

# Decision of the FIBAA Accreditation Committee for Programmes



**91<sup>st</sup> Meeting on July 11<sup>th</sup>, 2014**

**Project Number: 13/108**

**Higher Education Institution: Wittenborg University of Applied Sciences**

**Study Programme: Master of Business Administration (MBA)**

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

According to § 7 (2) in conjunction with § 10 (1) in conjunction with § 10 (4) of the “Special Conditions for awarding the FIBAA Quality Seal for Programmes”, the study programme is accredited.

Period of Accreditation: September 1<sup>st</sup>, 2014 until August 31<sup>st</sup>, 2019

Attention: Extension of the Period of Accreditation till **August 31st, 2020** in case of the re-accreditation of the study programme as contracted

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution (HEI):**

Wittenborg University of Applied Sciences

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**Master programme:**

Master of Business Administration

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**Qualification awarded on completion:**

Master of Business Administration (MBA)

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**Brief description of the study programme:**

The MBA programme is aimed at providing graduates with the skills and competencies to fulfill management positions in the field of business administration, both in the public and private sector. These positions can include management or policy-making positions in large organisations, as well as positions of management in small to medium sized companies. An aim is that students are able to critical analyse and evaluate various developments within an organisation so that they can form, create and instigate policies, visions and aims and solutions within that organisation. They should be in a position to analyse the strategic processes and vision of a company or organisation and using this analysis to apply and implement tools to innovate, optimise and (re-)structure these processes using an integral approach. From an international perspective, the students should learn to analyse the environment they find themselves in and adapt their behaviour and role according to the macro and micro environments they find themselves in.

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**Date of opening of the procedure:**

October 14<sup>th</sup>, 2013

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**Date of filing the self-documentation:**

February 11<sup>th</sup>, 2014

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**Date of the site visit:**

April 23<sup>rd</sup> and 24<sup>th</sup>, 2014

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**Type of accreditation:**

Initial accreditation

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**Type of Programme:**

Extension course master programme

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**Intended length of programme:**

3 semesters (Full-time)  
6 semesters (Part-time)

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**Mode of study:**

Full-time  
Part-time

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**Initial Start of the programme:**

winter semester 2014/15

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**Student intake:**

15-20

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**Programme cycle starts in:**

both winter and summer semester

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**Speed (planned number of parallel years):**

1

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**Number of ECTS point assigned to programme:**

90

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**Hours (workload) per ECTS point:**

28

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**Date of the Meeting of FIBAA-Accreditation Commission:**

July 11<sup>th</sup>, 2014

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**Resolution:**

Recommendation of the panel members: The accreditation of the programme is valid for five years.

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**Duration of Accreditation:**

September 1<sup>st</sup>, 2014 until August 31<sup>st</sup>, 2019

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**Project Manager:**

Karin Legerlotz

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**Panel members:****Prof. Dr. Suman Modwel**

École Nationale des Ponts et Chaussées  
School of International Management  
Professor and Director of Research, Vice President Academic Affairs  
(International Business, International Economics, Strategic Management)

**Prof. Dr. Peter Schulte**

Westphalian University of Applied Sciences  
Former Rector  
(General Management, Marketing Market Research, Entrepreneurship)

**Ton Vroeijenstijn**

Independent QA consultant  
(Quality assurance, quality management, evaluation)

**Peter Otto**

NIFA Bedrijfstrainingen VOF and P.H.Otto Training and consulting in the field of accounting, finance and cost- and management accounting  
Lecturer at NIFA University, Leiden

**Christian Wilk**

Frankfurt School of Finance and Management  
Ph.D. Student in Finance  
Alumnus of Maastricht University (International Business (B.Sc.))

# Summary

The panels' assessment takes into account the self-assessment and the results of the on-site visit and the statement of the HEI to the assessment report dated June 20<sup>th</sup>, 2014.

Procedural it should be noted, that in the case of initial accreditation, it means before or at the initial start of the programme, the study programme has been assessed as a programme which has been already started.

The programme "Master of Business Administration" (MBA) of Wittenborg University of Applied Sciences fulfils the FIBAA quality requirements for Master programmes. This includes also the fulfilment of the European MBA-Guidelines. The programme can be accredited by the Foundation for International Business Administration Accreditation (FIBAA). It is in accordance with the National and the European Qualifications Framework in their applicable version valid at the time of opening of the procedure. It has a modular structure, has been assigned ECTS points and leads to the academic degree of 'Master of Business Administration'. The degree is awarded by the Higher Education Institution.

The panel members identify development potential for the programme in:

- Formalised programme-related alumni tracking studies should be conducted (s. chapter 1.1),
- The panel encourages Wittenborg to compare the programme not only with competitors from the Netherlands but also with English taught MBA programmes in the native countries of the targeted students (s. chapter 1.2),
- The panel encourages Wittenborg to monitor regularly how students cope with the block module teaching (s. chapter 3.1),
- The joint teaching of M.Sc. and MBA students should be done minimally and it should be closely monitored (s. chapter 3.2),
- The panel encourages Wittenborg to consider to bring in more guest lecturers with a background in international companies in order to further promote the employability (s. chapter 3.5),
- The panel encourages Wittenborg to continue the build-up of the library stock and to expand the opening time of the library (s. chapter 4.4),
- The panel encourages Wittenborg to further extend and illustrate alumni activities (s. chapter 4.5).

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

Furthermore, a set of criteria exists, which exceed the quality requirements:

- Gender equality and equality of opportunity (s. chapter 1.4),
- Internationality of Student Community (s. chapter 3.3),
- Foreign language content (s. chapter 3.3),
- Provision of Student Support/Coaching by Teaching Staff (s. chapter 4.1),
- Process Organisation and administrative Support for Students and Teaching Staff (s. chapter 4.2),
- Individual Counselling and Welfare Services for Students (s. chapter 4.5),
- Programme Description (s. chapter 5).

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

## Institutions Details

Wittenborg University of Applied Sciences is a privately funded institution for higher education that operates fully in English. It is owned by a Trust, the Stichting Wittenborg University Executive, and the Trustees form the Board of the University. The Executive is overseen by the Stichting Wittenborg Advisory Board, an independent Trust which is responsible to advise and monitor the Executive. The HEI is based in Apeldoorn and currently offers Bachelor and Master programmes to around 330 students a year from the Netherlands and around the world.

It was founded in 1987 in Deventer by local entrepreneur H.Nijkamp. The HEI was State-Appointed (recognised) in 1996. In 2007, the HEI underwent a change of management, with its current directors taking control of the institute, and making significant changes to the organisation, Wittenborg's long-term vision, and the focus of the institute. At this stage the primary decision was to stop offering programmes in Dutch and become a fully English speaking institute, catering to a diverse mix of international students and internationally-minded Dutch students. In 2010, the HEI signed an alliance and partnership with the municipal government of Apeldoorn and has moved location to a new independent wing of the Aventus College building in the centre of Apeldoorn.

In September 2010, a change in the law means that it is now a "Legal Entity for Higher Education" (NL: Rechtspersoon voor hoger onderwijs). This status means that it is permitted to offer accredited higher education programmes under the Netherlands Act of Higher Education (WHW2), and that for programmes accredited by the Netherlands NVAO, students are entitled to study grants.

The HEI currently offers the following study programmes:

<b>Overview of Current Programmes</b>	
<b>Bachelor Programmes</b>	
<b>Bachelor of International Business Administration (IBA)</b>	Since
Specialisation IBA Pathways:	
Economics & Management	2004
Marketing & Communication	2004
Financial Services Management	2004
Real Estate Management	2004
Information Management	2008
Logistics & International Trade	2008
Hospitality Management	2008
Entrepreneurship & SME Management	2008
Event Management (new)	2014
Tourism Management (new)	2014
<b>Bachelor of Entrepreneurial Business Administration (EBA)</b>	<b>2013</b>
<b>Master of Science Programmes</b>	
<b>MSc International Event Management</b>	<b>2012</b>
<b>MSc International Hospitality Management</b>	<b>2013</b>
<b>MSc International Tourism Management</b>	<b>2013</b>

From September 1<sup>st</sup>, 2014, the HEI plans to offer the Master programme "Master of Business Administration", which is the subject of this report.

# Description and appraisal in Detail

## 1. Strategy and Objectives

### 1.1 Logic and transparency of programme objectives (Asterisk Criterion)

The MBA programme is aimed at providing graduates with the skills and competencies to fulfil management positions in the field of business administration, both in the public and private sector. These positions can include management or policy-making positions in large organisations, as well as positions of management in small to medium sized companies. An aim is that students are able to critically analyse and evaluate various developments within an organisation so that they can form, create and instigate policies, visions and aims and solutions within that organisation. They should be in a position to analyse the strategic processes and vision of a company or organisation and using this analysis apply and implement tools to innovate, optimise and (re-)structure these processes using an integral approach. From an international perspective, the students should learn to analyse the environment they find themselves in and adapt their behaviour and role according to the macro and microenvironments they find themselves in.

Wittenborg has furthermore defined following programme specific qualifications graduates of the programme are to attain ("Final Qualifications"): Graduates

- are able to apply knowledge and theory in the correct international and intercultural context that will enable them to form an effective and efficient human resources policy within an organization;
- understand the development of business relationships, networks and chains and be able to enlarge and expand these, for themselves and their organisations, in order to support an effective human resource management policy;
- are able to conceive and develop marketing strategies and policies within an international context that reflect a realistic approach to the size and capacity of the organisation and the international environment in which the organisation is positioned;
- are able to make decisions on market research, product development, branding and market penetration and distinguish between an organization's longer-term strategic needs and its short-term operational needs;
- are able to develop a critical capacity to distinguish between formal strategic processes and quests to apply generalized insights into today's strategic challenges to concrete settings;
- have the ability to apply an understanding of management accounting principles and principles of corporate finance in the decision making processes of investment and financing, as well as decisions on profitability and dividends;
- are able to attract investment by presenting opportunities, justifying capital requirements, and demonstrating how risks can be minimised and critically analyse financial and economic reports, producing recommendations and action plans;
- are able to apply knowledge and understanding of the concepts of supply chain management within a local or international context, in a manner that will increase efficiency and increase competitiveness;
- understand the concept of total quality management processes and are able to instigate solutions that will improve the quality process beyond the benchmark;
- are able to judge competences and skills in others regarding the use of automation and office software, and make decisions on the implementation of IT investment and deployment;

- able to broadly understand the concept of corporate sustainability and what it implies for the management systems in the transformation processes towards sustainable enterprise;
- able to effectively position, defend and communicate a company's sustainability programme both to internal and external stakeholders;
- are able to instigate and execute strategic decisions regarding the positioning of the organisation within a local, national and international environment, based on local cultural requirements in a global setting;
- are aware of and able to analyse, describe and compare cultural differences based on their own experiences and that of their peers;
- are able to assess others' linguistic communication skills at all business and governmental levels, offering solutions for overcoming communication gaps;
- are able to manage small to medium sized businesses, companies in the non-profit sector and governmental organisations;
- are able to improve the existing external business environment in order to create new opportunities and diminish restrictions;
- are able to understand how to reorganise growing or stagnating organisations, from the entrepreneur to the established small to medium sized companies, depending on growth and environmental factors;
- understand the processes of business innovation in small, medium and large organisations, in an international context, and understands the process of idea generation within the constraints of internal and external influences;
- are able to critically analyse policies and structures and adapt and change these in order to improve effectiveness of business processes;
- are able to critically review and improve analytical reports within an international environment;
- have developed an ability to use various statistical techniques in business decision making;
- have an ability to use and present (both in tables and graphs) descriptive statistical data and indicators within the context of business planning and business research;
- have an ability to design methodologically sound research proposals in the area of business research or similar research based on state-of-the-art conceptual models and quantitative and/or qualitative research methods and
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy, for instance on a Doctorate programme.

These Final Qualifications have been developed from the Professional Profile and the relationship between these and descriptors such as the Dublin Descriptors and the Netherlands Association of Universities of Applied Sciences "Domain Competencies" is demonstrated in the self-assessment report.

## Appraisal:

The objectives of the programme are clearly represented in an intelligible manner in relation to the targeted vocational field. The panel has studied the matrix in which the domain competencies of the Netherlands Association of Universities of Applied Sciences are linked with the final qualifications of the programme and it has also studied and discussed the Final Qualifications – Dublin Descriptors Matrix. From its discussions with the management and lecturers and studying the course material and all kinds of assessments, the panel concludes that the Final Qualifications are in reference with the domain specific competency aims and the Dublin Descriptors. The panel comes to the conclusion that the described objective of the programme meets the academic state of the art and the required level of qualification to be awarded on completion and to perform in the management/leadership area.

Although Wittenborg has not conducted a vocational field analysis, the panel is positive about the defined objective, but recommends, as intended by Wittenborg, to conduct alumni evaluations once the first students will have completed their studies.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1*	Logic and Transparency of Programme Objectives			x		

## 1.2 Positioning of the programme

As for the positioning of the programme on the education market Wittenborg states that the school, with its current Bachelor and Master programmes, growing in terms of intake numbers, is well positioned in the market. Wittenborg analysed especially the Dutch education market. The advantages of the programme in comparison to other MBA programmes on the market are, according to Wittenborg, a good staff-student-ratio, the rate of the student fees, an international diverse student body, the fact that the medium of instruction is English and the fact that the Netherlands remain a leading study destination in mainland Europe for international students. Also the city of Apeldoorn with the student atmosphere within reach of other big cities of the Netherlands might be an advantage regarding the location. In the statement to the assessment report Wittenborg stated that it is currently undertaking a more detailed benchmark of programmes offered to students around the world, especially in countries such as China (although most are in Chinese), South Africa, Australia and the US, countries that attract many more international students than the Netherlands and have a wide range of business master and MBA programmes and that Wittenborg is also considering looking at similar programmes in countries such as Russia, Pakistan and India.

In order to increase the employability in the region by creating synergies between employers and educators seven regional councils, the three main middle and higher education institutes in the region (Saxion, Aventus and Wittenborg) and representatives of the employers, regional companies, social organisations and chambers of commerce agreed upon the so-called Pact of Beekbergen. As for the positioning on the job market Wittenborg stresses that the development of the MBA has been based on discussions with many businesses and organisations, entrepreneurs, corporate managers and representatives of various small to medium sized businesses, as well as professors and researchers. Wittenborg is convinced that it's graduates are highly sought after thanks to their ability to manage a number of complex and integrated business operations within an international or a local setting, at both a tactical and strategic level, using skills and competencies that require a capability of interdisciplinary thinking as well as their ability to combine solid research and critical analysis skills to develop an organisation's corporate strategy within its business and cultural domain.

Since 2010, Wittenborg has been developing its profile and ambitions, and has formulated a strategy to develop into a broad management institute, offering Bachelor and Master programmes across a range of areas within five domains: Business & Finance, Hospitality & Service Management, Arts & Technology, Healthcare Management and Education Management. A business plan has been formulated that shows a ten-year development. Wittenborg's aim is to develop and offer programmes, which focus on internationality, management, diversity, corporate social responsibility and sustainability. As in the other Master programmes there is a close cooperation with the University of Brighton. Wittenborg is convinced that the MBA programme fits into the institute's strategy by furthering this development.

## Appraisal:

The described profile and the competence goals of the programme are comparable to other MBA programmes on the education market. Nevertheless, based on the international atmosphere, the small class sizes and the academic guidance by the teaching staff the panel considers that the programme can compete on the education market. To further strengthen the positioning of the programme on the job market, the panel encourages Wittenborg to compare the programme not only with competitors from the Netherlands but also, as currently done respectively planned, to compare with English taught MBA programmes in the native countries of the targeted students.

The described profile and the competence goals are such that the graduates of the programme can compete on the job market and correspond to the foreseeable demand of MBA graduates. However, the panel recommends to undertake alumni tracking, as intended by Wittenborg, and to sharpen the profile concerning the focus on the international job market.

The way in which the programme is incorporated into the HEI's overall strategy is described and clear reasons are given, i.e. focus on management, international orientation and the benefit of the cooperation with Brighton. The programme pursues qualification goals, which correspond to the HEI's concept and strategic planning.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market			X		
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)			X		
1.2.3	Positioning within HEI's overall Strategy			X		

### 1.3 International orientation of the programme (Asterisk Criterion)

Wittenborg positions itself as an internationally-focused university. This is mainly determined by the international atmosphere due to an internationally diverse student body. Wittenborg further promotes internationality by hiring lecturers with diverse backgrounds and experience. Furthermore, the curriculum is held in English and also combines both local and global focus. Also, Wittenborg has signed collaboration agreements with HEIs in different parts of the world.

## Appraisal:

The programmes Wittenborg offers so far are very international regarding the countries of origin of their students; the panel expects the same to be the case with the MBA programme after its introduction. The panel comes to the conclusion that the internationally diverse student body, the internationality of the teaching staff, the use of English as language of instruction, international contents in many courses and existing collaboration agreements promote the employability of the graduates in a convincing manner and equip them with skills needed to perform well in an international environment.

Quality Ratings	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
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1.3*	International Dimension of the Programme				x		
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## 1.4 Gender equality and equality of opportunity

Wittenborg promotes a policy that encompasses gender equality and a ban on discrimination. All students and staff entering Wittenborg University are aware from the start of its diverse, international and multi-cultural nature and are expected to enjoy and nurture this special environment.

Wittenborg's equal opportunity policies are described in its staff handbooks and in its student Education and Examination Guide (Student Charter and Code of Conduct). According to its own statement, the Wittenborg is committed to offer students:

- a culture in which behaviour reflects a high level of awareness of equal opportunities issues;
- equality of opportunity regardless of personal characteristics and differences; this commitment applies to all individuals and all aspects of Wittenborg life;
- clear information about processes and procedures;
- the knowledge that any complaint of unfair discrimination or harassment will be treated seriously and dealt with fairly and efficiently;

and expects that students will:

- respect and treat with dignity all members of the Wittenborg community and
- comply with Wittenborg's policies on equal opportunities and harassment.

Foreign students are supported by the front desk in issues such as the application of visas, stay-permits, employment permits or student housing.

Also Wittenborg aims to ensure that no student is disadvantaged by lack of information and support in matters concerning student funding and financial support and offers students:

- clear and accurate information about tuition fee, package fee for first year students, and other University charges, together with details of any payment arrangements that may be offered;
- assistance in dealing with Education Authorities, Scholarship providers and other funding providers;
- information and advice on sources of financial support and
- information and advice on budgeting, income maximisation and debt control.

Furthermore, Wittenborg is committed to improving provision for students with disabilities and offers students:

- clear and accessible information on request regarding the University's policy and service provision for students with disabilities, including charges applicable for specialist services and facilities;
- the opportunity to discuss specific requirements including appropriate presentation of course material, modes of examination and course assessment, prior to admission and throughout the course and
- advice about additional funding and assistance.

The current staff shows the efforts to increase the percentage of females and to internationalize the faculty.

## Appraisal:

The panel members came to the conclusion that gender equality and the implementation of general bans on discrimination are promoted by Wittenborg. Moreover, Wittenborg has put effort to ensure equality throughout the whole study programme and on campus. Within the strict code one finds formulated expectations addressing staff and future students which include ethical behaviour in relations to fellow students, faculty and staff as well as compliance with established policies and procedures of the institution. Students in particular life situations are nurtured. Particularly noteworthy is the overall support for the foreign students, which also provides help in non-academic issues to the best possible extend. An entitlement to compensation for disabilities for disabled students with regard to requirements in terms of time and form on the programme as well as any final performance evidence or evidence of the latter during studies and as part of suitability determination procedures is ensured (s. chapter 3.1). Furthermore, the physical layout of the building at present does allow unhindered access for disabled students. The panel also likes to point out, that the fact that the university board is currently comprised of two members with different gender and nationalities is a positive sign on a way to gender equality and diversity.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	Gender equality and equality of opportunity		X			

## 2. ADMISSION (ADMISSION PROCESS AND PROCEDURE)

The admission requirements are laid down in the “Education and Examination Guide”, which is a binding document ratified by the board of Wittenborg and is available in print and through the website of Wittenborg.

Admission requirements for the MBA programme are as follows:

- a Bachelor degree or equivalent recognised qualification;
  - Applicants are requested to provide an academic reference from their previous education institute;
  - It is not necessary to have obtained a Bachelor degree from the domain of Business Administration, however in their degree students must have completed an academic piece of work (final project or dissertation) that shows a degree of academic writing and research experience.
- 2 years professional experience (after undergraduate degree);
  - Applicants are requested to provide a reference from a company or organisation where they have worked;
- English language level equivalent to IELTS 6.5 overall, 6.0 in writing;

With its work experience requirement, the admission requirements reflect the national requirements in the Netherlands for entry into a professional Master such as the MBA. The English language proficiency level requirement is ½ a point higher than the minimum national requirement in the Netherlands.

Applicants must write a letter of motivation and submit their Curriculum Vitae and two letters of reference, an academic reference and a professional experience reference, from a company or organisation at which they have worked. Furthermore, they are interviewed by Wittenborg for intention, motivation and aptitude. Students abroad are interviewed by phone, whilst students in the Netherlands are invited to the HEI.

Applicants from outside the EU must have passed IELTS before their application to the programme is taken into processing. Equivalents in TOEFL are also accepted, and EU students with the appropriate secondary school qualifications will have reached a level of English in line with this score. Native speakers from countries where English is the official language, and they have successfully completed their last educational qualifications from an institute where the medium of instruction is English do not have to submit a language certificate. The level of English is always confirmed through an interview. Additionally Wittenborg offers an English preparation programme for students with an IELTS score of 5 or 5.5.

Wittenborg's admission procedure is documented via its website. Also all students submitting an information request to Wittenborg are sent an email package of documents that includes information on the application procedure.

The final admission decision (study agreement) is always communicated to the student in writing, through email, with reasons, if applicable.

## Appraisal:

The admission requirements as presented by Wittenborg in its Education and Examination Guide and the Graduation and Examination Board Regulations are defined and transparent and ensure that qualified students are admitted. Thereby national requirements are taken into consideration and the expected admission qualifications are taken into account. Furthermore, the required professional experiences correspond to the Equal European MBA Guidelines.

By clearly defining a minimum score for English language requirements and rechecking the oral skills via interview, Wittenborg ensures that the students enrolled are able to actively participate in the classes that are held in English.

Standardised language tests or a different formalised and documented language test with the requirement of a minimum score ensure that the students enrolled are able to actively participate in the classes held in a foreign language.

The admission procedure is described, explained in a logical and transparent manner and documented for and accessible to the general public. The admission decision is based on transparent criteria and is communicated in writing.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>2.</b>	<b>ADMISSION (REQUIREMENTS AND PROCEDURE) AND OBJECTIVES</b>					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)					X
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)			X		
2.4*	Ensuring Foreign Language Competence			X		
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

## 3. Implementation

### 3.1 Structure

The MBA programme provides a three-semester education for full-time students and a six semester education for part-time students with a total of 90 ECTS-Points. Each credit is based on a notional 28 hours of workload. The curriculum consists of nine core modules, two elective modules in which the students can choose between three subjects, a project module and the final project. The core and elective modules extend each over six weeks and are allocated each with five European Credits. The project module extends over three weeks and is allocated with five European Credits. For the final project, which equals 30 European Credits, the editing time allowed is six month.

The year is planned over 40 learning weeks. The first and second semester is each divided into four blocks.

The first three blocks last in each case six weeks and consist of two modules. Usually in the first week there is a session of three days for the first module and in the second week there is a session of three days for the second module, followed by a review week, in which students have a week to work on their assignments and review the literature for their current modules. During this week guest speakers related to the taught modules are invited to give seminars. In the fourth and fifth week there is again a session of three days for the first module and a session of three days for the second module, followed by an assignment submission week, in which students complete their assignments and can be asked to present if required.

The fourth block consists of two assignment and literature review weeks.

During the second semester the blocks follow the same routine, but during the third week of the first three blocks students carry out an interdisciplinary consultancy project assignment as part of the "project module".

In the third semester students will complete their final project writing a thesis.

For part-time students instead of following two modules per block, only one module will be taken, and project weeks and research methods will be spread across a whole year. The editing time allowed for the final project will also be extended across one year.

Modules are described in module descriptions enclosing module name, lecturer, semester when the course unit is delivered, goals, content, workload, teaching methods, form of examination, a list of literature and number of credits allocated. However during the on-site visit, these descriptions lacked certain information. In some modules the learning outcomes were not sufficiently described in terms of outcome orientation. Besides that the information to the assessment methods were not transparent. In addition, the panel recommended to standardise the module descriptions regarding the extent of literature as well as to distinguish between recommended and required literature and instead of listing all the teaching methods used in the programme to describe the teaching methods aligned specifically to the modules described. With the response to the assessment report Wittenborg handed in revised module descriptions.

Generally, each module is completed by one module examination, though in the second semester the assessment is divided into one group and one individual assignment.

Requirements for the structure, admission procedure as well as requirements to the examinations have been documented in the Graduation and Examination Board Regulations and in the Education and Examination Guide, which is a binding document ratified by the board of Wittenborg and is available in print and through the website of Wittenborg. According to article 17 of the Graduation and Examination Board Regulations the Chairperson of the Exam Board may allow a physically handicapped candidate to take a (partial) test fully or partially in a manner adapted to the possibilities that the physical condition of the candidate offers. As stated in the Education and Examination Guide periods of study are validated by using the tools of Nuffic and NARIC diploma verification, diplomas and in line with the requirements of the Lisbon Convention, as it is described in the convention and its explanatory report. Furthermore, as stated in the Education and Examination Guide relative grading according to ECTS is implemented and declared in the transcript of record, in order to make the achievement more transparent and to convert the grade.

The workload is divided equally among the semesters, given 30 ECTS per semester, respectively 15 ECTS per semester for part-time students. In one block of six weeks the students achieve 10 credits which means that these two modules require an average of 280 learning hours to succeed. This equates to just over 46 hours of workload per week. However, in practice, most blocks have extra weeks, so called "study weeks", which can either be taken as study or holiday weeks, depending on a student's learning progress and planning. Assessment deadlines for each module are set at the end of the six-week block, which means that module assessments are equally spread across the semester.

According to Wittenborg's experience with the block style of module planning in the other Master programmes has shown that although it is tiring towards the end of the period, the majority of teachers and students agree that the intensive learning sessions achieve a positive and focussed result. Especially part-time students have mentioned that they have specifically chosen the Master programme due to its concise planning, allowing them to combine study, work and family life.

The MBA programme has a programme tutor. The tutor structurally plans study progress meetings with all students during the year. In addition, students can make an appointment with this tutor throughout the study period whenever necessary.

## Appraisal:

In the structure of the student workload the ratio of core subjects, electives and practical components is weighted in a balanced manner. The structure therefore helps to set the objectives of the student workload and the students to acquire the skills related to the objective. Also, the amount of credit points per semester is evenly spread throughout the study programme.

Credit points and workload specifications have been implemented. Also, the concept of modularisation has been introduced to the programme and as mentioned above Wittenborg provided detailed module descriptions. The panel members could observe a significant improvement of the revised module descriptions Wittenborg handed in in the context of the response to the assessment report. Therefore, they have withdrawn the condition regarding the revision of the module descriptions.

A set of study and examination regulations exists and it has been verified by legal experts. The structural requirements for the programme, a relative grading and an entitlement to compensation for disabilities regarding students in terms of time and form of examination have been implemented. Assuming that a student changes a programme, mutual recognition of modules is regulated with manageable rules. The option of spending periods of time at other HEIs and in practice without any loss of time is envisaged in relation to the mode of study.

A manageable student workload is ensured in the programme through a suitable curriculum design and a plausible workload calculation which is monitored regularly. Also, the number and frequency of the exams seems to be appropriate, especially since they are spread across the semester, but the panel encourages Wittenborg to monitor regularly how students cope with the block module teaching.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Structure					
3.1.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.1.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation			X		
3.1.3*	Study and Examination Regulations			X		
3.1.4*	Student workload			X		

## 3.2 Content

In the first semester the students follow six core modules. These modules incorporate a number of classic functional business administration areas, which, besides by forms of classical delegation of knowledge, will be grasped by reflective learning, i.e. learning in which students reflect on their prior work experience or, in cases of part time students, on their current work and employment organisation in the light of the materials provided in the various modules.

The second semester consists of a series of modules that allows students to study further in-depth in areas of globalisation and sustainability, and also to choose specialised electives in which to deepen their knowledge. Either they choose the generic "General Management" pathway that allows them to study deeper in an area of strategic management, or students can choose Hospitality & Service Management or Entrepreneurship & Innovation as their focal area.

In the second semester a number of the modules are jointly given to the MBA and the MSc students, which means that students will be co-studying a number of the modules with MSc students. These modules are co-taught with lecturers and professors from the University of Brighton. At present two specialisation modules will be fully joint taught and three of the other modules are based on modules developed in the MSc programmes and will be joint taught where possible.

The third semester is completely allocated to the Final Project, in which students complete a research project, preferably instigated by a company or non-business organisation associated with Wittenborg. The Final Project is supposed to combine theory, research and practical application.

The curriculum overview is shown in the following illustration:

Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	EC Credits	Module Code
1 / 5 (1) <sup>7</sup>	Human Resource Management	36	5	MO41
1 / 5 (2) <sup>8</sup>	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(FP)	GA41
2 / 6 (1)	Management Accounting & Finance	36	5	FIN41
2 / 6 (2)	Operations Management	36	5	MO42
3 / 7 (1)	International Management	36	5	MO43
3 / 7 (2)	Information Management	36	5	TEC41
Year 1, Semester 2				
5 / 1 (2)	Research Methods (Final Project)	27	(FP)	GA41
<b>Electives</b> 5 / 1 (1)	(EI) Entrepreneurship	36	5	EN41
	(HSM) Critical Perspectives in Hospitality Management (W&B)			HM41
	(GM) Strategic Management			SM41
6 / 2 (2)	Corporate Sustainability	36	5	EN42
6 / 2 (1)	Business Statistics	36	5	GA42
7 / 3 (1)	Globalisation, Society & Culture	36	5	MO44
<b>Electives</b> 7 / 3 (2)	(EI) Innovation, Creativity & Entrepreneurship	36	5	EN43
	(HSM) International Hospitality Development (W&B) <sup>9</sup>			HM42
	(GM) Consultancy			MO45
Semester 2 (1 & 2)	Project Module (3 Project Weeks)		5	PW41
<b>Total Year 1</b>			<b>60 Credits</b>	
Year 2				
1 / 4 or 5 / 8 (1 & 2)	Final Project (FP)	24 Tutoring Hours	30	GA41
<b>Total Year 2</b>			<b>30 Credits</b>	

<sup>7</sup> (1) is Year 1 for part-time students

<sup>8</sup> (2) is Year 2 for part-time students

<sup>9</sup> (W&B) is Joint Wittenborg and University of Brighton delivered module

Wittenborg decided the programme description to be “Business Administration” and chose the degree title is Master of Business Administration (MBA), because the programme is

broad based, concentrating on career advancement degree rather than on technical training for a particular job and allows non-business administration graduates, who have prior work experience to study a professional Master in management.

Giving a broad view of the complexity of issue's in today's business environment, the integration of theory and practice is delivered via case studies and reflective discussion questions. 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. Students will be encouraged to link their Final Project to research instigated with or for a company or organisation.

As Wittenborg describes, attention is paid to issues of interdisciplinarity in the study programme at hand. In particular the modules "Corporate Sustainability", "Strategic Management" and "Business Statistics" are geared at connecting concepts and data of different kinds enabling an interdisciplinary understanding of corporate issues. Other subjects, such as "Globalisation, Society & Culture" and "Innovation, Creativity & Entrepreneurship" present views of corporate and entrepreneurial activity which cut across the narrow boundaries of the traditional disciplinary and professional divides. Moreover, Wittenborg states that the three Project Weeks in the second semester are specially designed to promote interdisciplinary thinking as the consulting assignments given to students by the organisations involved require a broad problem solving and analytical approach.

Likewise, great importance is given to the training of methodological competences. A step-wise approach for the final project is being devised, encompassing for example, lectures on research methodologies, academic skills training, development of a problem definition, development of the research plan, literature study, field work, analysis of results/statistics, writing the final thesis, etc. In the first semester, students are given the first introduction lessons in the subject of Research Methods (part of the Final Project module). This basis will assist them in developing their research techniques required for writing reports as part of modules in the second semester and for the Project Weeks. In the second semester students are prepared for their Final Project with a further 27 hours of Research Methods, in which they develop their Final Project research plan.

There is a development in assessment types from the more functional-based reflective learning dominant in the first semester towards the more integrative approaches of the modules in the second semester. In the first semester there is one closed-book examination per module and in the second semester there are two assignments per module to prepare. The first part will generally be a group assignment and the second part will be an individual paper. The dissertation aims at enabling students to define and plan a workable research project to meet given research objectives, using various research methods and to clearly present the results of their particular research project. The dissertation is expected to include a substantial amount of original theoretical, analytic or empirical work and be 12.000 to 15.000 words in length excluding appendices. The Graduation handbook provides all formal details for the research proposal and report.

## Appraisal:

The curriculum appropriately takes into account the programme objectives. In the view of the panel, the programme at hand contains many important and contemporary modules and the contents of the programme are in principle adequate for an MBA programme. In line with the European MBA-Guidelines, the programme requires 456 hours of classroom study and structured contact and 2064 hours of personal work and covers the main functional areas in management, namely accounting, finance, marketing and sales, operations management, information systems management and human resource management and provides basic instruc-

tion in economics and quantitative analysis. During the on-site visit the panel criticised the curriculum for its lack of legal aspects which according to the MBA-Guidelines are an important content of MBA programmes as well. In the statement to the assessment report Wittenborg explained that though a specific law module does not exist there are legal aspects in the curriculum, but so far this was poorly highlighted in the module descriptions. The programme management has identified the modules “Entrepreneurship”, “Human Resource Management” and “International Management” as being subjects where there is clear content that looks at legal aspects and law and has therefore updated the modules guides of these modules to highlight the ‘law’ areas of the module in terms of the Aims and Objectives (outcomes). As a result of the revised module descriptions the panel withdraws the condition to incorporate Law into the curriculum.

The panel does have some concerns regarding the joint teaching of M.Sc. and MBA students. It should be taken into consideration that the background of the student and the objectives to be achieved differ, so the joint teaching should be done minimally and it should be closely monitored.

The reasons for the qualification title are given and the title is in line with the focus of the programme content and the national requirements. Also, the programme description corresponds to the content of the curriculum.

The programme explicitly includes a combination of theory and practice in the form of the Project Weeks and the use of case studies in each module, which is apt to foster the application of theoretical knowledge in the practical sphere by students. Assessing the quality requirements for this criterion as being met, the panel would have come to a more positive assessment if the module descriptions had been more specific with a view to the learning outcomes and module-specific teaching methods. Even though the panel holds the view that students are prepared for application-oriented tasks, practical experience within the programme could be intensified by more practical experience in the companies, e.g. an internship.

The programme promotes interdisciplinary thinking. Finally, the programme ensures that graduates have methodological competence and are empowered to conduct academic work and can understand and assimilate specialist literature. Proof is provided that teaching on the programme is influenced by academic work.

The forms of exams to be applied reflect the intended learning outcomes of the modules and the progress during the programme. As the programme has not started yet, no examination or thesis of MBA students could be assessed by the panel. Judging from the examinations or thesis papers of other programmes made available to the panel on site, the panel expects the examination of MBA students to show the required level of academic competence. In case of a re-accreditation this criterion should be paid special attention.

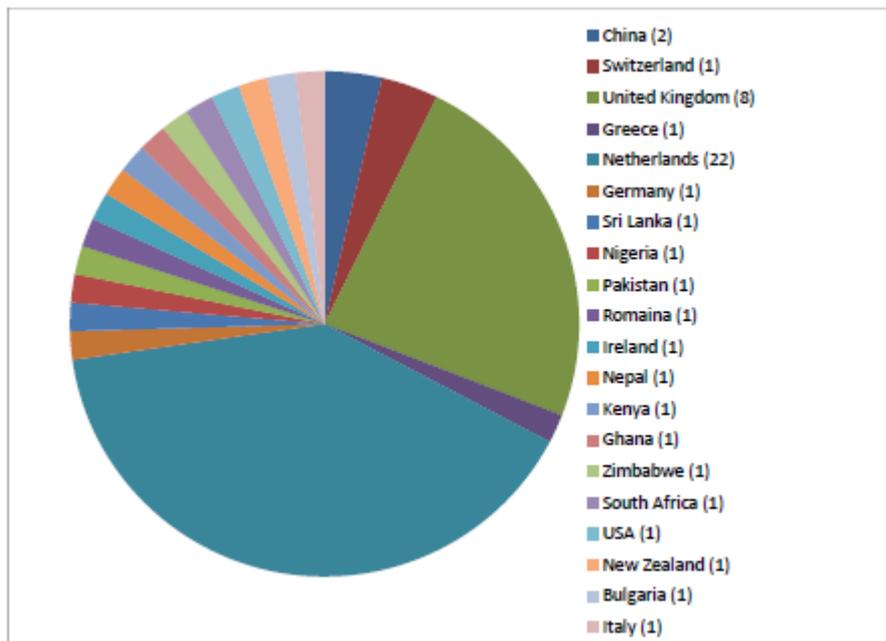
Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.2	Content					
3.2.1*	Logic and conceptual Coherence of Programme / Curriculum			X		
3.2.2*	Rationale for the Qualification Title			X		
3.2.3*	Reasons given for programme description			X		
3.2.4*	Integration of Theory and Practice			X		
3.2.5	Interdisciplinarity			X		
3.2.6*	Methodological Competence and Academic Work			X		
3.2.7*	Performance in Examinations and Thesis			X		

### 3.3 Internationality

It is Wittenborg's aim that its graduates can operate within any international environment or use their international focus gained from the programme to excel within their home environment. Aspects of internationality and intercultural competence are explicitly referred to in the module descriptions of the modules "Human Resources Management", "International Management", "Critical Perspectives on Hospitality Management", "Corporate Sustainability", "Globalization, Society and Culture" and "International Hospitality Development". According to Wittenborg throughout all of the courses explanations are given and case studies are used in an international context.

Wittenborg's students represent around 50 different nationalities. Traditionally the two largest national groups of students at Wittenborg have been Dutch and Chinese. Other countries with a considerable number of students at Wittenborg are Nigeria, Iran, Thailand, Vietnam, Pakistan and Nepal. In the past year, Wittenborg has seen its European student contingent grow, however a growth in Dutch and European students in 2014 and the following years is a priority target for Wittenborg. Currently the student body is represented by 50 % of the students coming from Asia, 25 % of the students coming from (East and West) Europe, 23 % of the students coming from the Middle East and 2 % of the students coming from the Americas. In 2013, 17 students have started in the MSc programmes (all 3 are running), of which 4 are Dutch and the other 13 students represent 13 different nationalities. From its current information requests of prospective students, Wittenborg sees this trend developing further and expects the prospective students for the MBA programme to be similarly diverse.

Wittenborg's management and current regular (employed) teaching and tutoring staff currently represent the following nationalities:



In context of the MBA it is envisaged that teaching staff will mainly consist of lecturers from the Netherlands and the UK, also including individuals from Greece and Pakistan, as this reflects the current Master teaching team.

In the past two years, Wittenborg has regular exchange teachers from countries within Europe, such as Spain, Latvia, Austria and Romania as well as from the USA.

The programme is offered entirely in English to students of whom the majority do not have English as a native language. Considering the nature of this programme, there is no provision for foreign language learning on the programme itself, however the foreign language modules offered to Wittenborg's undergraduate students are open to MBA students, if logistically possible.

### Appraisal:

The international and intercultural aspects of the curriculum are in line with the international orientation of the programme. In order to further emphasize internationality the panel would like to encourage the HEI to consider offering regular study trips abroad and implementing business negotiation in the curriculum. Whereas the panel particularly would like to highlight the international composition of the student community. Due to the experiences with the other programmes an expected majority of the students in the programme at hand will come from abroad. The resulting exchange between the students promotes the international employability of graduates. The CVs of the teaching staff as well as discussion with lecturers on-site have shown that most of the lecturers, participating in the programme have business experience abroad. Therefore, the international composition of the teaching staff corresponds to the requirements of the programme. By solely using English as language of instruction and in terms of the course materials the foreign language content is predominate and equips the graduates with the language skills they need to perform the tasks required in an international environment.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.3	Internationality					
3.3.1*	International and intercultural aspects			X		
3.3.2	Internationality of Student Community		X			
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content		X			

### 3.4 Additional acquisition of knowledge and skills

General skills dealing with ethical issues and related to management skills and concepts of leadership are an integrated part of the study programme. Ethical aspects can be found in the modules “Human Resource Management”, “Marketing Management”, “Corporate Sustainability” and “Consultancy” and leadership are particularly addressed in the modules “Human Resource Management” and “Project Module”.

Communication skills, e.g. public speaking, teamwork, conflict resolution, are ‘tested’ during presentations given, debates and within the project weeks. During taught lessons all modules comprise certain elements of team-work that result in presentations during the block-teaching sessions. Often students are required to prepare some aspects of the literature during the evening between two lesson days, and present these to the group during the next day’s session. The three project weeks in the second semester use a format in which students are expected to form groups that comprise specific roles (for instance 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. Students are supposed to 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.

#### Appraisal:

The curriculum as well as the module descriptions show that generic skills are provided and in line with the programme objectives. These skills include ethical aspects as well as managerial skills sufficiently.

Also, in a number of modules, students are required to present the results of their studies and practise teamwork, whereby the ability to publicly communicate is convincingly fostered. Communication skills, not least through the multicultural composition of the student body, and public-speaking skills as well as team-work and conflict resolution are strongly nurtured by means of knowledge and skills development on the programme and students practice the techniques individually in several activities.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or re-research-oriented skills (only for Master programmes in Germany)					X
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling			X		

### 3.5 Teaching Methodology

Wittenborg encourages the use of many different teaching methods. Modules will include cases studies, role plays, discussion and debate, project work, computer simulations, and excursions to companies. According to Wittenborg the teaching & learning methodologies encompass knowledge domains, skills domains (e.g. research skills, but also social skills: communication, conflict resolution skills, teamwork, public-speaking) and personal development. In all domains, specific teaching methods exist: e.g. oral lecture/interdisciplinary projects for knowledge domains, projects with teamwork, oral presentations, written (research) papers/oral presentation for skills domains, personal reflective modules for personal development, business games/final project for integration etc. In all domains, students are assessed following different approaches, which should enable them to reach the learning objectives.

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. Journal papers are specifically 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. Wittenborg provides all its students with the necessary core texts, and stocks at least two copies of all recommended reading in its small library.

During the “Literature Review” weeks of the first semester and the Project Weeks of the second semester, guest lecturers are invited to give students an insight into various aspects of business, research or politics. In general, the lecturers on the programme are the primary source used to invite guest speakers from their networks, however during the project weeks, students will receive speakers from the companies involved in instigating the projects.

As for student assistants involved in teaching Wittenborg states, that due to the nature of the programme and the size of Wittenborg, the use of student assistants within the programme is limited; however, Wittenborg would like to develop a possibility for Master students to give supervised lectures on the bachelor programme.

#### Appraisal:

The logic of the teaching methodology is adequate to lead students to the final qualifications; it is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme.

The accompanying course materials aligned to the Learning Outcomes are of the required quantity and quality and are available to the students. They are user-friendly and encourage the students to engage in further independent study.

Furthermore, guest lecturers teach on the programme. The guest lecturers bring special experience to teaching, either from the realms of business and research but also, for example, culture and politics, and this contributes to the students' development of skills. The panel encourages the HEI to consider to bring in more guest lecturers with a background in international companies in order to further promote the employability.

Student assistance does not take place at present in the programme. However, the panel holds the view that student assistance is not relevant within a MBA programme, especially since broad and continuous support is provided by the lecturers.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials			X		
3.5.3	Guest Lecturers			X		
3.5.4	Student Assistants involved in Teaching					X

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

The overall aim of the programme is to facilitate graduate employability. It provides students with both general, transferable skills and specialist qualifications in key business functions and sectors. The programme is related to its occupational field and covers relevant MBA topics.

Practical-experienced lecturers and guest lecturers are involved in the programme. Since the respective students start either from a position of current employment or recently terminated employment, the programme allows them to have better qualifications to seek higher-level positions in their own company or elsewhere.

After completion of the programme the students are supposed to be able to organise, develop products, services and policies, instigate and execute policies, perform under stress, control processes, analyse organisation traits, utilise human resources and plan their management, motivate staff and personnel, manage financial information, use information effectively, plan and organise campaigns, understand internal and external markets, interact with the surroundings, network, manage chains, communicate effectively, show leadership skills, manage meetings, present ideas, sell ideas and products and participate in company and organisation decision making. The programme also enhances students' employability in an international context because the study programme is entirely taught in English. Students are supposed to develop advanced understanding of the issues involved in international and intercultural business, and the challenges and opportunities it presents compared to business activity within the domestic context.

In this context Wittenborg underlines the importance of the Project Weeks and the Final Project which could be used as a direct step stone to work opportunities. Wittenborg actively encourages this, by:

- stimulating companies to consider employing graduates from projects/research assignments;
- stimulating and advising on the business start-up ideas of graduates and
- introducing future graduates to interested parties.

## Appraisal:

The curriculum is aligned to the skills objective and a qualification awarded on completion for a profession which has a clear profile in terms of content. The content of the programme and the reachable learning outcomes are such that the students achieve employability. But once again the reviewers recommend as well investigating employability on domestic and international markets by evaluating the careers of the future alumni constantly (see chapter 1.1 and 1.2).

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.6*	Skills for Employment / Employability			X		

## 4. Academic Environment and framework conditions

### 4.1 Teaching staff

According to its documentation, Wittenborg plans to operate the programme with 22 lecturers. Curricula vitae were provided by the HEI. Twelve lecturers have a PhD qualification, a number of teaching staff are currently pursuing a PhD and a number have MBA / MA / MSc qualifications or have a large amount of industry experience. Teaching staff for the MBA programme has been selected from three pools of teaching staff; staff currently employed or guest teaching on Wittenborg's own undergraduate BBA programmes; staff teaching on the joint MSc programmes from the University of Brighton; specific staff recruited externally for the MBA programme. Wittenborg employs staff both on the basis of direct employment and on the basis of "freelancer". It always depends on the wishes of the person concerned. Although Wittenborg prefers to directly employ staff, more and more often teachers are preferring to be self-employed. In the MBA programme two of the lecturers are fully employed at Wittenborg. A teaching cross-linking matrix shows that the necessary capacity is available for this programme. There is a regular offer of workshops to enhance personal development and qualification of the teaching staff.

At present Wittenborg has six lecturers with a pedagogical qualification, of which some also have a pedagogical degree. In the Netherlands, it is not a legal requirement for teachers at Higher Education institutions to have a teaching qualification, however Wittenborg expects its permanent lecturers from industry who don't have a teaching qualification to participate in Wittenborg's Teacher Training Certificate Programme, which comprises ½ day training every block. All teachers are requested to attend. Wittenborg is also supported by a number of external advisors (ex-teachers) who are educationalists and provide training and advice on methodology.

A number of the core lecturers have experience working in companies and/or experience in starting and running their own companies. Furthermore, the guest lecturers have experience in business, organisations and industry.

The teaching staff is required to evaluate the Module Guides of the modules they teach, on a yearly basis and discuss the content, evaluation and structure of the module with the Programme Manager. Furthermore, there is a regular plan of department and inter-department meetings throughout the year. The internal cooperation of Wittenborg is due to its small size of the institute characterised by a close contact among the teaching staff with a lot of unofficial meetings during lunch and coffee breaks in which issues of collaboration and coordination are being discussed.

The school has an open door policy, which means that students find all lecturers easily accessible during office hours on the days they are working. In addition, students can communicate with lecturers via e-mail about any issue.

Furthermore, all students are allocated a "class tutor". This person is responsible for monitoring a student's progress and ensuring a student's well-being through coaching and support. The tutor is also involved with the student's teaching programme, either through the language programme or through personal development programme. Tutors have contact with students on a weekly basis, and also through regular online contact and emails.

At their Final Project Phase, Master students are allocated a personal academic tutor who is responsible for monitoring progress, advising on writing and research and preparing for the production and submission of the Final Project. Academic tutors have regular meetings with these students and keep contact at school and online.

## Appraisal:

The structure and number of teaching staff correspond with the programme requirements and objectives. A Cross-linking matrix shows the availability of the required capacity to implement the programme. According to the CVs the lecturers have a business background and in part entrepreneurial experience of the teaching staff is in line with the requirements of the programme. Besides, a number of lecturers have long-year experience in teaching. In addition, the staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. As the panel has come to know, there is a regular offer to the lecturers to take part in further educational and pedagogical trainings.

Internal collaboration and coordination to agree on the modules and overall is ensured systematically. The department regularly hosts joint events, in which all of the Wittenborg's teaching staff participates.

As affirmed during the on-site visit by students of Wittenborg's other programmes, the counselling of students by teaching staff is intensive. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis. E-mails are answered fairly quickly. Where necessary, the students are given support with academic and related issues. The panel appreciates the establishment of personal tutors. Altogether, the students have no serious complaints.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff		X			

## 4.2 Programme Management

Wittenborg's programmes are managed by the Education Board, whose chair is a member of school management (Director of Studies). The Education Board is responsible for the development of programmes and the monitoring of content. The Education Board has delegated through the Education Department the various components of programme organisation and management to the responsible persons within the organisation, who in turn have to coordinate teachers and staff involved in the programme. The Postgraduate Programme Coordinator, who is also the Liaison Officer within the University of Brighton, is responsible to carry out the running and evaluation of the Master programme, and within those tasks work with the Education Operations Manager to ensure that the administration (timetabling and organisation of modules) is carried out. The Examination Board's responsibility is to ensure that all students entering the programme have the correct qualifications and entry levels, to ensure that credits are allocated correctly and to approve and award final level diploma to students.

The educational administrative support for staff and students is provided by two departments, the Education Department and the Student Administration. The Education Department publishes Education Guides, Modules Guides, timetables, orders and issues books and creates, publishes and supplies readers. The Student Administration is responsible for the registration of the students both within Wittenborg and externally, with the National Register and the Immigration Services and organises the diploma verification (via Nuffic), if necessary. Furthermore, it provides students with scholarship information.

Wittenborg has formalised the structure of the Advisory Body. It consists of an Academic Advisory Panel, the Stichting Wittenborg University Advisory Board and the Professional Field Advisory Panel.

The Professional Field Advisory Panel consists of three to five invited participants, who meet twice a year with members of the Wittenborg Education Board and Wittenborg Network/Research centre and once a year with the Professional Field network at a symposium organised at Wittenborg University. The Professional Field Advisory Panel is, according to the HEI, supposed

- to advise on trends and developments in the business world and markets;

- to keep Wittenborg up to date with the training and education requirements of employers;
- to comment on Wittenborg's programme developments;
- to help raise Wittenborg's profile in the local, national and international business community;
- to advise on training and development opportunities within the professional field;
- to discuss related subsidy and funding opportunities and
- to discuss possible research and consultancy activities.

## Appraisal:

The programme management coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Though there is not only one person, but different persons in charge of the programme management, the panel received the impression that the fact that the programme management function is divided among different persons allows a good distribution of tasks and the cooperation works well.

The administration acts as a service provider for students and teaching staff. In terms of both quality and quantity sufficient staff is available taking account of their involvement on other programmes. Wittenborg offers continuous professional development for the administrative staff. The electronic service-support possibilities are used to the best possible extent and supplement the advice provided on a one-to-one basis, resulting in an overall quality of student and staff support that exceeds the quality requirements. The conversations with the administrative staff on site have shown that Wittenborg offers internal training and workshops for its staff.

An advisory body has been installed. The results of the advisory process are taken into account in the development of the programme. Though, the panel recommends to install an advisory body which is addressed specifically to the MBA programme.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and administrative Support for Students and Teaching Staff		X			
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities			X		

## 4.3 Cooperation and partnerships

Wittenborgs main partner regarding cooperation is the University of Brighton. They developed together three joint-delivered Master programmes in the areas of International Hospitality, Tourism and Event Management. These programmes are now in their second year and well established with a decent second year cohort. The modules are fully joint-delivered with lecturers from Wittenborg and Brighton teaming up to develop content, deliver and assess the modules. The joint-delivered MSc programme also offers the chance for students to

complete their Final Project on campus in the UK. In 2013, Wittenborg and Brighton came to the agreement that five of the MSc modules would be suitable to offer students within the MBA programme, also giving students access to online resources and the possibility of completing their final project in the UK.

Also Wittenborg has signed agreements with two Chinese Universities, the Shanghai Business School and the Shanghai Finance University, for student exchange, during which Wittenborg students spent a week at the Shanghai Business School, following seminars, lessons and paying company visits. This trip is planned on a yearly basis. In 2014 two exchange students from the Shanghai Finance University will come to Wittenborg to carry out a finance project for ½ a year and two lecturers, one from China and one from Apeldoorn will support them.

Furthermore, Wittenborg has recently signed a cooperation agreement with the University of California Riverside which is aimed at stimulating students to continue their studies at Post Graduate level in the US, and carrying out work placement there and an agreement with the University of Michigan, which provides students with seminars during their work placement at Disney in Florida.

One of Wittenborg's lecturers has established an academic research project, entitled the Great Project, which sees Wittenborg working together with the University of Hasselt, in Belgium, and other institutes in Ireland and the UK. The project is aimed at stimulating innovation and employment in the green energy sector, through the encouragement of small to medium sized companies to the production and usage of renewable energies, de-centrally. Wittenborg expects that Bachelor and Master students can be directly involved in projects such as these.

Since 2012, a lecturer of the University of Ottawa, who will also teach in the MBA programme, has been working with a team of developing professors from Canada, the US and Riga Business School in Latvia to develop MBA modules that take much of their delivery and content from online simulations and business management games.

Within the Netherlands, Wittenborg is member of the NRTO (Netherlands Association of Training and Education), along with other non-funded Universities of Applied Sciences in the Netherlands. Through the NRTO membership Wittenborg has forged an alliance with Webster University, with the aim of collaborating on quality management, for instance through peer review, and creating possibilities for Wittenborg students to continue their studies in the US. As a Netherlands University of Applied Sciences Wittenborg is also a member of the Nuffic, the Netherlands Organisation for International Education. This membership helps Wittenborg to keep up to date with developments in International Higher Education, both in the Netherlands and abroad.

As for other cooperations the External Relations Manager, supported by others in the team is the main contact between Wittenborg and companies, as well as non-government organisations, such as innovation platforms, and entrepreneurship organisations. The Director's Office maintains relations with government organisations and the Municipality Council of Apeldoorn, the Mayor of Apeldoorn, the Chairman of the regional Employers Association, the Chamber of Commerce, the Organisation for small to medium sized companies in the Netherlands, and a list of the top hundred companies in Apeldoorn, which also include multi-nationals.

## Appraisal:

Cooperation with HEIs and other academic institutions/networks with effects on the programme are actively pursued. The panel appreciates the current cooperations of Wittenborg in this field, particularly the close cooperation to the University of Brighton which results in the exchange of lecturers, jointly delivered modules and the usage of the library resources.

To further enhance the possibility of student exchanges the panel appreciates the recent efforts of Wittenborg to intensify the contact to other universities as well.

Moreover, Wittenborg is actively involved in cooperation with enterprises and other organisations and these cooperation produce concrete results, i.e. in excursions and guest lecturers. As the programme has not started yet, further results of these cooperations regarding the programme remain to be seen, but the panel encourages Wittenborg to intensify the cooperations because of the spin off effect on career placement for the students.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
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 enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities

Since August 2010, Wittenborg is situated in a newly built, modern education building which is located close to the train station of Apeldoorn and is part of a Dutch vocational education and training centre that caters to approximately 7.000 students. In its Aventus Wing, Wittenborg has eight teaching rooms, five large, and three small. There is also a meeting room and further meeting areas. Wittenborg can increase its room usage as required in agreement with Aventus College.

All rooms and meeting spaces have computer and network connections, projector facilities, a flip-over and a whiteboard. All rooms and spaces have wireless and fixed network internet access and disabled access for wheelchairs.

However, the building lacks the possibility to have flexible opening times, with regard to evenings and weekends.

Therefore it is currently planned in 2014 (depending on finalisation of agreements with the municipality) to expand Wittenborg University's facilities through the purchase of a school location opposite the current location, on the other side of the railway. This new location will be large enough to facilitate both the MSc classes and the future MBA programme, both with regard to classroom space and learning facilities such as a media centre and the small, but developing library facilities. The benefits of this additional campus are, amongst others, that the building is nearby, the class-room sizes are especially suitable to Master class seminars and the building will be available in the evenings, at the weekends and during vacation periods, when the Aventus campus is closed. If current discussions with the Municipality of Apeldoorn (owner) do not progress, there is a contingency plan to develop at another site nearby.

All required (book) literature is stocked in a separate bookstore and supplied by Wittenborg to every student. The library contains copies of all compulsory and at least two copies of all recommended reading books / literature of Wittenborg programmes and more. The Library is managed by a librarian who is available twice a week throughout the academic terms. Books

are loaned and returned either through this person or at specific opening times that are published to students through the Front Desk. There are currently around 2800 books in stock. All students have access to a number of online Open Access journal repositories, made available through Wittenborg Online and moreover through its partnership and collaboration with the University of Brighton. The students also have access to the world's online literature and journal resource databases through the Brighton's "Student Central". Students are also welcome to visit the campus in Eastbourne or Brighton to use the in-house library facilities there, especially useful during the Final Project stage of the Master programmes.

Wittenborg students have access to up to 30 computers within the Wittenborg Wing. All computers are installed with the relevant and up to date software.

## Appraisal:

In the view of the panel, the number and size of teaching rooms, the equipment of all learning facilities (including computer workstations) are in line with the needs described for the programme and allow for a growth in student number without compromising study quality. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. The panel appreciates Wittenborg's intention to expand their facilities to a new building in order to meet the demand of an extended access to the campus.

The library is small but offers the core literature for students. As for the research ambitions the opportunity to use the Brighton's "Student Central" provides the students journal resource databases and electronic media, which are in line with the programme contents and up to date. The panel encourages Wittenborg to continue the build-up of the library stock and to expand the opening time of the library.

Although there are no workstations in the library due to the small size of it, there are enough workstations available to students with sufficient technical equipment and room for group work with access to internet free of charge in the rest of the Wittenborg Wing, which is frequently used by students.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources			X		
4.4.3	Number of Technical Equipment at Library Workstations for Students			X		

## 4.5 Additional Services

No formal career service has been established, as Wittenborg aims to put students in touch with possible employers through the programme itself. According to Wittenborg many graduates have found employment at the companies they have done work placement at or completed their graduation dissertation at. It is intended to bring MBA students into direct contact

with companies and organisations in the region during the project weeks, in which they are required to complete consultancy projects that have been instigated by the companies and organisations concerned. Wittenborg's tutors, the teachers and management advise students on their careers, and introduce them to people from industry and business who may be able to help them further their ambitions. In addition, external relations officers publish on Wittenborg Online, Wittenborg's Facebook page and LinkedIn any suitable information regarding jobs, both for students as part of their work placement and also for graduates.

Since the programme has not started, there are no alumni yet. In other programmes, Wittenborg's relationship with alumni has been maintained through teaching staff who are in contact with graduates and through the provided account to Wittenborg's intranet, which gives alumni the possibility to stay in contact with Wittenborg and its activities. Furthermore, in 2008 Wittenborg established the "Wittenborg University Group" on the social network platform "LinkedIn". It is available for all staff, students and alumni of Wittenborg to join and share experiences and information about themselves. Wittenborg is currently trying to contact all graduates to ask them to join. During Wittenborg University's 25 Year Gala celebration, staff contacted as many Wittenborg Alumni as possible through social media, and these graduates are kept up to date with activities and events through newsletters and social media, especially with an aim to bringing external projects and career possibilities for current students.

Wittenborg has two student counsellors. A medical counsellor is affiliated to the medical centre and students can make an appointment to speak about medical issues. A student counsellor is available on appointment basis and is qualified to talk with students and advise them on non-academic social issues. The student counsellor is always present at school during exam weeks and also holds an introductory talk to students (each class) every term.

## Appraisal:

Career advice is offered to the students to promote employability. Certainly, these efforts could be improved, especially because the students coming from other countries do have difficulties finding jobs or internships if they don't speak Dutch and need special support.

An alumni organisation has been set up with the aim of developing an alumni network, although there are no activities specifically organised for the alumni. Nevertheless, the panel has the impression that despite the absence of an alumni club or any formal alumni activities yet, Wittenborg's management gets interesting programme information from their alumni due to personal relationships to management and staff. However, due to the growth of Wittenborg and, thus, increasing number of alumni the panel encourages Wittenborg to further extend and illustrate alumni activities.

The individual counselling for students is an integral part of Wittenborg's services. By providing both a student counsellor and a medical counsellor the students get above average advice on all questions associated with daily life.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service			X		
4.5.2	Alumni Activities			X		
4.5.3	Individual Counselling and Welfare Services for students		X			

#### 4.6 Financial planning and financing of programme (Asterisk Criterion)

Wittenborg is a privately funded University of Applied Sciences, which means that most of its funding comes directly from student fees. During the five year period after its move from Deventer to Apeldoorn it has also received a donation in the form of financial support for the move from Deventer and a rent subsidy, totaling around 500.000 Euro, from a local foundation. The final payment of this will be made in 2014. The foundation was prepared to further assist Wittenborg if required, however this has proven unnecessary.

Wittenborg budgets its programmes on the basis of a presumption that the programme should be self-supporting, however through the method of efficient planning, and the sharing of modules, different pathways can be sustained, even if some actual specialisation, elective subjects have low numbers of students. This is apparent in the broad Bachelor programme, in which some specialisations, in some years have very few students following the elective modules, for instance such as Real Estate Management, which at the current time is less popular. In the 2013-2014 season Wittenborg has had experience offering three overlapping Master of Science degree programmes. In this case the income exceeded the delivery costs. The MBA programme can cover its operational cost with a group of approximately 13 students per phase. With 15 students per phase, the programme can also be completely self-supporting, contributing towards the above mentioned posts. Furthermore, in 2014, Wittenborg has reserved 180.000 Euro to cover the first full year of delivery.

#### Appraisal:

Wittenborg has described a short and medium-term financing strategy, on site the panel was also given access to detailed financial planning of Wittenborg, which includes a reasonable degree of detail and is transparent. Within the limits of a review process, the panel concludes that financial stability is ensured for the current programme cycle for the entire accreditation period so that students will be able to complete their studies in any case.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.6*	Financial Planning and Financing of Programme			X		

## 5. QUALITY ASSURANCE

Wittenborg describes its approach to quality as systematic and as being implemented in the quality control of programme development and programme operations. The system (“PDCA”) is described in the quality system handbook. A quality manager is appointed by the Wittenborg University Trust to oversee the implementation and maintenance and improvement of the quality system. The quality Manager reports to the Executive who in turn is required to report to the University Advisory Board. From 2014, Wittenborg is obligated to submit a yearly report regarding critical self-reflection on quality and standards to the Minister of Education. According to Wittenborg, the departments and people responsible for quality management are clearly defined, and these are linked to the organisation structure and with regard to the development and maintenance of the programme. The quality handbook is also available online for staff and students.

Using the outcomes of student, staff and success rate evaluations, 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 (PDCA) of evaluation cycles of administration, education, communication and external relations

Student evaluation is carried out formally and informally. Throughout the programme students are asked to complete a module evaluation form, which include two questions on workload, for every module they follow. The module evaluation is held during the exam week and administered by the examination invigilator. The results of module evaluations are made available to the respective lecturer, the education board and management. The procedure is described in the PDCA of module evaluation. Furthermore, at least every half year a student receives an appraisal interview carried out by a member of the academic tutoring team. During this appraisal formal student feedback is registered, and reported in the notes made and if needed in the study agreement. At the time students leave Wittenborg, either as graduates, or in other circumstances, an exit-interview is held, whenever possible. The evaluation results of this are fed back into the organisation.

The involvement of students in the evaluation and decision-making process at Wittenborg has been formalised by the instigation of the “Student Reps”. This is a group of students who represent a broad national base from all levels of Wittenborg’s education offerings. They meet once every three weeks with a member of the management board, and discuss both the evaluation and development of programmes. One of the tasks of the Student Reps is to evaluate new teaching staff. All prospective teaching staff are requested to give a “try-out” lecture to a group of student volunteers who include members of the Student Reps. Student Reps provide critical feedback to the Human Resource Management department on their student experience in the “new” teacher’s lesson.

Apart from that, Wittenborg encourages informal feedback to be collected at all times, when possible, during informal moments between students and staff.

Regarding the evaluation by teaching staff, Wittenborg states that the teaching staff is required to evaluate the Module Guides of the modules they teach, on a yearly basis and discuss the content, evaluation and structure of the module with the Programme Manager. Furthermore, all staff members go through a periodic appraisal interview; the results of this are stored in the staff dossier, and discussed by management. At the appraisal interview, staff is required to give feedback on the organisation, the programmes, the students and management. Periodically a staff contentment research project is carried out by a student as part of a work experience project.

Also, due to the fact that Wittenborg is a small institute there is regular informal contact between the management and staff, informing the management about the current feeling of success or improvement possibilities.

External evaluation at Wittenborg takes place in form of questionnaires to work placement companies and feedback through informal discussions with alumni and collaborating companies. Also, in the Netherlands, student satisfaction at Universities of Applied Sciences is officially monitored through the National Student Survey, which results in publication in the internet as well as in book called Study Choice Guide. Not only is this now obligatory for institutes to partake in, but institutes are also involved in the development of the questionnaires.

The programme will be promoted to prospective students through specific webpages on Wittenborg's website, that provide an overall overview of the programme, its aims and objectives, duration cost and entry requirements. These pages are supported by direct downloadable files containing the Education and Examination Guide, application procedures, application documentation and year planning. Admissions staff is trained to provide not only generic advice about "Studying in the Netherlands" or "Studying at Wittenborg" but also to explain the content, structure and aims of the programme.

All activities at Wittenborg are documented, and published, when applicable, throughout the year as they happen on Wittenborg's Website. Furthermore, there is a yearly report published for the city of Apeldoorn and a yearly report which is submitted to the Netherlands Ministry of Education.

## Appraisal:

The panel members came to the conclusion that Wittenborg has formulated quality targets for the development of programmes and regularly assesses their implementation. The panel appreciates the transparency through the documentation in a quality system handbook. Its system of quality assurance and development is designed comprehensively so that continuous quality improvement of the institution can be achieved. Also, a quality assurance and development procedure exists, which is used systematically to continuously control and monitor the quality of the programme content, processes and outcomes (quality circle). Teaching staff and students are involved in the quality assurance and development procedures.

Evaluation by the students and teachers is carried out on a regular basis and in accordance with a described procedure. There is a number of evaluation procedures, both formal and informal procedures. The HEI handed out a questionnaire which is used for evaluation of the courses and checks among others if the estimated workload corresponds to the actual workload of the students. The outcomes of the evaluations are communicated to students. Alumni and employers are involved in the quality circle as well. Though, the panel recommends due to the growth of Wittenborg and, thus, increasing number of alumni to formalise the evaluation by Alumni. Along with the response to the assessment report Wittenborg handed in a promising concept to improve alumni tracking. The implementation of this concept should be reviewed in the case of a re-accreditation.

As for the description of the programme content, the panel states that the programme is described in detail and the description is constantly updated. The documentation is available to interested parties, both in hard copy and electronic form, and it ensures a high level of transparency.

Also, the activities which take place during the academic year are continuously documented and published on the website. The panel recommends to take an abbreviated version of the yearly reports Wittenborg has to submit to the executive and to use those to inform the public, particularly students and prospective students.

Quality Ratings

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes			X		
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		
5.4	Programme Documentation					
5.4.1	Programme Description		X			
5.4.2	Documentation of Activities during Academic Year			X		

# Quality Profile

Institution: Wittenborg University of Applied Sciences

Master programme: Master of Business Administration (MBA)



Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1*	Logic and Transparency of Programme Objectives			X		
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market			X		
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)			X		
1.2.3	Positioning within HEI's overall Strategy			X		
1.3*	International Dimension of the Programme					
1.4	Gender equality and equality of opportunity		X			
<b>2.</b>	<b>ADMISSION (REQUIREMENTS AND PROCEDURE)</b>					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)					X
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)			X		
2.4*	Ensuring Foreign Language Competence			X		
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

Quality Ratings

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Structure					
3.1.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.1.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation			X		
3.1.3*	Study and Examination Regulations			X		
3.1.4*	Student workload			X		
3.2	Content					
3.2.1*	Logic and conceptual Coherence of Programme / Curriculum			X		
3.2.2*	Rationale for the Qualification Title			X		
3.2.3*	Reasons given for programme description			X		
3.2.4*	Integration of Theory and Practice			X		
3.2.5	Interdisciplinarity			X		
3.2.6*	Methodological Competence and Academic Work			X		
3.2.7*	Performance in Examinations and Thesis			X		
3.3	Internationality					
3.3.1*	International and intercultural aspects			X		
3.3.2	Internationality of Student Community		X			
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content		X			
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or research-oriented skills (only for Master programmes in Germany)					X
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials			X		
3.5.3	Guest Lecturers			X		
3.5.4	Student Assistants involved in Teaching					X
3.6*	Skills for Employment / Employability					
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff		X			
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and administrative Support for Students and Teaching Staff		X			
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities			X		
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 enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources			X		
4.4.3	Number of Technical Equipment at Library Workstations for Students			X		
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service			X		
4.5.2	Alumni Activities			X		
4.5.3	Individual Counselling and Welfare Services for students		X			
4.6*	Financial Planning and Financing of Programme			X		
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes			X		
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		
5.4	Programme Documentation					
5.4.1	Programme Description		X			
5.4.2	Documentation of Activities during Academic Year			X		