

# Decision of the FIBAA Accreditation Committee for Programmes



**103<sup>rd</sup> Meeting on 30<sup>th</sup> June 2017**

**Project Number:** 16/051  
**Higher Education Institution:** Wittenborg University of Applied Sciences, Apeldoorn, NL  
**Study Programme:** International Business Administration (BBA)

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 7 (2) in conjunction with § 10 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programmes”, the study programme is accredited.

Period of Accreditation: 30<sup>th</sup> June 2017 until 29<sup>th</sup> June 2024

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

Wittenborg University of Applied Sciences  
Apeldoorn, Netherlands

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**Bachelor study programme:**

International Business Administration

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**Qualification awarded on completion:**

Bachelor of Business Administration (BBA)

# General Information on the study programme

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**Brief description of the study programme:**

The IBA programme is aimed at international and local students who aspire to work within an international context in the fields of management and administration, either in business or non-commercial organisations. The IBA is aimed specifically at providing graduates with a very broad and equally balanced range of business, management and organisational knowledge, skills and competencies, whilst allowing them to specialise during the programme in a region of business administration that interests them, and can allow them to create a more specific graduation profile.

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**Type of study programme:**

Bachelor programme

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**Projected study time and number of ECTS points assigned to the study programme:**

3-4 years, 240 ECTS points

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**Mode of study:**

full-time

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

optional

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**Scope (planned number of parallel classes) and enrolment capacity:**

enrolment six times a year, altogether about 100 students per year

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**Programme cycle starts in:**

six times each year according to the start of six modular blocks

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**Initial start of the programme:**

2004

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**Type of accreditation:**

re-accreditation

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**For re-accreditation: last accreditation period:**

July 19<sup>th</sup>, 2012 until end of summer semester 2017

# Procedure

A contract for the re-accreditation of the International Business Administration (BBA) was made between FIBAA and Wittenborg University of Applied Sciences on 6<sup>th</sup> July 2016. On 2<sup>nd</sup> February 2017 the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

**Professor Dr. Peter van der Sijde**

Vrije Universiteit Amsterdam

Professor of Organisation, Entrepreneurship & Technology

**Prof. Dr. Reinhard Bachmann**

University of London

Professor for International Management

**Simen Kooi, MDM**

NHTV Breda University of Applied Sciences

Program Manager International Hotel Management

**Eugenia Llamas MA PhD**

Ecole des Ingénieurs de la Ville de Paris, France

Director of International Relations at EIVP

**Dipl.-Volkswirt Karl-Peter Abt**

Stanton Chase International

Associate Partner Stanton Chase Düsseldorf GmbH

**Julia Ekhardt**

Hochschule Neu-Ulm, University of Applied Sciences

Student of Business Administration (Bachelor)

FIBAA project manager:

Ass. jur. Lars Weber

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on 29<sup>th</sup>-31<sup>st</sup> March 2017 at the HEI's premises in Apeldoorn. On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on 8<sup>th</sup> June 2017. The statement on the report was given up on 21<sup>st</sup> June, 2017; it has been taken into account in the report on hand.

# Summary

The study programme International Business Administration (BBA) offered by Wittenborg University of Applied Sciences fulfils the FIBAA quality requirements for Bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on 30<sup>th</sup> June 2017 and finishing on 29<sup>th</sup> June 2024. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified several areas where the programme could be further developed:

- Content (see Chapter 3.1)
- Structure (see Chapter 3.2)

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are [many] criteria in which the programme exceeds the quality requirements:

- Integration of theory and practice 3.1);
- Practical business experience of faculty (see Chapter 4.1);
- Student support by the faculty (see Chapter 4.1);
- International contents and intercultural aspects (see Chapter 3.4);
- Internationality of the student body (see Chapter 3.4);
- Internationality of faculty (see Chapter 3.4);
- Foreign language content (see Chapter 3.4);
- Process organisation and administrative support for students and faculty (see Chapter 4.2).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

## Information on the Institution

Wittenborg University of Applied Sciences (WUAS) was established as an educational institute in 1987, initially called Wittenborg College. In 1996, it received its degree-awarding powers, being appointed a 'Hogeschool' by the Dutch Ministry of Education. WUAS, is a privately funded (not for profit) institution for higher education that operates fully in English.

WUAS is based in the Dutch town of Apeldoorn and currently offers Bachelor and Master programmes to around 600 students a year (2016) from the Netherlands and around the world. WUAS counts its student numbers based on all those registered during a calendar year, and on average 450 students are studying at any one time during the year. Its size, international (micro) environment and the fact that it is privately funded contribute to a dynamic and continuously developing institute that enjoys bringing a global outlook to a local region.

In 2015, WUAS opened a study location in Amsterdam. Currently Amsterdam has around 40 students and WUAS aims to grow the location to approximately 100 students in the future.

WUAS plans to open a study location in Vienna in late 2017. It is aimed that this location will eventually offer the full range of WUAS programmes, depending on market opportunities.

## Further development of the programme, implementation of recommendations from previous accreditation statistical data and evaluation results

In 2011/12, the IBA program was thoroughly reviewed with regard to the FIBAA quality standards as well as the Dutch national standards of NVAO. Since then, significant modifications have been made, in both the curriculum and the testing system.

Main changes have been:

The so-called mini modules (seminars) have been integrated into full modules and spread throughout the curriculum to ensure that students are introduced sufficiently to paper writing from the start. The curriculum has been rebalanced to ensure that the final year modules have more credit weight.

The examining system/grading system was adapted from the former three exams per module (open book, closed book and presentation) to one single examination / assessment per module. The grading criteria of the final project was also reviewed and made more clear and effective.

Since 2012, the main effect on the programme is that of student number growth. The increased numbers of students have resulted in core modules being delivered twice as class sizes grow. The number of teachers has been increased as has the number of support staff.

This has given WUAS the opportunity to implement one of the recommendations of the previous IBA accreditation, namely the systematic increase of academic qualifications of the teaching staff. Through the growth of student numbers, and new specialisation development, and the start of delivery of MBA and MSc programmes.

WUAS has been able to start implementing a policy to give preference to employing PhD qualified teachers. The result is that more than 20 members of the teaching staff hold a PhD and many of these have been involved in their own and WUAS' research and publishing projects.

Statistical data:

<b>IBA Bachelor Success rates</b>		<b>2013-2016 (4 years)</b>										
	Total	F	M	F	M							
Students 2015	312	132	180	42%	58%							
Graduated 2015	35	21	14	60%	40%							
Dropout 2015	51	23	28	45%	55%							
Students 2016	338	130	208	38%	62%							
Graduated 2016	49	28	21	57%	43%							
Drop/out 2016	46	21	25	46%	54%							
Leaving since 2013	354	181	173	51%	49%							
Graduated since 2013	148	87	61	59%	41%							
Dropout since 2013	206	94	112	46%	54%							
		<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>				
<i>(Statistics presented per calendar year)</i>												
	<i>All</i>	<i>E</i>	<i>M</i>	<i>All</i>	<i>E</i>	<i>M</i>	<i>All</i>	<i>E</i>	<i>M</i>	<i>All</i>	<i>E</i>	<i>M</i>
Graduates (IBA)	36	20	16	28	18	10	35	21	14	49	28	21
Dropout (IBA)	60	27	33	49	23	26	51	23	28	46	21	25
Total Leaving	96	47	49	77	41	36	86	44	42	95	49	46
Students in the programme (ALL) (END OF THE YEAR)	212	110	102	266	111	155	312	132	180	338	130	208

Changes in the Dutch higher education law, regarding the role of examination boards in higher education, have also led to the strengthening of the role of the Graduation & Examination Board. This means that the Graduation & Examination Board, with its two external members, is completely independent of the Executive Board in its decision-making. This was already the case in 2012, and it has now been embedded into WUAS.

Between 2012 and 2014, the Graduation and Examination Regulations have been updated and improved. In 2014, the role of the Graduation & Examination Board at WUAS underwent an audit from the Ministry of Education Inspectorate, which was satisfied with the procedures and functioning of this important and independent body.

Since 2012, student involvement in the development of programmes and organisation of processes and services has been formalised by the instigation of the Student Representatives. This group of students represents Bachelors and Masters programmes in separate meetings. They meet directly with management during Project weeks, six times a year and the meetings are documented and action points are made and evaluated.

From 2017, the new Programme Committees will be instigated, that include teachers and students from the programme, who evaluate the programme in a formalised fashion.

Graduates are invited to take part in discussions about their careers, and WUAS has invested in a new software system that will make connecting students and graduates in an online portal, specifically designed for Alumni.

Other support developments in the past two years have been the implementation of Osiris as Student Information System, a highly developed university data system, used by many large Dutch institutions, that allows students to access their information and grades.

WUAS also implemented Scientia, a world class timetabling software, that publishes timetables to students smartphones.

In the past five years, through its partnership with the University of Brighton, WUAS has gained access to leading scientific journal databases for its staff and students, through Brighton's Student Central, and has increased its own supply of papers and Open Learn resources for students.

WUAS has also implemented "Turnitin" to assist students with the submission of correctly referenced papers, and help bring down cases of plagiarism. "Turnitin" has an excellent online feedback and reviewing system that has enabled teachers to provide better and immediate feedback.

## Appraisal

The changes that WUAS made in the last accreditation period led to a positive development of the programme. This can also be seen in the growth of the student numbers. Thus, WUAS increased the number of staff and teachers. The panel considers these developments positively.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk-Criterion)

The IBA programme is aimed at international and local students who aspire to work within an international context in the fields of management and administration, either in business or non-commercial organisations. The IBA is aimed specifically at providing graduates with a very broad and equally balanced range of business, management and organisational knowledge, skills and competencies, whilst allowing them to specialise during the programme in a region of business administration that interests them, and can allow them to create a more specific graduation profile. The following specialisation possibilities are offered:

- Economics & Management
- Marketing & Communication
- Financial Services Management
- Real Estate Management
- Information Management
- Logistics & International Trade
- Hospitality Management
- Event Management
- Tourism Management
- Entrepreneurship & Small Business

Another possibility is to choose courses from various specialisations to gain competencies according to individual preferences.

WUAS formulated 18 final qualifications that all graduates of the IBA-programme should have acquired. The graduates:

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

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

The IBA is also aimed at providing students with the knowledge and skills that would enable them to further their studies at a higher level (master's) if they wish to, within a Dutch higher education system, and also in other systems, such as in the UK or in the USA.

## Appraisal:

The qualification objectives of the programme in the field of Business Administration are explained and convincingly presented by WUAS in relation to the target group of international students from countries all over the world. Matching this specific target group the very broad qualification profile is reasonable. The same appears for the various specialisation possibilities. The study programme's objectives also take into account promoting the academic proficiency of the students as well the development of the individual student's personality. The international environment at WUAS clearly supports the achievement of the above mentioned objectives. Altogether, the described competencies and skills correspond with the aspired Bachelor level at graduation. The national and European requirements are also taken into account.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

The following points reflect the international nature of the IBA:

- It is WUAS' aim that graduates can both operate within any international environment, and use the international focus gained from the programme to excel within their home environment.
- All IBA course material and textbooks are in English and are chosen with an international focus for all modules.
- All IBA teaching is delivered in English by teachers from various nationalities.
- All IBA students follow at least one second foreign language in the programme.
- Even though a large majority of IBA students are actually studying abroad at WUAS in the Netherlands, WUAS encourages students to carry out a work placement period in another (third, not home) country, and arranges excursions to other countries, for instance the UK and China.
- In 2016 students had the opportunity to visit both Kenya and China as part of Project Weeks. In 2017, these will be offered, again, as well as an excursion to the UK and a structured work placement project in the Philippines.
- The Final Qualifications reflect the international character of the programme, and show students' knowledge and abilities. The Aims and Objectives reflect the international character of the modules, and are in line with the Final Qualifications.
- Many international students return to their home country or go to a third countries to work after graduation.
- Those who stay find jobs under the term 'knowledge migrants', often in international companies, in the Netherlands.

### Appraisal:

The programme design appropriately takes into account international aspects. The international content, the international environment during the studies and the English language courses/materials promote the graduates' employability in an international context.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)			X		

## 1.3 Positioning of the study programme

According to WUAS there are few programmes in the Netherlands embedded in a completely English-speaking and culturally diverse environment like the IBA at WUAS. Furthermore, the enrolment possibilities at six times throughout the year are very special for the Netherlands. In addition, the small size of the institute allows students in the IBA programme to feel that they are an individual who is part of something, rather than being just a student number within a large and impersonal institution. WUAS counters the disadvantages of size with its strong strategic partnership with the University of Brighton, giving access to a range of online resources, for example, and a pool of external lecturers from the UK.

The main target groups for the IBA programmes are:

- International students worldwide who are looking for a broad BBA programme allowing them to easily enter the job market, either at home or in the Netherlands, and possibly to continue their studies at master's level
- Dutch students who have an international background and outlook and want to study a BBA that will allow them to specialise during the programme in an area they have discovered suits them best. They are looking to study in a completely English language environment, together with many different nationalities and cultures, leading to employment or further study.

WUAS' IBA programmes has shown to be well positioned in the education market, growing in intake numbers and international mix. There is no reason to believe that this will not remain the case in the future, taking into account that:

- The Netherlands remains a leading study destination in mainland Europe for international students.
- WUAS offers many students the chance also to gain a UK degree at a much reduced study fee and without a compulsory period of study in the UK.
- WUAS is fully represented by the Netherlands Study in Holland campaign, and by the Netherlands Support Offices (NESO's) around the world.

Corporations, small to medium-sized businesses, non-profit and government organisations require a broad range of knowledge, competencies and skills in their business administrators, and invest time and resources in selecting candidates who will continue to learn and grow within their organisations. The IBA programme is designed to provide large and small organisations, in the Netherlands and around the world with access to ambitious employees who have a sound knowledge of business and organisation theories, processes and systems, and who are eager to continue their development. The programme either builds on previous undergraduate study in a business field, or allows a non-BBA graduate to make the management switch academically, after work experience in a management role.

To reach professional profiles, WUAS has discussions with many businesses and organisations, entrepreneurs, corporate managers and representatives of various small to medium-sized businesses (SMBs), as well as professors and researchers from other higher education institutions. WUAS has also had talks regarding the development of its programmes and their requirements with several business platforms whose focus is the support of SMBs and start-up businesses. Talks on the development of skills and competencies for independent business people, entrepreneurs and start-ups are also held with the Chamber of Commerce, the employers association VNO-NCW and organisations such as "Centrum voor Jong Ondernemen", an organization that actively assists and supports starting young entrepreneurs. The Gemeente Apeldoorn (city council) has participated in the development of this profile also. Discussions on the final qualifications of programmes are held with alumni and work placement companies of the bachelor's programme, and the results of various discussions and questionnaires regarding the final qualifications of its programmes have been used.

Currently, the Netherlands and other European countries are also actively supporting and encouraging (non-EU) knowledge migrants to settle and work in European companies. According to WUAS, IBA graduates are generally excellently positioned to enter the job market as knowledge migrants, and many (non-Dutch) graduates have seized the opportunity to stay in the Netherlands at Dutch companies. Non-EU graduates can register as a so-called 'search year' up to two years after graduation and during that year are allowed to work full time without restrictions, whilst they find a more permanent position that would allow them to stay working in the Netherlands.

WUAS was originally a business school and the IBA programme was developed as a broad Bachelor programme. Hence, the IBA covers various business and management domains that WUAS has planned to embed into its management schools. Besides the IBA WUAS offers two specialised Bachelor programmes: A Bachelor in International Hospitality Management and a Bachelor in Entrepreneurial Business Administration.

## Appraisal:

The reasons given for the good positioning in the Dutch educational market a of this study programme are plausible. The programme is attractive for students from all over the world as well as for Dutch students that want to study in the Netherlands but also in an international environment. This is offered by WUAS through the internationality of the student and teaching body. The small classes and the familiar atmosphere are attracting students, too.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The IBA programme provides students with job opportunities in the Netherlands and abroad. Through permanent contact and exchange with employers and partners from the practice WUAS ensures to be up-to-date regarding the competencies and skills of the graduates for the job market.

The study programme is the main Bachelor programme of WUAS and therefore very important within the HEI's overall strategic concept.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

The admission requirements for entry into the programme are stated on the website, in the Education Guide (Part 2) and the Graduation & Examination Regulations (Part 8). They are as follows:

- a High School Diploma or final school certificate, equivalent or higher to the Netherlands HAVO or MBO level 4 diplomas minimum national requirements for a 240 credit Bachelors at a university of applied sciences) or
- other common qualifications including the Dutch VWO, the UK AS & A-levels, and the German Abitur.

If the applicants have certificates and diplomas of non-Dutch origin they are submitted to Nuffix for a diploma validation. This process allows WUAS to have a fast external evaluation of the qualification. The university is also registered to NARIC which is a UK based validation system. In cases where applicants have deviating admissions documents, that are not on the above mentioned list, such as Bachelor degrees that are not listed in NARIC or recognised by NUFFIC, the Student Registrar is required to forward the application to the Graduation and Examination Board (GEB) of WUAS for a decision.

Admission into programmes at WUAS is governed by the GEB that empowers the Student Registrar to admit students based on pre-defined criteria. The final decision formally rests with the GEB, however the GEB maintains a list of approved pre-university entry qualifications that allow the Registrar to make decisions without requesting the GEB to approve every acceptance individually.

Students over the age of 21 who have not passed a secondary school certificate are able, under Dutch law, to enter a Bachelor programme at a university of applied sciences after successfully completing an entrance test called a 21+ test. According to WUAS this test has only been used in three exceptional cases (since 2012). The test is updated on a yearly basis and students who have entered through taking a test are monitored in their first year for sufficient attainment and progression. The test is only open to students who have a permanent Dutch residency because it would otherwise contravene visa regulations.

Due to the highly international character of WUAS' students, and in coherence and adherence with the Code of Conduct for International Students in the Netherlands, and the intensity of the 80 credit a year possibility for students to follow the programme (see chapter 3.2), WUAS does also screen its students for motivation and English language fluency:

- All applicants are required to provide proof of language proficiency that shows they have a level equivalent to at least IELTS 6. Equivalents in TOEFL and EU students with the appropriate secondary school qualification (listed by the NC) are also accepted. Exceptions to this are native speakers from countries where English is the official language, and they have successfully completed their last educational qualifications from an institute where the language of instruction is English.
- All applicants must write a motivation letter that will be evaluated by the staff member that will be responsible for the interview. The letter will be used as a guideline during the interview which will either be carried out in person or by telephone.
- Non-EU (visa) students are also interviewed according their background in order to be able to guarantee their immigration status. Additionally the required documents for IND and the proof of sufficient funds are checked. As part of the motivation letter they also have to describe the reasons for wanting to study in the Netherlands.

The level of English is always confirmed through a conversation either in person or on the telephone. WUAS offers an English preparation programme for students with an IELTS score of 5 or 5.5. All students are interviewed at the initial stage of their application. The interview has a number of aims:

- to ascertain that the student understands the school and programme they are applying for;
- to ascertain that the student speaks good English;
- to make sure the student has all the necessary documents to read about the school, the programme and the application procedure (sent in advance by email).

Students abroad are often interviewed by telephone, whilst students in the Netherlands are invited to the school

From September 2015 students have been given a diagnostic English test in the introduction week of the block in which they start. If the result is lower than what the university deems to be IELTS 6, the student is strongly advised to follow the support English classes and retake the test again after a three block period.

The admissions team comprises of seven persons. The team is led by the Student Registrar. Many members are former students and hence are in position to give detailed and helpful information and support the students requesting information. In the past two years the admissions team has been expanded by an additional two full time employees to cope with the increased numbers of enquiries and to ensure a quality admissions process.

WUAS has developed a system that integrates the sales and marketing team, the admissions team and the initial student support team into one 'pipeline' – this has definite advantages, as it means that students are always provided with a personal experience as they go through the application process.

## Appraisal:

The admission requirements are defined and comprehensible. The national Dutch requirements are presented and taken into account. Applicants can directly turn to the admissions team for information and support during the admission process. Personal dialogue between applicants and WUAS is provided by telephone, via e-mail or personal contact in the university.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements and the required language proficiency level ensure that students are able to successfully complete the study programme. It also offers a basis for communication in English language which is helpful in this international environment with many students from different countries.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated on the website, in the Education Guide and the Graduation & Examination Regulations.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

## 3 Contents, structure and didactical concept of the programme

### 3.1 Contents

The concept is a broad business programme leading to a specialisation profile, which is chosen by the student. It is didactically developed over three phases:

In the first phase (80 credits), which includes the full 60 credits of year one and 20 credits of year two, the emphasis is on gaining knowledge about a broad range of business subjects. The modules are balanced within the phase with a core business element of Organisation & Management, Marketing and Finance basics (two subjects each), whilst providing students with subjects in business communication, interpersonal skills and a module in Intercultural Management. Throughout this phase, students follow six Project Weeks, each independent from the core modules themselves, made relevant through design and tutoring to the content students are following in the core modules. Also throughout Phase 1, students are tutored as a group, in the subject “Personal Development Plan (PDP)”. This subject also interlinks all the subjects that students are learning, as well as relating them to practice.

In Phase 2 the modules are more focused on understanding and planning, and are clearly focused on giving students a balanced view of how businesses and organisations are managed and run, whilst allowing students to choose a more in-depth study of a particular specialised field (the specialisation pathways). The specialisation modules are aligned within the programme. In Phase 2, PDP is continued as in the previous phase, and languages can either be restarted through choosing a new foreign language, or a progression to a higher level of the first-year choice.

Phase 3 is where the ‘practical exposure’ of students is developed from the project weeks of Phases 1 & 2 to a period of work placement, either extended by an in-company project or with an independent dissertation with real-life practical (Bachelor level) applied research. Students in Phase 3 are confronted with the ‘implementation’ of what they have learned so far, during their work placement and eventually in their final project.

According to WUAS the IBA contains modules that cover all the disciplines required by an undergraduate business administrator when entering the workplace. The Project Weeks (applied research practice and teambuilding) are spread evenly throughout phases 1 and 2. The specialisations generally have six to nine specific modules relating to the specific field. The student can choose one of the following specialisation:

- Economics & Management,
- Marketing & Communication,
- Financial Services Management,
- Real Estate Management,
- Information Management,
- Logistics & International Trade,
- Hospitality Management,
- Event Management,
- Tourism Management,
- Entrepreneurship & Small Business.

The students choose their specialisation at entry. However, they can still opt to choose another specialisation at the start of Phase 2. If students complete all the modules of a specialisation and graduate in that area, then the specialisation is noted on the awarded degree. If a student chooses to pick modules from different specialisations, or switches during the programme, then no specialisation is mentioned on the degree.

There are language modules in Phases 1, 2 and 3, and students can choose the foreign language they wish to study. Foreign languages are offered as elective languages. Students are not required to study the same foreign language throughout the programme. They can, for instance, choose 3 different languages at beginner level. WUAS currently offers Dutch, Spanish, French, German and Chinese as a second language.

The degree awarded is a Bachelor of Business Administration (BBA). According to WUAS it is in line with the system of degrees awarded at universities of applied sciences in the Netherlands, which is, for instance, equivalent to the profile the Netherlands Association of Universities of Applied Sciences has established for a number of domains for the sector of business, economics and commerce. The degree awarded is also in line with internationally accepted standards of a BBA award.

The name of the programme is International Business Administration, because WUAS wants to reflect the truly international aspect of this fully English-spoken (Dutch) professional Bachelor degree programme and the environment in which students have studied. Hence, the programme title "*Bachelor of International Business Administration*" is used.

Throughout Phases 1 and 2 students follow 12 project weeks which are often linked to external companies and organisations, or projects looking at career development. During Project Weeks, seminars and workshops are delivered often by industry experts.

The IBA programme combines theory and practice throughout the programme and consist of a full Work Experience module in Year 4 (Phase 3). Students are also encouraged to carry out the Graduation Assignment/Final Project as an Action Learning dissertation. Students undertake both the Work Experience module and the Final Project module individually (not in groups).

In 2014, the Project Weeks were reviewed and the delivery format was changed to allow students more time to prepare for their 'mini-research' project. The project week 'launch' was brought forwards to the start of the block to allow more time for them to consider the content of the project and prepare.

According to WUAS the broad dimensions of the IBA and its various specialisations mean that students are confronted with a wide range of exact disciplines in, for instance, finance, marketing, or information management. The programme also aims to give students the opportunity to combine these with holistic umbrella subjects that allow an increased interdisciplinary approach.

Initially, the main strengths of interdisciplinary education within the programme lay within the communication and self-development modules, with foreign languages, communication skills and personal development (PDP) running as a red line throughout the programme. The Project Weeks require students to take a more holistic, global approach, with an increase in interdisciplinary thinking and a more applied research-based learning, through the productions they make from their applied mini-research projects.

In 2012-13, WUAS wanted to strengthen the interdisciplinary aspects of the programme, in line with recommendations of FIBAA, and introduced a number of new modules including 'Sociology and Organisational Behaviour' in Phase 1, and in Phase 2 a subject called 'Business Philosophy'. Both modules have proved a success amongst students, as has 'Intercultural Management'.

Phase 3 students who have decided that two years of second languages have given them enough insight into language learning in a business context can opt for the module

“Intercultural Business Communication for Managers” instead of following an advanced Foreign Language.

Also two modules that look more closely at technical innovation were developed - ‘Enterprise Technologies’ that also includes a seminar on sustainability in business, and ‘Enterprise Diagnostics & Evaluation’ that offers a more holistic view of business and organisation evaluation.

With many different nationalities, cultures and religions present within the organisation, social behaviour, ethics and conduct become important factors inside and outside the classroom. In 2013, the Education and Examination Guide (EEG) was updated with a Code of Behaviour, as a result of discussions with the student representatives. WUAS encourages its lecturers to include aspects of ethics and society into their modules, if the module can be brought into relation with issues affected by these.

The Personal Development Plan (PDP) provides training in interpersonal skills seminars, where students look at issues such as “perception”, challenging the way students regard the world and how they perceive they are seen by others. The seminars dealing with diversity and intercultural management also look at ethics and behaviour. In this module students are required to review their behaviour and consider ethics and conduct as part of their continual development throughout the programme. It is hoped that the use of the Belbin Method in Project Weeks will make a natural link with reflection in PDP and the Project Week Team and PDP teachers have been asked to start this cross-over between personal reflection in PDP and in the Project Weeks. Business ethics are also looked at in subjects such as ‘Managing Organisations’, ‘Small Business Environment’ and ‘Human Resource Management’. In 2012-13, on the recommendations of WUAS, Wittenborg wanted to strengthen the psychological and sociological aspects of the programme by the addition of the module ‘Sociology and Organisational Behaviour’, and a module specifically focused on Intercultural Management. Both these modules spend time reflecting on ethical aspects of business and management.

WUAS introduces the students to the concepts of methodological competencies in Phase 1 of the programme, predominately through the six project weeks and through the module PDP. In these modules, students are required to write project reports and mini-papers. Students are encouraged to read and understand the requirements for the Final Project, including key aspects such as research methodology and literature review, so that they can use and practice these skills in their papers.

The Phase 1 modules ‘Project Management Basics’ and ‘Sociology and Organisational Behaviour’ also focus on aspects of methodological competences and scientific practice. Throughout the phases, students are offered support modules in Academic English and they need to reach the levels set by the two English Language support modules, in the relevant phase as a prerequisite for the modules of the following phase. Students must at least maintain and develop the English language (IELTS) level they had when they started their studies. In Phase 2, students also follow two modules that encourage methodological competencies and to some extent scientific practice, within a management programme. The subject ‘Marketing Research’, and the module Business Plan, requires them to follow a clear, structured approach to basic research and reporting. The subject ‘Statistics’ in Phase 2 introduces students to the importance of methodological competence in the programme, and provides them with some of the skills and competencies they will need in the Phase 3 module ‘Research Methodology & Quantitative Methods’.

All modules have an examination defined in the description called “module guide”. The examination system has been simplified and brought down to one examination element per module. The types of examination are described in the EEG. They are as follows:

- Written Examination,
- Assignment / Report / Essay,

- Project Work,
- Language Test (Reading, Writing, Listening & Speaking),
- PDP Portfolio,
- Oral Presentation / Oral Interview.

The type of examination used per module is set by the education board, in consultation with the teaching staff and fixed in the module guide.

According to WUAS the Education Board aims to ensure that there is a balance of different types of examinations across the programme, testing the aims and objectives of a module in a way that is conducive to learning and at a level in line with the academic requirements of an applied sciences Bachelor programme.

Students can choose between a more practical approach to their graduation assignment and a more traditional dissertation. Students have a choice between a business plan, a consultancy project, a multimedia project and a traditional dissertation.

The Final Project is always an individual piece of work, required to comply with internationally recognised standards of academic writing. WUAS requires students to use the "Harvard Method" of referencing and reporting. The project is intended to be a culmination of the students' work in the programme, reflecting as much as they know, using various different methods to research and explore an area of business or management within their chosen field (specialisation). Each student is allocated an Academic Supervisor from the moment they have achieved enough credits to start thinking about their final year (generally equivalent to 160 credits). In contrast to the student's process tutor, the academic supervisor focuses on guiding the student through both their work placement module and their final project. The academic supervisor is also first marker of the final project.

## Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The wide selection of ten specialisation enables students to acquire additional competences and skills in the area of their choice besides the general Business Administration modules.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theory and practice are systematically interrelated throughout the curriculum. The project weeks in Phase 1 and 2 manage to link in a very good way the theoretical content with projects and practical experience. The work experience the students gain during their work placement in Phase 3 helps to further apply the collected knowledge into a practical environment.

The project weeks requests the students to think interdisciplinary because the mini-projects require a more global approach to the corresponding topic. Furthermore, students who choose various modules from different specialisations can also develop a very interdisciplinary profile. However, in this case they won't receive a degree for a specific specialisation.

Students come into contact with corporate Responsibility and Ethics in the module "Managing Organisations". After completing the module they are able to explain how these values and ethical conduct can be embedded in organisational resource management processes.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of six different test formats. The six examination types offer a good combination and variety to adequately check the achievement of the learning goals.

WUAS also ensures that students acquire methodological competences and are enabled to do scientific work on the required level. The final projects are evaluated based on previously published and coherently applied criteria, rules, and procedures. The panel had the chance to assess several final projects. Altogether, the final projects proved that the students achieved the ability to do scientific work and the overall programme's qualification objectives. However, the achieved level and quality of the projects was varying – especially between the four different forms. The possibility of writing a business plan appeared less challenging in comparison to the other three project forms. Hence, even if the panel is satisfied with the final projects and their quality in general it recommends paying special attention to the equivalence of the four different forms.

In one case the panel identified a clear fraud [plagiarism] in one of the assessed final projects that has not been noticed by WUAS. Therefore, the panel recommends paying more attention on these matters by always using the `turnitin` service or any other procedure to avoid cases like this from happening.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)		X			
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

Projected study time	4 years; there is however a possibility to graduate in 3 years
Number of ECTS credits	240 ECTS credits
Workload per ECTS credits	28 hours
Number of modules	The total number of taught modules offered over all the specialisations are 104 including project Weeks, Work Placement and Final Project.
Time required for processing the final thesis and awarded ECTS credits	20 ECTS credits and 560 hours (3 months)
Number of contact hours	Phase 1: 700 contact hours

	Phase 2: 370 contact hours Phase 3: 610 contact hours
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Each module is described in a detailed module guide. The module guides supply information about the following aspects:

- Prerequisites,
- Goals,
- Content,
- Study Load,
- Teaching Language,
- Teaching Methods,
- Module / Lecture and seminar status,
- Testing and assessment,
- European Credits,
- Required and recommended literature,
- IBA Final Qualification Mapping.

The curriculum is spread across three phases, each phase in principle spanning a year of teaching. This is done in six teaching blocks per year and two additional examination blocks. There are seven 'study weeks' spread across the year. These indicate to motivated students the weeks in which they could do additional learning to progress as planned.

The total number of teaching weeks is 40; learning weeks are 44. For the overall planning, and integration with external parties, there is a so-called Winter Semester and a Summer Semester. According to the school those are important for the planning of language modules that span a whole semester rather than just a block.

Most modules are taught in blocks of six weeks, with four teaching weeks and one examination/assessment week. Within a phase, students do not study more than three modules in a block, while two main modules, on top of languages, Project Weeks and PDP, is the norm.

In Phases 1 and 2, six Project Weeks per year are spread across the curriculum. The Project Weeks are independent of the modules, and have a study load of one credit per week, six in total for a phase (Project Weeks 1, Project Weeks 2). Each module is assessed at the end of a block, either by an examination or by a report or paper.

The programme is governed by the Education and Examination Guide, known as the EEG that describes the programme's profile, programme outline and structure, final qualifications, module aims and objectives and the final award given. The EEG also provides the students with the following information:

- information regarding year planning, timetabling, tutoring, assignment submission requirements and the use of the programme "Turnitin" for submitting papers etc., information about the online learning resources.
- the official Examination and Graduation Regulations, Wittenborg University's Terms and Conditions, its Student Charter and a copy of special regulations for non-EU students.
- the complaints procedure.
- described provisions for students with a disability.
- grading, which shows the Dutch and UK equivalents and an ECTS grading table. It also shows possible comments of the final degree, and the requirements, such as 'Credit' or 'Honours'. These are used in the final grade, which is described with a European Diploma Supplement (EDS), in line with European and Dutch requirements.
- Student's workload which is measured in ECTS credits.
- an explanation of the ECTS grading scale.

- credit transfer according to the Lisbon Convention.

Through a clear definition of the programme weight and content, and the clearly marked ECTS credits, students can easily transfer credits into and out of the programme from other ECTS-based higher education institutions. ECTS credits gained and required are marked on the Study Agreement, signed by the student and updated at the start of each new enrolment year (depending on which block a student started in).

WUAS states that the programme is feasible both in three years (80 Credits a year) and 4 years (60 credits per year) which was checked and accepted by the national Dutch accreditation organisation NVAO. Due to the programme's flexible characteristics students are able to spread the workload in a way that fits their needs. They can switch very easily between the 3 and 4 option. All students have intensive tutoring within the programme, and it is through this method that students are supported if they choose to study the intense 3-Phase pathway. Students' progress is constantly monitored, and they are advised in the speeding up and slowing down of their study load based on their results. Module evaluation by students takes place at the end of each module during the exam week. They also take into account questions concerning the student workload.

WUAS promotes a policy that encompasses gender equality and a ban on discrimination. WUAS offers its programmes to students from different education backgrounds, both academic and non-academic. All students and staff entering WUAS are aware from the start of its diverse, international and multi-cultural nature and are expected to enjoy and nurture this special environment. WUAS' equal opportunity policies are described in its staff handbooks and in its student EEG (Student Charter and Code of Conduct) which also contains regulations concerning disability support.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and allows the student to enter the studies 6 times a year due to the flexibility of the block system. It also helps the students to reach the defined learning outcomes. However, students who chose to study in the fast model (3 years) should be monitored regularly because there is a risk that they rush through the programme, pass the modules with low results and struggle in the later semesters or the final project proving that they achieved the programme's intended learning outcomes.

The programme consists of modules and assigns ECTS credits per module on the basis of the necessary student workload. Practical components, for example the Project Weeks and the work placement, are designed and integrated in such a way that ECTS credits can be acquired. The module guides provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

The Education and Examination Guide contains all necessary rules and procedures and take into account national requirements and regulate examinations, grading (including relative grades), credit transfer according to the Lisbon Convention, etc. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. However, students who chose to study in 3 years are constantly having a higher workload to deal with. With regard to the recommendation above WUAS should monitor the workload carefully because the student might not be able to grow their personalities and reach a higher personal level due to rushing through the programme.

Besides this aspect, WUAS already takes into account evaluation findings and the programme's success rate.

WUAS ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. The exact regulations concerning the disability support are stated in the EEG.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

### 3.3 Didactical concept

WUAS has designed its curriculum in such a manner as to provide students, often from different and diverse backgrounds, a mix of didactical methods and approaches, which in many cases introduce them to styles of teaching and learning that they might not be familiar with. This is done in such a way that the programme leads students toward the more independent and less taught methods of learning in the final phase of the programme. The size of the classes is small with normally not more than 15 students per course.

According to the development of the programme, the teaching and learning methodology changes also as the programme progresses, from knowledge-focused teaching and learning, through understanding, to strategic thinking and practice. The EEG explains the concepts of the teaching and learning methodology to students, in relation to the education phases. The following methods and tools are used in the IBA programme:

#### Teaching

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

#### Learning

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

A new IBA Programme Committee will, from 2017, be asked to review all teaching and learning methods in the programme each year.

All module descriptions and additional material are available through WUAS Online for download. Presentations used by teachers during lessons are also published online. Wittenborg Online also has a resources area with links to suggested open learn journal sites, as well as publications that are uploaded.

Normally, during the Project Weeks, guest lecturers are invited to give students an insight into various aspects of business, research or politics. For instance, a regular guest speaker is the Senator and former President of the Senate, who has given lessons on the political system of the Netherlands in relation to Europe, and good governance. A number of modules have specific seminars as part of their dynamic, in which students write a short academic paper based on a guest lecture or seminar. In general, the lecturers on the programme are the primary source used to invite guest speakers from their networks. During the project weeks, however, students will receive speakers from the companies involved in instigating the projects.

WUAS actively supports the concept of its Master students being involved in the tutoring process of Bachelor students, and currently has a number of M.Sc. and MBA students who are involved in the coaching and tutoring processes with IBA students. WUAS sees the increased use of student assistants in the IBA programme as a target for the coming five years.

## Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, case studies, business games, project work, company visits etc. Students learn in small classes and are particularly encouraged by WUAS to take an active role in creating the learning process. The accompanying course materials are comprehensive and correspond to the required Bachelor level. They are user-friendly and up-to-date and accessible online for the students.

Guest lecturers are invited to WUAS or participate in the Project Weeks and contribute to the students' qualification process with their special experience. Furthermore, lecturing tutors support the students in the learning process.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

## 3.4 Internationality

Following WUAS' mission statement, the IBA programme aims, through its internationality, to enhance the teaching process and the learning process. An international mix of students and staff is to lead to an intercultural experience that will enhance the lives and careers of the programme's graduates.

Measures for creating such a learning environment are:

- faculty orientation: focus on instructors' preparation of cross-cultural materials, culturally sensitive, pedagogical and didactical methods, and communication with highly diverse student clientele.
- faculty course materials: strong emphasis on diverse English materials from different, international perspectives.
- choice of case studies: strategic selection of international business projects embedded in discussions pertaining to different national perspectives.
- student pair work and teamwork: strategic collaboration of students from different countries with different cultural and economic backgrounds.
- the entire programme is taught in English language.
- English language acquisition: for non-native speakers of English the University offers a sequence of classes to improve English language skills.
- work placement: WUAS' cooperation with international companies and organisations in the Netherlands and abroad allows for work placement that would add to students' development of a global perspective.
- international experience: students are encouraged to study abroad or perform their work placement outside the Netherlands.
- final project: in cooperation with the academic supervisor students usually decide on topics involving international or cross-cultural issues to complete their studies.

WUAS management and current regular (employed) teaching and tutoring staff in the past three years represent 24 nationalities. Most staff members have international backgrounds, both in professional work experience and in educational qualifications. Also many staff have experience in more than one country, not only the non-Dutch teaching staff, but also many of the Dutch teaching staff have lived and worked abroad. For instance, Dutch teachers at WUAS have experience in the UK, in Germany, in Turkey, in South America and China. The international staff members have experience of business in the UK, Australia, the US, China and the Far East, the Indian subcontinent, Africa, South America and Western and Eastern Europe.

In the past 5 years, WUAS has seen 97 nationalities studying at the University. Currently there are students enrolled with 68 different nationalities. In 2016, 89% of the approximately 600 students registered during the year were not Dutch. WUAS is a small University, and the international mix of its students has a fundamental impact on its functioning, the organisation, the discussions and debates, the possible teaching methods, on its ethics, and its ability to absorb intercultural differences and allow its students to flourish personally.

## Appraisal:

The implementation of WUAS concept of internationalisation was clearly visible for the panel during the on-site visit and within the documents delivered by WUAS. International and intercultural aspects run like a thread through the different parts of the IBA programme.

The created learning environment regarding international and intercultural aspects is clearly above average in the view of the panel. The international composition of WUAS teaching and administrative staff as well as the international composition of WUAS student body are remarkable and have a clear impact on the University's international profile and the quality of studies. Staff and students together create a truly international and intercultural atmosphere at WUAS, which benefits all University members. Lectures and course materials are all in English language

Hence, the international and intercultural content in the programme fall on fruitful ground, as both lecturers and student can share their knowledge and experience into the classes against their personal cultural and societal backgrounds.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)		X			
3.4.2 Internationality of the student body		X			
3.4.3 Internationality of faculty		X			
3.4.4 Foreign language contents		X			

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Multidisciplinary competences and skills are acquired by students, through PDP and the Project Weeks and in Phase 3 through the Work Placement Module. During the Personal Development Plan modules (PDP) of Phase 1 and 2, workshops are given that encourage multidisciplinary competences and skills, such as, Managing Diversity, Tapping your Creativity, Team Building, Project Management Game, Effective Time Management. During taught lessons, many modules comprise certain elements of team-work, that result in presentations during the block-teaching sessions. Often students are required to prepare certain aspects of the literature and present these to the class.

The three Project Weeks use a format in which students are expected to form groups that comprise specific roles (using the Belbin method). The communication structures used are clearly defined in a way that will help students understand the different communication roles and functions that take place during teamwork of projects. During the project weeks students have to interact with people from industry, in the companies and organisations that instigate the consultancy tasks, and they will be required to present to these organisations at the end of the project week.

#### Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in the study programme (e.g during the Project Weeks and PDP). The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is therefore ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

Students are introduced to work preparation in the Work Experience Preparation Module in which they improve their curriculum vitae and are encouraged to create a worthwhile and meaningful LinkedIn and social profile on social media platforms such as Facebook, Google

and Twitter. The main skills for employment are learned through the modules “Work Placement”, “PDP” (throughout the programme) and the Project Weeks.

In Phase 3 students prepare for their period of Work Placement and the Work Placement and Careers Officer works with the students to apply for an optimal work placement either in the Netherland or abroad. For Hospitality and Tourism students WUAS has invested in a successful online student and alumni work placement and job matching platform called HOSCO3. For other students, a new platform is being launched, that has as an important aim, apart from bringing alumni together to enhance their careers, to bring current students in contact with alumni, where the alumni act as a mentors for the work seeking. This platform is called ‘WittenborgConnect’.

### Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

## 4 Academic environment and framework conditions

### 4.1 Faculty

WUAS has a core team of educators who have permanent contracts and teach Bachelor and/or Master modules. The following aspects have been maintained according to WUAS since 2012:

- Only Master level (or above) qualified staff are employed to teach on the programmes. This conforming to an agreement of all universities of applied sciences with the Ministry of Education to reach 80% Master's level teachers on Bachelor programmes.
- Module teaching positions are filled on a yearly basis by the programme management, together with the HRM department using a “Master Sheet” – a collaborative spreadsheet that allows workload and coverage to be maintained.
- An international balance of Dutch and international faculty members is aimed.
- WUAS has stimulated life-long learning by encouraging its teachers to further their studies.
- WUAS has required all teaching staff without pedagogical qualifications to follow its own teaching and learning workshops leading to a WUAS teaching & learning certificate.

Until now, WUAS has employed staff both on the basis of direct employment and on the basis of freelancing. It is currently estimated that there are over one million so-called “ZZPers” (freelancers) in the Netherlands. These freelancers are self-employed professionals who prefer to hire themselves out to different “employers”, rather than being in fixed employment. Especially in the higher education sector, this trend has grown significantly in the past year.

Although WUAS prefers to employ staff directly, teachers increasingly prefer to be self-employed with many more employers, and WUAS has seen a shift in its HRM development in recent years. More often, a teacher is engaged to teach one or two modules a year, supervise a small group of graduating students, and participate in some module development. The institute finds itself employing fewer all-round business teachers on full or near full-time contracts. This is due to a student community ever eager to be exposed to as many different teaching styles, professional experience and intercultural background as possible, as well a need to increase the academic and professional experience of WUAS’ teachers. WUAS also tries, when possible, to use its Master teaching staff for its Bachelor programmes, to ensure as high a level of teaching on the IBA as possible, as well as stimulating a critical comparison by teaching staff of the levels at Bachelor and Master.

WUAS has a number of methods to help these teachers fully integrate into the institute as they may not feel too committed to topics other than their own module:

- The block system means that it is possible to engage a lecturer for more modules per year, meaning that they are regularly at the institute.
- WUAS tries to involve all lecturers in the process of tutoring and supervising dissertations.
- Lecturers are invited regularly during the year to meetings with the programme management, the Examination Board and the Education Board to discuss the development of programmes.
- Since 2008, WUAS has instigated the informal morning coffee break, which takes place at 09:30 for all staff and students. Staff are invited to join together for an informal half hour, in which school and non-school issues are discussed. This simple method is very effective in stimulating interaction between teaching and non-teaching staff, whilst helping staff feel they are part of the organisation. Often quite serious curriculum related issues are aired, which then develop further into more formal discussions.

In 2016 the Dutch government introduced a new fiscal regulation, a law called “DBA”. Because of this law it is no longer possible for WUAS to employ freelancers to teach on its accredited programmes, as they cannot conform to the two requirements – complete independence

and/or being able to replace themselves with another candidate deemed suitable by themselves. WUAS needs to be able to instruct its teachers in teaching the curriculum as it is stated in the EEG, and therefore ended all freelance contracts for teachers of modules on its programmes if they were resident in the Netherlands. All free-lance teachers (around eight) were offered employment contracts. Only one declined. Teachers resident abroad are not affected.

The start of a MSc programme with Brighton, and the accreditation and start of WUAS' own MBA programme allow the institute to attract staff that would otherwise have not been interested to teach on only a Bachelor level programme. Also the research projects such as GREAT, the support of PhD studies amongst existing staff, and the encouragement and support of staff in publishing papers have all contributed. It is WUAS' intentional to continue this improvement in the academic qualifications of its staff in the coming years. The process of advertising for staff and hiring staff is managed directly by the head of school (Dean) and operationally carried out by the HRM department, that carries out verification procedures. All teaching staff on WUAS programmes must first be approved and appointed by the Graduation & Examination Board. Teachers on joint WUAS and UofB programmes must also be approved by the UofB Examination Board.

WUAS expects its permanent teachers from industry who do not have a teaching qualification to participate in its specifically designed Teacher Training Certificate Programme. The university has at least ten members of teaching staff with an external pedagogical qualification, of whom some also have a pedagogical degree. All other staff have either completed the internal teaching certificate or are following the workshops and training programme. The institute is also supported by external advisors and educationalists, who are available at certain times of the year to provide training and advice on methodology. The teacher training certificate programme comprises half day training every block for those teachers who do not have a pedagogical qualification. The training focuses on fields such as course development and learning outcomes, in-class teaching skills, examination writing and evaluation, peer writing and evaluation, and skills and competency-based learning.

WUAS expects most of its business teachers to have experience in business. The only exceptions are possibly researchers, who have a different type of experience and knowledge acquisition history. The core teachers have experiences in the following areas:

- in starting and running their own companies,
- extensive managerial experience,
- in corporations and/or government organisations,
- Entrepreneurship.

Collaboration between the teaching staff for all locations is carried out through:

- Subject groups have been created in which teachers with similar subject areas can discuss the content and aims and objectives of modules and especially the delivery methods and models used.
- On modules that have two teachers (for instance on two WUAS campuses), teachers share the development of the delivery plan and the examinations and marking.
- Jointly delivered WUAS and UofB modules in final year top-up programmes have two teachers who collaborate.

Contact is encouraged on the part of the university through:

- Teaching and non-teaching staff directly involved in open days, education exhibitions, network platforms, where they work together.
- Morning coffee, see above.
- A regular plan of department and inter-department meetings in place and discussions take place throughout the year.
- Regular social events for students and staff are organised.

- Teachers and students involved in project week company excursions.

WUAS has two types of student-tutor support systems, one for academic issues and one for non-academic issues. The school has an open door policy which means that students find all staff easily accessible during office hours on the days they are working. Wittenborg Online and the email system is another possibility to contact the correct staff member about any issue.

All Bachelor and Master students are allocated a “Process Tutor”. This person is responsible for monitoring a student’s progress and ensuring a student’s well-being through coaching and support. The tutor is also involved with the student’s teaching programme, either through the language programme or through personal development programme. Tutors have contact with students on a weekly basis, and also through regular online contact and emails.

In their Phase 3 stage, leading to the Work Placement and the Final Project (Dissertation/Graduation Project), students are allocated a personal Academic Supervisor who is responsible for helping students prepare for their Phase 3 modules, monitoring progress, advising on writing and research and preparing for the production and submission of the final project. Academic Supervisors have regular meetings with these students and keep contact at school and online. They are the first or second marker of the final project and speak at the graduation ceremony.

Every half year, all students have an evaluation (appraisal) interview with their process tutor, who assesses progress and reviews with them the study agreement for the next academic period.

The Front Desk at WUAS assists students with many of the issues that affect them outside their study, such as accommodation, healthcare appointments, etc. It is also responsible for coordinating library and book store management, as well as providing support to teachers and guest lecturers.

Student Administration is managed by the Student Registrar who is responsible for registering students on a legal basis and advising them about their status. This person also deals with the final registration at the Education Ministry and the Immigration Services (for non-EU students). The registrar works closely with the timetabling department and Credit Administration, so that students can be informed and advised on their study progress.

## Appraisal:

The panel received information on the structure and number of the faculty and came to the conclusion that both correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty’s composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. Due to the new fiscal regulation which does allow Dutch freelancers to lecture in accredited programmes only under specific circumstances, WUAS raised its number of directly employed lecturers. This fact ensures continuity and consistency in the programme.

The academic qualification and the pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. WUAS verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. Lecturers from the industry without experience in teaching are advised to participate in the Teacher Training Certificate Programme. Moreover, the teachers have the possibility to achieve the Postgraduate Certificate in Teaching & Learning from the UofB.

The practical business experience of the faculty members is above average. A lot of the teacher directly come from companies and the industry and are able to implement their practical knowledge into teaching. WUAS integrates guest lectures in the Project weeks to ensure further practical relevance.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Regular meetings of all those teaching in the programme take place. This is also planned for the new campus in Vienna. However, this could be a challenge due to the large distance between the campuses which WUAS should pay attention to.

Due to the open door policy and the tutor-system students are able to receive intensive counselling and help during their studies. The faculty members are available for the students outside the specified office hours as well. The help desk acts as a first-level-support and offers help. The students are “fully content” with the support they receive.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

Currently, all WUAS programmes are managed by the Education Board (Executive Director of Education, Academic Dean, Dean of School of Business ('Programme Director' in context of this report), Dean of School of Hospitality & Tourism, Education Operations Manager). Tasks of the Education board are amongst others:

- to develop the study programmes,
- to review feedback from students, teachers, (work placement) companies, business networks and WUAS' alumni and take action on results,
- to align the programme with the professional field and requirements of the market and interact with the 'outside world' through its contact with the advisory bodies and the professional field.

The Dean of the School of Business, is primarily responsible for the management of the IBA programme. Currently, the Dean is supported by the Dean of the School of Hospitality & Tourism for all Hospitality, Events and Tourism versions of the IBA. The main responsibilities are:

- to contribute to the formation of strategy and plans at graduate and undergraduate level, through engagement with the directors, and colleagues, assessment of opportunities and risks,
- to ensure delivery of all department's contribution to university and school strategic plans,
- to ensure the best possible student experience through the fulfilment of the university's responsibilities concerning students in respect of their admission, instruction, progress and examination,
- to ensure that the activities of the school are undertaken in accordance with the governance, policy and regulatory frameworks of the university.

As part of the independent 'checks and balances', the Programme Director must always report to the Graduation & Examination Board, of which he is a member. The Graduation Board has the final say on the awarding of credits, admission to the programme, and guards the quality of the examinations and the final project and the adherence to the Education & Examination Guide (EEG).

The organisation of the programme in Vienna will be mirrored to the programme in Apeldoorn. The coordination between the campuses in Apeldoorn and Vienna is organised on the programme-level as well as on the module-level. The Vienna campus will hire local lecturers as well as using flying faculty from Apeldoorn. The examination board in Apeldoorn will be responsible for Vienna as well.

The Academic Dean (a member of the Education Board) is responsible for the overall academic quality of the programme. The tasks include amongst others:

- to contribute to the execution of the institution's strategic plan, particularly as it pertains to the academic realm,
- to participate in hiring of qualified faculty,
- to evaluate the pedagogical work and teaching effectiveness in the programme,
- to establish of clear research profile and research goals appropriate to the institution's mission and to ensure the highest levels of quality, integrity and ethics in all research undertaken,
- to lead institutional efforts in integrating research into students' learning experience,
- to review with teaching staff on delivery and teaching,
- to work closely with the Graduation & Examination Board and use its evaluation results for the optimisation of learning outcomes and the attainment of all programme goals.

The Vienna campus has its own academic dean who is responsible for all above mentioned tasks in Vienna. Both campuses is in close contact regarding the lectures, the joint faculty (lecturers who will be involved in the programme on both campuses) and the organisation and equal level of examinations.

The educational administrative support for staff and students is provided by two departments, the Education Department and the Student Administration. The Education Department, including the Timetable Office, is responsible for the facilitation of the programme and provides both students and staff on both campuses with the information and resources they require:

<ul style="list-style-type: none"> <li>- Publish Education Guides</li> <li>- Publish Modules Guides</li> <li>- Publish Timetables</li> <li>- Order and issues books</li> <li>- Create, publish and supplies readers</li> <li>- Update and monitor education areas on Intranet / Extranet (Wittenborg Online)</li> <li>- Collect and administer Examinations</li> <li>- Collect and collate results</li> <li>- Monitor and collect data for accreditation</li> </ul>	<ul style="list-style-type: none"> <li>- EC Credit administration, including the per term publishing of an EC Credit List per student</li> <li>- Monitoring and personalisation of the Diploma Supplement</li> <li>- Preparation of the Final Graduation advice for the Examination and Graduation Board</li> <li>- Administration of the education related complaints procedure</li> <li>- Monitors and collects data for the Wittenborg Online Handbook</li> </ul>
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The Student Administration is responsible for the correct registration of the student both within WUAS and externally, with the National Register (DUO) in Groningen and the Immigration Services (IND), if necessary. Student Administration is also responsible for managing Degree registration, on completion of the programme. The following support is provided:

- Diploma verification (via Nuffic),
- Scholarship information,
- Student enrolment and registration,
- Wittenborg Degree registration in Groningen,
- Monitoring and collecting data for the Student Charter and the Student Information Guide.

Due to close contact of both campuses, the students in Vienna shall not realise any differences of quality in comparison to Apeldoorn. The regular language on the campus in Vienna both for lecturing as for administrative services will be English as well.

### Appraisal:

The dean and the academic dean coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly. The responsibilities of the examination board mainly ensures the further development of the programme. Due to the mirrored concept of programme management and close contact between both campuses, the panel has no doubt that the programme will also be organised well in Vienna.

Faculty members and students are supported by the administration in the organisation of the study programme. The education department as well as the student administration act as service providers for students and also support the lecturers. Both, students and lecturers affirmed that during the on-site visit.

WUAS offers the administrative staff opportunities for continuous professional development (e.g. courses for IT application, language courses). Furthermore, WUAS supports staff in further studies (e.g. part-time MBA programme).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			

### 4.3 Cooperation and partnerships

WUAS has forged strategic partnerships with a number of academic institutions and actively seeks new initiatives and responds to partnership requests. WUAS is currently in the process of discussing partnerships with a college in Slovenia, a college in Switzerland, the Shanghai Sports University, and has already signed an agreement with a college in Vienna, in which it is to base its Austrian 'campus' offering its IBA programmes there from September 2017. WUAS is also discussing a partnership with the Jersey City University Business School.

Since 2006, WUAS has a far-reaching memorandum of cooperation at institutional level with its main partner, the University of Brighton (UofB), in the UK, originally with a specific agreement (annex) with the School of Service Sector and Sports Management, based in the seaside town of Eastbourne.

Initially, the partnership was for exchange of IBA/undergraduate students as well as the possibility of faculty exchange and involvement in research projects. For the Bachelor, by comparing the relevant parts of the IBA programme it was established that WUAS students in their final phase would be allowed to join the final year at the UofB, and through dissertation tutoring from the Netherlands gain a double degree. Brighton also provides visiting professors for the IBA who give seminars at WUAS at least twice a year.

WUAS and UofB arrange regular visits of WUAS faculty, students and support staff to the UK, for discussions, module development and learning with counterparts and peers.

Students who chose to study the specialisation „Hospitality Management” have the opportunity to study a double degree in cooperation with the UofB to get the degree BA (Hons) in International Hospitality Management. UofB transfers modules that students successfully studied at WUAS and awards its degree in addition to the Dutch degree of WUAS.

As a small organisation, in higher education terms, the advisory body at WUAS is embodied in the Stichting Wittenborg Advisory Board, that assists in creating an advisory body of representatives from Education and Industry who can advise WUAS on the development of a programme, or its business models. The cooperations with local industries and companies offer the opportunity for students to easily have access to work placements and job offers.

## Appraisal:

The scope and nature of cooperation with the University of Brighton as well as companies or organisations are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students’ qualification and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities and equipment

The campus in Apeldoorn consist of two buildings.

The Aventus Building is rented from the Aventus College and it provides the following facilities:

- large and smaller teaching rooms that are fully equipped with projectors, sounds systems, and whiteboards,
- Internet connections in all spaces,
- an Eduroam WiFi network,
- access to all facilities of the college such as restaurants, canteen, copy and print services.
- the library and book lending facility.

The Spoorstraat Building was opened in 2005 and contains of the following:

- 4 fully equipped teaching rooms, of which the upstairs facility can be expanded into a large seminar hall or examination hall,
- internet access points and full Eduroam availability.

In Vienna, WUAS shares its location with EWS, a local Austrian Business School that maintains its teaching and education facilities in line with requirements in Austria, and more than satisfactory for WUAS. Students have access to local academic libraries with their student cards.

All areas in Apeldoorn, Vienna and Amsterdam have disabled access.

WUAS has its own 4-person ICT department, based in Apeldoorn and in Vienna, that manages all the services provided over the LAN and WAN and internet networks. For students of the IBA these include combined access to:

- Cloud-based email and office applications (Office365, SharePoint, MS Project),
- Downloadable Office365 software,
- Cloud-based timetable platform (Sientia),
- Cloud-based student administration & results platform (Osiris),
- Anti-plagiarism / reference assistance software (Turnitin),
- Virtual Learning Environment (Moodle) to support all modules.

IT support is available through online contact as well as at the Front Desks. WUAS has a dedicated online helpdesk staff (based in Apeldoorn and Vienna) available each morning for students and staff.

The library in the Spoorstraat Building in Apeldoorn currently contains over 4,000 books and stocks enough copies of all recommended reading from all its modules and all reading/library books recommended by lecturers. The library is open on regular days and times throughout the week, and is staffed by a volunteer and a member of staff responsible for the book management. All books are indexed in a database and a book loan system is in place. Books are regularly reviewed and kept up to date.

Students are provided documentation of access to a range of open source and open learn online journals and documents through a portal page on the Moodle VLE 'Wittenborg Online' and the student resources page on SharePoint. On Wittenborg Online, a collection of relevant papers is maintained by the programme management for students to access and download. Through its partnership with the University of Brighton students can also gain access to UofB's student central online resources.

## Appraisal:

During the on-site visit the panel had the opportunity to see both facilities of the Apeldoorn campus. The panel members got to talk to the campus Dean from Vienna and was able to get a good impression of the facilities there.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured.

The literature expressly required for the study programme is available in the library and also kept up to date. The panel members appreciated the fact that enough copies of the literature needed for all modules are stock in the library in Apeldoorn. Students don't have to buy the books themselves.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

#### 4.4 Additional services

WUAS makes introductions to business a priority, and through its extensive network of business people and companies, students have access to a range of possible opportunities. WUAS' tutors, the teachers and management are often found advising students on their careers, and introducing them to people from industry and business who may be able to help them further their ambitions. The external relations officers publish on Wittenborg Online, WUAS' Facebook page and LinkedIn any suitable information regarding jobs, both for students as part of their work placement and also for graduates.

WUAS has a Work Placement & Employment Coordinator. This staff member is also responsible for the management of the Work Placement module and is supported by two colleagues who are responsible for Project Weeks. This is because work placement companies often provide excellent mini research projects for the Project Weeks. After student feedback regarding work placement preparation in the National Student Survey (NSE), a specific project week has been created for first and second-year students entitled Work Placement Preparation. This project week is specifically geared to helping students understand the facilities available to them, the staff members they can turn to, and what they can do to help themselves in preparing to find a suitable work placement.

All students are required to create an online profile in LinkedIn as part of their first-year Personal Development Plan (PDP) module.

The Work Placement & Employment Coordinator also liaises closely with the students' process tutors and academic supervisors regarding the connection between work placement and the final project.

Although WUAS encourages students to be actively engaged in the process of finding suitable work placements, the institute has engaged a number of work placement platforms that assist students, such as HOSCO, which provides students access to hundreds of placements in the hospitality industry, and allows prospective employers to contact students through the WUAS portal on that system.

WUAS generally has good contacts with its recent alumni, and often has former students visiting when they are in the Netherlands. A number of alumni have even returned to WUAS to follow a Master programme. WUAS offers special homecoming events for reuniting with its graduates (e.g. a 30<sup>th</sup> anniversary party of WUAS).

After a number of years of maintaining contact with its alumni through social media platforms, such as Facebook and LinkedIn, and through a bi-annual newsletter, WUAS has engaged an alumni platform called Graduway. The investment in this system will allow WUAS to better

monitor the careers of its alumni, and track them when they change positions. Two staff members have alumni tracking as part of their task sheet.

### Appraisal:

Work placement and employment services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources and uses its company network to provide the students and graduates with helpful contacts and specific work options. Alumni activities such as reuniting events are offered with the aim of developing an alumni network. Until recently, platforms like Facebook and LinkedIn were used to stay in contact with alumni. The panel members appreciate that through the new implemented platform Graduway more effective alumni tracking is possible. According to the challenge of staying in contact with graduates spread over the world the new platform and its possibilities seems very useful.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

### 4.6 Financing of the study programme (Asterisk Criterion)

WUAS has been offering the IBA programme since 2004. WUAS annual accounts reflect the not-for-profit nature of the institute, and its credit rating is good. This is confirmed by Rabobank and Visser & Visser Accountants. The tuition fees for the Bachelor programme are € 7,500 per year. WUAS holds a yearly financial reserve to cover all costs of the IBA degree programme. As a Dutch government-appointed institute WUAS is under yearly ministry inspection of its Year Report, that contains the Financial Report of that year. WUAS is obliged to guarantee the graduation of all its students, either through its own ability or in extreme circumstances at another university of applied sciences.

### Appraisal:

The basis for financing WUAS activities are the tuition fees. Hence, the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies – if not at WUAS a transfer to other HEI is guaranteed through agreements.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

## 5 Quality assurance and documentation

WUAS is at present such a small institute, that the quality system for a programme is immediately the quality system for the whole institute. In 2009, the institute has begun to develop a system of Plan-Do-Check-Act (PDCA), which is aimed at integrating a quality system into all processes, including the programme development.

As part of its move to Apeldoorn, WUAS committed itself to growth and development, and has established the policy of establishing a continuous accreditation cycle, which entails a regular critical peer review. WUAS has therefore committed itself to a cycle of various types of accreditation for its programmes that contain a critical re-view of quality processes and measurements (the national Dutch accreditation according to NVAO and the FIBAA accreditation).

Therefore, alongside student and teacher evaluation, peer review by partner institutions and evaluation by the professional field, the accreditation process itself is seen as part of the quality system, and not just an end result. WUAS has a systematic approach to quality and this is also implemented in the quality control of programme development and programme operations. The quality assurance processes from Apeldoorn will be implemented in the same way on the Vienna campus.

The system is described in the Quality System Handbook. The Handbook is available online for staff and students, and updated each year by an internship student, who reviews the current PDCA processes under supervision of the Quality Manager. A Quality Manager is appointed by the Wittenborg University Executive to oversee the implementation, maintenance and improvement of the Quality System. The Quality Manager reports to the Executive who in turn is required to report to the University Advisory Board. Since 2014 WUAS is obligated to submit a yearly report regarding critical self-reflection on quality and standards to the Minister of Education.

WUAS is currently implementing a programme committee for its IBA programme. The programme committee will constitute three students and three teachers, who will serve one year. The time investment will be approximately ten hours PP (which will be fully documented); staff will have this added into their task sheets and students will be paid an expenses compensation. The committee will report to the Education Board and membership will be instigated through members of management and the education board by approaching key members of teaching staff and students who have shown motivation, good study results and a keen interest in the well-being of the institute.

The task of the programme committee will be to evaluate the education programme, from aspects of content, feasibility (study load, pace), quality of delivery, relevance of content, international and intercultural aspects, and the overall programme. The committee will produce a one-page report with their findings, advice and recommendations in each year.

Student evaluation of the programme continues to be carried out at different levels and at various times during their studies, formally at module level and at programme level, as well as informally through staff-to-student contact.

Throughout the programme, students are asked to complete a module evaluation form every module they follow. The module evaluation is held during the exam week and administered by the examination invigilator. Presently, the module evaluations are completed on paper but WUAS is currently implementing a system that will allow students to complete their module evaluations digitally.

In addition, twice a year, after completing three education blocks, students are invited to their biannual appraisal interview, carried out by their tutors.

Since 2013, 'Student Representatives' meet with senior management once every block during project week. They represent all phases of all WUAS programmes and are free to provide direct feedback on the quality of the programme. Feedback is documented in two sets of minutes

Whilst students evaluate modules, the programme and the delivery, teaching staff too are involved in this process, receiving the students' evaluation directly and using this to also reflect on their own delivery, the content and the structure of their modules. All staff members go through a periodic appraisal interview and the results of this are stored in the staff dossier, and discussed by management. At the appraisal interview, staff is required to give feedback on the organisation, the programmes, their teaching, the modules they teach, the students and management.

Additionally, a feedback form is integrated in all online module areas in Moodle, which could be used by the teachers to send any feedback to the Education Board. Such feedback is discussed for continuous improvements in the taught modules during the six regular Education Board meetings (held in Project Week each block).

Employers are involved in evaluation at the work placement stage of the programme, being asked to evaluate if the students who work for them have enough knowledge and competency to participate in the employment process in their organisation. As described earlier, employers are also involved in discussions regarding the positioning and scope of the programme, from an overall qualifications perspective.

Furthermore, the University of Brighton is asked to give feedback from a UK perspective on the programme, due to their involvement in the Hospitality Management specialisation including the double degree option.

Through WUAS' developing Alumni Network, alumni are asked to review the contents of the programme and provide feedback on the impact of their degree on their careers after graduation.

In line with WUAS' standard promotion policy, the IBA programme is promoted to prospective students through specific webpages on WUAS' website, that detail an overall overview of the programme, its aims and objectives, duration cost and entry requirements. Also, the website is the central information source for current students. The webpages are supported by direct downloadable files containing the Education and Examination Guide (EEG), application procedures, application documentation and year planning. Module descriptions are published online for each module. The descriptions contain a module overview, an updated module delivery plan and an evaluation plan.

WUAS publishes regular news and articles on its website. Videos including student testimonials and interviews are often posted to the WUAS YouTube channel. Each month a newsletter is sent out to over 20K subscribers worldwide, and every week newsletters about the study programmes and related issues are sent to all prospective and applying students. WUAS aims to publish between three and five articles a week on its website, its public Facebook page, LinkedIn, Twitter account, etc. Students and staff also have access to a private Facebook page which is used for internal communication. WUAS has regular contact with the press, and in recent years a number of students have been highlighted in newspaper articles along with other events and happenings at the institute. Finally, WUAS reports a summary of its activities in a Year Report sent to the Minister of Education.

## Appraisal:

A quality assurance and development procedure has been set up and described in a quality handbook. The processes are oriented to a pdca-cycle and continuously monitor the status and development of the study programme with respect to its contents and outcomes. The panel appreciates the implementation of a programme committee with representatives of students and lecturers. Some of the quality assurance processes have been evolved recently. Hence, the handling and the outcomes of these processes will be important in a possible re-accreditation.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. Furthermore, WUAS promotes a constant dialogue between students, lecturers and programme management in forms of continuous tutoring or regular meetings of the management with “Student Representatives”. During the on-site visit students confirmed that a close contact of all involved parties in the programme and were satisfied with WUAS improvement measures and the ways of communication. The evaluation sheet used by WAUS contains amongst others a question to check if the estimated and the actual workload fit.

Besides the students involvement in the development of the IBA programme also lecturers as well as third parties (employers, alumni and the University of Brighton as an education partner) are regularly invited to give feedback on the programme’s quality. The appraisal interviews of lecturers with the programme management aim at enhancing the quality of specific lectures as well as developing the programme as a whole.

The study programme’s content, curriculum and examination scheme have been suitably documented in internal documents (EEG, module descriptions, etc.) and published on WUAS’ website. WUAS regularly reports to the responsible authorities and publishes current news and information about the study programme in social networks.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

# Quality profile

HEI: Wittenborg University of Applied Sciences

Bachelor programme: International Business Administration (BBA)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3.</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		X			
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)		X			
3.4.2 Internationality of the student body		X			
3.4.3 Internationality of faculty		X			
3.4.4 Foreign language contents		X			
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6* Skills for employment / Employability (Asterisk Criterion)			X		
<b>4. Academic environment and framework conditions</b>					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7( Student support in distance learning *) (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty		X			
4.3 Cooperation and partnerships					
4.3.1( Cooperation with HEIs and other *) academic institutions or networks			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
(Asterisk Criterion for cooperation programmes)					
4.3.2( Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) *)			X		
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		
4.6* Financing of the study programme (Asterisk Criterion)			X		
<b>5 Quality assurance and documentation</b>					
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			X		
5.2.2 Evaluation by faculty			X		
5.2.3 External evaluation by alumni, employers and third parties			X		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year			X		