

Decision of the FIBAA Accreditation and Certification Committee

11th Meeting on September 20, 2023

PROGRAMME ACCREDITATION

Project Number:	23/019
Higher Education Institution:	Wittenborg University of Applied Sciences
Location:	Apeldoorn, Amsterdam (Netherlands)
Study programme:	Bachelor of Business Administration (BBA)
Type of accreditation:	re-accreditation



The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is re-accredited.

Period of Accreditation: June 30, 2024 until June 29, 2031.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Wittenborg University of Applied Sciences, the Netherlands

Bachelor programme:

Bachelor of Business Administration

Qualification awarded on completion:

Bachelor of Business Administration (BBA)

General information on the study programme

Brief description of the study programme:

The Bachelor of Business Administration is a 240 ECTS credit programme designed to be flexible, allowing students to study at their required pace, as well as allowing students to adapt the practical components of their study (work experience) to the opportunities offered. The programme is organised in four pathways, each with graduation-specialisations:

- BBA Pathway 'IBA' - International Business Administration
In this pathway Bachelor of Business Administration graduates shall be able to link cultures and customs together within the organisations where they work.
- BBA Pathway 'MCI' - Marketing, Communication & Information
The MCI pathway comprises a combination of business and digital marketing strategies, data science, branding and the way that businesses and organisations promote themselves to the outside world.
- BBA Pathway 'HBA' - Hospitality Business Administration
The courses of this pathway address core business and management subjects, and hospitality as a global phenomenon and how it is consumed by cultures and societies.
- BBA Pathway 'EBA' - Entrepreneurial Business Administration
The EBA pathway offers a focus on Entrepreneurship with three specialisations: Small Business, Digital Marketing, and Finance.

Overall, the Bachelor programme is aimed at providing graduates with the skills and competencies to fulfil assistant and junior management positions in the field of business administration, both in the public and private sector. These positions can include administrative and management or policy-making positions in large organisations, as well as positions of administration and management in small to medium sized companies (SMEs).

Type of study programme:

Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

3-4 years, 240 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

Enrolment capacity is not limited and currently there are parallel classes for core modules when required (due to class size)

Programme cycle starts in:

The programme cycle has a rolling intake system (carousel) that allows students to enter the programme in any one of the six modular blocks (at six different times a year: September, October, December, February, April or May).

Initial start of the programme:

2004

Type of accreditation:

re-accreditation

For re-accreditation: last accreditation period:

30th June 2017 until 29th June 2024

Procedure

A contract for the re-accreditation of the Bachelor in Business Administration (BBA) was made between FIBAA and Wittenborg University of Applied Sciences on February 27, 2023. On June 20, 2023, 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 are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Bibiana Grassinger

IUBH International University of Applied Sciences, Germany
Professor of Marketing and Tourism Management

Prof. Dr. Marco J. Menichetti

University of Liechtenstein
Professor of Business Administration, Banking and Financial Management

Prof. Ed Peelen

University of Amsterdam, the Netherlands
Professor of Content Marketing

Dr. Julian Rossig

Director at Capgemini Invent, Germany

Konstantin Schultewolter

University of Cologne, Germany
Student in Economics (B.A.)

FIBAA project manager:

Adriane Janosch

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on July 12 and 13, 2023, at the HEI's premises in Apeldoorn, the Netherlands. At the end of the on-site visit, the panel has given 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 August 21, 2023. The statement on the report was given up on August 29, 2023. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

The Bachelor of Business Administration 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 June 30, 2024 and finishing on June 29, 2031. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

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

- The panel recommends improving the research methods modules and, if necessary, investigating in a more structured way where students' problems are located in the final project in order to adapt the corresponding modules accordingly (see chapter 3.1).
- The panel strongly recommends bringing consistent knowledge to supervisors and external markers on how to supervise and grade an academic thesis (see chapter 3.1).
- The panel recommends updating the module description with regard to the literature and ensuring that it is up to date (see chapter 3.2).
- The panel recommends that the module descriptions be specified with regard to the content descriptions (see chapter 3.2).
- The panel recommends that the network of partner universities and institutions be built up, intensified and thus exploited more effectively (see chapter 4.3).
- The panel recommends making students more aware of where they can find the results of their evaluations and open sets of minutes in order to create an easier and more transparent access (see chapter 5.1).

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

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

- Counselling for prospective students (see chapter 2)
- Interdisciplinary thinking (see chapter 3.1)
- International contents and intercultural aspects (see chapter 3.4)
- Internationality of the student body (see chapter 3.4)
- Foreign language contents (see chapter 3.4)
- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)
- Process organisation and administrative support for students and faculty (see chapter 4.2)
- Information on activities during the academic year (see chapter 5.1)

In addition, the following two criteria were rated as exceptional:

- International orientation of the study programme design (see chapter 1.2)
- Internationality of faculty (see chapter 3.4)

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

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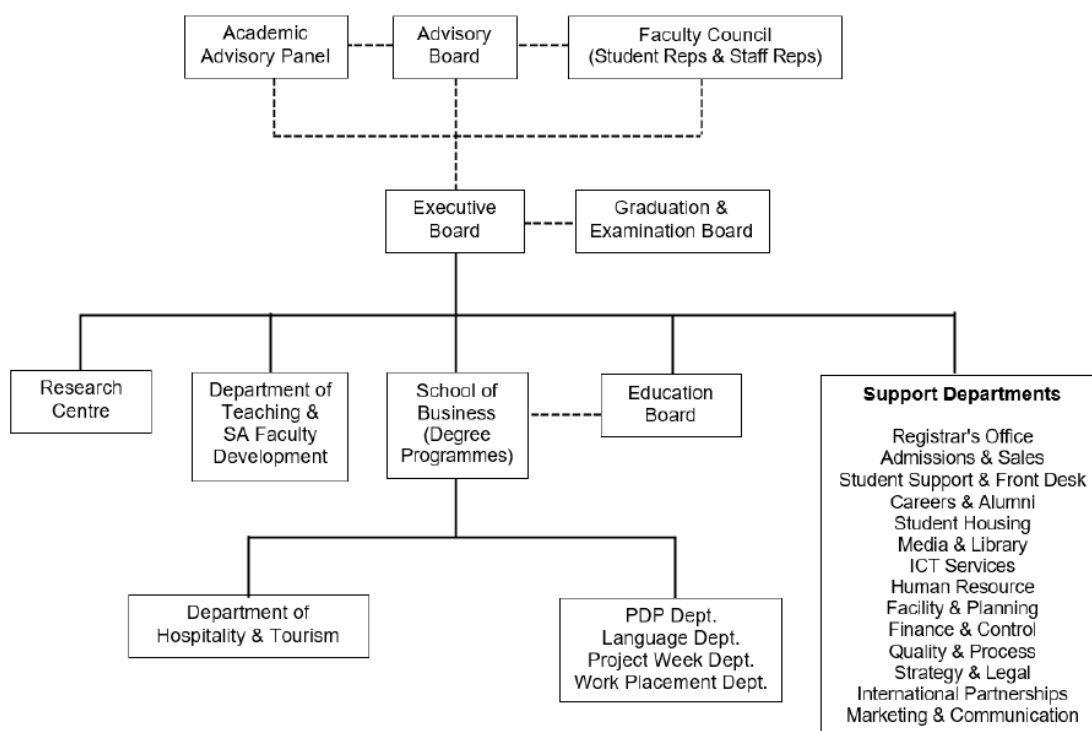
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Information

Information on the Institution

Wittenborg University of Applied Sciences (henceforth WUAS), is a privately funded (not for profit) institution for higher education with a primary focus on management disciplines. WUAS is based in the Dutch town of Apeldoorn and operates fully in English. Its directors, management team and its student body are predominantly non-Dutch. WUAS currently offers three Bachelor and Master programmes to around 1.208 students (2022) with 116 different nationalities. Its size, international 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. Its key values are 'Internationalisation', 'Diversity' and 'Ethics', on which it builds its organisation and its programmes. Therefore, WUAS has defined its mission in its Strategic Plan, which states as follows: "Contributing to society in Apeldoorn & the region by promoting excellence in teaching and learning of international business and management, as well as by creating the best environment for students and staff where internationalisation, diversity and ethics set the premises for successfully applied, research-informed, global learning."

Table 1: WUAS organisation chart



WUAS is headquartered in the town of Apeldoorn, a municipality of around 160 thousand inhabitants and is the eleventh biggest city in the Netherlands. In Apeldoorn, WUAS currently occupies two school locations (Brinklaan and Sportsraat, 10 minutes from each other) and owns and develops student accommodation in the town to support its students. WUAS has two other study locations, one in Amsterdam and one in Munich, where the Bachelor of Business Administration is also offered.

In 2015, WUAS opened the study location in Amsterdam and currently has around 100 students there. In 2019, WUAS opened a small study location in Munich (around 50 students), together with a German partner, the New European College (NEC). In 2022, WUAS registered at the Chamber of Commerce in Munich, with an aim to restart the Dutch Transnational Education (TNE) permission from the (Dutch) Education Minister process in 2023 (after having met certain conditions required by the Ministry of Education). Therefore, the current accreditation process is not officially applicable to the location in Munich. At the moment students at the Munich campus are studying under the so-called 75 % rule, meaning 75 % of the BBA programme is taught in Munich, and in order to gain a Dutch degree, students must complete the last 25 % of their programme in the Netherlands at WUAS.

Further development of the programme and implementation of recommendations from previous accreditations

The WUAS Bachelor programme was originally developed as a single broad BBA (the Bachelor programme in Business Administration, with 17 specialisations in 2021). Due to the growth in student numbers the Bachelor programme has now been split into four distinct pathways each with its own specialisations (International Business Administration - IBA, Hospitality Business Administration - HBA, Entrepreneurial Business Administration - EBA and Marketing, Communication & Information Management - MCI).

Rename of the Bachelor

In 2006, at initial NVAO accreditation, the programme was originally named 'Bachelor of International Business Administration'.

In 2019, WUAS formally defined four pathways within the general Bachelor's programme. This did not have any immediate effect on the curriculum, the outcomes, the block system, and the modular approach or the horizontal and vertical cohesion; however, it placed the programmes in a more suitable position to further develop as qualitative degree programme. In 2022, WUAS applied to NVAO to have the official name changed to **Bachelor of Business Administration**, and this was granted. The reason for the name change was to align the programme name with the degree title, also for it to be aligned with WUAS's strategic plan, and positioning as a business school.

In the past (2017), discussions have been held with the director of higher education regarding the 'splitting' of the broad BBA programme; however, these were non-conclusive. General Dutch Ministerial HE policy seems at the moment to be to keep to 'broad' programmes with specialisations.

WUAS has grown since 2017 (688 students) to 2022 (1,327 students), of which around 50 % are BBA students, and the creation of pathways has an organisational benefit. However, WUAS explains in its self-evaluation report², that subdivision of the BBA into pathways also has benefits for 'student identity', 'teacher identity', and more tailor-made education: for instance, even though the aims and objectives are the same and the learning outcomes are the same, the students studying on the different pathways may expect a specialisation-focused approach to the subjects.

² See self-evaluation report p. 8

Specialisations & Pathways

In the past five years, WUAS has doubled its student body and although this has been driven by the MBA and MBM programmes, the BBA student body has also grown, as have the specialisations offered diversified further. In 2022 the specialisations have been administratively clustered into four pathways, as described above. The pathways allow specific groups of students to identify with each other, and also for the school to manage these groups more effectively through tutoring and supervision.

Developments within the BBA programme since the previous accreditation include:

The administrative clustering of the specialisations into four pathways

- IBA (International Business Administration)
- HBA (Hospitality Business Administration)
- MCI (Marketing, Communication & Information Business Administration)
- EBA (Entrepreneurial Business Administration)

In 2019 the specialisation was launched:

- In the HBA pathway:
 - Sports Business Management

In 2020 four innovative specialisations were launched:

- In the EBA pathway:
 - Entrepreneurship & FinTech
 - Entrepreneurship & Digital Media
- In the MCI pathway:
 - Business Analytics
 - Digital & Social Media

University of Brighton & Brexit

In 2020, the University of Brighton (UoB) and WUAS mutually agreed to end their long-running partnership, which had encompassed both Bachelor and Master programme delivery and collaboration over a span of 20 years. With regard to WUAS's programmes, UoB was instrumental in establishing the specialisations within service management (Hospitality Business Administration), which included a European student mobility programme called the 'EuroBA', in which students spent time at three of UoB partner institutions during their studies. WUAS has ambitions to reignite this concept with Munich and its activities in Bad Vöslau, Austria, where it is participating in a new 'Privaat Hochschule – University College'.

Implementation of recommendations

In 2017, the FIBAA – NVAO accreditation panel at that time made some recommendations for the programme, building on the developments implemented following the suggestions of the 2011 panel.

In their report, two recommendations have been mentioned. The panel recommended:

1. Students who chose to study in the fast model (three 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.

2. 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.

Addressing the first point WUAS has placed the responsibility of monitoring each student in the hands of their process tutors, who are their first point of reference, and can be contacted at any time for study advice. The process tutor would advise the students on choosing their study path and advise them in case they struggle at any point; standard meetings are held biannually, and students can request extra meetings if needed. With the introduction of Assurance of Learning (programme level student competency assessments) and Multidisciplinary (Phase) Exit Exams the school will be able to even better monitor the progress of students through the three phases as well as compare student cohorts more easily.

The second point regarding the business plan as a form of the final project has been addressed by WUAS in the first instance by enhancing the requirements of this type of final project. This has been approached by highlighting the literature review aims and the academic writing aspects in parallel with the other types. In 2022 on the recommendation of its Graduation & Examination Board, observing a high fail rate due to issues of business feasibility, the WUAS Education Board decided to drop Business Plan as a form of Final Project, mainly due to the incongruence of the nature of the thesis, where considerable emphasis is placed on the literature review and academic writing compared to the importance of the feasibility of a business and serious consideration of the financial component when it comes to developing a real-life business plan.

Statistical data

The BBA runs with what is known as a 'carousel' intake – it consists of six entry points a year. Students can enter Phase 1 in any of the six blocks, and graduate six times during the year. Importantly, the student cohorts are not taught separately even if students take longer over the programme, so often there are some students from a previous cohort 'entry point' studying with current ones.

WUAS counts a current student if they have confirmed registration by paying an invoice during that calendar year.

WUAS counts a new student if they have confirmed registration by paying an invoice created during that calendar year. This means that new students starting in Block 5 in 2018 (February), and who have paid in December 2017 are counted as students in that year (2017), as they are provided access to services. This is in line with WUAS accounting systems.

WUAS counts a dropout student if they fail to continue after a registration period and do not re-register. The dropout students are counted in the year that they 'dropout' of WUAS. This means that a student who starts in Block 3 in 2017 (December), and fails to continue registration in Block 5 2018 (February) is counted as a dropout in Block 5 (2018).

WUAS counts a graduate in the year they submitted their final project / dissertation.

Table 2: Statistical Data Bachelor of Business Administration

	<u>2013</u>			<u>2014</u>			<u>2015</u>			<u>2016</u>			<u>2017</u>			<u>2018</u>			<u>2019</u>			<u>2020</u>			<u>2021</u>			<u>2022</u>		
<i>(Statistics presented per calendar year)</i>	All	E	M	All	E	M	All	E	M	All	E	M	All	E	M	All	E	M	All	E	M	All	E	M	All	E	M	All	E	M
Graduates (BBA)	36	20	16	28	18	10	35	21	14	49	28	21	51	26	25	52	21	31	83	46	37	81	41	40	114	51	63	80	33	47
Dropout (BBA)	60	27	33	49	23	26	51	23	28	46	21	25	44	12	32	85	30	55	107	32	75	93	30	63	104	34	70	107	34	73
Total Leaving	96	47	49	77	41	36	86	44	42	95	49	46	95	38	57	137	51	86	190	78	112	174	71	103	218	85	133	187	67	120
Students in the programme (ALL)																														
(END OF THE YEAR)	212	110	102	266	111	155	312	132	180	338	130	208	461	195	266	539	226	313	550	224	326	545	212	333	528	190	338	512	175	337

Appraisal

The changes that WUAS made in the last accreditation period led to a positive development of the programme. The panel is aware and appreciates that WUAS has adopted the recommendations from the last accreditation and is making great efforts to bring the final project up to a more scientific standard. The panel however sees further opportunities for improvement in regard to the final project and its process, which will be explained in more detail in the appraisal of chapter 3.1.

The number of students who dropped out seemed to have increased in the last three years (since 2019). This issue was raised in the interviews with the programme management, who primarily cited Covid-19 as the reason, as most students were unable to return due to entry and exit restrictions and eventually dropped out.

WUAS monitors the drop-outs in order to generate measures. WUAS attempts to document the reasons for dropout, and these are generally closely related to the international character of WUAS students. Reasons include the following:

- Returned home due to personal reasons;
- Failed to gain a visa to enter the Netherlands, or continue to stay;
- Switched to another institute with credit transfer;
- Failed to gain enough (immigration) credits and switched to another institute;
- Health issues; - Gained Dutch nationality and switched to another cheaper institute;
- Gained a scholarship from a state institute and switched to that other institute.

WUAS already provides a high level of support to applicants/prospective students in terms of visa and other administrative needs and the panel generally rates the support from the WUAS to its students as very positive (see also chapter 2).

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The BBA programme was originally developed in the period between 2003 and 2006, at which point it reached the stage where it had become a broad bachelor of business administration with the possibility for students to choose field specialisations. The aim was to create a programme within the domain business administration that would allow students to enter a general first phase of the programme, and then choose to specialise in an area of business that interests them.

The programme objectives of the BBA were originally developed (2003 – 2006) on the basis of benchmarking similar programmes in the Netherlands, the UK, and elsewhere in Europe, and an informal process of research and evaluation of the business administration sector internationally. The benchmarking now extends to countries outside of Europe, this especially in relation to AACSB-accredited business schools and WUAS's own development.

WUAS explains that discussion with the professional field, held regularly with the Advisory Board and the Academic Advisory Panel and other representatives of the professional field, show that there is a great need for employees who have further developed their all-round business knowledge and understanding, rather than only specific-field-based and often technical knowledge.³

The BBA provides students with a solid foundation in business: it aims to equip students with a broad understanding of the various functional areas of business, including accounting, finance, marketing, operations, and management. The BBA allows students to develop critical thinking and problem-solving skills: Students in the programme learn to analyse complex business situations, identify problems, and develop creative and effective solutions.

The BBA aims to develop students' communication and interpersonal skills: The programme aims to improve students' ability to communicate effectively, work collaboratively with others, and interact with people from diverse cultural backgrounds. The BBA programme aims to expose students to global business practices and trends, and to provide opportunities for students to study and work in other countries.

The programme aims to prepare students for careers in either business or the wider management field: The programme is designed to prepare students for a wide range of career opportunities in business and management, including entry-level management positions, entrepreneurial ventures, and graduate study in business or related fields.

Overall, the BBA programme aims to provide students with a comprehensive understanding of business principles and practices, and to develop the skills and knowledge necessary to succeed in a dynamic and global business environment.

³ See self-evaluation report p. 17

According to WUAS, the specialisations in the BBA shall add significant value for students who wish to pursue specific career paths or areas of interest within different business or management fields, including

- *In-depth knowledge*: the specialisations provide students with the opportunity to focus their studies on a particular field of business or management within different sectors, for instance, international business and operations, hospitality tourism and events industries, communication and information companies and organisations, SMEs and business start-ups, and even management within the tech industry. This shall allow students to gain in-depth knowledge and expertise in a specific area, which can be valuable in their careers.
- *Career readiness*: By choosing a specialisation, students can tailor their coursework and experience to prepare them for specific careers or industries. For example, a specialisation within the pathway Marketing, Communication & Information (MCI) can prepare students for careers in advertising, public relations, or digital marketing.
- *Competitive advantage*: Having a specialisation shall set students apart from other job candidates who have only a general business degree.
- *Flexibility*: The programme allows students to pursue multiple specialisations planning and allow students to explore different areas of interest.
- *Postgraduate study*: Specialisations can also be helpful for students who plan to pursue postgraduate study in business or related fields. Having a strong foundation in a particular area can be beneficial for admission to postgraduate programmes and for success in those programmes.

Overall, specialisations in the BBA programme shall provide students with a competitive advantage in the job market, prepare them for specific careers or industries, and deepen their knowledge and expertise in a particular area of business. At WUAS students are encouraged to develop their skills and competencies from within an international environment and with an internationalisation (globalisation), diversity and ethics driven prospective.

WUAS uses the terminology 'Final Qualifications' to describe the '*qualification objectives of the study programme*'. The Final Qualifications of the Bachelor of International Business Administration are clustered into five *Core Overall Final Qualifications* that cover 18 Programme Outcomes that mapped to the aims and objectives of modules, including the Project Weeks and the Final Project. The Programme Outcomes remain also mapped to the Professional Profile.

1. Understanding (Body of Knowledge)

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

2. Adoption (Strategic Management Roles)

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

3. Communication (Skills)

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

4. Conduct (Research)

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

5. Continuously develop personal skills (Lifelong learning and Leadership)

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

The qualification objectives of a BBA must always be achieved regardless of the specialisation pathway: i.e. every BBA pathway, whether Event Management or Financial Services Management reaches the qualification objectives of the overall BBA programme.

Appraisal:

In relation to the target group, targeted professional domains, and societal settings of the linked disciplines, the qualification objectives of the programme are appropriately described and explained. The stated goals and required competencies line up with the desired bachelor level after graduation. The national and European requirements are also taken into account.

The goals of the BBA are clearly stated and logically connected to the "Professional profile" that the programme defines for its graduates. Students interested in a variety of professions

are drawn to the numerous specialisations. Academic competence, employability, and personality development of each student are all included in the programme's outcomes.

However, the panel would like to point out that it would make sense from a strategic point of view to also establish differentiated goals/learning outcomes for the individual pathways and, if necessary, also specialisations, which could also sharpen the professional profile of further graduates. WUAS regards the BBA programme as a broad programme, but better differentiation between the pathways could also be applied with regard to a stronger positioning in the educational and professional market.

	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)

Internationality at WUAS is one of its main and driving characteristic, being also one of the core values that is sought by the school, next to diversity and ethics.

The curriculum of the programme is oriented towards an international mix of students from the Netherlands and around the world. One of the 'main characteristics' of WUAS is its international profile. WUAS programmes are all offered solely in English and its teachers, support staff and management represent a diverse range of cultures and nationalities.

The 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. Students entering the programme will have a feel for an intercultural and multi-lingual learning environment. The programmes are aimed specifically at providing graduates with a broad and equally balanced range of business, management and organisational knowledge, skills and competencies, that can be used within an international environment, whilst allowing them to specialise during the programme in an area of management that interests them and will allow them to create a more specific graduation profile to enhance their career development and success.

In 2020 and 2021, the approximately 1,200 students registered at WUAS during that period reflected over 100 different nationalities, and staff and faculty reflected over 40 different nationalities.⁴ The WUAS programme management (currently eight members of the Education Board) contains eight different nationalities (UK, Pakistan, Sri Lanka, China, Nigeria, Romania, Netherlands, Singapore). Although a mix of international students and international teachers does not automatically produce an international curriculum, it has a clear influence, and is clearly dependent on the definition of an international curriculum and the perspective it is seen from.

⁴ see further information on the internationality of the student and faculty body in chapter 3.4

In order to maintain the internationalisation of its character and its programmes, WUAS has embedded 'internationalisation' into its 'DNA', through appointing international programme managers, creating international English-taught programmes and recruiting a diverse international mix of students. WUAS has also established clearly functioning international partnerships, engaged in international research projects and stimulated international mobility of its students and staff.

WUAS advertises extensively throughout the world, attends international student recruitment fairs, and works closely with the Nuffic, and Netherlands Education Support Offices (NESO) across the world. WUAS provides extensive additional support to its students with regard to internationalisation and the requirements of a multinational and cultural student body:

- All students are given a diagnostic English Language test, based on the academic writing module of the IELTS curriculum.
- Additional Academic English is provided as part of the Bachelor's preparation programme (for students with a lower score than 6 in the IELTS test), and these classes are open to all WUAS students. Students who have not achieved an '6' in their diagnostic test at entrance for academic writing are asked to follow the classes and will be re-tested in the following block.
- ESL: attention is given throughout the programmes to the development of a student's English language skills and not only in ESL related lessons, however aspects of presentation and academic writing are continuous themes throughout the modular programme.
- International students require support in areas that they may have had less skills and competencies developed in their previous education than local students, and therefore, all students are invited to join the support modules offered throughout the year as part of the extra-curricular modules offered in the IBA programmes:
 - English Language for Work Experience
 - IT, Office Software & Automation
 - Work Experience Preparation Module
- Within various modules, and students look at many aspects of intercultural thinking and communication, and also areas such as study habits and critical thinking, that will have an impact on their studies.
- Twice a year, an Intensive Dutch Course is offered to help international students integrate in the Netherlands. This is open for Master and Bachelor students.
- Work placement: WUAS' collaboration with international companies and organisations in the Netherlands and abroad allows for work placements that would add to students' development of a global perspective.
- Final project: in cooperation with the academic supervisor students usually decide on topics involving international or cross-cultural issues to complete their studies.

In addition, WUAS encourages student mobility through

- international work placements
Even though a large majority of students are actually studying abroad, 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.
- international study abroad semesters – in the past 3 years, at partner institutions in Germany, France, United Kingdom, Spain and China.
- offering a Project Week Excursion to Shanghai, China.

Activities outside of the curriculum WUAS encourages its Students Union 'SWIFT' to organise regular events outside of the learning structures, which bring together the diverse cultures and nationalities in events that are organised. The Dutch Chinese Student Union also has leading members studying at WUAS and organise events. Recent events in Apeldoorn have included, bowling event, football tournaments, intercultural food events, other sports events.

Appraisal:

One of the objectives and strengths of WUAS is its international orientation. The team, including management, has worldwide experience or a global background. English, which is also the working language of the institution, is the only language in which any programmes are given. Furthermore, WUAS' internationality extends beyond just the western (USA, Europe) civilizations (see for more information chapter 3.4). Graduates can develop their international and intercultural competences during their studies and the orientation of the study programme enables graduates to handle international tasks in their future employment.

The created learning environment 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 have a clear impact on WUAS' 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.

By talking to lecturers and students during the site visit, the panel gained the impression that the international orientation of the study programme is very advanced. All of the lecturers have an international educational background and can provide insights into their international experiences in their lectures (see for more information chapter 3.4 and its appraisal).

Curricular content is filled with international content and materials, and the very diverse student body and teaching staff is also constantly taken into account and used in teaching and learning, setting an example in the context of international orientation.

Overall, the panel concluded that the orientation of the study programme enables graduates to handle international tasks in their future employment.

		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

Positioning of the study programme in the educational market

The BBA programme is positioned in the national and international market as an English taught, broad BBA programme with clear specialisations in which students can focus their studies, their graduation assignment and their career development. It is positioned as a programme that has opportunities for international students to study, gain work experience and possibly stay and work in the Netherlands, whilst Dutch students can study in an extremely

international environment within their own country, and possibly spend a year abroad as part of their studies.

There are few Bachelor's programmes in the Netherlands with a 'carousel' rolling entry⁵ throughout the year, offering a competitive position compared to similar programmes. There are few programmes in the Netherlands embedded in a completely English-speaking and culturally diverse environment like the BBA at WUAS. In addition, WUAS states that the small size of the institute allows students in the BBA programme to feel that they are individuals who are part of a fine academic community⁶.

Originally, the final qualifications of WUAS Business Administration programme were developed from existing benchmarked business programmes, and from the experiences of English language master's programmes at other universities in the Netherlands, and similar programmes in the UK. Business networks in Europe and abroad were consulted as to the types of function and employment possibilities graduates would have. This has resulted in the Professional Profile.

According to WUAS, the Netherlands remains a leading study destination in mainland Europe for international students⁷:

- There is no funding for non-EU international students in the Netherlands, while access to student loans for Dutch and EU students is possible. Private and public higher education within the Netherlands operate on an equal footing.
- WUAS is in a unique position in the region, being the only higher education institution that is committed to offer fully English-spoken programmes to a mixed Dutch and international student body.
- WUAS is fully represented by the Netherlands "Study in NL"⁶ campaign, maintained by the Nuffic and the Ministry of Education, around the world.

The main target groups for the BBA programme 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.

Current Discussion on Internationalisation in the Netherlands

Currently, there is a national discussion regarding the curbing of recruitment of international students and admittance to Dutch public universities. WUAS has outlined its views in a letter to the Minister in December 2022. The Minister has since sent his initial proposals to parliament, from which it is clear that WUAS, as an independent Higher Education Institute will

⁵ The BBA runs with what is known as a 'carousel' intake – it consists of six entry points a year. Students can enter Phase 1 in any of the six blocks, and graduate six times during the year

⁶ See self-evaluation report p. 22

⁷ See self-evaluation report p. 22

not be affected by, except for the requirement to ensure good Dutch language learning amongst its students, faculty and staff, which is already good practice at WUAS.⁸

Positioning of the study programme on the job market for graduates ("Employability")

During the past year, the programme's "Professional Profile", and therefore the "Final Qualifications" have been reviewed after discussions with the work field, both at home and abroad. Consultations, interviews, and surveys were conducted with WUAS' business network. Job market analysis continues to be conducted by collecting facts regarding employment opportunities from a national and international perspective, by means of work placement opportunities, discussions with employers, alumni tracking and research, such as that of the local and provincial government, the Chamber of Commerce and the Employers' Associations like VNO-NCW.

Currently, the Netherlands and other European countries are also actively supporting and encouraging (non-EU) "knowledge migrants" to settle and work in European companies. WUAS' graduates are generally excellently positioned to enter the job market as highly skilled migrants, and many (non-Dutch) graduates have seized the opportunity to stay in the Netherlands at Dutch companies. Non-EU graduates can register to 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.

Since WUAS' move to Apeldoorn, it has been more closely involved with the development of higher education in the region and is specifically supported by the city (Gemeente Apeldoorn) and by the regional employer's association VNO-NCW. This involves an understanding of the employment market and ambitions of the region, as well as what companies and organisations indicate they require in the region. Apeldoorn has a good representation of internationally oriented companies, as well as non-profit organisations, such as ministries, and health-care institutes. In the past three years, VNO-NCW has carried out a number of research projects that have established the education requirements of companies in the region.

In extension of this, a so-called Pact of Beekbergen was agreed upon.⁹ The explicit aim of the Pact was to increase employability in the region by creating synergy between employers and educators. WUAS defined its role in this as a business school that should attract and retain students who enjoy working and contribute to companies and organisations in the region.

From 2023, WUAS is now represented on the Economic Strategic Board of the so-called 'Municipal Triangle' (*Stedendriehoek*¹⁰), that advises on long-term development of the region. Also, in 2023 WUAS has launched the Expat Centre for the region (ExpatCentral) to bring employers and internationals together in one expertise and advisory centre. It also held the first addition of the Apeldoorn and Region Job Fair at its Spoorstraat Building (June 2023), together with the municipality and other tertiary and Secondary vocational institutes.

⁸ See self-evaluation report p. 23

⁹ The Pact of Beekbergen was signed by seven regional councils (Gemeentes), the three main middle and higher education institutes in the region (Saxion, Aventus and WUAS), and representatives of the employers, regional companies, social organisations and chambers of commerce.

¹⁰ "The Stedendriehoek is an administrative partnership between seven municipalities in Gelderland and the municipality of Deventer in Overijssel. The area encompasses the triangle around the cities of Apeldoorn, Deventer, and Zutphen. The Stedendriehoek region is a public body based on the Law on Inter-Municipal Arrangements (WGR)."

In Amsterdam, WUAS is forging close ties with businesses, not for profit and government agencies in much the same way as it has done in Apeldoorn.¹¹

Positioning of the study programme within the HEI's overall strategic concept

WUAS's Strategic Plan outlines its mission statement and values which it underpins with two strategic initiatives, supported by seven operating initiatives. The Strategic Plan has been developing since WUAS moved into its Apeldoorn location and set a clear focus on its internationality and diversity characteristics, which came quite naturally out of the way in which the school has been managed since 2008.

The Strategic Plan is managed by WUAS's Executive Board who involve the Advisory Board and the Faculty Council in its further development. It sets out the mission, the school's values and highlights the key initiatives for a 6-year period, describing the objectives, and how these will be measured.

WUAS maintains a system of quality education operations management, HR, student administration and support, for its BBA programme including the specific specialisations (which can be seen as electives). WUAS's aim is to develop and offer programmes with a clear line of focus, based on three 'pillar' values: "Internationalisation, Diversity & Ethics". The developments on the BBA programme are in line with the institute's strategy by furthering development of business management specialisations, where applicable, and adds to the two main strategic initiatives that WUAS wishes to achieve, namely: internally shaping organisational culture based on the Key Values and externally increasing societal impact in Apeldoorn and the Region. Linked to these are the seven operating initiatives mentioned above to support them:

Integrate Key Values in the Curriculum & Processes

1. Promote the 'Triple Helix', which describes the process of an integrated collaboration between the government, industry, and universities.
2. Embed the Concept of Assurance of Learning into the Quality System
3. Manage & Maintain Current Growth Strategy
4. Develop Support & Academic Staff
5. Expand National & International Accreditation
6. Increase Research Activities & Scholarly Active Academic Staff

Appraisal:

The panel evaluates the justifications for the positioning on the education market for the BBA as plausible. It is also evident that the Appeldorn location benefits greatly from the work of WUAS and strengthens the educational location there.

The arguments for the employability of graduates based on the stated qualification goals are also convincingly presented. The 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 graduates' competencies and skills for the job market.

During the site visit, the panel had the opportunity to talk to people from the practical field who had worked with WUAS students (e.g. in the context of the final thesis/company projects).

¹¹ See self-evaluation report p. 11

While they spoke very positively about the skills of the students, it became apparent in terms of positioning that a large proportion of the company representatives from the surrounding area did not know WUAS beforehand. The panel is of the opinion that WUAS could use its strengths in the area of internationalisation more strongly and communicate its brand better in order to create better brand awareness and positioning at the same time. This could also help, for example, to enter into further and more intensive cooperations, which would benefit the students and the study programme (see recommendation in chapter 4.3).

The panel believes that the programme is convincingly incorporated into the institution's overarching strategic concept. Accordingly, the qualification goals of the study programme are in line with the mission and the strategic planning of WUAS.

		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

Admission into programmes at WUAS is governed by the Graduation & Examination Board (GEB) that empowers the Student Registrar and admissions team to admit students based on pre-defined criteria. The final decision formally rests with the Graduation & Examination Board; however, the GEB maintains a list of approved pre-bachelor and pre-master entry qualifications that allow the Registrar to make decisions without requesting the GEB to approve every acceptance individually.

In cases where applicants have deviating admissions documents, that are not on the abovementioned list, such as Bachelor's degrees that are not listed in Enic-Naric¹² or recognised by NUFFIC¹³, the Student Registrar is required to forward the application to the GEB for a decision. The Student Registrar is supported by a deputy, who is part of an admissions team comprising seven members of staff.

A specialty of WUAS' admission process is the possibility of enrolling six times throughout the year (September, October, December, February, April or May). This is possible due to the block system of the programme.¹⁴ The programme is organised in four pathways and students choose their BBA programme specialisation at entry but are able to switch their decision¹⁵.

Admission requirements

The basis for admission is:

Students should have the appropriate secondary school education qualifications, deemed by NUFFIC to be equivalent to the Dutch HAVO diploma or MBO-4 diploma (for instance BTEC National Certificate, or UK 'O' and 'AS' levels).

- Arrangement Admittance for students 21 years and older: students applying for the BBA programme who do not meet the above-mentioned entry requirements, are entitled to take an entrance examination (i.e. 21+ Test) set by the Wittenborg Graduation and Examination Board.
- Students have attained a working level of the English Language equivalent to an IELTS 6 band¹⁶
- Applicants must write a letter of motivation and submit their Curriculum Vitae.
- Students are offered a diagnostic interview by the admissions team for intention, motivation and aptitude. This admission interview can be carried out in person, or through IT communications, such as video call.
- After students have completed the admission interview, and offered have been offered a place at Wittenborg, they are asked to sign a Wittenborg Study Agreement, which details the agreements made between Wittenborg about entry into the programme, and possible preparation courses that are required. The Wittenborg Study Agreement also states that students have read and understood the Education and Examination Guide (EEG).

¹² **ENIC** (European Network of Information Centres in the European Region) and **NARIC** (National Academic Recognition Information Centres in the European Union)

¹³ **Nuffic** is the Dutch organisation for internationalisation in education. It is an independent, non-profit organisation based in The Hague, the Netherlands.

¹⁴ For more details on the block system see chapter 3.1 and 3.2

¹⁵ See for more information chapter 3.1

¹⁶ i.e. "Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations."

- Wittenborg is signatory for the national Code of Conduct for international students in the Netherlands, where specifics regarding entry requirements are also reiterated. The application procedure for international students is fully described on the Wittenborg website. All the required documents and information regarding the fee structure can be found there.

Bachelor's Preparation Programme: Students fulfilling all the above requirements except for an English band level equivalent to IELTS 6, may enter the Bachelor's Preparation Programme, as long as they have an IELTS band level of 5, for a full-year Preparation Programme or 5.5, for a ½-year Preparation Programme.

The admission requirements for entry into programmes are stated on the WUAS website, both in a page that describes overall admission and on each of the BBA programme pages. The admissions requirements are also stated in the EEG (Education Guide, Part 2), and defined in the Graduation & Examination Regulations (Part 6).

Counselling for prospective students

The admissions & student registrar team is an experienced body of staff. Many members are graduates of WUAS programmes, since as former students they are in a position to give detailed and helpful information and support to students requesting information. In the past years the admissions & registrar team has been expanded with additional members to cope with the increased numbers of enquiries, and to ensure a quality admissions process.

The Admissions & Registry Team currently has ten members (eight employees, two assistants, interns) and equals around 9.8 Full Time Equivalent. Six of these members hold Master's qualifications, and one of the interns is currently enrolled into one of the MBA/MBM programme at WUAS. The team offers prospective students not only support with admission questions, but also assistance with visa issues, insurance or housing.

Staff are regularly sent on training and information sessions to national and international meetings regarding (international) student admissions and have received training to use systems such as OSRIS, NARIC and others. In addition, admissions staff are trained to provide not only generic advice about "Study in the Netherlands" or "Study at Wittenborg" but also to explain the content, structure and aims of the programme, as well as opportunities, for instance, such as exchange visits abroad and the study abroad possibilities, but also the work placement and knowledge migrant opportunities.

WUAS has developed a system that integrates the sales and marketing team, the admissions & student registrar 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.

Selection procedure

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, WUAS does screen its students in their interviews for motivation and English language fluency. The admissions interviews before acceptance serve the following purposes:

- Managing expectations from both the student as well as from WUAS.
- Ensuring that students are fully knowledgeable with regards to the Dutch higher education system.

- Narrowing down the suitable student by conducting a sequence of comprehensive interview inquiries.

The interviews have a number of aims: to ascertain that the student understands the school and programme they are applying for; for WUAS to ascertain that the student speaks good English and to make sure the student has all the necessary documents about the school, the programme and the application procedure (sent in advance by email). The School uses a standard interview form in which:

- the student's academic qualifications are considered;
- non-Dutch qualifications have been advised on by NUFFIC or attested through NARIC;
- the student's English language qualifications are considered;
- for non-EU students a financial assessment has been made.

On the basis of the above, an applicant is given an offer in the form of a study agreement. In the study agreement it is clearly stated how many ECTS credits are required to gain a degree and the minimum study duration.

Ensuring foreign language proficiency

WUAS is a signatory to the Code of Conduct for International Students in Higher Education in the Netherlands, and commits itself to the language requirement conditions stated in the code. The code is governed by the National Commission (NC). This means that, in general, applicants from outside the EU must have passed IELTS at level 6. Equivalents in TOEFL are also accepted, and EU students with the appropriate secondary school qualifications (listed by the NC) will have reached a level of English in line with this score. 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.

Transparency and documentation of admission procedure and decision

WUAS's admission procedure is documented via its online website (as a web page and as a download). All students submitting an information request to WUAS are sent an email package of documents that includes a PDF entitled 'Application Procedure', together with an example of how this is published on the website. All decisions are always communicated in writing and careful records are kept.

Appraisal:

The admission requirements set by WUAS are defined and comprehensible. The Dutch requirements have also been considered. The selection procedure is transparent and ensures that qualified students are admitted.

The panel considers the carousel entry system, which allows admission six times a year, to be a real and unique advantage. In addition, this provides easier access to the programme for international students with regard to lengthy processes such as visa application.

When applicants have specific questions about the programme, their personal ability, or their future prospects, they can speak with the management of the programme and the student counseling services. If potential students are still in their native country outside of the

Netherlands, personal communication between the candidates and WUAS is provided either on-site or via video calls. The possibilities for communication are diverse and accessible regardless of the place and time of the enquiries. The counseling alternatives are determined by the specific needs of the international target group.

WUAS provides international students with comprehensive information about their visa applications and how to adapt their school documents to the requirements of the immigration authorities, so that prospective students are taken in hand from the very beginning.

The necessary level of English language competency is considered in the admission requirements in a sufficient manner. As all lectures are conducted in English, the regulations require a sufficient level of language proficiency. Before a student is admitted to the programme, WUAS assures through initial interviews that they have a thorough understanding of the institution, the chosen programme, and their expectations. Furthermore, the English level is verified, so that all enrolled students have the chance to successfully complete the study programme. Additionally, it provides supplementary services (courses, additional reading, use of counseling services, and extracurricular activities) to ensure students' success.

Overall, the admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		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 four-year programme is divided into three learning phases. Each phase is timetabled into a full academic year, in such a way that allows students to follow all modules from the phase, or only the required modules from that year.

The concept is a broad business programme leading to a specialisation profile, initially chosen by the student at entry and confirmed by the second half of the study programme. The coherence of the programme is achieved through the vertical build-up of knowledge, competencies and experience throughout three phases, each of which have a balanced portfolio of modules that allow students to complete a phase successfully at whichever block they start the programme:

Phase 1

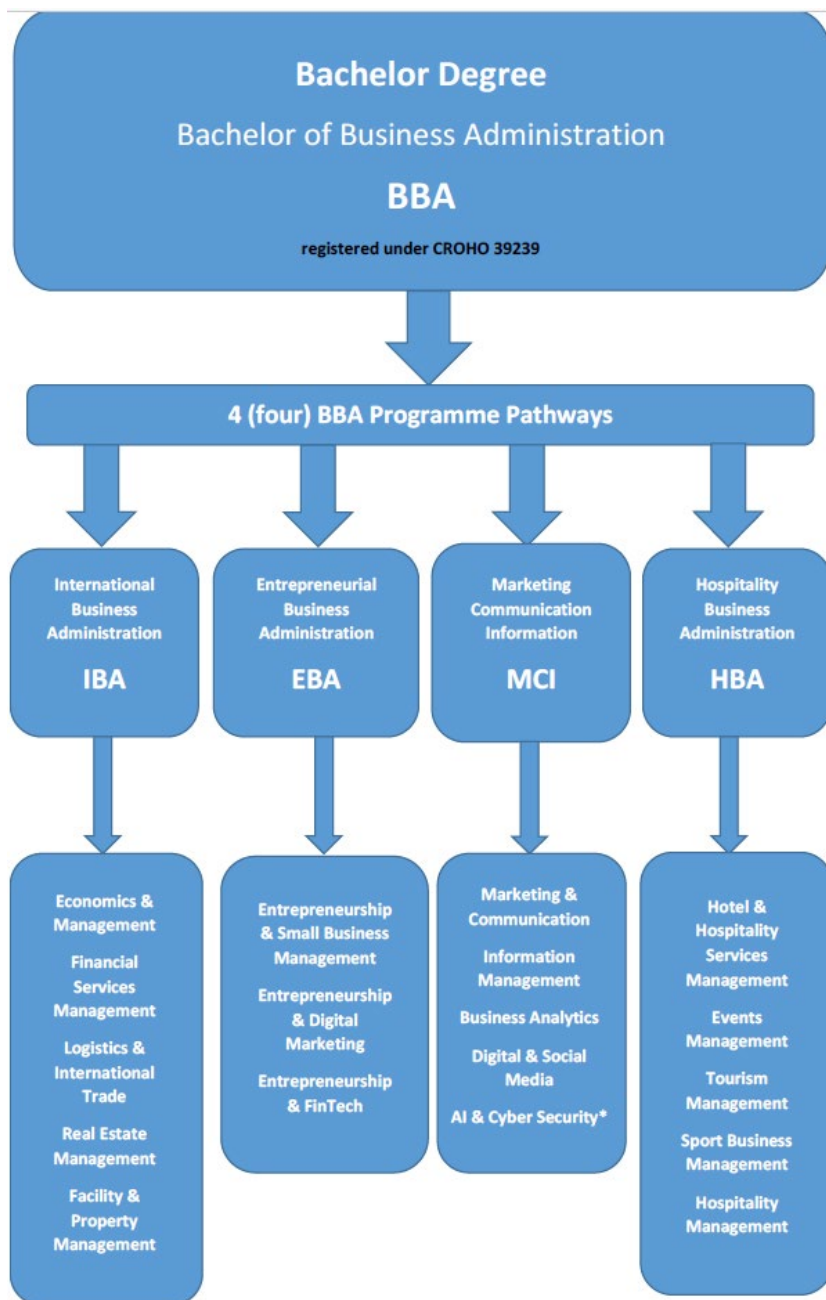
In the first phase (80 ECTS credits), which includes the full 60 ECTS credits of year one and 20 ECTS credits of year two, the emphasis is on gaining knowledge about a broad range of business subjects. The modules are balanced within the phase with a core business element of Organisation & Management, Marketing and Finance basics (two subjects each), whilst providing students with subjects in business communication, interpersonal skills and the new module in Intercultural Management.

Throughout Phase 1, 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.

Phase 2

In Phase 2 the modules are more focused on understanding and planning, and are 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). Specialisations generally have six to nine specific modules relating to that field.

Table 3: Overview: Pathways and Specialisations of the BBA Programme



Students choose their BBA programme specialisation at entry. However, all BBA students 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 award. Students are all following a majority of same core subjects, led by the same teaching staff, support team, and processes. The curricula of all pathways and their specialisations can be found in the annex of this report.

WUAS explains further, that the four 'pathways' are a way for students to be able to focus on a package of specialisation modules / electives that is a natural fit for the job market – also for finding a work placement company, and choosing an area / company for their graduation

assignment – all essential when studying a degree that is in the realm of applied sciences, rather than fundamental research.

In Phase 2, the subject “Personal Development Plan (PDP)” is continued as in the previous phase, and languages can either be restarted through choosing a new foreign language, or progression to a higher level of the first-year choice.

Phase 3

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 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.

Further, the specialisation modules in the third phase allow students to delve deeper into their chosen subject area.

Rationale for degree and programme name

Students are awarded the same Bachelor of Business Administration Degree (BBA) on which the Pathway and Specialisation is mentioned. The degree awarded is a Bachelor of Business Administration (BBA). This 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 commerce¹⁷.

The title of the programme is Bachelor of Business Management. WUAS explains, that the ‘international’ nature of the programme is highlighted in both its international orientation content-wise (epitomised by English as the language employed and the international academic literature used) and its international audience (both students and lecturers come from across the globe).

The qualification title BBA implies that the degree is a professional bachelor’s, that the students do not necessarily have prior work experience, and that the programme is taught by lecturers who have both academic and industry experience. The academic level of Bachelor implies that a student has completed a Final Project, demonstrating both forms of rigorous applied research and professional modes of problem solving. The Final Project shows an integration of all major final qualifications and achievement of the level described in the Dublin Descriptors.

This programme is placed within the Netherlands ‘HBO’, or applied sciences-oriented (higher vocational education) bachelor’s degree programmes. The programme is a university of applied sciences bachelor’s degree, which means that it contains significant parts related to work experience. All students complete at least three months’ work experience and two to three months’ action learning during their dissertation period. WUAS aspires to introduce students to the concepts of social science, research and increased academic learning through scientific investigation during all the phases of the programme.

¹⁷ See self-evaluation report p. 32

Integration of theory and practice

In the modules, the link between theory and practice is important and is enforced through the use of reflective discussion questions, case studies, and in the writing of examinations and assessments. Students are frequently asked to reflect on what they have learnt and are learning, through close collaboration with the industry fields in the light of the presented theories, conceptual models and professional approaches.

In the assessments (examinations) students are assessed on whether they have attained the final qualifications, and the Graduation & Examination Boards (GEB) assessment committee ensures that assessment examinations are to a standard that ensures this.

During the project weeks, students are brought into contact with organisations that have set them a problem-solving consulting task and will visit the companies to review their task. The selection of teachers is also focused on partly professional/academic background, to enable the teaching process, which not only includes theory but also case studies derived from practice.

Students are encouraged to link their Final Project to research with or for a company or organisation, as they will also carry out the Professional Based Learning in the 3rd study semester, which is a short period work placement. Each student will have a Study Advisor for guidance, (a member of the academic team). The Final Project serves as ultimate test in which theory and practice is integrated.

Throughout Phases 1 and 2 students follow twelve project weeks which are often linked to external companies and organisations, or projects looking at career development. In line with the requirements of a bachelor's degree at a university of applied sciences, the BBA programme has a strong element of experiential learning, combines theory and practice throughout the programme, with a full work experience module in Year 4 (Phase 3). Also, students are encouraged to carry out the Graduation Assignment/Final Project as an Action Learning dissertation.

Interdisciplinary

It is WUAS's aim to prepare its students for a multi-cultural and diverse world, in which technology will play a key role and interdisciplinary thinking will be more valuable than ever. The broad dimensions of the BBA and its various specialisation programmes mean that students are confronted with a wide range of exact disciplines in, for instance, finance, marketing, information management. Furthermore, the programme 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.

WUAS strengthened the interdisciplinary aspects of the programme, in line with previous recommendations, and introduced a number of new modules including 'Sociology and Organisational Behaviour' in Phase 1, and in Phase 2 a subject called 'Business Philosophy'.

In addition, for Phase 3 students who have decided that two years of second language learning have given them enough insight into language learning in a business context, an optional module has been introduced: Instead of following advanced Foreign Language they can opt for “Intercultural Business Communication for Managers”.

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.

Ethical Aspects

Social behaviour, ethics and conduct play an important role in the life of a student at WUAS. The EEG contains a ‘Student Charter’, outlining what the institute expects of its students and what students can expect of the institute. With so many different nationalities, cultures and religions present within the organisation, social behaviour, ethics and conduct become important factors inside and outside the classroom. EEG also contains a Code of Behaviour, as a result of discussions with the student representatives. WUAS encourages its lecturers to include aspects of ethics and society, where possible, into their modules.

WUAS officially has adopted the Netherlands Code of Conduct for Research Integrity 2018 (Netherlands Code of Conduct for Research Integrity).

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.

Business ethics are also looked at in subjects such as Managing Organisations, Small Business Environment and Human Resource Management. Psychological and sociological aspects of the programme were strengthened 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.

Methods and scientific practice

From the start of their Bachelor’s programme, students are introduced to the use of Academic English and Research Methods, in which the skills required for reading specialist literature and doing research are developed, and the appropriate academic writing skills, through the seminars now to be linked directly into core modules. WUAS introduces BBA students to the concepts of methodological competencies already from Phase 1 of the programme, predominately through the six project weeks and through the module Personal Development Plan (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.

Throughout the phases, students are offered support modules in Academic English and they need to reach the The Phase 1 modules ‘Project Management Basics’ and ‘Sociology and Organisational Behaviour’ also levels set by the two English Language support modules, in the relevant phase as a prerequisite for the modules of the following phase.

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. In order to facilitate students further with hands-on experience, an additional quantitative data analysis workshop was introduced in 2021-22 as an obligatory part of the statistics module. This workshop with an emphasis on practical data analysis learning is offered twice per year.

In the students' Final Project, a degree of methodological competence must be shown, and the dissertation is required to stand as an independent piece of academic work.

Additionally, a decision was made to incorporate an introductory statistics course in phase 1 starting from September 2023 in response to feedback provided by students and programme committees during the annual student & staff representation conference day. The education board unanimously agreed to offer this course starting from September 2023.

In 2022 on the recommendation of its Graduation & Examination Board, observing a high fail rate due to issues of business feasibility, the WUAS Education Board decided to drop Business Plan as a form of Final Project, mainly due to the incongruence of the nature of the thesis, where considerable emphasis is placed on the literature review and academic writing compared to the importance of the feasibility of a business and serious consideration of the financial component when it comes to developing a real-life business plan.

Examination and final thesis

At WUAS, an independent the Graduation & Examination Board (GEB) oversees the operations, quality and methods of examinations. The GEB, with its (current) three external members, is completely independent of the Executive Board in its decision-making. The examination board in Apeldoorn is responsible for Amsterdam as well.

Examinations: All modules in the BBA programme have an assessment defined in the module guide. In 2018 standardised answer keys were developed, which reflect the aims and objectives of the modules and the cognitive level of skills needed for the students to complete each task. 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. In the Education and Examination Guide (EEG), WUAS has described the types of examinations that are available to teachers to use in their modules, for instance, open-book, closed-book examinations or reports and presentations.

For written examinations, WUAS has created an examination bank, a secure area that is only accessible by a small group of staff members. Teaching staff are contracted to maintain and keep updated, (at least) three different exams for their modules. This allows the exam administration team who manage the examinations to choose a different exam for primary and retake examinations.

All examinations are held at the end of each teaching block and spread evenly throughout the year. Re-take examinations are held in two blocks at the ends of the winter and summer semesters. Deadlines for the submission of reports and projects are also set in the exam weeks, except for the reports for project weeks, which are usually set at the end of the project week in question.

Examination weeks are facilitated by the exam administration team together with a team of external invigilators (having no other contact with students), who supervise the examinations and maintain the practical examination rules students are required to adhere to. WUAS employs a team of between five and eight examination invigilators, who are in the institute eight weeks a year and are 'self-managing'.

All students at all locations have the same exams, and there is a one module leadure for all courses in a module to ensure that there are no differences between the campuses.¹⁸

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's programme.

The education team developed a new Exam Development Handbook for all teachers and examiners at WUAS and new style answer keys that ease and enhance the quality control of each exam developed.

WUAS has also further implemented the internationally accepted anti-plagiarism software Turnitin integration into a completely updated Moodle VLE to assist students with the submission of correctly referenced papers, and help bring down cases of plagiarism.

As programmes progress, assignments and examinations are developed by teachers, based on a fixed template or assessment description (in the EEG and module guides), and these are submitted to the Testing and Assessment Committee for evaluation and screening. The committee is made up of members of the GEB and all examinable components at Wittenborg are screened to check if they are of the right level – therefore in line with the Aims and Objectives of the modules and the Final Qualifications of the programme. Also, on completion of assessment, all grading is screened by the Testing and Assessment Committee on behalf of the Examination Board whose duty it is to ensure that assessment is carried out at the level described in the EEG.

Final Project

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 their general knowledge based on programme modules, 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 completed the first semester and hence the 'Introduction to Research Methods' part. In contrast to the

¹⁸ For further information on the organisation and internal cooperation, see chapter 4.1

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 their final project.

The Final Project itself is first graded by the student's Academic Supervisor, and by an independent second marker. WUAS has adopted the practice of employing a completely independent (external) second marker. This person is part of a pool of business and company experts, who work as part of a network providing second and first marker services to universities in the region. They are independent of the student and anonymous until the student is requested to present their final project, at which the second marker is present.

In order to be considered as a second marker, the candidate must have prior experience to mark a thesis and must participate in all WUAS calibration sessions.

A third (external) marker is called in when first and second markers cannot reach a consensus. The grading for each graduation assignment is then also screened at a sitting of the GEB at which at least one external (non-Wittenborg) member must be present.

After submission of the thesis, an oral defence takes place. This presentation is graded with a rubrics system and amounts to 10 % of the overall grade of the thesis.

The requirements of the Final Project and the grading criteria can be found in the Graduation Final Project Handbook, that Part 8 of the EEG.

Appraisal:

The BBA programme is structured as a broad Bachelor programme where students can select elective courses specific to the chosen pathways. When comparing the individual curricula of the four pathways, the panel observed that they contain a wider range of identical modules (see also the curricula of all specialisations in the annex of this report). The panel thinks it might be reasonable to differentiate the content of the individual pathways more strongly; thus, also sharpening the professional profile of the students. But in general, the panel concluded that the study programme's qualification goals are effectively reflected in the curriculum. The course content is logically integrated and focused on the desired learning outcomes. The subdivision of the curriculum into three phases, which the students have to complete one after the other, enables the students to start their studies at different points in time and still build up building knowledge first and then deepen and specialise it in the further phases. The different pathways and their specialisations enable thereby students to acquire additional competences and skills.

The name of the programme and the degree are in line with the goals of the programme and its curriculum.

With regard to the connection between theory and practice, theoretical questions are combined with practical exercises and examples. The project week and work placement in particular enables students to put what they have learned into practice in a professional environment.

The project weeks in particular, as well as the opportunity for students to participate in a wide variety of projects with a constantly changing group of students and group dynamics (due to the carousel entry), as well as the versatile specialisation options and free decisions as to how the content of the study programme is structured, puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

Ethical implications are integrated into the curriculum in order to achieve the specific formulated objectives¹⁹ and are also designated by WUAS as one of the three key values and are thus appropriately communicated to the student body.

Within the curriculum there are several courses geared to help students to develop scientific skills as well as workshops on e.g. quantitative analysis. Thus, in general, the panel positively assesses the teaching of scientific skills as well as the workshops which support students with scientific proposals and the related final project. Thus, WUAS has in principle implemented a number of measures to enable students to acquire methodological skills to enable them to work scientifically at Bachelor level. The panel appreciates the measures that have been taken to enable students to write an academic thesis.

Nevertheless, the final projects provided showed for the most part that scientific skills were present, but that aspects such as literature studies, literature research and problem analysis should be further developed. Since WUAS, in addition to its position as a University of applied sciences, would also like to develop in a research and academic-orientated manner, the panel **recommends** improving the research methods modules and, if necessary, investigating in a more structured way where students' problems are located in the final project in order to adapt the corresponding modules and promote students' skills accordingly.

Regarding the final project, there is a further point that shows room for improvement. The panel appreciates that WUAS took the recommendation regarding the project forms (see chapter 0²⁰) seriously in order to improve the nature of the final project, so that progress can clearly be seen. A second independent (external) marker and if necessary, even a third external marker are used to assess final projects. With regard to the final projects provided and the assessment grids, however, the panel noticed inconsistencies between the first and second markers, especially with regard to the assessment of the research design. In the interviews with the teaching staff and programme management, the issue of how the quality level of the external markers in particular is ensured was discussed. According to WUAS, there are structural meetings that all markers have to attend in order to regularly exchange information about the final projects and assessment, and to determine whether there are any structural problems. In addition, there is an academic supervisor handbook to guide them. Through the different interviews with teaching staff and markers, the panel found that WUAS has already implemented measures, but which still seem very informal. Therefore, the panel recommends that all supervisors and external markers work in a more structured way and according to the same procedure. In addition, the panel also noticed in some final projects provided that, for example, the methods did not quite match the research question or that there were still general weaknesses that could have been noticed during the supervising process so that the students could have been helped at an early stage. Since supervisors accompany students from the beginning and approve and advise on their thesis concept, the panel recommends that supervisors' skills in supervising academic work of students should be also strengthened. Thus, the panel **strongly recommends** bringing consistent knowledge to supervisors and external markers on how to supervise and grade an academic thesis.

¹⁹ E.g. "Make data driven decisions with ethical considerations (13)" and "Supporting the concept of corporate sustainability and the transformation process towards an ethical, sustainable business (3 & 14)"

²⁰ WUAS acted upon critical remarks in the initial accreditation and decided to drop the business plan as one of the thesis formats to ensure better comparability of the thesis projects.

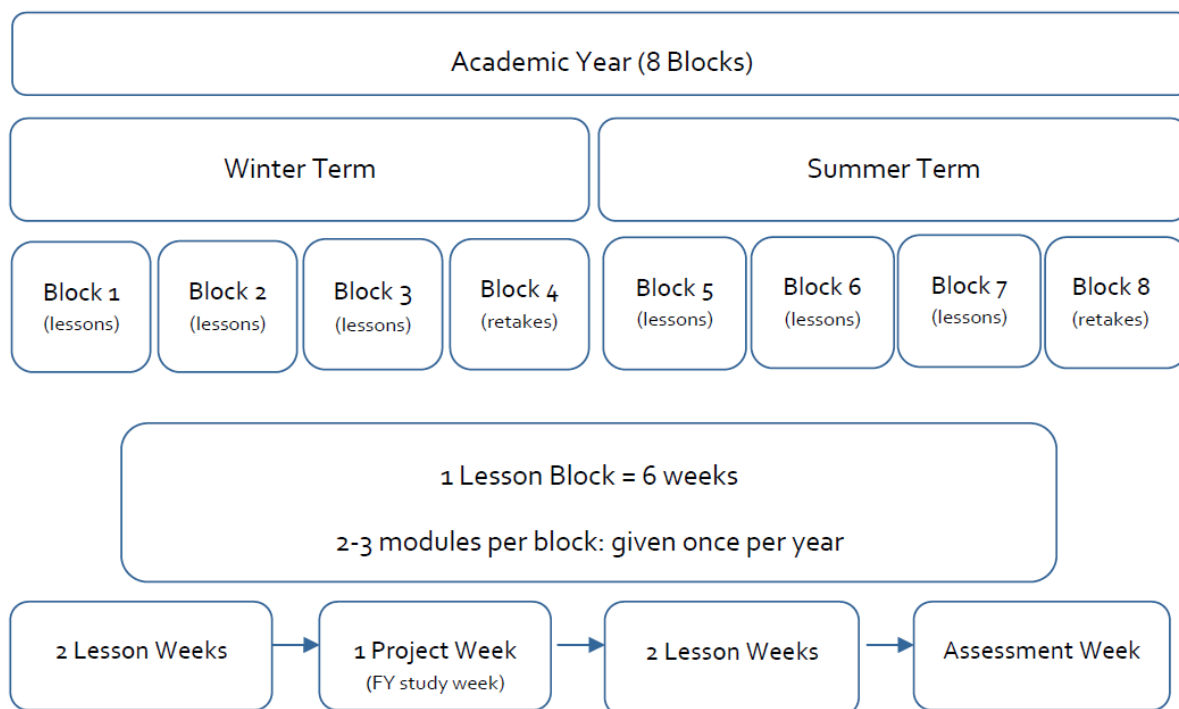
The Education and Examination Guide contains all necessary details regarding different types of exams. The various assessment methods are continually examined to determine their appropriateness and alignment with the specified learning objectives. It is made sure that there is a good ratio between the various evaluation formats and the individual and group assignments.

	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 credits (national credits and ECTS credits)	240 ECTS credits																				
Workload per credit	28 hours																				
Number of modules	<p>The total number of taught modules offered over all the specialisations are 133. Including Project Weeks, Work Placement(s) and Final Project, it is 137.</p> <p>Modules per BBA Programme (specialisation), the total modules are:</p> <table><thead><tr><th>IBA</th><th>HBA</th><th>MCI</th><th>EBA</th></tr></thead><tbody><tr><td>E&M = 51</td><td>HHSM = 48*</td><td>MC = 51</td><td>ESM = 51</td></tr><tr><td>L&IT = 51</td><td>TM = 48*</td><td>IM = 51</td><td>EDM = 51</td></tr><tr><td>FSM = 51</td><td>EM = 48*</td><td>BA = 51</td><td>EFT = 51</td></tr><tr><td>REM = 51</td><td>SBM = 48*</td><td>DSM = 51</td><td></td></tr></tbody></table> <p>*2nd Internship " In-company training" of 20 EC, replaces 5 modules</p>	IBA	HBA	MCI	EBA	E&M = 51	HHSM = 48*	MC = 51	ESM = 51	L&IT = 51	TM = 48*	IM = 51	EDM = 51	FSM = 51	EM = 48*	BA = 51	EFT = 51	REM = 51	SBM = 48*	DSM = 51	
IBA	HBA	MCI	EBA																		
E&M = 51	HHSM = 48*	MC = 51	ESM = 51																		
L&IT = 51	TM = 48*	IM = 51	EDM = 51																		
FSM = 51	EM = 48*	BA = 51	EFT = 51																		
REM = 51	SBM = 48*	DSM = 51																			
Time required for processing the final thesis/project and awarded credits	20 ECTS credits. Total study load allocation for the Final Project is 560 hours																				
Number of contact hours	Phase 1: 700 contact hours Year 1: 535 Phase 2: 610 contact hours Year 2: 500 Phase 3: 370 contact hours Year 3: 435 Year 4: 210																				

The programme is offered twice a year with six entry points allowing for a carousel entry system. This means that each taught module will be offered twice a year, for each cohort. The BBA programme follows the modular block system used at WUAS. The modules are offered in blocks of six weeks. Students study max. three modules each block. The following table offers an overview of the block system at WUAS.



- The Wittenborg courses are planned into two separate semesters known as the Winter term and the Summer term;
- Each semester is comprised of four blocks = three teaching blocks of six-weeks (made up of four weeks of lessons, one project week and one exam week); and one block of two weeks for missed lessons and re-take exams. Modules are examined on one day at the end of that block.
- Students can start their studies either at any full six-weeks block, in the Winter term or the Summer term.
- Each block has individual modules and these will be offered once a year.
- Each exam has a retake exam, held in blocks four or eight. Students are only allowed to register for re-take exams for modules that have been given in that term.

Study and Exam regulation

All WUAS programmes are governed by an individual 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's other functions are listed below:

- The EEG provides students with information regarding year planning, timetabling, tutoring, assignment submission requirements and the use of *Turnitin*, information about the online learning resources (through *Moodle*).
- The EEG contains the official Graduation and Examination Board Regulations (developed according to national regulations), WUAS' Terms and Conditions, its Student Charter and a copy of special regulations for non-EU students.
- The EEG describes the complaints procedure (education and non-education complaints).

- The EEG describes provisions for students with a disability.
- Grading is described in the EEG, 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. An example EDS is included in the EEG.
- A student's workload (both contact hours, and hours spent studying and preparing assignments) is measured in ECTS credits, whereby under Dutch law one credit represents 28 hours of work and 60 credits represent one year of full-time study.
- An explanation of the ECTS grading scale can be found in the Education Guide as part of the Education and Examination Guide (EEG).

(International) Student Mobility: In general, through a clear definition of the programme weight and content, and the clearly marked credits, students can easily transfer credits into and out of the programme from other ECTS-based higher education institutions. Credits gained and required are always clearly 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).

Credit Transfer: A new development in 2022 was the establishment of a sub-committee established within the GEB, chaired by the Student Registrar, that specifically deals with credit transfer and exemption applications done at the time of application.

In 2019, WUAS opened a small study location in Munich, together with a German partner, the New European College (NEC) and students are studying under the so-called 75 % rule, which in effect means that to gain a Dutch degree they have to complete the last 25 % of their programme in the Netherlands.

For the Wittenborg students who have started their studies in Munich and choose to complete their studies in the Netherlands, hereby transferring their credits into the programme under the Act of Higher Education and Research of The Netherlands, the Graduation and Examination Board Credit and Exemptions Committee will carry out its formal credit transfer procedure as laid out in the "Credit Transfer Procedure" stated in the official regulation Part 2b – ECTS, Credit Transfer and TNE of the Education and Examination Guide. As with the standard credit transfer procedure, students who start their studies in Munich will have their gained European credits formally transferred into the programme in order to gain a Dutch degree, only upon formally registering in the Netherlands at Wittenborg as a student.

Feasibility of study workload

WUAS states that the programme is feasible both in three years (80 ECTS credits a year) and 4 years (60 ECTS credits per year). Due to the programme's flexible characteristics, with the block entry system and the way that in Phase 3 modules are offered in both the Winter and the Summer semesters, students are able to spread the workload in a way that fits their needs, if they wish to study part-time or add in an optional work placement. They can switch easily between the three-year and four-year option, which results in an average projected study time of 3.5 years²¹. All students have intensive tutoring within the programme and students'

²¹ See self-evaluation report p. 27

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 consider questions concerning the student workload.

The weight and allocation of ECTS credits to a module is done on the basis of the estimation of the study load at the stage of programme design, by the Education Board, in line with the Netherlands norm of an average 28 hours of study equalling 1 ECTS credit. The credit allocation is evaluated during the year through teacher feedback to the Education Board, through feedback from the Graduation & Examination Board, and through direct student module evaluation. A breakdown of credits in relation to study load hours within modules is published in the Module Guide, as part of the descriptor.

Equality of opportunity

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 nonacademic.

All students and staff entering Wittenborg University of Applied Sciences are aware from the start of its diverse, international and multi-cultural nature and are expected to enjoy and nurture this special environment. WUAS's equal opportunity policies are described in its staff handbooks and in its student EEG (Student Charter and Code of Conduct). Among other things, the following is regulated there:

Students with disabilities will have discussed their individual situation during the admission process, and made agreements on the individual support that can be provided. WUAS supports students with disabilities through individual agreements made with the process tutor/study advisor, for instance regarding time allowed for examinations, or the printing of examinations in a way that eases a student's experience. These arrangements are always made in consultation with the Graduation and Examination Board (GEB).

Students with special needs should fill in the form provided by the admissions department, signed by a medical practitioner and handed during admission. This form is what will be handed to the GEB with the request.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The panel appreciates the very flexible design of the programme with its various points of enrolment (see also chapter 2) and the possibility to spread modules over a longer period of time. According to the panel, this has a positive effect on student's learning path, as it brings together different groups of students (students with less or more study experience) especially in the project weeks, which also has a positive influence on the cooperation among each other, which was also confirmed by the students interviewed during the site visit.

The programme consists of modules and assigns credit points per module based on the necessary student workload. The module descriptions provide detailed information following the ECTS Users' Guide including intended learning outcomes.

With regard to the descripton, however, the panel noticed that some module descriptions (e.g. niche marketing, hospitality management) still contained old works from 2016 and 2017.

During the site visit, WUAS showed that since the Covid-19 pandemic, they have made all literature available online through journal databases and e-books (see also chapter 4.4) and therefore always use the latest version of a work. This should also be reflected in all module descriptions, so that the panel **recommends** updating the module description with regard to the literature and ensuring that it is always up to date.

The international outlook and the incorporation of international content and objectives in the respective modules could also be more strongly emphasised in the module descriptions (see also appraisal in chapter 3.4). The module descriptions could also be used to differentiate more strongly between the respective specialisations. For example, in the pathway international business in the finance modules, the extent to which international content such as interest rates, exchange rates, etc. is also addressed could be presented more clearly. The discussions with the lecturers revealed that these topics are indeed dealt with, but it would be more transparent to present this in more detail in the content descriptions of the modules, so that the panel also **recommends** that the module descriptions be specified with regard to the content descriptions.

Regulations for studying and taking exams exist that are legally binding, contain all necessary guidelines, and consider national requirements. The study plan is set up so that students can spend a specific amount of time studying at other HEIs without having to extend their overall study period. The recognition of degrees and periods of study at other HEI's is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined.

The feasibility of the 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. When reviewing the workload, the HEI also considers evaluation findings, including student feedback and the programme's success rate. Feasibility benefits from the course/block system, which allows for faster or slower learning depending on individual needs.

The HEI ensures gender equality and non-discrimination. In terms of time and formal standards/requirements throughout the curriculum and exams, students with disabilities are given affirmative actions. Students in special circumstances, e.g. coming from many different countries with different social as well as academic backgrounds, are particularly assisted.

	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 may be unfamiliar. The programme leads students toward more independent and less taught methods of learning in the final phase of the programme.

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

Table 4: Overview: teaching and learning methods

Teaching	Learning
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

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.

Course materials

Each module has a core text from which module content is designed (including case studies), along with a number of recommended reading texts and journal papers. These are listed in the module guide. The core texts have been aligned to the module content and the module aims and objectives, as have the recommended reading texts. For the BBA, journal papers are often chosen to reflect the up-to-date perspectives required to fully evaluate the subject and reflect

upon the questions set. They also give insight into how academic research is designed and carried out.

Naturally, as the BBA is divided into three educational phases, the literature chosen for the modules is in line with the development journey a student takes, through “Theory Level”, ‘Specialisation and Planning Level’ and ‘Strategy and Practice Level’.

All course materials are listed in the module guides. The required and recommended readings have been aligned to the module content and the module aims and objectives, in line with the nature of the written group and individual assessments. All materials that can be uploaded and distributed through the Moodle VLE, Wittenborg Online is done so in the course area of the relevant module. All module guides (including module descriptor) are available through ‘Wittenborg Online’ for download, plus activities and course content. Presentations used by teachers during lessons are also published online.

Guest lecturers

Normally, during the Study Weeks, or Project Weeks, guest lecturers are invited to give students an insight into various aspects of business, research and/or politics. WUAS is committed to inspire students by frequently inviting such experts, who can be academic or business/management expert, who has gained knowledge in specific field, which further enhances the experiential learning at WUAS. Some external guest lectures of the past year include:

Table 5: Examples of guest lectures in 2022

Art and/in Business	7 February 2022	seminar
Incorporating an Optimistic Mindset in Business	16 February 2022	seminar
Diversity and Inclusion	1 April 2022	seminar
A competitive advantage to build a business on Amazon marketplaces	8 April 2022	seminar
Anti-doping; the battle against cheating in sport	28 April 2022	seminar
Digital transformation in Manufacturing under the 4th industrial revolution: Acceleration of Smart Factory innovation	29 April 2022	seminar
Social and environmentally responsible organization development	2 May 2022	seminar
Assessment of a Hotel's financial strength from a financial institution perspective	4 May 2022	seminar
Ethics in Business	17 May 2022	seminar
International Litigation	23 May 2022	seminar
Communicating in an International Business Environment	8 June 2022	seminar
Connecting Crisis Management in International Logistics with Entrepreneurship and Leadership Behaviour	13 June 2022	seminar
How to Enhance Your CV	16 June 2022	workshop
Google My Business Masterclass	23 February 2022	workshop
What Are Your Values	22 February 2022	workshop

Lecturing tutors

Due to the nature of the bachelor's programmes, and the size of WUAS, the use of student assistants (within the Bachelor programme) is limited, however, WUAS has started to develop a possibility for Master students to give supervised (guest) lectures on the Bachelor's programme. An idea is to integrate the BBA project week with the MBM project week for a collaborative consulting project in which master students fulfill the management and leadership roles. This shall help with the development of skills such as leadership, people management and presentation, whilst bringing an extra "real-life" dimension to the bachelor programme.

Appraisal:

The study programme's didactical concept is described in a way that is convincing and aids in the accomplishment of the programme's goals. It uses a variety of teaching and learning techniques (e.g. case studies, project work, group work) and pays close attention to how students' competencies grow over the course of the three phases. The course materials accompanying help students achieve the desired learning outcomes and are considered appropriate for the Bachelor level. They are up-to-date and available to students digitally.

Guest lecturers are invited to WUAS to 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 International outlook

WUAS' international strategy is translated into the following measures at programme level²²:

- *Faculty orientation*: focus on instructors' preparation of cross- cultural materials, culturally sensitive, pedagogical and didactic methods, and communication with highly diverse student clientele.
- *Faculty course materials*: strong emphasis on diverse English language 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.

²² See self-evaluation report p. 45

- *English language acquisition:* for non-native speakers of English the School offers a sequence of classes to improve English language skills.
- *Work-placement:* WUAS's collaboration with international companies and organisations in the Netherlands and abroad allows for work-placements that add to the student's 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.”

It is WUAS's aim that graduates from its programmes can operate within an international environment, or – mindful of the international network economy - use their international orientation gained from the programme to excel within their home environment. The learning experience WUAS enables its students – not in the least through the Final Project – to contribute to and benefit from academic research, as research-based knowledge and research skills play a prominent role in today's business education. WUAS explain that this research is international in nature as it reflects international problem areas, literature, and standards.²³

The intercultural communication competency is desirable among the students since every class and interaction become for them an intercultural experience at WUAS. Therefore, intercultural reflection is stimulated formally throughout the modules, but also in the group work of project weeks. During the programme, workshops are given that focus on communication and incorporate intercultural competencies and skills.

Internationality of the student body

WUAs states that the international student body of programme is obtained and maintained by the following criteria:

- Increase and maintain WUAS's reputation through a constant development, international accreditations, and the ability to communicate its successes.
- Develop, maintain, and increase international student accommodation provision in Apeldoorn.
- Develop, maintain, and increase international student employment possibilities in Apeldoorn and the region and promote employability throughout the Netherlands.
- Maintain good worldwide internet marketing, through search engines such as Google – ensuring a high ranking for terms related to WUAS programmes specifically and study in the Netherlands in general.
- A careful usage of agents / study abroad representatives through screening and the enforcement of the Code of Conduct with respect to international students in Dutch higher education and a general preference for individual applications.

More than 95% of the student body is made up of international students and is currently composed of the following nationalities (status of 2022): Nigeria, India, Vietnam, China, Iran, Zimbabwe, Netherlands, Russia, Sri Lanka, Bangladesh, Germany, Ukraine, Pakistan, Indonesia, Cameroon, Morocco, Rwanda, Turkey, South Africa, Ghana, Georgia, USA, Japan,

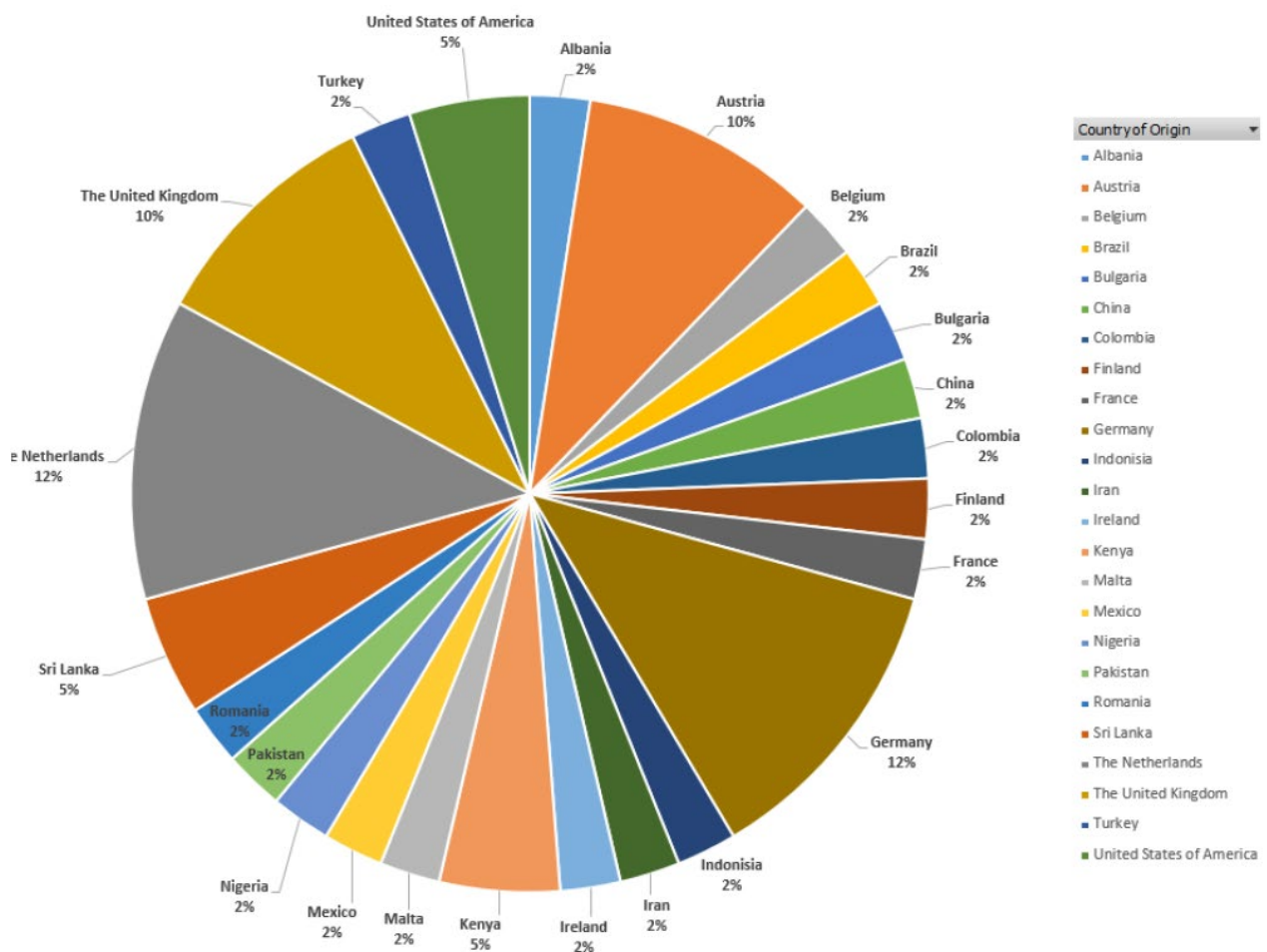
²³ See self-evaluation report p. 46

Turkmenistan, Egypt, Nepal, Spain, United Arab Emirates, Uzbekistan, Libya, France, Canada, Syria, Austria, Kazakhstan, Italy, Albania, Philippines, Thailand, Gambian, Belarus, Uganda, and Tanzania.

Internationality of faculty

The current bachelor's-level faculty represent around 35 nationalities (end 2022). An overview of the respective nationalities can be taken from the following figure:

Table 6: Overview: Teaching body's respective nationalities



Many teaching staff are engaged for one or two modules a year, in either the Bachelor or the Master programmes, or both. This allows WUAS to offer students such a varying number of teachers and support staff. Many 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 Wittenborg have experience in the UK, Germany, Turkey, South America, and China. The international staff members have experience of business in the UK, Australia, the US, China, the Far East, the Indian sub-continent, Africa, South America and Western and Eastern Europe. In addition, WUAS offered its staff training in intercultural communication and generally dealing with an international student body.

In addition. the BBA programme aims to

- attract at least five different lecturers per year from other institutes abroad to teach on the programme, either full modules or as guest lecturers.
- encourage at least five of its lecturers per year to teach at other institutes abroad or carry out academic peer reviews at other institutes abroad.
- encourage its staff to attend international conferences on a regular basis and supports this financially.

Foreign language contents

The predominant foreign language in the programme is English, however as a good level of English is required to enter the programme (see chapter 2) it is not taught as a subject in the curriculum. However, a support module (English Support) is offered to help students improve their writing skills – this is open for students of all three phases.

In 2019, it was decided to replace the foreign language elective with a compulsory Intercultural Skills for Managers, which had until then been an alternative for the third language module. However, at the same time intensive Dutch courses were introduced for all students, provided in the Study Weeks.

Appraisal:

International content and intercultural aspects are an important part of the curricula of the study programme. The acquisition of intercultural competences and skills is central for the study programme and is strongly encouraged, for example, through the use of many international examples and case studies, group work that builds on the various international background of the students, as well as the use of the international experience of the teaching staff.

For example, not only case studies from the US or UK are used, but also case studies that are explicitly adapted to the student body in order to utilise the experiences of the students.

Discussions with students and alumni also revealed that they feel well prepared for international jobs through the different perspectives of fellow students as well as project weeks that take place in an environment of different cultures, also with ever different and new students (due to the admissions carousel). In addition, the modules on dealing with different cultures and backgrounds offered at the beginning of the programme are considered fruitful. Students also stated that they have to give feedback in module evaluations if international case studies and international input was sufficiently integrated.

However, clearer wording of the international objectives and in the module descriptions (see chapter 3.2) could be integrated to better market the positioning and brand (see also appraisal in chapter 1.3). The panel would also like to point out to WUAS that international students might also be interested specifically in the Netherlands and specific case studies/companies from there, so that these could also be integrated more strongly.

However, the international orientation could also be reflected more strongly in the programme objectives and thus emphasise the strength of WUAS (see also appraisal in chapter 1.1) and thus then also be emphasised more strongly in the module descriptions in order to better market the positioning and brand of the programme (see also appraisal in chapter 1.3).

The international composition of WUAS teaching and administrative staff as well as the international composition of WUAS student body have a clear impact on WUAS' 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. With regard to the student body, the panel is of the opinion that the programme would still benefit greatly from generating potential students on the western education market. WUAS has already indicated that lowered fees for European and Dutch students will be offered in the future to address this issue.

Due to the high presence of international lecturers in the programme management and regular teaching staff, the faculty as a whole is very internationally staffed (lecturers from different countries as well as lecturers with international academic experience). In the opinion of the panel, these international experiences and backgrounds of the lecturers are a fundamental element, which contributes to further strengthening the intercultural competences of the students and shapes the profile of the study programme as well as of WUAS in total. WUAS can clearly demonstrate that it promotes the international experience of its lecturers and stands out from the usual practices in the higher education area.

English is the language of instruction in all lectures and course materials, which shows that internationality is an essential element of the programme's profile.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 International Outlook					
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)

WUAS integrated a number of Project Weeks, which combine and enhance the development of multidisciplinary competences and skills. Based on feedback from its professional field the most valued competencies are intercultural communication, problem-solving skills and self-development skills like teamwork, interdisciplinary thinking or leadership skills.²⁴ According to WUAS, the majority of the WUAS Work Placement employers agree that the strength of Wittenborg interns lies in the learning & self-development competency.²⁵

Specifically, from the outset of the BBA programme, and throughout, multidisciplinary competences and skills are acquired by students, through Personal Development Plan modules (PDP) and the Project Weeks, which span first two phases of the curriculum, 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, and Effective Time Management. During taught lessons, many modules comprise certain elements of teamwork, that result in presentations during the block-

²⁴ See self-evaluation report p. 47

²⁵ See self-evaluation report p. 47

teaching sessions. Often students are required to prepare some aspects of the literature and present these to the class.

Several of the 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 during the project weeks are clearly defined in a way that will help students understand the different communication roles and functions that take place during teamwork of a project. Project weeks will see students interact with people from industry, in the companies and organisations that instigate the consultancy tasks, and students will be required to present to these organisations at the end of the project week. Communication (social) skills, e.g. communication, public speaking, teamwork, conflict resolution, are 'tested' during presentations given, debates in class and within the project weeks which use the methods described above.

Appraisal:

According to the module descriptions, students develop cooperation, conflict resolution, public speaking, and communication skills during their project weeks. The same applies for leadership abilities. This is reinforced through the use of appropriate didactic and methodological tools, such as group projects and project weeks done in cooperation with a business partner.

		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)

In PDP, and later in the Work Experience Preparation Module, students are introduced to work preparation, by preparing and improving their curriculum vitae, and by encouraging them to create a worthwhile and meaningful LinkedIn and social profile on social media platforms such as Facebook, Google and on Twitter. The main skills for employment are directly learned through the modules Work Placement (and work placement preparation), PDP (throughout the programme) and Project Weeks, throughout Phases 1 and 2. Phase 3, students prepare for their period of Work Placement, a module Work Placement Preparation is offered, and the Work Placement and Careers Officer works with students to ply for an optimal work placement either in the Netherlands or abroad.

Students who embark on the BBA programme are starting their careers and mostly have no prior work experience, most of them having just finished high school. In Phase 1 there is focus on general economics and the economy. Their primary aim, in choosing such a programme, is to further their studies on a Master level and/or increase their employability prospects internationally.

The programme contents often focus on reflection of recent practical experience that is part of and incorporated in the programme (work-placement), while stimulating students to look forward, in relation to their careers and ambitions.

Employability is seen as an important issue for all graduates at WUAS that the Project Weeks and Final Project/Dissertation are often used as a direct stepping-stone to work opportunities, and Wittenborg actively encourages this, by:

- stimulating companies to consider employing graduates from work placement/projects/research assignments.
- stimulating and advising on the business start-up ideas of graduates.
- introducing future graduates to interested parties.
- ensuring that the Aims and Objectives and Final Qualifications of the programme are in line with what most of the work field requires.

Appraisal:

The programme's common thread throughout all of its modules is the promotion of employability, for example, through the integration of theory and practice and the promotion of multidisciplinary competences and skills.

During the site visit, the panel was able to gain impressions of practitioners working with WUAS as part of the work placement and cited examples of students from the fields of marketing and hospitality management who confirmed the assumption of the panel that the integration of theory and practice and the promotion of cross-disciplinary competences and skills actively promotes the employability of students.

		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 always maintained a core team of educators who have permanent contracts and teach Bachelor's and in some cases Master's modules. They also have key roles in the management of the programmes, the schools, student support or in areas such as research, external relations, or staff development.

The engagement and development of faculty and professional staff at WUAS are affected by a few factors specific to the Dutch higher education environment, and at the same time WUAS ambitions, strategy, and vision. For instance, as a university of applied sciences, WUAS is orientated towards employability and its business degrees are linked to professional practice. Research in the programmes has a focus of 'applied research', and students are encouraged to ensure their applied research is relevant to the industry and sector they are studying and the overall professional field. Therefore, faculty at a university of applied sciences are generally practice based, often with a large amount of experience in industry and less academic experience. In order to find a balance between offering applied sciences degrees and at the same time ensuring it was supported by highly qualified academic staff, WUAS only employs faculty with at minimum a Master's degree.

WUAS has a core team of educators who have permanent contracts and teach Bachelor and/or Master modules. This applies to the location in Amsterdam as well. The programme management can use the lecturers pool of WUAS and involve practitioners in case of specific needs. The Amsterdam campus follows the general processes of WUAS regarding the teaching staff.

The faculty body is composed as follows:

Table 7: Composition of faculty body

TOTALS	
No. of Full-time Faculty	18
No. of Part-time Faculty	51
No. of PhD	22
No. of MA/MSc/MBA	41
No. of BA/BSc	5
No. of LLM	1

Part-time faculty work as freelancers at WUAS and are not hired directly, but must first conduct so-called "trial lectures" in which the teaching skills are tested, as well as cooperative lectures with lecturers already employed at WUAS. Student representatives are also expected to participate in the monitoring and evaluation of the part-time lecturer.

WUAS strategically looks to improve the balance of men and women teaching and involved with the education at the school. An example of success is the gender-balanced Academic Advisory Panel, which WUAS hopes will assist in attracting a more diverse faculty.

Academic qualification of faculty

In 2013, WUAS introduced a policy whereby faculty leaving were always replaced by a teaching staff member who has a master's degree or a PhD. At WUAS, international experience is seen as an important qualification.

WUAS's main challenge in 2020-2021 was to raise the number of scholarly active (SA) faculty in the Bachelor's programme and in 2020 and 2021 WUAS has looked carefully at the re-alignment of teaching faculty, and the improvement of balance in the programmes, between SA and non-SA faculty, also in context of wider duties and tasks throughout the school.

A member of faculty is classified as being Scholarly Academic if they correspond to one of the following:

- A PhD student in the last dissertation phase of their doctorate, with or without peer-reviewed publications.
- Have completed a PhD within the past five years, with or without peer-reviewed publications.
- A PhD/DBA degree holder with at least two peer-reviewed publications in qualified business and management journals in the past five years. Qualified journals are listed, for example, in the Harzing, Scopus and ABS journal lists.

Another important aspect at a university of applied sciences remains the professional field input. WUAS explained that it remains a challenge to balance the need for scholarly active faculty with practitioners. A solution for this has been to look for faculty internationally, such as in Germany, where the combination of a professional career and academics is more widely found.²⁶

Pedagogical/didactical qualification of faculty

In the Netherlands, it is not a strict legal requirement for teachers at Higher Education institutions to have a particular teaching qualification; however, they are expected to hold a basic qualification which can be internally provided, or by external parties. Until 2017, WUAS has expected its permanent teachers from industry who do not have a teaching qualification to participate in its specifically designed Teacher Training Certificate Programme. Between 2017 and 2021 members of the faculty have been attending WUAS's Postgraduate Certificate in Teaching & Learning, which is a UK (Advance HE) course that was taught at WUAS by the University of Brighton and was made available to all WUAS faculty. The PGCert focused on the development of the teacher, from a higher education perspective, and has had an 'action learning' approach, where faculty use their actual day-to-day experiences teaching at WUAS to facilitate their learning. The PGCert has been shown to be a catalyst for faculty to further develop their own research ambitions, while also to venture further in study, with several core faculty embarking on preparation for doctoral studies.

WUAS faculty have successfully followed the Postgraduate Certificate in Teaching & Learning in HE which is accredited by the UK's HEA (now Advance HE) and with the ending of the delivery partnership with the University of Brighton due to Brexit, WUAS is planning to accredit the PGCert independently, in order to continue providing this award to its faculty.

²⁶ See self-evaluation report p. 51

Practical business experience of faculty

As a business and management university, WUAS expects a good proportion of its business teachers to have experience in business. Several of the core teachers have experience in corporations and/or government organisations. A number of faculty have experience working in companies and some have extensive managerial experience. Some faculty have experience in starting and running their own companies. Entrepreneurship and business experience is a core element to the management of WUAS. All teachers of guest lectures have experience in business, organisations and industry.

WUAS defines faculty from industry as Instructional Practitioners; however, explains, that this does not mean that Scholarly Academics (PhD-qualified faculty with a research profile) and Practice Academics (teaching faculty) do not all have non-industry-based experience.

Table 8: Faculty Comparison Table 2019-2022

Academic Year Starting	Scholarly Academic (in %)				Practice Academic (in %)				Scholarly Practitioner (in %)				Instructional Practitioner (in %)				Additional Faculty (in %)			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
BBA	12	25	54	60	6	5	4	4	0	0	0	0	52	70	42	42	30	0	0	0

Internal cooperation

WUAS is a small, tightly knit institution, even though it is situated in two locations in Apeldoorn plus another location in Amsterdam and Munich, where the BBA programme is offered.

Collaboration is carried out through:

- On modules that have two or more teachers, there is a module leader to safeguard the quality across the different study locations, teachers share the development of the delivery plan and the examinations and marking. The module leader brings together different lecturers and locations and make sure that there is consistency in the delivery of the programme and everyone is on the same (quality) level. For this purpose, regular calibration meetings are held between all those involved.
- Subject groups have been created in which teachers with similar subject areas discuss the content and aims and objectives of modules and especially the delivery methods and models used.

Contact is encouraged through:

- Teaching and non-teaching staff directly involved in open days, education exhibitions, network platforms, where they work together.
- Morning coffee, at which all staff members working that day are present – discussions range from social to inter-departmental education/non-education.
- A regular plan of department and inter-department meetings in place, and meetings and discussions take place throughout the year.
- Regular social events organised, at which students and staff participate, such as parties, receptions and outings.
- Teachers and students involved in project week company excursions.

Student support by the faculty

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

All students are allocated a “Process Tutor”, who is called a ‘*Study Advisor*’ at Master level. This person is responsible for monitoring a student’s progress and ensuring a student’s well-being through coaching and support. The study advisor is also involved with the student’s teaching programme, either through the language programme or through personal development programme. Tutors and study advisors can have contact with students on a weekly basis, and also through regular online contact and emails.

Once students have initially defined their area of research for their Final Project (Dissertation/Graduation Project), which is generally after completion of Introduction to Research Methods (Semester 1), students are allocated a personal Academic Supervisor who is responsible for helping students prepare for their Final Project module, including their graduation assignment. The Academic Supervisor is responsible for monitoring progress, advising on writing and research, and preparing for the production and submission of the final project. Academic Supervisors have regular meetings together with their students, keeping contact at school and online. They are the first or second marker of the final project.

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

Appraisal:

The structure and number of teaching staff corresponds with the programmes’ requirements. A list of all lecturers and of the University’s staff in general shows the availability of the required capacity to implement the programme. The faculty’s composition, which consists of full-time and part-time staff guarantees that both the academic standards and the requirements of the professional practice are satisfied.

On the basis of the CVs provided, the panel was able to get an overview of the staff employed and concluded that the academic qualification of the faculties corresponds to the requirements of the study programme. However, WUAS is aware of the fact that they need to improve the numbers of scholarly academic faculty members (SA) and their academic research output in order to reflect their ambitions to be a more research-oriented university.

The pedagogical and didactical qualification of the faculty is supported by the *Teaching & Learning* programme offered to all faculty members. The skills and qualifications basically correspond to the needs of the programme. However, the panel still sees a need for improvement on the part of the development of further all-round skills for grading and assessing academic work of students (see recommendation in chapter 3.1).

The conversations with the teachers showed that WUAS offers them opportunities for continuing education, for example, teachers can also suggest what they would like to be trained

in and are supported in this. In this respect, WUAS could implement this in a more structured way, as the possibilities are given to the staff at any time, but it seems that it is more ad hoc and at the initiative of the respective teacher.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

Discussions with teachers from different locations and the module leaders showed that there is a strong cooperation between them, which also ensures that the quality of teaching remains the same for all locations. Some of the faculty members also teach across locations, which is possible mainly through the carousel admission, whereby a course only takes place over six weeks and gives the teachers flexibility to teach at several locations. Overall, the faculty members cooperate with each other for tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, modules are conducted cooperatively.

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. In the conversation with the students, the panel got the impression that they are fully satisfied with the support they receive and are provided with different communication channels.

	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 directly managed by the Education Board, whose chair is a member of the school executive, with a responsibility for education. The Education Board has delegated through the Education Department the various components of programme organisation and management to the people responsible within the organisation, who in turn have coordinated teachers and staff involved in the programme.

The following persons (and boards) are responsible for managing programmes at WUAS:

Education Board:

- Executive Director of Education
- Vice President of Academic Affairs*
- Vice President of Applied Research
- Head of School of Business / Dean ('Programme Director' in context of this document)
- Deputy Heads of School (Apeldoorn, Amsterdam & Munich)
- Academic Domain Chairs (coordinating with Module Leaders)
- Education Operations Manager
- Assurance of Learning & Accreditations Manager
- Quality Systems Manager
- Graduation & Examination Board

In 2018, an Academic Advisory Panel has been instigated with (currently) ten members, all of whom are leading academics from leading Dutch and International Research Universities. The Head of the School of Business (Dean) and the Deputies to the Head of School of Business in each of WUAS's study locations are primarily responsible for the operational management of the BBA programme. The following task overview has been formulated:

- The VP Academic Affairs (a member of the Education Board) is jointly responsible, with the Director of Education, for the overall academic development at WUAS.
- The Head of School is responsible for managing the programme formally, as part of the Education Board, the body which is ultimately responsible for all programmes.
- The Head of Research aims to assess the quality and quantity of research focus within the programmes in relation to the overall research aims and ambitions of the institute, and in context of the developing Research Centre.

As part of the independent 'checks and balances', the Head of School must always report to the Graduation & Examination Board. The Graduation and Examination 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 Graduation & Examination Board also plays a role in the Wittenborg University Complaints Procedure described in the Education and Examination Guides of Wittenborg's programmes.

The Amsterdam campus has its own academic Dean who is responsible for all tasks in Amsterdam. Both campuses are 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.

Since 2012, student involvement in the development of programmes and organisation of processes and services has been formalised by the appointment of the Student Representatives. This group of students represents Bachelor and Master programmes (separate meetings) and all pathways/phases of the Bachelor. In 2018, the system was further developed and improved by introducing an election system for Student and Staff Representatives and Programme Committees were set up (who evaluate the programme in a formalised and structured fashion, since 2017) and two conference/workshop days in which the whole institute can participate in feedback sessions.

Process organisation and administrative support for students and faculty

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 programmes and provides both students and staff with the information and resources they require:

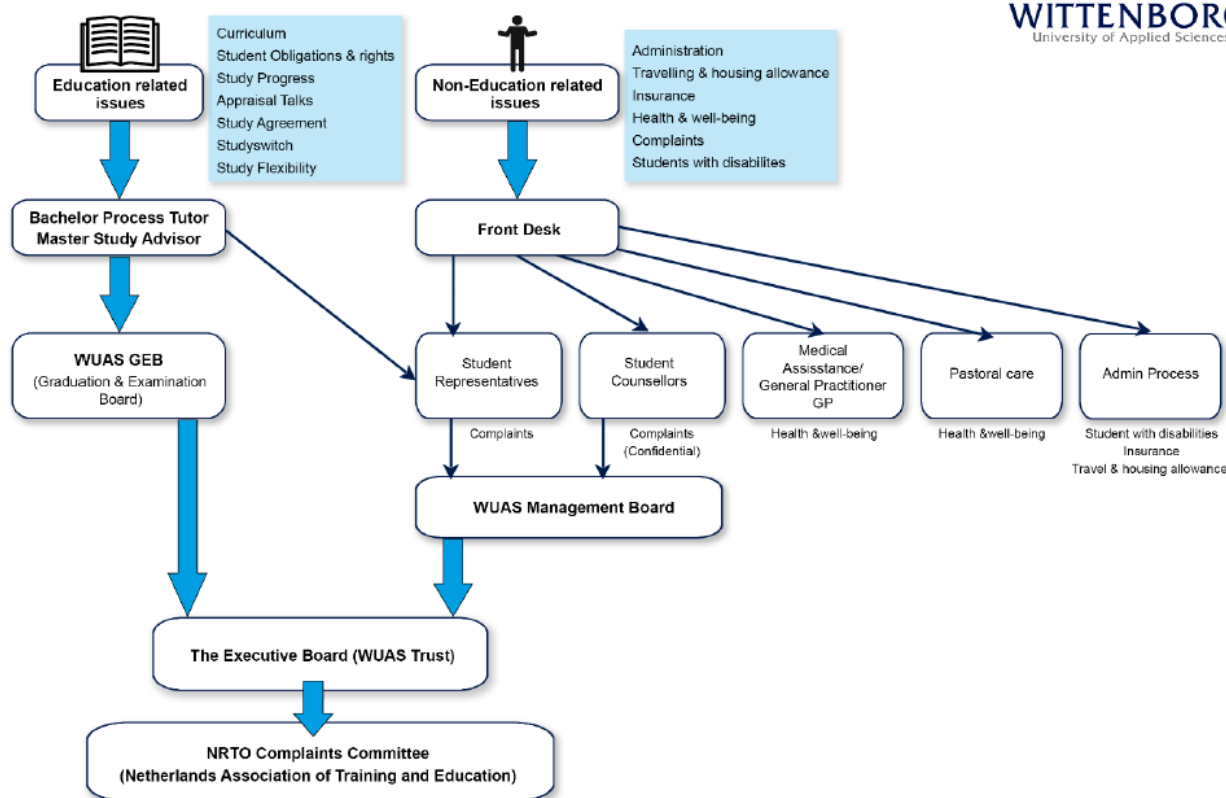
<ul style="list-style-type: none">• Publish Education Guides• Publish Modules Guides• Publish Timetables• Order and issues books• Create, publish and supplies readers• Update and monitor education areas on Intranet/Extranet (Wittenborg Online)• Collect and administer examinations• Collect and collate results• Monitor and collect data for accreditation	<ul style="list-style-type: none">• (EC) Credit administration, including the per term publishing of a Credit List per student• Monitoring and personalisation of the Diploma Supplement• Preparation of the Final Graduation advice for the Graduation & Examination Board• Administration of the education-related complaints procedure• Monitor and collect data for the Wittenborg Online Handbook
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Student Administration is responsible for the correct registration of the student both within Wittenborg 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 Front Desk at Wittenborg assists students with many of the issues that affect them outside their study, such as accommodation, healthcare appointments, providing support to faculty, staff, 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 also works closely with the timetabling department and (EC) Credit Administration, so that students can be informed and advised on their study progress.

Table 9: WUAS administrative support structure



Appraisal:

The Head of the School of Business (Dean) and the Deputies to the Head of School of Business coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly. WUAS rather chose a governance by committees than by a single programme director. The responsibilities of the Graduation & Examination Board also ensure the further development of the programme. Through student and staff representatives teachers and students are included in the decision-making processes where their areas of work are involved.

Faculty members and students are supported by the administration in the organisation of the study programme. The Education Department and 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.

	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

Cooperation with HEIs and other academic institutions or networks

WUAS' academic partnerships focus on their participation in Erasmus+, AACSB, and EFMD networks of universities and business schools. The basis for venturing into new partnerships and maintaining existing partnerships are described in WUAS' Erasmus+ policy and are directly derived from the school's mission and vision, supported by its values. That is why WUAS' Erasmus+ research projects and the partnerships it has established within them are not always directly related to business, however often related to WUAS' values of internationalisation, diversity and ethics, within a higher education framework. WUAS' participation in Erasmus+ also extends to student and staff mobility.

Another important network in which WUAS and its staff maintain and establish new partnerships is the European Association of International Education (EAIE) where WUAS participates in the yearly conferences.

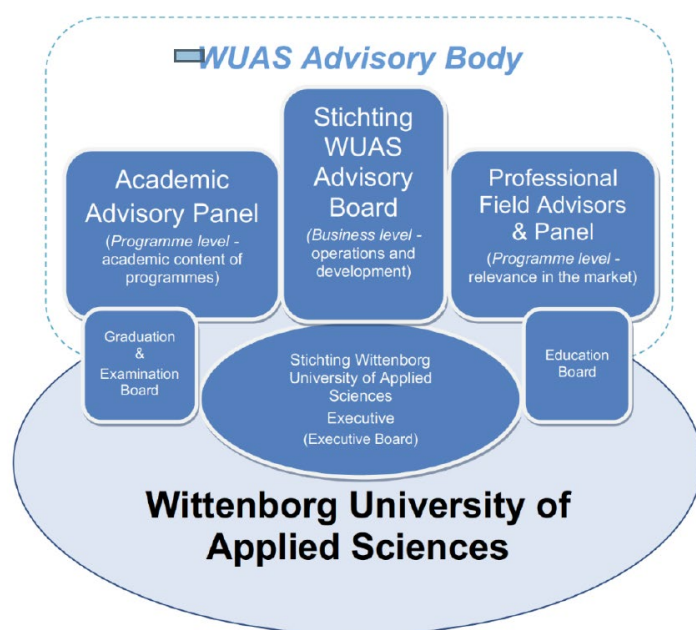
WUAS is also involved in the board of EuroCHRIE, a European association for hospitality and tourism educators in the higher education sector that holds a yearly conference and supports the publication of research in the sector. Within EuroCHRIE, and its parent ICHRIE, WUAS has established several long-term key academic partnerships.

Cooperation with business enterprises and other organisations

The advisory body at WUAS is embodied in the Stichting Wittenborg University of Applied Sciences Advisory Board (a foundation in its own right), consisting of representatives from Education and Industry who can advise WUAS on the development of a programme, or its business models.

WUAS holds strong contacts with business and external organisations. The Professional Field Advisory Panel provides input on the Final Qualifications and the Programme outcomes to the Education Board. Professionals also give advice on trends and developments in the business world and the market. Members of the Panel are individuals, organisations, and/or WUAS alumni. The Chair of the Panel is currently the Chair of the Advisory Board and the Chair of the regional employer's association VNO NCW Stedendriehoek. An academic from the Advisory Board also sits on the Professional Field Advisory Board and the Academic Advisory Panel, which allows cross-integration of thoughts, ideas and advice.

Table 10:WUAS' Advisory Board



WUAS' second operating initiative in its Strategic Plan is the promotion of the 'triple helix', a concept involving cooperation between the government, business and higher education to work together to enhance and maintain a local or regional economy. Under this concept, the municipality of Apeldoorn supported and funded the establishment of WUAS in the city with support of the regional branch of the national employers' association (VNO NCW) and local companies. WUAS continues to maintain a close relationship with the local government at Apeldoorn and the regional government of Gelderland through participation in various projects and societal organisations, which further involve various employers, corporations and charities.

WUAS CEO is a member of the Jury of the Apeldoorn Business Awards as well as on the advisory panels for companies and organisations, such as RaboBank, and involved in organisations such as Women in Tech (Amsterdam). The Business Awards have allowed WUAS to make itself known to hundreds of companies in the region and has given the school access to understanding the needs and requirements of large and small organisations. It has resulted in many guest speakers and project week themes, as well as work experience locations for students.²⁷

In 2023, WUAS was the host and organiser of the 2023 European Sales Competition, bringing on board sponsors such as Teamviewer and Altios Software as well as smaller companies who are looking to be involved in curriculum development through engagement with students.

Appraisal:

The scope and nature of cooperation with HEI's, other academic institutions and networks relevant for the programme are plausibly presented. WUAS is a member of AACSB, EFMD, the European Association of International Education (EAIE), and participates in the Erasmus+ research programme. These cooperations are well documented. Other cooperations with

²⁷ See self-evaluation report pp. 59-60

academics and business partners have a clear impact on the conception and implementation of the study programme as shown by the representation of them in the *Advisory Board*. All such activities contribute to the development of the students' qualification and skills.

The panel **recommends** that the network of partner universities and institutions be built up, intensified and thus exploited more effectively so that students and teaching staff benefit more from it. Thus, teachers should be made more aware of the Erasmus+ research and exchange possibilities as they have not yet taken advantage of them, so that they are also more integrated into the academic network (this would also be an added value with regard to the research-oriented goal of WUAS). In addition, students should be further encouraged to make use of Erasmus+ as well.

	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

WUAS is headquartered in the town of Apeldoorn, a municipality of around 160 thousand inhabitants and is the eleventh biggest city in the Netherlands. In Apeldoorn, WUAS currently occupies two school locations (Brinklaan and Spoorstraat, 10 minutes from each other) and owns and develops student accommodation in the town to support its students. Apeldoorn is located approximately 1 hour and 10 minutes from Amsterdam central station, and Schiphol International Airport. WUAS has two buildings in the town centre – the Spoorstraat 23 next to the railway station, with classrooms accommodating around 150 students at any one time, and the Brinklaan 268. In the summer of 2022, WUAS moved into its new building at the Brinklaan with a total area of 1,900 m² (from its previous location within Aventus College). The location can accommodate up to 180 students and 60 staff (management, finance, marketing, admissions) and faculty members at any time. The Brinklaan location and the Spoorstraat building will continually serve as teaching facilities, with students and faculty making the 15-minute walk or 4 minutes by car between the two locations.

WUAS has two additional study locations, one in Amsterdam and in Munich:

At the Amsterdam study location, WUAS rents a bespoke floor of a modern office building in Amsterdam Southeast, with all the required facilities for teaching and research for the approximately hundred students located there, its IT network is directly linked to the IT network in Apeldoorn.

WUAS longer-term plans are to create (build) a large study complex, a city campus, near Apeldoorn railway station, a commitment that will be both for WUAS and the benefit of the city.

The municipal Apeldoorn government has committed to this development (from a planning perspective).

The Spoorstraat building houses the library and book-lending facility, which was specifically developed as part of the renovation, not only as a place in which students can browse the books and literature available, however also as a separate place to study.

Both Spoorstraat and Brinklaan locations have internet access points, and the location has full Eduroam availability, the network is now joined to the national high-speed grid via glassfibre to a data centre in Enschede and managed by the WUAS IT department, which is partially outsourced to Rayflex BV. This is also the case in Amsterdam. WUAS has its own four-person ICT team on location, based in Apeldoorn and in Vienna, that manages all the services provided over the LAN and WAN and internet networks. For all students these include:

- a combined student access to cloud-based email and office applications (Office365, SharePoint, MS Project),
- downloadable Office365 software,
- cloud-based timetable platform (Scientia),
- cloud-based student administration & results platform (Osiris),
- anti-plagiarism/reference assistance software (Turnitin), and
- a virtual Learning Environment (Moodle) to support all modules.

IT support is available through online contact as well as at the Front Desks. The online contact will respond to staff and students during daytime hours on any day during the week, and in urgent cases during the weekend.

In Amsterdam all network facilities are the same as in Apeldoorn and the networks are linked.

Osiris is a Student Information System that allows students to access their information and grades. WUAS also implemented Scientia, a timetabling software that publishes timetables to students' smartphones.

Access to literature

Amsterdam students have access to the academic libraries of the University of Amsterdam and the Public National Library, within walking distance. In Apeldoorn, where most students study, WUAS has created its own library at the Spoorstraat location. The library currently contains around 4,000 titles and has a yearly investment budget of around 15,000 euros. WUAS stocks copies of all recommended reading from all its modules and all reading/library books recommended by faculty. The library is open throughout the week and managed by the front desk and student support team. All books are indexed in a database and a book loan system is in place, allowing students to request a book.

Since the start of 2020, WUAS has moved to a comprehensive e-book system for all required and recommended literature. E-books are offered through a system and service called 'Perlego', but also through the Pearson system. This complements the access already arranged for journal databases and e-books via Ebsco, Wiley, Springer, EBSCO journal and E-Book databases as well as suggested Open Learn journal sites. Students also have access to academic libraries around the Netherlands. In Apeldoorn, for example the central library (CODA).

Appraisal:

During the on-site visit the panel had the opportunity to see both facilities of the Apeldoorn campus. The panel members got also to talk to the representatives and staff of the location in Amsterdam to receive further information.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even considering the resource needs of other study programmes. The buildings are fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. All rooms and entrances are equipped for people with disabilities and can be reached barrier-free.

The library provides good access to necessary book and journal literature as well as digital media. This also applies to various databases. The library is open during the lecture period as well as during the lecture free period. The needs of the students are taken into account.

	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		

4.5 Additional services

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.

After student feedback regarding work placement preparation in the National Student Survey (NSE), a Work Placement Preparation week has been introduced for first and second-year students. This project week is specifically geared to help 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. The Work Placement & Employment Coordinator also liaises closely with the students' study advisor and academic supervisor regarding the connection between work placement and the final project. International placements are encouraged and even facilitated by WUAS when possible.

In addition, the institute has engaged a number of work placement platforms to 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.

Alumni Activities

Graduates are invited to take part in discussions about their careers, and WUAS has invested in a new software system that will enable connecting students and graduates in an online

portal, specifically designed for alumni, named Wittenborg Connect. Additionally, Career Development Events are also organised six times a year, to which Alumni are invited.

WUAS generally has contacts with its recent alumni, and often has former students visiting when they are in the Netherlands or contacting the administration for references. Keeping track of alumni and what they have achieved is documented and WUAS keeps a list of companies and positions that are fulfilled by alumni using the tools it has available, such as Graduway (Wittenborg Connect), social media platforms such as LinkedIn, as well as its own newsletters and invitations to events.

WUAS uses the following channels to promote its development and the development of its alumni:

- Daily Wittenborg news articles on websites and social media,
 - Events such as the opening of school, or the anniversary gala (11.11.2022) to which all alumni were invited,
 - Events organised in key cities around the world like 'meet the executive for dinner!'
 - Monthly published Newsletter published online and through all channels of social media,
 - Accreditation Reports, for instance on NVAO and FIBAA websites,
 - Year Report (also sent to the Ministry of Education), published on WUAS website.
- WUAS includes success stories of its alumni in its news publications on its website.

Appraisal:

Career advice and a placement service are offered for the students and graduates to promote employability. WUAS provides sufficient resources and uses its company network to provide the students and graduates with helpful contacts and specific work options.

An alumni organisation has been set up with the aim of developing an alumni network. In particular, the online platform Wittenborg Connect created for this purpose is used for communication and information exchange between the University and the alumni.

		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 international programmes since 2004, and has been financially stable with a steady growth of students, revenue and balanced costs. Its annual accounts reflect the not-for-profit nature of the institute. WUAS holds a yearly financial reserve to cover all costs of its programmes, including the BBA 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. The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme. WUAS guarantees the graduation of all its students, so that additionally, transfer to other HEIs 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

From 2009, the institute has incorporated the system called Plan-Do- Check-Act (PDCA), aimed at integrating a quality system into all processes, both educational and non-educational processes, including the new programme development.

One of its operating initiatives of WUAS has been to embed the concept and the system of Assurance of Learning (AoL) into its existing quality system to further develop its robustness and to enrich the existing continuous improvement of the University. Through the process of AoL, information is being collected from students, graduates, and other stakeholders that feed into the system at programme level and into the development cycle. For this task, an Assurance of Learning Manager has been appointed as part of the quality system management team.

The quality assurance for the programme is embedded in the quality system for the institution. The Institutional quality system is based on a vertical Quality Flow which leads to four Domains of Evaluation Cycles of Administration (System), Education (Programmes), Communication and External Relations. The Evaluation Cycle of the procedures surrounding the domain "Education" (programmes) as part of the Quality System are described in the Quality Handbook. This handbook also describes the involvement of staff, alumni and the professional field in the further development of the programme. It is also 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.

In 2022, WUAS has appointed an Ethics Review Committee (ERC). The ERC is comprised of senior academics, including the VP Academic Affairs, the Head of Research and the Head of the School, plus two senior members of faculty. The role of the ERC is to establish, confirm and oversee the procedures regarding ethics followed by students and faculty during the graduation assignment process at undergraduate and postgraduate level, as well as procedures followed within other research output by WUAS students and staff members. The committee is asked to review specific cases only when faculty are unable to come to a conclusion, or when there is an appeal either by a student or by a staff member. Otherwise, it meets twice a year.

From 2017, WUAS has started to instigate programme committees for its programmes. In 2018, WUAS decided to incorporate the Programme Committees into the Student Representation and Staff Representation structures, with a special Representation Event held at the start of the Summer Semester, with a reporting event later in the academic year.

The programme committees constitute two or three students and two or three teachers, who will serve one year/session. The task of the programme committee will be to evaluate the education programme, from aspects of content, 'study-ability' (study load, pace), quality of delivery, relevance of content and the overall programme. The committee will also consider the Self-Assessment for the programme accreditation, either for an up-coming visitation (give feedback on proposed changes) or the previous one in relation to the programme now. The committee will produce a one-page report with their findings, advice and recommendations before the first of May each year. The Education Board will publish its response and any possible actions to be taken before the first of June each calendar year.

WUAS adapted its quality assurance system for the Amsterdam campus. The administration and the quality management of the two campuses are in close contact and cooperate with each other in order to assure the implementation and successful running of the system. All quality instruments are carried out in Amsterdam as well.

Evaluation by students

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.

Module level: Throughout the programme, students are asked to complete a module evaluation form for every module they follow. The module evaluation is held during the exam week and administered via the online Moodle area. The results are evaluated and communicated to the relevant faculty and made available soon after processing for teachers, the education board and management. The procedure is described in the PDCA of module evaluation.

Programme level: Twice a year, after completing three education blocks, students are invited to their bi-annual appraisal interview, carried out by their study advisor. During this interview, they update the 'Study Agreement', a process started during the admissions process. During this appraisal, formal student feedback is registered, and reported in the notes made (now included in Osiris) and if needed in the student's study agreement.

Since 2013, the role of the 'Student Union' has been replaced by the role of the 'Student Representatives' with regard to formal feedback of the study programme and its teachers. This was done explicitly to separate the social and cultural activities organisation from direct student input into the quality of the programmes, the organisation and management. The Student Reps meet with senior management once every block during a project week.

Until 2018, feedback was documented in two sets of minutes, one confidential (for management, and the reps themselves) and one 'open' for staff and students. This was to ensure privacy of feedback. Under consideration of the General Data Protection Regulation (GDPR), WUAS decided to make the student representation system more transparent so as to function as an open debate, at which issues are discussed in a more overall, plenary fashion. Programme management acts on the feedback given and it is valued for continuous improvements of WUAS programmes.

At the time students leave Wittenborg, either as graduates, or in other circumstances, an exit-interview is held, where possible. The evaluation results of this are fed back into the organisation.

Wittenborg encourages informal feedback to be collected at all times. All constructive feedback is channelled back into the organisation. Feedback through social media is encouraged and registered for further processing. This is mainly done through WUAS Students & Staff (closed) Facebook, LinkedIn, Google, and Twitter pages.

Evaluation by faculty

Whilst students evaluate modules, the programme and the delivery, teaching staff are also involved in this process, receiving the students' evaluation directly and using this to reflect on their own delivery, the content and the structure of their modules, and the programme. 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 are 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 for module guide and module content feedback which could be used by the teachers to send any feedback for the Education Board. Such feedback is discussed for continuous improvements in the taught modules during the six regular Education Board meetings (held every Project Week) and the six interim Education Board meetings (held every Examination Week). In addition to this performance, development talks are conducted with the teachers on a regular basis during every teaching block, in case of any major negative feedback from students. In such cases, teachers concerned are required to develop and submit an improvement plan. Academic faculty members are also encouraged to regularly sit in on each other's lessons as part of peer review and support and give each other feedback.

Within the programme, subject area leaders have been appointed within the subject areas defined in the curriculum, for example, Marketing, or Organisation & Management. The teachers involved in delivering subjects in these domains, across the curriculum and even across the different programmes offered at WUAS, come together to evaluate content and tools, such as different methods and models used. Periodically a 'Staff Contentment' research project is carried out by a student as part of a work experience project that covers the feasibility of delivery of the programme.

Through the structure of Module Leaders (the lead teacher of a module across locations) and the Domain Chairs (those responsible to ensure continuity across the curriculum within domains, for instance, 'marketing', 'finance') a regular evaluation of curriculum content is carried out and ensures that all content is taught equally to all campuses.

WUAS Management and its staff have close daily contact via the morning coffee sessions, or the open staff rooms. Throughout the academic year, management organises informal lunches and end of the week drinks, specifically for staff to discuss work in an informal way and help to build their academic and administrative teams and to allow crossover feedback between administrators and teaching staff. Therefore, informal feedback from staff and students is a normal way for the organisation to be informed as to the current feeling of success or improvement possibilities.

External evaluation by alumni, employers and third parties

To gain an additional external evaluation of its programmes, WUAS decided to choose an additional accreditation of its programmes, other than only NVAO. The combined external reviews of the programme by FIBAA and NVAO are geared in a systematic framework cycle of five or six years. In 2017, WUAS has decided to embark upon an extensive AACSB accreditation, a process that will generally take between five and seven years of continuous evaluation before gaining accreditation.

Employers are often 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. Employers are also involved in discussions regarding the positioning and scope of the programme, from an overall qualification's perspective. Formally, WUAS organises each year a Professional Field Panel meeting, where employers and alumni are invited to review the school's programmes,

qualifications and competency goals per programme and share insights into the new market trends and job market requirements for graduates. WUAS documents these inputs and makes decisions based on measured student performance and collected (indirect) data from its stakeholders.

WUAS has also engaged two external members of the Graduation & Examination Board – both participating on a regular basis in meetings, one of whom is the Chair of the Graduation & Examination Board and participates regularly in reviews of the implementation of the programmes, the level of the student output and the overall management of the programme. In addition to this, WUAS has formed a peer review partnership with the Fashion Business Academy (TMO) in which each institutes respective Exam Boards exchange a number of final projects for review and comparison of level.

WUAS has specifically chosen to engage external second markers for all final projects and are invited to the final presentations and to give feedback directly to the graduating students, to whom they were until that point anonymous. The second markers are also regularly invited to give their feedback on the strengths and weaknesses of the programme.

Through WUAS's 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. A standard graduate survey is to be carried out each block, thereby allowing WUAS to collect information and feedback on the learning experience of the students from their own perspective. The data feeds back to the AoL system. Throughout the academic year alumni are invited to different social and career development events and workshops, but also to meetings that discuss the further developments pursued by WUAS.

The alumni-tracking system Graduway enabled WUAS to document the positions and prospects of its graduates and to remain in close contact with them. Next to the maintained alumni platform Wittenborg Connect, alumni are being monitored based on their employment status through regular survey and LinkedIn.

The next ambitions of WUAS are to develop a system of measurement of alumni success rates taking into consideration the diversity and that a proportion of students return to their home countries, that might lead to nuances in the criteria used for measuring (for instance in salary comparisons) and to create a model to outline and compare alumni's achievements in social entrepreneurship and societal impact.

An overview of sources of external evaluation:

- Alumni in personal contact, or through their employers,
- Work placement companies,
- Accreditation through the NVAO FIBAA or AACSB– i.e. this assessment guide and the audit that it brings with it,
- WUAS as a member of the NRTO²⁸ has also gained the NRTO quality seal, based on its accredited programmes;
- The Netherlands Ministry of Education – WUAS annually sends an extensive year report of activities to the Minister of Education;

²⁸ Nederlandse Raad voor Training en Opleiding (NRTO) is s the trade association for private educational institutions, education and training agencies.

- The Netherlands Ministry of Justice (Immigration Service) – Admission processes are regularly reviewed;
- The Code of Conduct for Students in Netherlands Higher Education – the National Commission, part of DUO, regularly carries out audits and reviews.

Programme documentation

In line with Wittenborg's standard promotion policy, the programme is promoted to prospective students through specific webpages on WUAS's 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, and the Examination Guide (EEG) and other programme documentation is published there and distributed through links to those areas.

The webpages are supported by direct downloadable files containing the Education and Examination Guide (EEG), application procedures, application documentation and year planning. This means that prospective and current students have access to all information regarding the programme.

All detailed programme documentation is included in the Education & Examination Guide (EEG). Students can download copies of the EEG from Wittenborg Online, in parts and in full. EEGs are also publicly available on the website. Students agree to have read the EEG as part of their study agreement. Loan copies of the EEG are available in print at all Front Desks and from the library. Module Guides are published online in Moodle for each module. The module guides contain an overall module description, an updated module delivery plan and an evaluation plan.

Information on activities during the academic year

Information on activities during the academic year includes the following activities on the part of WUAS:

- WUAS regularly publishes news and information on its website, which is fed to other sources, including social media.
- WUAS publishes information on a daily basis through its Moodle VLE Wittenborg Online.
- WUAS publishes regular external news and articles also 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 80,000 subscribers worldwide, and every week newsletters about the 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, or Twitter account.
- Students and staff also have access to a private WUAS Students & Staff Facebook page which is used for internal communication.
- The Education Development and Quality Management Department sends out Quarterly an internal newsletter about its activities to inform its staff about developments and its next steps.

- 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.
- 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. It considers the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. By establishing a programme committee composed of students and teachers, faculty members as well as students are enabled to plan and evaluate quality assurance and development procedures in addition to participating in module evaluations. Additionally, representatives from the business world are included in the respective committees. The responsible bodies are clearly defined.

With regard to the quality management system, the panel would like to point out that the module descriptions should be better updated and made more transparent (see recommendation in chapter 3.2).

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 regular meetings of the management with “Student Representatives”. The evaluation sheet used by WUAS contains amongst others a question to check if the estimated and the actual workload fit. In this respect, the panel **recommends** making students more aware of where they can find the results of their evaluations and open sets of minutes in order to create an easier and more transparent access.

Lecturers as well as third parties (employers, alumni) 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. With regard to alumni evaluations, the panel welcomes the fact that further goals have been formulated to develop a system that captures alumni success rates and would like to encourage WUAS to continue professionalising the alumni survey in order to be able to establish stronger correlations and further develop the programme.

The study programme’s content, curriculum and examination scheme have been suitably documented in internal documents (EEG, module descriptions) and published on WUAS’ website. In this respect, the panel would like to suggest again that the individual pathways be differentiated more strongly and that this be made more transparent in the respective descriptions.

The HEI regularly publishes current news and information about the study programme – both quantitative and qualitative. Press relations and network communication are actively maintained. In its annual report the HEI presents a summary of the activities of the academic year.

		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: Bachelor of Business Administration (BBA)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
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		
2	Admission					
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					
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		
4.	Academic environment and framework conditions					
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		
5	Quality assurance and documentation					
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			

ANNEX

Note: The curriculum is divided into three phases, which are colour-coded as follows in the curriculum overview: Phase 1: White, Phase 2: Green and Phase 3: Pink.

International Business Administration (IBA) pathway

Appendix 1: Curriculum: IBA pathway_Specialisation: Economics & Management

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation (Support Module)	IMo1	24	2	Pass
3	3	1-5	Work Experience Preparation Module (Support Module)	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Business Communication	CM13	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Organisational Theory	MO12	24	2	4
1	1	7	Project Management Basics	MO13	24	2	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60
Year 2							
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	1	Marketing Research	MA21	24	2	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
2	2	2	Procurement & Production	ITL21	24	2	4
2	2	2	Business Philosophy	MO21	24	2	3
2	2	3	Business Accounting	FIN22	24	2	4
2	1	3	European Law	BL12	24	1	4
2	1	5	Sociology & Organisational Behaviour	MO15	24	2	4
2	2	5	Information Management	IM22	24	2	4
2	1	6	New Business Environment	BL13	24	1	4
2	2	6	Managing Organisations	MO22	24	2	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	7	Introduction to Entrepreneurship	EN22	24	2	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	3
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	6 Project week & In-Company Visits	PW21	48	3	6
Total Year 2							60

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 3							
3	2	1	Logistics	ITL22	24	2	4
3	2	1	Sales & Export	MA23	24	2	4
3	3	1&5	Cost Accounting & Management	FIN31	24	1	5
3	2	2&6	Statistics	GA21	24	1	4
3	3	2&6	Business Plan	BL31	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	Economics & Corporate Strategy	SM22	24	2	5
3	2	5	Supply Chain Management	ITL24	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	2	6	Financial & Risk Management	FIN27	24	1	5
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Enterprise Diagnostics & Evaluation	TEC22	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3							60
Year 4							
4	3	1&5	International Labour Relations	MO33	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	3&7	Quality Management	MO32	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	Human Resource Management	MO31	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Appendix 2: Curriculum:IBA pathway_Specialisation: Logistics & International Trade

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Business Communication	CM13	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Organisational Theory	MO12	24	2	4
1	1	7	Project Management Basics	MO13	24	2	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60
Year 2							
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	1	Marketing Research	MA21	24	2	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
2	2	2	Procurement & Production	ITL21	24	2	4
2	2	2	Business Philosophy	MO21	24	2	3
2	2	3	Business Accounting	FIN22	24	1	4
2	1	3	European Law	BL12	24	1	4
2	1	5	Sociology and Organisational Behaviour	MO15	24	2	4
2	2	5	Information Management	IM22	24	2	4
2	1	6	New Business Environment	BL13	24	1	4
2	2	6	Managing Organisations	MO22	24	2	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	7	Introduction to Entrepreneurship	EN22	24	2	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	3
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	6 Project week & In-Company Visits	PW21	48	3	6
Total Year 2							60

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 3							
3	2	1	Logistics	ITL22	24	2	4
3	2	1	Sales & Export	MA23	24	2	4
3	3	1&5	Corporate Entrepreneurship	EN32	24	2	5
3	2	2&6	Statistics	GA21	24	1	4
3	3	2&6	Business Plan	BL31	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	Process Management	ITL23	24	2	5
3	2	5	Supply Chain Management	ITL24	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	2	6	Financial & Risk Management	FIN27	24	1	5
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Enterprise Diagnostics & Evaluation	TEC22	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3							60
Year 4							
4	3	1&5	International Labour Relations	MO33	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	3&7	Quality Management	MO32	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	International Trade	ITL31	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Appendix 3: Curriculum: IBA pathway_Specialisation: Financial Services Management

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Business Communication	CM13	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Organisational Theory	MO12	24	2	4
1	1	7	Project Management Basics	MO13	24	2	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60
Year 2							
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	1	Marketing Research	MA21	24	2	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
2	2	2	Global Financial Regulations	FIN21	24	2	4
2	2	2	Business Philosophy	MO21	24	2	3
2	2	3	Business Accounting	FIN22	24	1	4
2	1	3	European Law	BL12	24	1	4
2	1	5	Sociology & Organisational Behaviour	MO15	24	2	4
2	2	5	Information Management	IM22	24	2	4
2	1	6	New Business Environment	BL13	24	1	4
2	2	6	Managing Organisations	MO22	24	2	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	7	Introduction to Entrepreneurship	EN22	24	2	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	3
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	6 Project week & In-Company Visits	PW21	48	3	6
Total Year 2							60

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 3							
3	2	1	Money & Banking	FIN23	24	2	4
3	2	1	Sales & Export	MA23	24	2	4
3	3	1&5	Cost Accounting & Management	FIN31	24	1	5
3	2	2&6	Statistics	GA21	24	1	4
3	3	2&6	Business Plan	BL31	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	Pensions & Investments	FIN24	24	2	5
3	2	5	Personal Insurance	FIN25	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	2	6	Financial & Risk Management	FIN27	24	1	5
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Enterprise Diagnostics & Evaluation	TEC22	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3							60
Year 4							
4	3	1&5	International Labour Relations	MO33	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	3&7	Quality Management	MO32	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	International Mortgages & Loans	FIN33	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Appendix 4: Curriculum: IBA pathway_Specialisation: Real Estate Management

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Business Communication	CM13	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Organisational Theory	MO12	24	2	4
1	1	7	Project Management Basics	MO13	24	2	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60
Year 2							
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	1	Marketing Research	MA21	24	2	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
2	2	2	Global Financial Regulations	FN21	24	2	4
2	2	2	Business Philosophy	MO21	24	2	3
2	2	3	Business Accounting	FIN22	24	1	4
2	1	3	European Law	BL12	24	1	4
2	1	5	Sociology & Organisational Behaviour	MO15	24	2	4
2	2	5	Information Management	IM22	24	2	4
2	1	6	New Business Environment	BL13	24	1	4
2	2	6	Managing Organisations	MO22	24	2	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	7	Introduction to Entrepreneurship	EN22	24	2	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	3
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	6 Project week & In-Company Visits	PW21	48	3	6
Total Year 2							60

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 3							
3	2	1	Real Estate Investment Strategy & Finance	RE22	24	2	4
3	2	1	Sales & Export	MA23	24	2	4
3	3	1&5	Cost Accounting & Management	FIN31	24	1	5
3	2	2&6	Statistics	GA21	24	1	4
3	3	2&6	Business Plan	BL31	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	Facilities Management & Commercial Properties	RE23	24	2	5
3	2	5	Sustainable Real Estate Management	RE24	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	2	6	Financial & Risk Management	FIN27	24	1	5
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Enterprise Diagnostics & Evaluation	TEC22	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3							60
Year 4							
4	3	1&5	International Labour Relations	MO33	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	3&7	International Mortgages & Loans	FIN33	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	Commercial Real Estate Management	RE32	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Entrepreneurial Business Administration (EBA) Pathway

Appendix 5: Curriculum: EBA pathway_Specialisation: Entrepreneurship & Small Business

Year 1 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	24	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback & Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Managing Sales & Accounts	MA13	24	1	4
1	1	7	Introduction to Entrepreneurship	EN22	24	1	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x "Apprentice" Project Weeks & In-Company Visits	PW11	48	3	6
Total Year 1 (4-Year Curriculum)							60
Year 2 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
2	2	1	Family Businesses	EN21	24	2	4
2	1	1	Innovation and Creative Entrepreneurship	EN12	24	1	4
2	2	2	2nd Foreign Languages	FL21	24	4	2
2	2	2	Procurement & Production	ITL21	24	2	4
2	2	2	Business Philosophy	MO21	24	2	3
2	2	3	Business Accounting	FIN22	24	1	4
2	1	3	European Law	BL12	24	1	4
2	2	5	Information Management	IM22	24	2	4
2	1	5	Sociology & Organisational Behaviour	MO15	24	2	4
2	2	6	Financial & Risk Management	FIN27	24	1	5
3	3	7	Corporate Entrepreneurship	EN32	24	2	5
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	6	5&6	3
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
			PDP Seminar - Managing Diversity		3	2	
2	2	1 to 8	6 x "Apprentice" Project Weeks & In-Company Visits	PW21	48	3	6
Total Year 2 (4-Year Curriculum)							60

Year 3 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
3	2	1	Business Start-ups & Business Plans	BL21	24	2	4
3	2	1	Sales & Export	MA23	24	2	4
3	3	1	Cost Accounting & Management	FIN31	24	1	5
3	2	2	Entrepreneurial Behaviour	EN24	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	Strategic Innovative Entrepreneurship	SM21	24	2	5
3	2	5	Bootstrapping & Raising Finance	FIN26	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	3	5 or 6	Business Plan	BL31	24	2	4
3	3	5 or 6	Business Plan Execution	EN33	24	2	4
3	2	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Sales Pipeline Management	EN23	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	5
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3 (4-Year Curriculum)							60

Year 4 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
4	3	1&5	Entrepreneurship & Society	EN31	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	2&6	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	Human Resource Management	MO31	24	2	5
4	3	3&7	International Trade	ITL31	24	2	5
4	3	n/a	Work Placement Module	WP31	n/a	2,7	15
4	3	n/a	Graduation Assignment	GA32	n/a	2,7	20
Total Year 4 (4-Year Curriculum)							60
Total Credits Offered in Programme							240

Appendix 6: Curriculum: EBA pathway_Specialisation: Entrepreneurship & Digital Marketing

Year 1 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	24	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback & Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Managing Sales & Accounts	MA13	24	1	4
1	1	7	Introduction to Entrepreneurship	EN22	24	1	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x "Apprentice" Project Weeks & In-Company Visits	PW11	48	3	6
Total Year 1 (4-Year Curriculum)							60
Year 2 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
2	2	1	Marketing Technologies & Automation	MA26	24	2	4
2	1	1	Innovation and Creative Entrepreneurship	EN12	24	1	4
2	2	2	2nd Foreign Languages	FL21	24	4	2
2	2	2	Procurement & Production	ITL21	24	2	4
2	2	2	Digital Consumer Behaviour	MA27	24	2	3
2	2	3	Business Accounting	FIN22	24	1	4
2	1	3	European Law	BL12	24	1	4
2	2	5	Information Management	IM22	24	2	4
2	1	5	Sociology & Organisational Behaviour	MO15	24	2	4
2	2	6	Financial & Risk Management	FIN27	24	1	5
2	2	7	Digital Marketing Communication & Portfolio	MA28	24	2	5
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	6	5&6	3
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
			PDP Seminar - Managing Diversity		3	2	
2	2	1 to 8	6 x "Apprentice" Project Weeks & In-Company Visits	PW21	48	3	6
Total Year 2 (4-Year Curriculum)							60

Year 3 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
3	2	1	Business Start-ups & Business Plans	BL21	24	2	4
3	2	1	Sales & Export	MA23	24	2	4
3	3	1	Cost Accounting & Management	FIN31	24	1	5
3	2	2	Entrepreneurial Behaviour	EN24	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	Strategic Innovative Entrepreneurship	SM21	24	2	5
3	2	5	Bootstrapping & Raising Finance	FIN26	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	3	5 or 6	Business Plan	BL31	24	2	4
3	3	5 or 6	Business Plan Execution	EN33	24	2	4
3	2	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Data Analytics	GA22	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	5
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3 (4-Year Curriculum)							60

Year 4 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
4	3	1&5	Digital Marketing Strategy	MA36	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	2&6	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	Human Resource Management	MO31	24	2	5
4	3	3&7	Social Media Marketing	MA37	24	2	5
4	3	n/a	Work Placement Module	WP31	n/a	2,7	15
4	3	n/a	Graduation Assignment	GA32	n/a	2,7	20
Total Year 4 (4-Year Curriculum)							60
Total Credits Offered in Programme							240

Appendix 7: Curriculum: EBA pathway_Specialisation: Entrepreneurship & FinTech

Year 1 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	24	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback & Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Managing Sales & Accounts	MA13	24	1	4
1	1	7	Introduction to Entrepreneurship	EN22	24	1	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x "Apprentice" Project Weeks & In-Company Visits	PW11	48	3	6
Total Year 1 (4-Year Curriculum)							60
Year 2 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
2	2	1	Introduction to Financial Technology	FIN28	24	1	4
2	1	1	Innovation and Creative Entrepreneurship	EN12	24	1	4
2	2	2	2nd Foreign Languages	FL21	24	4	2
2	2	2	Procurement & Production	ITL21	24	2	4
2	2	2	Introduction to Big Data	IM27	24	2	3
2	2	3	Business Accounting	FIN22	24	1	4
2	1	3	European Law	BL12	24	1	4
2	2	5	Information Management	IM22	24	2	4
2	1	5	Sociology & Organisational Behaviour	MO15	24	2	4
2	2	6	Financial & Risk Management	FIN27	24	1	5
3	3	7	Corporate Entrepreneurship	EN32	24	2	5
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	6	5&6	3
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
			PDP Seminar - Managing Diversity		3	2	
2	2	1 to 8	6 x "Apprentice" Project Weeks & In-Company Visits	PW21	48	3	6
Total Year 2 (4-Year Curriculum)							60

Year 3 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
3	2	1	Business Start-ups & Business Plans	BL21	24	2	4
3	2	1	Financial Business Models	FIN29	24	2	4
3	3	1	Cost Accounting & Management	FIN31	24	1	5
3	2	2	Entrepreneurial Behaviour	EN24	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	Strategic Innovative Entrepreneurship	SM21	24	2	5
3	2	5	Bootstrapping & Raising Finance	FIN26	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	3	5 or 6	Business Plan	BL31	24	2	4
3	3	5 or 6	Business Plan Execution	EN33	24	2	4
3	2	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Data Analytics	GA22	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	5
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3 (4-Year Curriculum)							60
Year 4 (4-Year Curriculum)							
Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
4	3	1&5	E-Payments & Crypto-currency	FIN34	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	2&6	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	Human Resource Management	MO31	24	2	5
4	3	3&7	Financial Technology Risk Management	FIN35	24	1	5
4	3	n/a	Work Placement Module	WP31	n/a	2,7	15
4	3	n/a	Graduation Assignment	GA32	n/a	2,7	20
Total Year 4 (4-Year Curriculum)							60
Total Credits Offered in Programme							240

Marketing Communication Information (MCI) Pathway

Appendix 8: Curriculum: MCI pathway_Specialisation: Marketing & Communication

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Business Communication	CM13	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Organisational Theory	MO12	24	2	4
1	1	7	Project Management Basics	MO13	24	2	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60
Year 2							
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	1	Marketing Research	MA21	24	2	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
2	2	2	Marketing & Communication	MA22	24	2	4
2	2	2	Business Philosophy	MO21	24	2	3
2	2	3	Business Accounting	FIN22	24	1	4
2	1	3	European Law	BL12	24	1	4
2	1	5	Sociology & Organisational Behaviour	MO15	24	2	4
2	2	5	Information Management	IM22	24	2	4
2	1	6	New Business Environment	BL13	24	1	4
2	2	6	Managing Organisations	MO22	24	2	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	7	Introduction to Entrepreneurship	EN22	24	2	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	3
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	6 Project week & In-Company Visits	PW21	48	3	6
Total Year 2							60

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 3							
3	2	1	Public Relations & Sales	MA24	24	2	4
3	2	1	Sales & Export	MA23	24	2	4
3	3	1&5	Corporate Entrepreneurship	EN32	24	2	5
3	2	2&6	Statistics	GA21	24	1	4
3	3	2&6	Business Plan	BL31	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	Mass Communication	CM21	24	2	5
3	2	5	Website Design & Benchmarking	IM25	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	2	6	International Communication	CM22	24	2	5
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Enterprise Diagnostics & Evaluation	TEC22	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3							60
Year 4							
4	3	1&5	International Labour Relations	MO33	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	3&7	Niche Marketing	MA32	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	Trademarks & Branding	MA33	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Appendix 9: Curriculum: MCI pathway_Specialisation: Information Management

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Business Communication	CM13	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Organisational Theory	MO12	24	2	4
1	1	7	Project Management Basics	MO13	24	2	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60
Year 2							
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	1	Marketing Research	MA21	24	2	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
2	2	2	Open Source Software Concepts	IM21	24	2	4
2	2	2	Business Philosophy	MO21	24	2	3
2	2	3	Business Accounting	FIN22	24	1	4
2	1	3	European Law	BL12	24	1	4
2	1	5	Sociology & Organisational Behaviour	MO15	24	2	4
2	2	5	Information Management	IM22	24	2	4
2	1	6	New Business Environment	BL13	24	1	4
2	2	6	Managing Organisations	MO22	24	2	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	7	Introduction to Entrepreneurship	EN22	24	1	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	3
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	6 Project week & In-Company Visits	PW21	48	3	6
Total Year 2							60

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 3							
3	2	1	Databases & Information Retrieval	IM23	24	2	4
3	2	1	Sales & Export	MA23	24	2	4
3	3	1&5	Corporate Entrepreneurship	EN32	24	2	5
3	2	2&6	Statistics	GA21	24	1	4
3	3	2&6	Business Plan	BL31	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	CRM & Software Management	IM24	24	2	5
3	2	5	Website Design & Benchmarking	IM25	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	2	6	Financial & Risk Management	FIN27	24	1	5
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Enterprise Diagnostics & Evaluation	TEC22	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3							60
Year 4							
4	3	1&5	International Labour Relations	MO33	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	3&7	Quality Management	MO32	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	IT Infrastructure	IM31	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Appendix 10: Curriculum: MCI pathway_Specialisation: Business Analytics

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Business Communication	CM13	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Organisational Theory	MO12	24	2	4
1	1	7	Project Management Basics	MO13	24	2	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60
Year 2							
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	1	Marketing Research	MA21	24	2	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
2	2	2	Introduction to Data Management & Processing	IM28	24	1	4
2	2	2	Managing & Visualizing Data	IM29	24	2	3
2	2	3	Business Gamification & Simulation	IM213	24	1	4
2	1	3	European Law	BL12	24	1	4
2	1	5	Sociology & Organisational Behaviour	MO15	24	2	4
2	2	5	Information Management	IM22	24	2	4
2	1	6	New Business Environment	BL13	24	1	4
2	2	6	Managing Organisations	MO22	24	2	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	7	Introduction to Entrepreneurship	EN22	24	1	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	3
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	6 Project week & In-Company Visits	PW21	48	3	6
Total Year 2							60

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 3							
3	2	1	Databases & Information Retrieval	IM23	24	2	4
3	2	1	The Digital Economy	IM210	24	2	4
3	3	1&5	Modelling for Business Analytics	IM32	24	2	5
3	2	1&6	Statistics	GA21	24	1	4
3	3	1&6	Business Plan	BL31	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	CRM & Software Management	IM24	24	2	5
3	2	5	Website Design & Benchmarking	IM25	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	2	6	Financial & Risk Management	FIN27	24	1	5
3	3	1&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Enterprise Diagnostics & Evaluation	TEC22	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3							60
Year 4							
4	3	1&5	Predictive Analytics	IM35	24	2	5
4	3	1&6	Strategic Marketing	MA34	24	2	5
4	3	3&7	Quality Management	MO32	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	IT Infrastructure	IM31	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Appendix 11: Curriculum: MCI pathway_Specialisation: Digital & Social Media

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	3	Management, Leadership & The Organisation	MO11	24	2	4
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Business Communication	CM13	24	1	3
1	1	6	Marketing Mix	MA12	24	1	5
1	1	6	Organisational Theory	MO12	24	2	4
1	1	7	Project Management Basics	MO13	24	2	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60
Year 2							
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	1	Marketing Research	MA21	24	2	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
2	2	2	Understanding the New Digital Platforms	IM211	24	2	4
2	2	2	The New Media and Digital Cultures	IM212	24	2	3
2	2	3	Business Gamification & Simulation	IM213	24	1	4
2	1	3	European Law	BL12	24	1	4
2	1	5	Sociology & Organisational Behaviour	MO15	24	2	4
2	2	5	Information Management	IM22	24	2	4
2	1	6	New Business Environment	BL13	24	1	4
2	2	6	Managing Organisations	MO22	24	2	4
2	1	7	International Law in Business & Commerce	BL14	24	1	4
2	2	7	Introduction to Entrepreneurship	EN22	24	1	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	3
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar - Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	6 Project week & In-Company Visits	PW21	48	3	6
Total Year 2							60

Year	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 3							
3	2	1	Databases & Information Retrieval	IM23	24	2	4
3	2	1	The Digital Economy	IM210	24	2	4
3	3	1&5	Internet Collaboration & Innovation	IM33	24	2	5
3	2	2&6	Statistics	GA21	24	1	4
3	3	2&6	Business Plan	BL31	24	2	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	2	3	CRM & Software Management	IM24	24	2	5
3	2	5	Website Design & Benchmarking	IM25	24	2	5
3	2	5	Marketing Plan	MA25	24	2	4
3	2	6	Financial & Risk Management	FIN27	24	1	5
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	2	7	Enterprise Diagnostics & Evaluation	TEC22	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
Total Year 3							60
Year 4							
4	3	1&5	Social Media Analytics	IM34	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	3&7	Quality Management	MO32	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	3&7	IT Infrastructure	IM31	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Hospitality Business Administration (EBA) pathway

Appendix 12:Curriculum: HBA pathway_Specialisation: Hotel & Hospitality Services Management

Year (in 4 yrs.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	2	International Hospitality Business	HM11	24	1	4
2	1	3	Principles of Events Management	EV11	24	1	5
1	1	3	Introduction to Finance	FIN12	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
1	1	6	Introduction to Sport Business Management	SP11	24	1	4
1	1	7	International Law in Business and Commerce	BL14	24	1	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60

Year (in 4 yrs.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 2							
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	1	Food and Beverage Operations	HM21	24	2	4
2	2	1	Hotel Management	HM26	24	2	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
3	2	2	Hospitality Design and the Environment	HM25	24	2	5
2	2	3	Business Accounting	FIN22	24	1	4
2	2	3	Food and Beverage Management	HM27	24	2	4
2	1	5	Sociology and Organisational Behaviour	MO15	24	2	4
2	2	5	Marketing Plan	MA25	24	2	4
3	2	5	Hospitality Consumer Experience	HM24	24	2	5
1	1	6	Managing Sales and Accounts	MA13	24	1	4
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Tourism Business	TM11	24	1	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	2
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar – Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	4 Project week & In-Company Visits	PW21	48	3	4
Total Year 2							60
Year 3							
2	2	1	Marketing Research	MA21	24	2	4
3	3	1&5	Contemporary Issues in the International Service Industry	HM34	24	2	5
2	2	2	Business Philosophy	MO21	24	2	3
3	3	2&6	Business Plan	BL31	24	2	4
3	2	2&6	Statistics	GA21	24	1	4
3	2	3	Enterprise Technology & Innovation	TEC21	24	2	5
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	2	5	Law and Human Resource in Hospitality	HM22	24	2	4
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
2&3	2	6 to 7	Hospitality In-Company Training	WP21	n/a	2,7	20
Total Year 3							60
Year 4							
4	3	1&5	International Labour Relations	MO33	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	2&6	Beverage Marketing	HM35	24	2	5
4	3	3&2	Sustainable Tourism Management	TM32	24	2	5
4	3	3&7	Strategic Management in the Hospitality and Tourism Industry	HM32	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Appendix 13: Curriculum: HBA pathway_Specialisation: Tourism Management

Year (in 4 yrs.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	2	International Hospitality Business	HM11	24	1	4
1	1	3	Introduction to Finance	FIN12	24	1	5
2	1	3	Principles of Events Management	EV11	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
1	1	6	Introduction to Sport Business Management	SP11	24	1	4
1	1	7	International Law in Business and Commerce	BL14	24	1	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60

Year (in 4 yrs.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 2							
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
3	2	2	Event Experience Design	EV23	24	2	4
3	2	5	Marketing Plan	MA25	24	2	4
1	1	6	Managing Sales and Accounts	MA13	24	1	4
3	2	3	Destination Management	TM23	24	2	5
2	2	3	Business Accounting	FIN22	24	1	4
2	2	3	Enterprise Technology and Innovation	TEC21	24	2	5
2	1	5	Sociology and Organisational Behaviour	MO15	24	2	4
2	2	5	Information Management	IM22	24	2	4
3	2	5	The Global Sports Industry & Media	SP25	24	2	4
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Tourism Business	TM11	24	1	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	2
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar – Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	4 Project weeks & In-Company Visits	PW21	48	3	4
Total Year 2							60
Year 3							
2	2	1	Marketing Research	MA21	24	2	4
3	2	1	Databases & Information Retrieval	IM23	24	1	4
3	2	1	Economics & Tourism	TM24	24	2	5
2	2	2	Business Philosophy	MO21	24	2	3
2	2	2&6	Statistics	GA21	24	1	4
3	3	1&5	Contemporary Issues in the International Service Industry	HM34	24	2	5
3	3	2&6	Business Plan	BL31	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
2&3	2	6 to 7	In-Company Training	WP21	n/a	2,7	20
Total Year 3							60
Year 4							
4	3	1&5	International Labour Relations	MO33	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4		3&7	Sustainable Tourism Management	TM32	24	2	5
4	3	3&7	Strategic Management in the Hospitality and Tourism Industry	HM32	24	2	5
3	3		Work Placement Module	WP31	n/a	2,7	15
3	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Appendix 14: Curriculum: HBA pathway_Specialisation: Event Management

Year (in 4 yrs.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IM01	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	2	International Hospitality Business	HM11	24	1	4
1	1	3	Introduction to Finance	FIN12	24	1	5
2	1	3	Principles of Events Management	EV11	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
1	1	6	Introduction to Sport Business Management	SP11	24	1	4
1	1	7	International Law in Business and Commerce	BL14	24	1	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60

Year (in 4 yr.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 2							
2	2	1	Understanding and Managing People in Sport Business	SP21	24	2	5
2	1	1	Administrative Organisation Management	MO14	24	1	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
3	2	2	Event Experience Design	EV23	24	2	4
3	2	1	Events Marketing and Fundraising	EV22	24	2	4
3	2	5	Marketing Plan	MA25	24	2	4
1	1	6	Managing Sales and Accounts	MA13	24	1	4
2	2	3	Business Accounting	FIN22	24	1	4
2	2	3	Enterprise Technology and Innovation	TEC21	24	2	5
2	1	5	Sociology and Organisational Behaviour	MO15	24	2	4
2	2	5	Information Management	IM22	24	2	4
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Tourism Business	TM11	24	1	4
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	2
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar – Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	4 Project weeks & In-Company Visits	PW21	48	3	4
Total Year 2							60
Year 3							
3	2	1	Marketing Research	MA21	24	2	4
3	3	1&5	Contemporary Issues in the International Service Industry	HM34	24	2	5
2	2	2	Business Philosophy	MO21	24	2	3
2	2	2&6	Statistics	GA21	24	1	4
3	3	2&6	Business Plan	BL31	24	2	4
3	2	3	Risk and Crisis Management in the Events Industry	EV25	24	2	4
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	2	5	Hospitality Consumer Experience	HM24	24	2	5
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
2&3	2	6 to 7	In-Company Training	WP21	n/a	2,7	20
Total Year 3							60
Year 4							
4	3	1&5	International Labour Relations	MO33	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	3&7	Festivals and Events: A Cross-Cultural Comparative	EV33	24	2	5
4	3	3&7	Strategic Management in the Hospitality and Tourism Industry	HM32	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240

Appendix 15: Curriculum: HBA pathway_Specialisation: Sports Business Management

Year (in 4 yr.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
1	1	1-3 / 5-7	IT, Office Software & Automation	IMo1	24	2	Pass
3	3	1-5	Work Experience Preparation Module	WP32	16	2	Pass
Year 1							
1	1	1	Accounting & Bookkeeping	FIN11	24	1	5
1	1	1	Intercultural Management	CM11	24	1	4
1	1	2	Small Business Environment	BL11	24	1	4
1	1	2	Modern Principles of Marketing	MA11	24	1	5
1	1	2	International Hospitality Business	HM11	24	1	4
1	1	3	Introduction to Finance	FIN12	24	1	5
2	1	3	Principles of Events Management	EV11	24	1	5
1	1	5	Training in Interpersonal Skills	CM12	12	6,8	2
			TIPS - Interviewing Skills				
			TIPS - Effective Meeting				
			TIPS - Peak Performance				
			TIPS - Feedback and Group Interaction				
1	1	5	Enterprise Formation	BL15	24	1	3
1	1	6	Introduction to Sport Business Management	SP11	24	1	4
1	1	7	International Law in Business and Commerce	BL14	24	1	4
1	1	7	2nd Foreign Languages	FL11	24	4	4
1	1	1 to 8	PDP 1 – Personal Development Plan & Tutoring and Academic English	PDP1	60	5	5
			PDP Seminar - Business Presentation Skills		3	2	
			PDP Seminar - Project Management Game		3	2	
			PDP Seminar - Leadership in Business Environment		3	2	
			PDP Seminar - Team Building		3	2	
			PDP Seminar - Effective Time Management		3	2	
1	1	1 to 8	6 x Project Week & In-Company Visits	PW11	48	3	6
Total Year 1							60

Year (in 4 yr.)	Phase	Block	Module / Subject	Code	Lesson Hours	Examination type	ECs
Year 2							
2	2	1	Understanding and Managing People in Sport Business	SP21	24	2	5
2	1	1	Administrative Organisation Management	MO14	24	1	4
3	2	1	Events Marketing and Fundraising	EV22	24	2	4
2	2	2	2nd Foreign Languages	FL21	24	4	4
3	2	2	Event Experience Design	EV23	24	2	4
2	2	3	Business Accounting	FIN22	24	1	4
2	2	3	Mass Communication	CM21	24	2	5
2	2	1 to 8	PDP 2 – Personal Development Plan, Tutoring & Academic English	PDP2	12	5	2
			PDP Seminar - Managing Diversity		3	2	
			PDP Seminar – Negotiation		3	2	
			PDP Seminar - Consulting Skills		3	2	
			PDP Seminar - Tapping your Creativity		3	2	
			PDP Seminar - Conflict Management		3	2	
2	2	1 to 8	4 Project week & In-Company Visits	PW21	32	3	4
2	1	5	Sociology and Organisational Behaviour	MO15	24	2	4
3	2	5	Marketing Plan	MA25	24	2	4
3	2	5	The Global Sports Industry and Media	SP25	24	2	4
1	1	6	Managing Sales and Accounts	MA13	24	1	4
2	1	6	New Business Environment	BL13	24	1	4
2	1	7	International Tourism Business	TM11	24	1	4
Total Year 2							60
Year 3							
2	2	1	Marketing Research	MA21	24	2	4
3	3	1&5	Community Sport Development: Policy and Practice	SP31	24	2	5
3	2	2&6	Statistics	GA21	24	1	4
3	3	2&6	Business Plan	BL31	24	2	4
2	2	2	Business Philosophy	MO21	24	2	3
3	2	3	Enterprise Technology and Innovation	TEC21	24	2	5
3	3	3&7	International Marketing for SMEs	MA31	24	2	4
3	3	2&6	Research Methodology & Quantitative Methods	GA31	24	2	5
3	3	3&7	Intercultural Business Communication for Managers	CM31	24	2,8	2
3	2	5	The Law and Regulation of Sport	SP26	24	2	4
3	3	1 to 8	PDP 3 - Personal Development Plan & Tutoring	PDP3	n/a	6	Pass
2&3	2	6 and 7	Sports Business In-Company Training	WP21	n/a	2,7	20
Total Year 3							60
Year 4							
4	3	1&5	International Labour Relations	MO33	24	2	5
4	3	1&5	Advanced Corporate Strategy	SM31	24	2	5
4	3	2&6	Strategic Marketing	MA34	24	2	5
4	3	3&7	Festivals and Events: A Cross-Cultural Comparative	EV33	24	2	5
4	3	3&7	Strategic Change Management in Sport Business	SP34	24	2	5
4	3		Work Placement Module	WP31	n/a	2,7	15
4	3		Graduation Assignment	GA32	n/a	2,7	20
Total Year 4							60
Total Credits Offered							240