birth, taking their specific circumstances into consideration.

When you are pregnant, you are entitled to extra break time of up to 1/8 of your normal working time, for example 1 hour of extra breaks if you work 8 hours per day. This right continues until 6 months after the birth of your child.

For information on applying for pregnancy and maternity leave, please refer to our General Staff Handbook (AOG-Part 3). For other special regulations and right, please see the following sections.

If you are pregnant, you are not allowed to work from 28 days before the expected delivery to 42 days after the birth of your child.

10.2 Breastfeeding

You have a right to feed your baby. That means that during the first 9 months after the birth of your child, you may interrupt your work for breastfeeding or to pump. You can do this for as often and as long as necessary, up to a maximum of ¼ of your working time per day. For example, if you work for 8 hours per day, you can interrupt your work for pumping or breastfeeding for up to 2 hours per day.

Time taken for breastfeeding and pumping is paid. You should only use the time that you need for this purpose, the ¼ is to be seen as maximum if needed.

Wittenborg provides access to a lactation room to new mothers who are breastfeeding at any of its locations. The lactation room is a designated and safe room that can be locked, and is equipped with a chair, a sink, and a form of climate control. Instructions on where to find and how to use those rooms, are available under Staff Resources.

10.3 Additional Rights during Pregnancy and 6 Months after Giving Birth

To summarise your rights during pregnancy and after giving birth, please consult the table below as an overview:

Extra breaks	Max. up to 1/8 of your normal working time per day. For example, extra breaks of max. 1 hour when employed for 1 FTE and working 8 hours per day. Those breaks are seen as working time (paid).
Stable work pattern	No over hours

Reduced (max) working time	Max. 10 hours per day Max. 50 hours per week, average over 4 weeks Max. 45 hours per week, average over 16 weeks
Doctor's appointments and examinations during working hours	Paid, if those need to be planned during working hours

10.4 Underage Staff Members

Wittenborg sometimes engages teenage part-timers for odd jobs. Children from the age of 13 can work at Wittenborg as part of a part-time job, only performing light work. Both Wittenborg and the parents of the child are responsible for ensuring that rules related to health and safety and working times are being adhered to.

In general, light work is allowed for 13-, 14- and 15-year-olds. This means that the work should not be too heavy and should not pose a danger or be harmful to their (physical and mental) health. 13 and 14-year-olds are only allowed to perform odd jobs but not independent production work and there must always be someone who supervises them. Because it is important for 13, 14 and 15-year-olds that school performance does not suffer from their part-time job, the regulations make a distinction between a 'school week' and a 'holiday week'. A school week exists if educational activities take place on one or more days during that week.

Tasks that are not allowed for teenage part-timers (non-exhaustive):

- Specified under Working Conditions Legislation (*Arbowet*) to be prohibited or subject to additional safety measure
- Working under pressure and stress
- Working with money
- Working in one posture
- Lifting and carrying loads of more than 10 kilo
- Pulling or pushing of items of more than 20 kilo
- Working with equipment involving danger of fire, electrocution, cut, fall, pressure, or crushing

School work also counts as working time for teenagers. Therefore, their work and rest periods need to be adhered to, taking into consideration both school time and working time.

Work and rest periods that Wittenborg adheres to at all times and supervisor should be aware of:

Category	During a school week	During a vacation week

13- and 14-year-olds	No work on Sundays	No work on Sundays
	14 hours rest per day, including the period from 19:00 – 07:00	14 hours rest per day, including the period from 19:00 – 07:00
	12 hours of work per week	35 hours of work per week
	7 hours of work per day	7 hours of work per day
	No work on school days	Maximum 5 days of work per week
		Work is allowed during maximum of 4 weeks of vacation per year, out of which maximum of 3 consecutive vacation weeks
15-year-olds	Work on Sundays under conditions, but Saturday before has to be a day off and minimum of 5 Sundays per 16 weeks have to be free days.	Work on Sundays under conditions, but Saturday before has to be a day off
	5 days of work per week	5 days of work per week
	12 hours rest per day, including the period between 19:00 – 07:00.	12 hours rest per day, including the period between 21:00 – 07:00.
	12 hours of work per week	40 hours of work per week
	Per day: 2 hours of work on schooldays and 8 hours of work on non-schooldays	8 hours of work per day
		Work is allowed during a max. of 6 weeks of vacation per year, out of which a max. of 4 consecutive vacation weeks

For 16 and 17-year-olds, the regulations differ:

Daily rest periods	12 consecutive hours per 24 hours, including the hours between 23:00-06:00
Weekly rest periods	36 consecutive hours per week (7 days)
Breaks	In the case of work of more than 4.5 hours: 30 minutes (potentially 2x 15 minutes)
Work on Sundays	No work on Sundays unless necessary for the job. At least 13 free Sundays per year.
Working times	Per day: max. 9 hours Per week: max. 45 hours Per week, per 4 weeks: max. 40 hours

10.5 Working for Other Employers Besides Wittenborg

If you are working for more than one employer, you are required to notify Wittenborg of this. This is needed to ensure that your work does not interfere with your responsibilities at Wittenborg and/or negatively affects your health and safety.

THE AOG - PART 14

GDPR POLICY



31 August 2025

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1 Introduction

Wittenborg respects staff members' rights to have their personal data protected and treated carefully with care and respect. Rules related to privacy-sensitive data are laid down in the [General Data Processing Regulation](#) (GDPR) or AVG in Dutch (Algemene verordening persoonsgegevens). The General Data Protection Regulation (GDPR) has been in force since 25 May 2018.

In the context of processing personal data by Human Resources, the term Data Subject is used in the GDPR. This mainly concerns applicants, employees, guest lecturers, freelancers, interns and former staff members or otherwise engaged natural persons such as in advisory bodies. In this policy this group is being referred to as “staff member”.

This GDPR policy outlines specifically how Wittenborg treats the personal data of staff members.

All staff members should only use personal data for its intended purposes and should, principally, not supply said data to third parties. All personal data is treated confidential.

1.1 What Are Personal Data

The authority for protecting personal data in the Netherlands (AP) states that personal data is any information about an identified or identifiable natural person. This means that information is either directly about someone or can be traced back to this person. Data of deceased persons or of organisations is not personal data according to the AVG.

1.1.1 Examples of Personal Data

There are many sorts of personal data, most common information is for example someone's name, address and place of residence. Telephone numbers and zip codes with house numbers are also considered personal data.

1.1.2 Special Personal Data

Sensitive data such as a person's race, religion, or health is referred to as special personal data. These are extra protected by law. It is prohibited to process special personal data, unless there is a legal exception.

Special personal data is data about someone's:

- Racial or ethnic origin
- Political views
- Religion or beliefs
- Membership of a trade union/association
- Genetic data
- Biometric data for the unique identification of a person
- Health
- Sexual life
- Criminal past

Legal exceptions have been made for certain processing operations. One of the exceptions is that the Data Subject has given explicit consent to the processing.

1.1.3 Sensitive Personal Data

The GDPR also mentions sensitive personal data. Sensitive personal data can for example be:

- A copy of an identity document / residence permit
- The citizen service number (BSN) or foreigner's number (V-number)
- Data concerning one's performance
- Information with regard to a disability

1.2 Processing Personal Data

The AP sees “processing” as all actions that an organisation can perform with personal data, from collection to destruction. Acts that fall under the General Data Protection Regulation (GDPR) in any case are: collecting, recording, organizing, structuring, storing, updating or changing, retrieving, consulting, using, forwarding, disseminating, making available, bringing together, with data association, blocking, erasure and destruction.

1.2.1 Principles of Processing Personal Data

1. Any time personal data is processed, this is seen as an invasion of the privacy of the people concerned. Purpose of processing personal data should be clearly defined, there should be a necessity to process the data for this purpose and you may only process the data in case there is no other options.
2. In principle, as little data as possible should be processed. For example, if you want to send a newsletter to all your customers, you will need the email address, but for this purpose you do not need the customer's date of birth.
3. A separate legal ground for each purpose for which you process data should be found. If you cannot find a ground, you may not process the data. Legal grounds for Wittenborg can be:
 - a. The data is needed to perform an agreement, for example Wittenborg students' data related to the educational background is needed in order to determine whether a student can be admitted into a programme.
 - b. There is a legal obligation to process the data, for example information concerning salaries paid to employees are being shared with the tax office while declaring the income tax.
 - c. The person has given permission to process personal data.
 - d. Legitimate interest: You may process personal data if this is necessary to represent your legitimate interest. For example, if you want to fight fraud within your company.
4. These rules only apply to normal personal data, processing special personal data is prohibited, unless there is a legal exception.

1.2.2 Privacy Notice

When there is a legal ground for processing normal personal data, you have the right to do so. People must be informed about the processing of their personal data. This can be done via an (online) privacy notice. The ground must be registered in the privacy notice and in the processing register.

2 Wittenborg Privacy Notice for Staff

Wittenborg is committed to protecting the privacy and security of your personal information.

This privacy notice describes how Wittenborg collects and uses personal information about you during recruitment, and during and after your working relationship with us in accordance with the General Data Protection Regulations (GDPR). Wittenborg is the party responsible within the meaning of the GDPR and therefore has the responsibility to comply with laws regulating the processing of personal data. This privacy notice applies to all applicants, employees, guest lecturers, freelancers, interns and ex-staff members or otherwise engaged natural persons such as in advisory bodies. In this policy, this group is being referred to as “staff member”.

2.1 Data Controller

The Data Controller is Wittenborg University of Applied Sciences B.V., Brinklaan 268, Apeldoorn, The Netherlands. If you would like information about how your personal data is being processed please contact dataprotection@wittenborg.eu.

2.2 Data Protection Officer

A data protection officer (DPO) has been appointed by Wittenborg. The DPO is responsible for ensuring the privacy rights and obligations for all those concerned, as well as monitoring compliance with GDPR legislation.

2.3 Security of Personal Data

All staff members should be able to trust that their personal data is adequately protected. Wittenborg is legally obliged to protect personal data. As a natural person, you must be able to assume that your personal data is in safe hands. Therefore, Wittenborg has internal policies and controls in place to ensure that your data is not lost, accidentally destroyed, misused or disclosed, and is not accessed except by employees in the proper performance of their duties.

2.4 Types of Personal Data

Wittenborg is a legal entity for higher education, a “university of applied sciences”. Its main purpose is to provide education. Wittenborg employs staff members and engages other faculty members. Therefore, the following personal data can be processed (not limitative):

The following sorts of personal data of a staff member will be processed by Wittenborg:

- Identification information: Full name, initials, academic titles, date and place of birth, nationality, and Citizen Service Number, and gender
- Contact details, including mobile phone number, private email address and living address
- Educational information, degrees and certificates obtained, work placements performed
- Financial information, such as bank account number

- Photos and video footage with or without sound of activities of the organization
- Previous employment information, including data concerning the nature, job description, start and termination of the previous employment
- Employment information, including data required for calculating, determining and paying
 - a. taxes and contributions
 - b. claims to benefits in connection with the termination of employment
 - c. pension entitlements
 - d. salaries, allowances and other sums of money and rewards for the benefit of the staff member
- Data which in the interest of the staff member are recorded in view of their working conditions
- HR related information, such as
 - a. data on personnel assessment and career counselling, in so far as those data are known to the staff member
 - b. data concerning absence and leaves
- Research data: for example, data on published articles and scholarly activity
- Digital information; data concerning granted authorisations and access, as well as data relating to the use of passwords
- Other personal data than stated above, if the purpose legitimates the collection and processing of the personal data

2.5 How the Personal Data are Obtained

The personal data are mainly provided by the staff member, either on commencing employment or during the further engagement at Wittenborg.

The staff member is responsible for checking and timely providing the correct data for registering the correct name, address details, IBAN number etc. in the personnel administration.

2.6 Access to the Personal Data

The following persons can have access to the personal data:

1. The Executive Board
2. The HR Department
3. The direct manager/Head of School
4. The Financial Administration
5. The IT Department responsible for the technical and operational protection
6. The DPO
7. The data processor
8. The system owner

2.7 Purpose of Processing

Personal Data is being processed with the following purposes:

2.7.1 Applicants

1. To assess whether an applicant is suitable for a position at Wittenborg
2. To handle possible expenses incurred by the applicant
3. Internal control and corporate security
4. The implementation or application of legal provisions

2.7.2 Staff Members

1. To handle with personnel matters
2. To perform personnel and payroll administration
3. To facilitate payments of salary entitlements, allowances, and other amounts and remunerations for the benefit of the staff members
4. For calculating, recording, and paying taxes and contributions for the staff member
5. For the implementation of employment and labour conditions
6. Training the staff member
7. Managing and supervision of the staff member
8. For granting resignation
9. To determine arrangements for entitlements to unemployment benefits, related to the termination of an employment contract
10. The occupational health care of the staff member
11. The election of the members of the staff representation or faculty council
12. To create a list of dates of birthdays, anniversaries, and other festivities
13. Dealing with disputes and carrying out audits
14. Recovering financial claims, including handing over such claims in the hands of Third Parties
15. Internal control and corporate security
16. Enforcing or applying legal regulations
17. Securing and improving Wittenborg website
18. Archive management
19. Compiling user statistics (with anonymised data)
20. Providing access to buildings or information systems

2.7.3 Former Staff Members

1. To stay in touch with a former staff member
2. Dealing with disputes and investigation
3. Complying with legal regulations

2.8 Staff Members' Rights

Staff members have a number of rights with regard to their personal data:

2.8.1 Right to be Informed

Staff members have the right to be informed regarding which personal data are processed.

2.8.2 Right of Access

Staff members have the right to access the personal data collected in respect of their person. Upon your request you will receive an overview of the personal data processed within two weeks.

2.8.3 Right to Rectification

Staff members have the right to demand that their incorrect personal data is rectified. Staff members on payroll are all recorded in the personnel portal NMBRS. A staff member can easily access NMBRS and change the data themselves.

2.8.4 Right to Restriction

Staff members have the right to temporarily restrict the processing of personal data, for example, pending the outcome of a disciplinary procedure. In this case the data will not be recorded, processed or shared with third parties pending the procedure.

2.8.5 Right to be Forgotten/Erasure

Staff members have the right to apply for personal data to be erased from their records. There are limitations if personal data needs to be kept as prescribed by law during a specific term.

2.8.6 Right to Object

Staff members have the right to object against further processing of its data.

2.8.7 Exercising Rights

If a staff member wishes to exercise one of these rights, a request can be made by sending an email to dataprotection@wittenborg.eu. In case of invoking the rights mentioned at 2.6.3, 2.6.4, 2.6.5 and 2.6.6, reason for the request must be given. The request will be coordinated by the Data Protection Officer (DPO) and dealt with in consultation with the Executive Board.

2.8.8 Restriction of Personnel Rights

Any internal working documents, emails, and notes of management and/or HR employees containing the personal considerations of a manager or HR employee and that are exclusively intended for internal consultation and deliberation, are not subject to these staff members rights.

2.9 Data Portability

A staff member can request Wittenborg to send their personal data to another, third body/authority. A request can be done by emailing dataprotection@wittenborg.eu.

2.10 Disclosure of Personal Data to Third Parties

Wittenborg makes use of several types of digital systems for, for example its personnel and salary administration, registration of sickness and pension schemes. These systems are made available by various service providers. The parties who process personal data commissioned by and on behalf of Wittenborg are regarded as data processors.

Wittenborg has the obligation to agree on processing agreements with these data processors. Agreements are also made with parties providing the technical and organisational security of the data. Personal data are not provided to any third parties other than beforementioned data processors unless Wittenborg is lawfully obliged to do so.

Apart from those mentioned in paragraph 2.6 and 2.11 personal data could be disclosed to:

1. The staff members in case it concerns their own personal data
2. Advisory bodies and committees in so far as necessary in view of their duties and powers
3. Third Parties if required by law (such as for instance the Tax Authorities, the Employee Insurance Agency (UWV), occupational health and safety services, or with the staff members' explicit consent

Your personal data are never sold to third parties.

2.11 Complaints

If a staff member has a complaint about the processing of their personal data in relation to the stipulations in this policy, they are advised to file the complaint to the DPO. In mutual consultation a possible solution is being sought. If this is proven unsuccessful, a staff member can file a complaint to the Dutch Data Protection Authority or start legal proceedings at the competent court.

2.12 Privacy and Data Breaches

A data breach refers to the loss of personal data, or if the loss or unlawful processing of personal data cannot be ruled out to a reasonable extent. Data breaches can be the result of criminal conduct, such as hacking, but also due to accidents, such as the incorrect submission of files or the loss of USB drives.

If you have reason to believe that unauthorised parties have gained access to the personal data of staff please report this at the soonest by sending an email to dataprotection@wittenborg.eu.

The procedure for analysing, solving and if necessary, reporting the data incident to the Dutch Data Protection Authority, will come into force.

2.13 Deleting Personal Data

- Personal Data are processed no longer than is necessary for the processing purposes. In that respect, the applicable statutory periods of retention and destruction will be observed.
- Unless a shorter or longer term is considered appropriate or necessary for compliance with relevant laws and regulations, all personal data of staff members will be deleted from the filing systems no

later than two years after termination of employment or work, or two years after termination of pension entitlements.

- Data of unsuccessful job applicants will be deleted as soon as possible on request of the applicant, and automatically no later than four weeks after the application procedure ended. With the applicants explicit consent the personal data may be kept for the duration of one year after the end of the application procedure.

2.14 Processing Register

Pursuant to article 30(5) of the GDPR, Wittenborg has the obligation to maintain records of processing activities in a processing register. This register will be made available to staff members under Staff Resources.

3 Final Provisions

Wittenborg's Executive Board will ensure that these regulations are evaluated regularly and may change parts of the GDPR policy. Amendments to these regulations will be announced through Wittenborg staff announcements and the most recent version is always published on Staff Resources.

For questions or comments regarding these regulations, please email dataprotection@wittenborg.eu.

These regulations have for the first time been laid down by the Executive Board of Wittenborg on May 2018 .

4 Special Regulations for Use of Images and Videos of Staff Members

The purpose of these regulations is to ensure that the collection, storage, and use of images and videos of staff members respect their privacy rights and comply with the applicable data protection laws, particularly the GDPR (AVG). These regulations apply to all individuals engaged with Wittenborg or its programmes and cover all instances where images or videos may be captured and used for marketing, promotional activities, and other related purposes.

4.1 Scope

This policy applies to all individuals engaged with Wittenborg or its programmes, including full-time, part-time, temporary, permanent, and on-call employees, as well as staff members engaged on assignment basis, and interns. It covers:

- Photographs and video recordings taken during all day-to-day work and campus activities, as well as during (school) events.
- Images and videos used in marketing materials, social media, website content, and other promotional activities.
- Any other situations where staff members' images or videos might be captured and used by Wittenborg.
- Online events and meetings conducted via video conferencing platforms.

4.2 Consent

4.2.1 General Consent Requirement

Explicit consent for capturing and using their images and videos is obtained from staff members as part of the onboarding process. This consent is documented and stored securely in the HR records and shared with the Communications team in cases where consent is not given.

4.2.2 Event-Specific Consent

For Wittenborg events where photography or videography will occur, staff members will be informed in advance along with the invitations.

Staff members have the option to opt-out of being photographed or filmed at such events. They can inform communication@wittenborg.eu before the event to do that. In cases of short-notice or impromptu events, without prior invitations, that are photographed or filmed, staff members can inform the photographer/videographer on site.

4.3 Use of Images and Videos

4.3.1 Permissible Uses

Images and videos of staff members may be used for marketing materials, website content, social media posts, newsletters, signs and screens, and other promotional activities that align with the school's mission and goals. Moreover, images and videos of staff members may be used for internal and external documentation, such as but not limited to, policy documents, year reports, accreditation documentation, etc.

Any use of images and videos must be consistent with the consent provided by the staff members.

4.3.2 Prohibited Uses

Images and videos should not be used in any context that could harm the reputation or privacy of the staff members.

Unauthorized use or distribution of images and videos outside the agreed purposes is strictly prohibited.

4.4 Data Protection and Security

4.4.1 Storage and Access

Images and videos of staff members must be stored securely and access should be restricted to authorized personnel only.

Digital files should be protected with appropriate security measures, including encryption and secure access controls.

4.4.2 Retention Period

Images and videos should only be retained for as long as necessary to fulfill the purposes for which they were collected.

Once the retention period has expired, images and videos must be securely deleted.

4.5 Rights of Staff Members

4.5.1 Right to Withdraw Consent

Staff members have the right to withdraw their consent at any time, unless an explicit consent form was signed for the image and use in question. If no explicit consent form was signed for the image and use in question, the school must cease using the images or videos of the staff member and ensure they are deleted from all storage systems and promotional materials upon withdrawal. In such cases, Wittenborg will remove the images or videos as soon as possible within a reasonable time which can take up to five working days.

4.5.2 Right to Access and Rectification

Staff members have the right to access their personal data and request corrections if any inaccuracies are found in the images or videos.

4.5.3 Right to Object

Staff members have the right to object to the use of their images and videos in specific contexts or for specific purposes, unless an explicit consent form was signed for the image and use in question.

4.6 Contact Information

For any questions or concerns regarding this policy, or to exercise any of the rights outlined, staff members can contact: communication@wittenborg.eu

THE AOG - PART 15

INTELLECTUAL PROPERTY POLICY



31 August 2025

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1 Preface

Wittenborg is committed to the development of an ‘innovation culture’ based on the generation of knowledge, which in the age of information also needs protection. We have, therefore, set out to develop and maintain a transparent process that identifies, protects and exploits our Intellectual Property (IP) within a framework which encourages and rewards all staff and students from whose work the intellectual property results. This commitment is intended to contribute to Wittenborg’s strategic aims of excellence in teaching and learning, research, scholarship and creativity, and of diversifying sources of income, support and collaboration.

Exploitation of inventive ideas and IP may well lead to the creation of enterprises. These enterprises will take a variety of different forms. Enterprises are, therefore, used as a generic term to cover all forms of legal entities that will assist Wittenborg in meeting its objectives. Social enterprises as well as traditional private companies are included in the variety of legal arrangements possible under this policy.

2 IP and Related Definitions

The following is a list of definitions and terms most commonly used in this document:

1. Intellectual Property (IP) means inventions, inventive ideas, designs, patents and patent applications, discoveries, improvements, methods, processes, trademarks, designs and design rights (registered and unregistered), database rights, written work (including computer software) and know-how devised, developed and/or written by members of staff in the course of their employment, or students in the course of their studies. IP can be a valuable asset, both in order to undertake teaching and research, and in enabling economic development through knowledge exchange.
2. Background Intellectual Property means IP that exists before an activity takes place, or is created outside of such activity.
3. Foreground Intellectual Property means IP that is generated during and as a consequence of the activity.
4. A spin-out company is any company formed as a consequence of academic activity or know-how at Wittenborg, regardless of whether registered IP is involved.
5. A start-up company means a company created by a third party in which Wittenborg is invited to participate (in equity terms) at the time of creation.
6. Copyright is an automatic right that can exist in many types of works, such as literary, dramatic, musical and artistic works, sound recordings, films, broadcasts and cable programmes, published editions of works.
7. Patents protect the features and processes that make things work.
8. Design is a legal right which protects the overall visual appearance of a product or part of a product.
9. A trademark is a sign which can distinguish your goods and services from those of your competitors (you may refer to your trademark as your "brand"). It can be for example words, logos or a combination of both.

3 Wittenborg Policy Commitment

1. Successful exploitation of IP means that Wittenborg, its external partners, staff and students share the benefits. In order to achieve a successful outcome, all those concerned must play their part.
2. Staff must be made aware of IP issues and bring any innovative idea or technology with potential for commercial exploitation to the attention of Wittenborg at an early stage. They must maintain confidentiality, sign and execute all documents and comply with any reasonable requirements the institution has to assist in the exploitation process.
3. Wittenborg must have in place appropriate procedures and infrastructure to ensure the effective exploitation of the ideas and technologies generated by staff and students.
4. Wittenborg's subsidiary trading company(s) and third-party clients must be prepared to invest at risk against clear business objectives supported by robust decision-making processes.

4 Aims of the Policy

1. This policy aims to ensure that:
 - a. The respective roles and responsibilities of Wittenborg and its staff and students are clearly defined.
 - b. The interests of Wittenborg and its staff and students are protected.
 - c. Each party making a significant contribution to an invention or creative work receives due recognition and a fair share of any financial benefits arising from it.
 - d. All research and consultancy contracts entered into by Wittenborg with external organisations (whether industrial or research) clearly describe the arrangements agreed in relation to IP.
2. In order to achieve these aims the policy identifies:
 - a. The guidelines that Wittenborg has agreed in relation to IP.
 - b. The legal framework and principles that apply to the exploitation of IP within Wittenborg.
 - c. The procedures that must be followed in relation to the identification, protection and commercial exploitation of IP.
 - d. A framework for determining the distribution of financial benefits accruing from the commercial exploitation of IP.

5 Wittenborg Approach to the Exploitation of Intellectual Property

1. Wittenborg wishes to encourage the development and commercial exploitation of its intellectual property, through the most appropriate means, to the benefit of the institution and its staff and students, and as part of its contribution to economic development. However, Wittenborg's prime role is in the creation and development of ideas and IP and it is not generally best placed to exploit IP directly. It therefore enables the exploitation of IP in a variety of ways involving established and new organisations. Wittenborg is acutely aware of the need for speed to market when successfully commercialising research outputs. It also wishes to ensure that it has limited direct operational involvement in the commercialised activities.
2. Identification of potentially exploitable IP is the responsibility of staff and students. Staff are required to identify such IP by completion of an Innovation Disclosure Record; assistance with this is available from the HR department with the support of the Head of School. Students are able to receive support from the Head of School and Student Support.
3. The exploitation of the IP might take the form of licensing, assignment, or sale to existing or newly formed entities.
4. If Wittenborg is not able or willing to exploit the IP, it will normally re-assign it to the creator(s) for them to commercialise (without use of institutional facilities, time or name). Any such assignment will be subject to agreement of suitable terms and cost recovery, if the commercialisation is successful, along with consideration of any effects on the individual's ability to undertake their normal duties.
5. Exploitation and commercialisation of IP should not impinge on Wittenborg's core activities of teaching, research, and knowledge exchange.
6. Any interactions between a spin-out or start-up company must be at arm's length, to ensure charity, competition, and state aid rules are met, along with Wittenborg policy on conflict of interest. Additionally, such companies should generally not operate from Wittenborg premises, except under a specific licence to occupy.
7. Income received from the exploitation of IP will be shared with the creators.
8. Commercialisation activities as outlined in this policy may only be undertaken in the name of Wittenborg's subsidiary company.

6 Ownership of Intellectual Property

Staff (including students employed by Wittenborg)

1. In accordance with the Dutch Patents Act 1995, Wittenborg claims absolute ownership of the IP created by its employees:
 - a. In the course of their employment by Wittenborg.
 - b. Who make use of Wittenborg resources and facilities in the private development of their ideas.
2. Wittenborg retains ownership of the following forms of intellectual property created by those identified in 5.1.1 above:
 - a. Patentable and non-patentable inventions.
 - b. Films, typographical arrangements, videos, tapes, records, drawings, broadcasts, multi-media productions, photographs or other works made with the aid of Wittenborg' facilities.
 - c. Wittenborg -commissioned works.
 - d. Works generated by computer hardware or software owned or operated by Wittenborg.
 - e. Computer software, firmware and related material not already covered by (a), (b), (c) or (d) above.
 - f. Registered and unregistered designs and "semi-conductor chip" topographies.
 - g. Copyright in teaching and learning materials - these materials include but are not limited to traditional paper-based material such as lecture and distance learning materials, syllabuses, teaching schemes, reports, course handbooks, course materials, validation requirements, course documents, documents developed for examination and assessment purposes, e-learning materials, web-based content, video and audio materials and software, and work commissioned by Wittenborg.
3. Unless agreed otherwise in writing, Wittenborg will not assert any possible copyright in artistic work, learning and teaching materials for personal use or reference (such as aids to teaching and learning) and scholarly work including books and articles in learned journals, unless specifically commissioned by Wittenborg.
4. Although Wittenborg supports academic dissemination of research results and encourages the publication of scholarly and scientific works, in some cases, where commercial exploitation of the results is a possibility, Wittenborg may require the author(s) to withhold publication until appropriate protection can be put in place.
5. The employee agrees to automatically grant Wittenborg with a free, unconditional, irrevocable, perpetual, non-exclusive licence to use and copy work described in 6.3 above for academic and administrative purposes. Wittenborg does not assert its ownership in any other IP described in the scholarly work.
6. It is the employee's responsibility to ensure that if such material has been submitted to or published by a journal or a publisher, that such journal and publisher will provide a similar licence to Wittenborg.
7. Wittenborg makes no claim on IP arising from wholly private research activity or consultancy work undertaken by its employees and involving no use of resources or facilities of Wittenborg. In applying for the Head of School's approval to undertake private consultancy work in accordance with the

institution's Financial Regulations, employees should indicate whether an innovation is likely to result. Should an employee decide to take advantage of Wittenborg advice and support in the protection and exploitation of a wholly private innovation then this policy will apply, subject to Wittenborg's consent to become involved.

8. In the event that an employee making a significant contribution to the creation of IP leaves Wittenborg, ownership of the IP will remain with Wittenborg. However, it is recognised that the creator may wish to continue to exploit his/her IP. In this instance Wittenborg may re-negotiate the terms under which this may be acceptable.

Honorary staff and individual engaged with Wittenborg or its programmes (who are not employed by Wittenborg)

1. Individuals who have an (honorary) association with Wittenborg but who are neither employees or students are required to assign their rights to any IP created by them during the course of their (honorary) activities within or for Wittenborg. These individuals will be treated as if they were employees of Wittenborg for the purposes of financial reward from commercial exploitation. In certain cases, when (honorary) staff remain employees of an industrial or other type of organisation, arrangements may need to be negotiated regarding ownership, use and exploitation of IP. An agreement should be put in place regarding ownership of IP before the commencement of the honorary position. To put such an agreement in place, please contact the Head of School.

Students registered on undergraduate and postgraduate taught courses (who are not employed by Wittenborg)

1. In general, students own the IP they create during their course of studies. There are some circumstances where this does not apply, namely when:
 - a. They participate in a project sponsored by a third party - in this case the terms of the contract/grant between Wittenborg and the third party will determine ownership of IP.
 - b. They are working in collaboration with Wittenborg staff on a project where the IP they create builds on existing IP created by a member of staff.
 - c. They wish to work with Wittenborg to exploit their own IP and Wittenborg agrees to support them.
2. When assigning their ownership rights to Wittenborg, a student is accorded the same rights as a member of staff, with respect to revenue sharing.

Postgraduate research students

1. Postgraduate students on research courses will be asked to assign their IP to Wittenborg unless agreed otherwise in writing. Students will be asked to sign a Confidentiality and IP undertaking at the time of induction.
2. Where a student is offered a studentship sponsored by a third party, under which the third party has a claim on IP arising from its research, the student must agree that the IP will be initially owned by Wittenborg and ownership will be then determined in accordance with the terms of the agreement with the third party.

3. The copyright in the thesis written by a student will belong to the student. The student grants Wittenborg a free, unconditional, perpetual, non-exclusive licence to use their thesis or a copy of their thesis (digital or otherwise) for academic and administrative purposes. Wittenborg requires copies of the thesis to be deposited in Wittenborg.

7 Ownership of Background Intellectual Property

1. A project may make use of Background IP owned by someone other than Wittenborg. In this case (and where commercial use is intended), relevant contractual arrangements should be put in place with the owner. Where a member of staff or a student was involved in the creation of the IP whilst with a previous employer, that employer should be contacted to make these arrangements.

8 Identification, Protection and Exploitation of Intellectual Property

- Wittenborg has adopted a three-stage process for developing ideas into commercial propositions.

The stages are:

- a. Identification and protection
- b. Development
- c. Exploitation

The stages are largely sequential as the idea develops beyond the creator(s) and their immediate research group or school into one that is of significance to Wittenborg. At each stage the creator(s) is supported by staff from the relevant department.

- Identification and Protection: Once an idea which is thought to have commercial potential is reported, an initial assessment will be made by the Executive Board whose primary task is to consider whether there is a need to protect the idea.
- Development.
- Exploitation: If the above-mentioned assessor decides that the idea has commercial potential, then the decision on how to proceed and support the development beyond Wittenborg rests with the Executive Board. This is the key decision-making body which determines how exploitation will be managed and the form which it will take. Its decisions are final.
- Wittenborg will re-examine its involvement in any of its projects on a periodic basis and reserves the right to cease its involvement at any point, in which case ownership of IP may be ceded to the creator(s) subject to certain conditions on the understanding that Wittenborg ceases to have any obligation to meet further costs associated with IP protection or exploitation.

9 The Principles of Company Formation

1. If the Executive Board agrees to the setting up of a legal entity in line with a submitted business plan, it will be formally approved.
2. Shares in a spin-out company will be held by Wittenborg's subsidiary company.
3. Although the relative equity holdings of Wittenborg and creator(s) are broadly expected to be equal prior to any financial investment, this will be decided by the Executive Board on a case-by-case basis, taking into account recommendations from involved parties.
4. Wittenborg would not, as a matter of course, invest funds in such ventures, though it reserves the right to do so.
 - a. Where a member of staff becomes a shareholder in a spin-out company, they will automatically forfeit any right to a share in any income received by Wittenborg, such as, but not limited to, royalties.
 - b. In the event that school-owned IP is required to be assigned to the new company, Wittenborg will seek to ensure that this cost is borne by the new company.
 - c. Any interactions between the new company and Wittenborg, such as the use of staff or services, must be negotiated on an arm's length basis, and based on, at the minimum, the full recovery of costs.
 - d. Wittenborg reserves its right to recover all legal costs associated with due diligence and the establishment of an entity from the new company.
 - e. In cases where the intention is for the creator(s) to retain an equity share in a spin-out company, it is recommended that they seek their own legal and financial advice. Wittenborg will not be liable for any personal tax liabilities that an individual may incur.
 - f. If Wittenborg considers an exit strategy from any company formed under this policy it will always be in the form of cash, shares for which there is a liquid market, or a combination of the two.
5. When a spin-out company is formed, Wittenborg will normally obtain an appropriate portion of the equity which reflects the costs incurred by Wittenborg in protecting, developing and supporting the research activity. The level of this will vary on a case-by-case basis. In addition to any equity share, Wittenborg will also seek to recover any legal or set up costs relating to the establishment of a new company.

10 Staff Involvement in Commercialisation

1. Where a member of staff is to undertake any task (e.g. consultancy, services, or secondment) with a licensee or spin-out company, it must be governed by a suitable agreement between the company and Wittenborg. The head of school or department will have to consider how much of an individual's time can be allocated to an enterprise where they also hold equity in the enterprise. The company would normally see such an individual as the Chief Technical/Scientific/Information Officer and would expect a regular commitment of time. This continued support is normally discussed and negotiated in the shareholders' agreement. Depending on demands, this time may therefore need to be bought out by the spin-out company.

Creators are, therefore, permitted to provide services (either as a non-executive director of the company or simply as an advisor), subject to agreement by their head of department. Creators may be seconded to the spin-out company, subject to the normal contracting and approval processes, and in all cases the secondment is subject to full recovery of costs (including the use of the school's facilities and services).

2. Wittenborg staff are permitted to accept appointments to non-executive directorships in spin-out companies, subject to the agreement of their Head of School or the Executive Board. Individuals undertaking such roles should note that they are personally liable as a director, and should ensure that they fully understand the legal and ethical responsibilities involved.
3. Staff in senior positions and staff in business development roles undertaking third party directorships in companies where Wittenborg has a direct shareholding are likely to have actual or potential conflicts with their position at Wittenborg. Such situations must, therefore, be carefully managed and monitored. In accordance with the Register of Business Interests, a member of staff who is a director should not be directly involved in Wittenborg decision-making processes relating to that organisation regarding procurement, contracting, investment, or disposal.
4. Where Wittenborg or its subsidiary company has the right to appoint a non- executive director, the appointment will be made following advice from the Executive Board. Wittenborg may draw on relevant alumni for these purposes.

11 Advice on the Policy

Staff wishing to get advice on any aspect of this policy should contact the HR Department or the Head of School.

Students should first contact their Process Tutor.

THE AOG - PART 16

COMPLAINTS PROCEDURE



31 August 2025

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1 Introduction

Wittenborg aims to provide a pleasant working environment for its students and staff, which promotes safety, inclusiveness, respect and consideration. Wittenborg expects all members of staff to behave ethically towards its students, colleagues, contractors and other stakeholders and to comply with regulations concerning expected behaviour. These regulations are laid down in several parts of the Academic and Operations Guide (AOG), and specifically in the:

- Part 8-Wittenborg Staff Research Guidelines
- Part 8a-Code of Ethics
- Part 10-Code of Ethical Behaviour
- Part 11-Diversity and Inclusion Policy

Wittenborg has formulated this complaints procedure to ensure an appropriate response to any unacceptable behaviour or misconduct, including complaints against Wittenborg's staff regarding bullying, discrimination, harassment or sexual harassment, perceived unfair decisions or treatment, or other workplace conflicts.

The Wittenborg Complaints Procedure is applicable to all staff members at Wittenborg, regardless of your employment status or position.

2 General

2.1 Definitions and the Right to Lodge a Complaint

2.1.1 Definitions

In this regulation, the following definitions will apply:

1. Complainant: the person lodging a complaint with the confidential advisor or the complaints committee concerning unacceptable behaviour or academic misconduct,
2. Respondent: the person to whose behaviour the complaint relates,
3. Confidential advisor: the person referred to in article 2.3,
4. Committee: the Complaints Committee referred to in article 2.4,
5. Secretary: member of the Complaints Committee taking care of all administrative tasks,
6. Authorised representative: a person representing the complainant or respondent,
7. Aide: a person who is accompanying a party to a hearing for support and who may not speak,
8. Witness: a person who has observed certain behaviour and testifies about this,
9. Informant: a person providing information with regards to the complaint based on involvement or expertise on the matter,
10. Unacceptable behaviour: the unacceptable behaviour as outlined in the Code of Ethical Behaviour (AOG-Part 10). This concerns unacceptable behaviour such as (sexual) harassment/bullying, aggression and violence, discrimination. But also includes illegal activities, misuse of Wittenborg property and other unethical behaviour.
11. Academic integrity: research according to the 5 principles of honesty, scrupulousness, transparency, independence, responsibility. Outlined in the Code of Ethics (AOG-Part 8a).

2.1.2 The Right to Complain

1. All staff members at Wittenborg, regardless of the employment status or position have the right to complain if they experience unacceptable behaviour during, or in relation to their work at Wittenborg. This includes interns, a temporary employee, a freelancer, a guest lecturer.
2. This complaint should relate to the behaviour of a staff member of Wittenborg, regardless of where the unacceptable behaviour took place.

2.2 Principles

In all matters, Wittenborg will act and make decisions in a way compatible with human rights, as defined in the Human Rights Act.

2.2.1 Procedural Fairness

Complainants have the right to have their complaint dealt with in a fair, constructive, efficient, and confidential manner.

Procedural fairness includes:

1. This complaints procedure applies equally to all staff.
2. It encourages staff to raise their complaint, without fear of victimisation or reprisal.
3. Timely resolution of the complaints and at an appropriate level with regards to the seriousness and nature of the complaint.
4. Respondent is being informed of any allegations made in a complaint against them.
5. All parties to the complaint are being informed of the procedure to follow in this complaint, as well as the people involved and responsible for the handling of the complaint.
6. All parties have the right to their say and to be heard.
7. All allegations are being thoroughly investigated.
8. Relevant submissions by involved parties to the complaint are being fully considered in the decision-making process.
9. The complainant and the respondent are being informed of the outcome of the investigation and the decision of the Complaint Committee.
10. The respondent is provided with the opportunity to respond.
11. The members involved in the Complaints Committee are impartial and without prejudice.

2.2.2 Early Notification and Expeditious Process

The complaint should be raised as early as possible following, but must be submitted within one year, of the occurrence of the unacceptable behaviour or non-compliance with Wittenborg's regulations. Complaints should be dealt with expeditiously to minimize the disruption to the workplace.

2.2.3 Confidentiality

Complaints and information arising from the investigation and handling of the complaint must be treated confidentially. There should be limited disclosure of information relating to a complaint and only to those who are legitimately involved in the process of resolving the complaint.

Any breaches of confidentiality, careless or otherwise, on the part of any of the parties involved in the management of the complaint, may be considered as misconduct or serious misconduct and may be subject to further action by Wittenborg.

2.2.4 Good Faith Participation by All Parties

All parties are expected to participate in the complaint procedure in good faith. Where a staff member refuses to participate, the Executive Board or HR Department may direct the staff member to participate in the process, as necessary.

2.2.5 Representation

At any time during the handling of the complaint procedure, the complainant or respondent may seek assistance from, or be accompanied by, a representative or an aide.

2.2.6 Record Keeping

Records of formal complaints, including all investigation reports, will be maintained by the HR Department, and in accordance with GDPR regulations (AOG-Part 14).

2.2.7 Wittenborg's Duty of Care

Whenever possible, the wishes of the complainant in relation to the resolution of the complaint are taken into account. However, this may not be possible in some circumstances, for example, where the complaint is of such a serious nature that formal action is required beyond the wishes of the complainant. For example, a complaint may involve allegedly unlawful behaviour and/or Wittenborg's duty of care may be compromised if no action is taken.

2.2.8 Protection from Victimisation

Victimisation or reprisal of the complainant because of reporting misconduct, or unacceptable behaviour, is not tolerated and can be treated as serious misconduct itself.

2.2.9 Vexatious and Malicious Complaints

Complaints should always be motivated by genuine concern about perceived unacceptable behaviour or misconduct. Complaints that are made to annoy or harass, to cause delay or detriment, as retaliation, or for any other wrongful purpose, may be subject to disciplinary processes, and the matter may be dealt with as misconduct or serious misconduct. This means that a staff member who makes a false allegation may be subject to disciplinary processes.

2.3 The Confidential Adviser

Wittenborg has appointed a confidential adviser on unacceptable behaviour. The confidential adviser can function as the first point of contact for staff members who experience or have experienced unacceptable behaviour from other members of the organisation. Within the scope of the Complaints Procedure the confidential adviser has the duty to:

- Support the complainant during the complaints procedure and provide them with advice,
- Inform the complainant of possible ways to resolve the problem, report the problem and file a complaint,
- Treat all reports and complaints strictly confidential, and only report to third parties with the consent of the complainant.

The contact details of the confidential adviser can be found in Staff Resources.

2.4 The Complaint Committee

2.4.1 Composition and Appointment

Wittenborg's Complaints Committee consists of three members:

- One member of senior staff/ direct manager
- One member of the Executive Board
- One external member (not employed by Wittenborg)

The members of the Committee may have no personal interest in the handling of the complaint and may not be involved in the complaint. In case a conflict of interest exists, the member will declare this at the soonest and disqualifies for the handling of the procedure.

The complainant or respondent can request disqualification of a member of the Committee if there is valid reason to belief the member cannot act impartial. The request for disqualification has to be done in writing, within three days of being informed of the names of the Committee members. The other two members, in consultation with the Executive Board, will decide on the request. In case the request is granted, the member will be replaced with another member.

2.4.2 Duties

It is the duty of the Committee to:

- Investigate complaints concerning the unacceptable behaviour of staff members of Wittenborg, regardless of whether this behaviour was exhibited during work or in another context,
- Investigate incidents that have come to the attention of the Executive Board in another manner and that relate to unacceptable behaviour of a member of staff,
- Decides on the legitimacy and admissibility of the complaint,
- Register the number and the nature of complaints and reported misconduct and send an annual anonymous report to the Executive Board,
- Ensure the fairness of the procedure, and treat all information received as strictly confidential.

3 Wittenborg Complaints Procedure

Reporting any sort of misconduct or complaint, including academic misconduct and unacceptable behaviour, can in first instance be done informally. The direct supervisor, confidential adviser, or any other staff member can be asked to advise and support the complainant. This procedure is outlined in the Code of Ethical Behaviour (AOG-Part 10).

If the informal procedure does not lead to a desired result, or if the unacceptable behaviour is of a nature that is too serious for the informal procedure, a formal complaint procedure may be necessary to understand whether the complaint is justified or not. This requires a careful investigation into the accounts of both parties.

3.1 Complaints Related to Misconduct and Unacceptable Behaviour

If a complainant is comfortable doing so, and depending on the seriousness of the behaviour, the complainant should attempt to resolve the issue directly with the person(s) concerned. The complainant should identify the specific misconduct, explain the impact of that conduct on them, and request the respondent to stop behaving in such a way. It may be that the respondent was unaware of the impact of their conduct. The confidential adviser can support the complainant in this attempt.

If the complainant is not comfortable attempting to resolve the issue directly with the person(s) concerned, or if self-resolution is not successful, they should submit a formal complaint.

3.1.1 Submitting a Complaint

1. The complainant should submit a written complaint addressed to the Committee. The complaint letter can be sent to the confidential adviser who will ensure the timely delivery to the Committee. The complaint should be written in the English language.
2. The written complaint must at least contain:
 - a. the name and address of the complainant,
 - b. the name and position of the person to whom the complaint refers,
 - c. a description of
 - i. the incident of unacceptable behaviour, stating the date, time, place and circumstances,
 - ii. the nature of the unacceptable behaviour,
 - iii. a description of the steps already taken by the complainant,
 - iv. the names and addresses of possible witnesses,
 - v. any other evidence such as emails, pictures, print screens of social media, etc.,
 - vi. the date and signature.
3. If a complaint is submitted by an authorised representative, the complaint must be accompanied by a written authorisation or the complainant must sign the complaint as correct. If the complaint is submitted by a lawyer, written authorisation is not necessary.
4. Once a complaint has been received, the secretary will confirm receipt in writing to the complainant.

3.1.2 Decision about the Admissibility of the Complaint

1. The chairperson of the Committee will decide on the admissibility of the complaint.
2. If the chairperson judges that the complaint does not meet the stipulations of paragraph 3.1.1, the complainant will be requested to rectify the omission.
3. The chairperson is not obliged to consider the complaint if:
 - a. the complaint does not (sufficiently) meet a request as referred to in 2.1.2.,
 - b. the complaint does not meet the stipulations of 2.2.2, and there are no valid reasons for the exceeding of the one-year time limit,
 - c. the complaint evidently does not relate to a form of unacceptable behaviour as written in the Code of Ethical Behaviour (AOG-Part 10),
 - d. the complaint is of insufficient importance.
4. Within two weeks of submitting the complaint, or within two weeks of complying with any request to rectify the complaint, the complainant will be notified whether the complaint will be considered.
5. If the complaint is not admissible, the complainant will be notified in writing, with an explanation of the reason. The complainant has the right, within a week of the date of this decision, to submit a written request for the decision to be reconsidered. The full Committee will then reach a new decision within four weeks regarding the admissibility of the complaint.
6. If the complaint is admissible, the Committee will notify the complainant that it will be handling the complaint, as well as the respondent, the Executive Board, and any other involved parties.
7. The respondent will receive a copy of the written complaint and copies of all documents sent by the complainant.

3.1.3 Retracting a Complaint

1. The complainant can retract a complaint in writing (and verbally during a hearing). In that case, the secretary will immediately inform the respondent, and other involved parties. A period of two weeks is considered during which the complainant can request the Committee to continue the handling of the complaint.
2. The Committee will meet this request if there is a significant interest in receiving the verdict on the legitimacy of the complaint.

3.1.4 Submission of a Defence

1. The respondent receives the opportunity to submit a written defence to the Committee within two weeks, and the Committee will inform the respondent of the date by which the Committee must receive this written defence.
2. The chairperson can extend this deadline at the request of the respondent by a maximum of two weeks.
3. The written defence of the respondent will be forwarded to the complainant, together with the accompanying documents.

3.1.5 Gathering Information

The committee can request additional information, in writing or verbally, from the complainant, the respondent, or any other involved party, in order to prepare for considering a complaint. Both parties will be informed of this.

3.1.6 Submission and Disclosure of Documents Submitted to the Committee

1. Complainant and respondent may submit further documents to the Committee up to five working days before the hearing. Documents that are submitted too late can be admitted provided that there was a valid excuse for the late submission.
2. All submitted documents will be sent to the parties concerned by the Committee.
3. The chairperson can decide that a document is not relevant to the consideration of the complaint, and may return such a document to the person who submitted it.

3.1.7 Confidentiality of the Documents Submitted to the Committee

1. At the request of the complainant or respondent, the chairperson can determine that there are serious reasons that prevent a submitted document being provided to the opposing party. The chairperson can also do this in their official capacity. The parties will be notified accordingly.
2. If a request to keep documents confidential is rejected, the relevant documents will be returned to the person who submitted them, and they will not be included in the consideration of the Committee.
3. The above applies equally to documents and information from involved third parties.
4. If the chairperson decides to keep any documents or information confidential, this will be recorded in the written conclusion of the Committee, together with a record of the nature of the documents and the implications/consequences that the Committee attaches to this.

3.1.8 Resolving the Complaint Without a Hearing

1. Until the complainant and respondent are invited to the verbal hearing of the complaint, the Committee can close the investigation into the complaint without a hearing, if:
 - a. the Committee does not have the jurisdiction or expertise to assess the complaint, and there is no appropriate internal body to refer it to. In this case, the case has to be referred to or taken over by external parties.
 - b. the complainant evidently cannot sustain their complaint,
 - c. the complaint is evidently unfounded, or
 - d. the complaint is evidently founded.
2. The outcome of the investigation will be communicated to all parties involved and the Executive Board. In case the complaint is evidently founded, the decision may include disciplinary measures to be taken.

3.1.9 Urgent Procedures

1. If the interests of the case require the complaint to be dealt with urgently, the complainant can request the Committee to treat the complaint urgently, while submitting the written complaint.

2. The chairperson will decide on this request. The complainant will be informed whether this request will be granted within 3 working days.
3. In case the request for an urgent procedure is being granted, the respondent will be informed of this at the soonest. A copy of the written complaint will be sent to the respondent and the respondent will be invited to submit a defence as quickly as possible, but no less than three working days before the hearing.
4. The Committee hearing will take place within three weeks after the receipt of the complaint.
5. The Committee will provide its decision within two weeks after the day of the hearing. Prior to this, the Committee can inform the parties verbally about the contents of the conclusion.
6. During the process of the handling the complaint the Committee could decide that an urgent procedure is no longer legitimate and that the standard procedure must be followed from that point on.

3.1.10 The Hearing

1. The Committee sets the date, location and time of the hearing. In principle, the hearing should take place within four weeks of the decision to accept the complaint for consideration.
2. The Committee will invite the complainant and respondent in writing to attend the hearing.
3. The Committee can invite third parties to the hearing as witnesses or informants.
4. The complainant and the respondent will be informed of all persons invited to the hearing.
5. The complainant and respondent can bring witnesses and informants to the hearing. The Committee must receive written notification of these persons, including the name and position, no less than five working days before the hearing.
6. The Committee can decide not to hear a witness or informant.
7. The complainant and respondent, or the authorised representative, are obliged to appear at the hearing.
8. Committee hearings are held in private and are not open to uninvited third parties.
9. The chairperson will determine the procedure at the hearing.
10. The Committee hears the complainant and respondent in the presence of both parties, unless there are important reasons not to do this. In this case, a representative could be present.
11. The Committee decides on the order of hearing all parties and witnesses.
12. Witnesses and informants will only be present when being heard.
13. The complainant and respondent will both get the opportunity to speak before the closing of the hearing.
14. At the end of the hearing, the investigation is closed, unless issues were brought up during the hearing that require further investigation.

3.1.11 Request from the Executive Board to Open an Investigation

At the request of the Executive Board, the Committee can investigate an incident relating to unacceptable behaviour or non-compliance with the Code of Ethical Behaviour.

The same proceedings will be followed as when a complaint is issued by a member of staff.

3.1.12 Verdict and Recommendation

1. After finishing the hearing and closing the investigation, the Committee will privately discuss the outcome of their investigation, the verdict and the recommendation they will make to the Executive Board.
2. The Committee will decide on the basis of a majority of votes.
3. A written recommendation to the Executive Board will be formulated and sent within four weeks.
 - a. The recommendation includes a motivated verdict of the legitimacy of the complaint, or about the nature of the incident, and recommendation for disciplinary actions or measures to be taken.
 - b. The Committee can also advise the Executive Board to update its policies concerning ethical and unacceptable behaviour.
4. The conclusion of the Committee is submitted to the complainant and the respondent, the parties involved, and the Executive Board.
5. All addressees are expected to treat the decision and conclusion confidentially.

3.1.13 Decision of the Executive Board

1. In principle the Executive Board adopts the recommendations made by the Committee. In case there are justifiable reasons to deviate from this, the Executive Board will inform the Committee in writing of its considerations.
2. The Executive Board will notify the Committee, complainant, respondent, and involved third parties of its decision and following disciplinary measures, in writing, within three weeks after having received the recommendation from the Committee.

3.2 *Reporting Violations of Academic Integrity*

Wittenborg has formally adopted The Netherlands Code of Conduct for Research Integrity (AOG-Part 8a). This code is applicable to all Wittenborg staff members and students that are involved in Research at Wittenborg.

Chapter 5 of the code contains the standards for non-compliance with the code, regulations for dealing with research misconduct, and violations of the academic integrity. As written in the code the clearest examples of research misconduct are fabrication, falsification and plagiarism.

In principle, the procedure as described in paragraph 3.1 of this Complaints Procedure applies.

However, the composition of the Complaint Committee will differ. In this case the composition is as follows:

- Vice-President Academic Affairs/ Head of School
- One faculty member employed by Wittenborg (PhD qualified and scholarly active), or engaged via the Academic Advisory Board
- Secretary (to be assigned)

4 Disciplinary Measures

Appropriate disciplinary actions are dependent on the type and severity of the misconduct or unacceptable behaviour. Disciplinary actions are an essential component of promoting ethical behaviour and enforcing Wittenborg's policy on ethical behaviour. Non-compliance with the codes referred to in Chapter 1 can therefore lead to the following disciplinary actions (non-exhaustive):

- Verbal warning; this is the mildest form of disciplinary action, it should include a warning that repetition of the behaviour/misconduct may call for further disciplinary measures,
- Letter of warning; a formal warning will be given, including the warning that repetition of the behaviour/misconduct may call for further disciplinary measures. This letter will be kept in the personnel's file,
- Writing an action plan to improve behaviour,
- Loss of privileges; in this case certain privileges, such as working from home, freedom to decide on working time, will be revoked,
- Fine; a penalty to repay damage occurred due to the staff member's behaviour,
- Withholding annual increments and/or demotion,
- Temporary suspension, with or without entitlement to salaries. This may also be imposed pending a complaints procedure, depending on the seriousness of the complaint, and the impact on the organisation,
- Discharge or dismissal; leading to termination of the employment agreement.