

# Decision of the FIBAA Accreditation Committee for Programmes



**112<sup>th</sup> Meeting on 13 September 2019**

<b>Project Number:</b>	18/090
<b>Higher Education Institution:</b>	Wittenborg University of Applied Sciences
<b>Location</b>	Apeldoorn (Netherlands)
<b>Study Programme:</b>	Master of Business Administration (MBA)
<b>Type of Accreditation</b>	re-accreditation

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

According to § 12 (2) in conjunction with § 16 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation”, the study programme is re-accredited.

Period of Accreditation: September 13<sup>th</sup> 2019 until the end of summer semester 2026

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

Wittenborg University of Applied Sciences  
Apeldoorn (Netherlands)

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**Master study programme:**

Master of Business Administration

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**Qualification awarded on completion:**

Master of Business Administration (MBA)

# General Information on the study programme

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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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**Type of study programme:**

master programme

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

1.5 years (Full-time) - 2 years (Part-Time), 90 ECTS points

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**Mode of study:**

full-time / part-time (possible)

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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

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

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**Programme cycle starts in:**

The programme cycle has a unique rolling intake system (carousel) that allows students to enter the programme in any of the 6 modular blocks.

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**Initial start of the programme:**

winter semester 2014

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**Type of accreditation:**

re-accreditation

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

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

# Procedure

A contract for the re-accreditation of the Master of Business Administration (MBA) was made between FIBAA and Wittenborg University on November 11<sup>th</sup> 2018. On January 23<sup>rd</sup> 2019, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

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

**Prof. Dr. Ed Vosselman**

Radboud University Nijmegen School of Management

Professor of Accounting

(Accounting, particularly Management Accounting and Control, Accounting and Trust, Performance Management, Management and Organization, MBA-Programs)

**Prof. Dr. Dietmar Brodel**

Fachhochschule Kaernten, University of Applied Sciences, Villach, Austria

Former Rector and Head of Business & Management

(International Management, Corporate Management, Organization, Environmental Management)

**Dr. Rik Reumkens**

Rabobank

Teamleader and member of Management Team Rabobank Learning Center

(Senior Learning Expert (Field: Management and talent Development))

**Sabine Hahn**

Hochschule Augsburg University of Applied Sciences

Student Master of Business Administration

FIBAA project manager:

Lars Weber

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on May 14<sup>th</sup> -15<sup>th</sup> 2019 at the HEI's premises in Apeldoorn. On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 12<sup>th</sup> 2019. The statement on the report was given up on August 16<sup>th</sup> 2019; it has been taken into account in the report on hand.

# Summary

The Master of Business Administration (MBA) offered by Wittenborg University fulfils the FIBAA quality requirements for master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on September 13<sup>th</sup> 2019 and finishing on the end of summer semester 2026. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

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

- Didactical concept (see Chapter 3.3),
- Facilities and equipment (see Chapter 4.4).

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

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

- Positioning of the study programme within the HEI's overall strategic concept (see Chapter 1.3),
- Counselling for prospective students (see Chapter 2.2),
- Ethical aspects (see Chapter 3.1),
- International contents and intercultural aspects (see Chapter 3.4),
- Internationality of the student body (see Chapter 3.4),
- Internationality of faculty (see Chapter 3.4),
- Foreign language contents (see Chapter 3.4),
- Student support by the faculty (see Chapter 4.1),
- Process organisation and administrative support for students and faculty (see Chapter 4.2).

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

# Information

## Information on the Institution

Wittenborg University of Applied Sciences (henceforth WUAS), is a privately funded (not for profit) institution for higher education that operates fully in English. WUAS is based in the Dutch town of Apeldoorn and currently offers Bachelor and Master programmes to around 850 students a year (2018) from the Netherlands and around the world. WUAS counts its student numbers based on all those registered during a calendar year, and on average 700 students are studying at any one time during the year. Its size, international (micro) environment and the fact that it is privately funded contribute to a dynamic and continuously developing institute that enjoys bringing a global outlook to a local region.

In 2015, WUAS opened a study location in Amsterdam. This location is specifically aimed at offering the bachelor's specialisation in Entrepreneurship & Small Business (a double degree with University of Brighton), and three of the master's (MBA) specialisations (General MBA with an International focus, Finance and Entrepreneurship & Innovation). Currently Amsterdam has around 90 students (70 Bachelor's and 20 Master's). WUAS aims to grow the location to approximately 150 students in the future.

In 2017 WUAS opened a small study location in Vienna, within a location that is shared with a local business college (EWS). This location is currently small in numbers and allows Bachelor's students from the Netherlands to spend a study experience in Austria, within the same programme.

## **Further development of the programme, implementation of recommendations from previous accreditation [for re-accreditation] statistical data and evaluation results [for accreditation and re-accreditation]**

The main development of the MBA has been the increase in numbers of specialisations/pathways connected to a common core. At the time of initial accreditation in 2014, the MBA had three different specialisations. It now has seven specialisations with two more specialisations being developed. Initially each specialisation had two elective modules, and during the development of new specialisations this varied from two to four, but the MBA programme has now been standardised to nine core modules and three specialisation (elective) modules. The MBA consists of 45 credits core modules, 15 credits specialisation and 30 credits final project for a total of 90 ECTS points.

In 2015, the FIBAA accreditation panel for this MBA programme recommended that:

- Formalised programme-related alumni tracking studies should be conducted;
- The panel encouraged WUAS 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;
- The panel encouraged WUAS to monitor regularly how students cope with the block module teaching;
- The joint teaching of M.Sc. and MBA students should be done minimally, and it should be closely monitored;
- The panel encouraged WUAS to consider to bring in more guest lecturers with a background in international companies in order to further promote the employability;
- The panel encouraged WUAS to continue to improve library facilities;
- The panel encouraged WUAS to further extend and illustrate alumni activities;

In the past years WUAS has strengthened its Alumni tracking through a specific alumni platform called Graduway which is available at [www.wittenborgconnect.com](http://www.wittenborgconnect.com). This is available to Bachelor's and Master's students. Graduway is used by well-known international business schools around the globe. Also, according to the panel recommendations, the MBA programme has been further benchmarked with international well-known business schools, and international accreditations, AMBA and AACSB have been initiated.

Classes of MBA and MSc students are since 2015 no longer mixed and the block teaching within the MBA has clearly been a success. It is monitored through the module feedback forms that are taken every block after every module, and through discussions with the Student Representatives and the Programme Committees. The number of guest lecturers has been increased, especially guest lecturers with business backgrounds to compliment the core academic teaching staff. The library resources in Apeldoorn have been continuously updated and improved and access has been provided to journals and e-books through EBSCO, Wiley and Springer.

### **Further Development:**

WUAS has been able to start implementing a policy to give preference to employing PhD qualified teachers. The development of the MBA programme has helped to stimulate this development. The result is that around 35 members of WUAS teaching staff hold a PhD and many of these have been involved in their own and WUAS' research and publishing projects (see also chapter 4.1). Between 2014 and 2018, the Graduation and Examination Regulations have been updated and improved. In 2014, the role of the Graduation & Examination Board at WUAS underwent an audit from the Ministry of Education Inspectorate, which was satisfied with the procedures and functioning of this important and independent body. Since 2012, student involvement in the development of programmes and organisation of processes and services has been formalised by the appointment of the Student Representatives (Reps). This group of students represents Bachelors and Master's programmes (separate meetings) and all phases of the bachelors. Until now, Reps meet directly with management during Project weeks, 6 times a year and the meetings are documented, and action points are made and evaluated. In 2018 the system has been further developed and improved by introducing a system of elected Student Reps, and two conference / workshop days in which the whole institute can participate in feedback sessions with the Reps. From 2017, new Programme Committees have been started, that include teachers and students from the programme, who evaluate the programme in a formalised fashion. The Programme Committees are now an integral element for inclusion in the discussion with the Student Representatives and meet during the workshop conference events described above, giving plenary feedback to management and the whole organisation (students & staff) in a structured manner (see also chapter 5). Support developments in the past 4 years have been the implementation of Osiris as Student Information System, a highly developed university data system, used by many large Dutch universities, that allows students to access their information and grades.

WUAS also implemented Scientia, a world class timetabling software, that publishes timetables to students smartphones. In the past 5 years, through its partnership with the University of Brighton, WUAS has gained access to leading scientific journal databases for its staff and students, through Brighton's Student Central website, and has increased its own supply of papers and Open Learn resources for students. WUAS has also further implemented Turnitin integration into a completed updated Moodle VLE to assist students with the submission of correctly referenced papers, and help bring down cases of plagiarism. Statistical data of the MBA programme:

Total (MBA 2014-2015)							
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Total
Started	0	0	0	0	3	1	4
Graduated	0	0	0	0	0	0	0
Drop-out	0	0	0	0	0	0	0
Study in progress	0	0	0	0	3	4	4

Total (MBA 2015-2016)							
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Total
Started	6	0	0	3	0	2	11
Graduated	0	0	0	0	0	0	0
Drop-out	0	0	0	0	0	0	0
Study in progress	10	10	10	13	13	15	15

Total (MBA 2016-2017)							
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Total
Started	5	4	1	3	2	3	18
Graduated	0	1	0	0	0	0	1
Drop-out	6	0	0	0	0	0	6
Study in progress	14	17	18	21	23	26	26

Total (MBA 2017-2018)							
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Total
Started	4	7	9	11	5	10	46
Graduated	0	1	1	1	0	1	4
Drop-out	3	0	0	0	0	0	3
Study in progress	27	33	41	51	56	65	65

Total (MBA 2018-2019) Incomplete							
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Total
Started	8	5	5	11	1	0	30
Graduated	0	0	0	0	0	0	0
Drop-out	2	0	0	0	0	0	2
Study in progress	71	76	81	92	93	93	93

## Appraisal

With a view to the statistical data it is visible that WUAS needed time to get the programme running. However, the panel came to the conclusion that the MBA was continuously improved within the last years (by considering external feedback) and that it was brought to a level of vivid quality. Hence, the panel has no doubts that the MBA programme will continue successfully in the years to come.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (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 develop 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 and adapt their behaviour and role according to the macro and micro environments they find themselves in.

Therefore, at a starting position, at a tactical level, graduates should be able to manage and lead complex business operations in an international context, for instance in areas of finance, marketing, operations and supply chain management, information services management and organisation behaviour. At a strategic level however, MBA graduates will need leadership, vision, creativeness, and innovation combined with solid research and analytical competencies.

The MBA programme has 5 Core over-all MBA Final Qualifications:

- Understanding (Body of Knowledge);
- Adoption (Strategic Management Roles);
- Communication (Skills);
- Conduct (Research);
- Continuously develop personal skills (Lifelong learning and Leadership).

The MBA programme has been designed to meet these fundamental two levels of objectives (tactical level and strategic level), with the clear progression from semester 1 to semester 2 in which modules reflect a more research based, critical analysis approach.

The current programme allows students to choose modules from a specialisation, and indeed complete their final project in that field, depending on their knowledge of a particular field of interest.

In line with the all-round domain specific qualification and competence goals of a Netherlands HBO degree, WUAS' Business Administration Graduates will show the following:

- ability to work independently;
- ability to develop or generate new ideas and communicate these and be pro-active;
- ability to think ahead and actively change processes to improve them;
- develop an analytical capability based on experience;
- quickly ascertain the effect of change within organisations;
- ability to quickly prioritise;
- ability to quickly gain an overview of an organisation;
- ability to understand complex situations;
- has a broad understanding of business as well as a deeper understanding of work field specific issues (specialist);

- has good written and spoken presentation skills;
- has the ability to work in autonomous teams and values the input of peers;
- has developed a good understanding of the social – economic environment, and maintains this;
- has the ability to socialise with fellow graduates and academics;
- has the ability to take worthwhile decisions both long-term and short-term based on available facts and existing situations.

Furthermore, MBA graduates,

- have the ability to lead people and motivate teams;
- have the ability to communicate conclusions;
- are flexible and can cope with uncertain situations;
- show creativeness and innovation through the ability to introduce new thoughts alongside normal theory;
- show social competence, through self-reflection, cultural adaptability, and openness to other ways of thinking: is empathic.

## Appraisal:

The qualification objectives of the MBA programme are explained and convincingly presented in relation to the target group of qualified and work experienced students from all over the world, who want to use the Master qualification to achieve the next level of their careers. The different specialisations make the programme interesting for students interested in various professional fields. In a diagram ('Programme Development Process') WUAS showed clearly how a programme was developed and how the aims and objectives of the modules are related to the concrete final qualifications (learning outcomes).

The programme's outcomes embrace academic proficiency, comprehensive further employability, as well as the development of the individual student's personality.

In the view of the panel the subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired Master level at graduation. They take into account the requirements of the national Dutch qualification framework.

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

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

The 'main characteristic' of WUAS is its international profile. WUAS programmes are all offered solely in English and its teachers, support staff and management represent a diverse range of cultures and nationalities. In 2018, the approximately eight hundred and fifty students at WUAS reflect over 90 different nationalities. The WUAS programme management (currently eight members of the Education Board) contains eight different nationalities.

All WUAS' programmes are internationally orientated, and although a mix of international students and international teachers does not automatically produce an international curriculum, it has a clear influence, and is clearly dependent on the definition of an

international curriculum and the perspective it is seen from. The following points reflect the international nature of the IBA:

- All teaching is delivered in English by teachers from several different nationalities besides the Netherlands.
- All course material and textbooks are in the English language and are chosen with an international focus for all modules (avoiding, when possible, materials too focused on the UK or the USA, by selecting global and/or European editions.)
- It is WUAS' aim that graduates can both operate within any international environment, and use the international focus gained from the programme to excel within their home environment.
- Many international students return home or go to a third country to work after graduation.
- Those who stay, find jobs under the term 'knowledge migrants', often in international companies, in the Netherlands.
- The programme is described, credited (ECTS points) and documented in a manner that conforms to European higher education standards, and the degree is accompanied with a clear Diploma/Degree Supplement conforming to European standards.
- The Final Qualifications reflect the international character of the programme, and show students' knowledge and abilities. The Aims and Objectives reflect the international character of the modules, and are in line with the Final Qualifications.

In September 2016, in a letter to parliament, the Dutch minister of education, Jet Bussemaker, singled out Wittenborg University of Applied Sciences as a good example of a university with an unequivocally international character.

## Appraisal:

Internationalisation was and always will be one of WUAS aims and strengths. The MBA programme's design appropriately takes this into account by including various international aspects that benefit the graduates' employability into the programme. Even more important than the specific MBA design is the international environment at WUAS, which promotes the international and intercultural competencies of each and every WUAS student/graduate.

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

## 1.3 Positioning of the study programme

The MBA programme is positioned in the national and international market as an English-taught, broad MBA degree programme. It is positioned as a programme that has opportunities for international students to study, gain work experience and possibly stay and work in the Netherlands, whilst Dutch students can study in an extremely international environment within their own country, and possibly spend a year abroad as part of their studies.

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

academic community, rather than being just a student number within a large and impersonal university. WUAS counters the disadvantages of small size with its strong strategic partnership with the University of Brighton, giving access to a range of online resources, for example, and a pool of external lecturers from the UK, that bring a wealth of experience and professionalism to the institute and hence to the MBA programme.

The main target groups for the MBA programme are:

- Dutch or other EU graduates who are working in an organisation, managing people or processes, and are looking to improve their career opportunities within their current employment position. These students are supported by their employer and can study the programme part-time;
- Dutch, or other EU graduates who have been working in an organisation, managing people or processes, and are looking for a full time MBA programme that will increase their employability chances in an international market;
- International graduates in the Netherlands, who have completed a Bachelor degree and have worked in an organisation with responsibility managing people or processes, who are looking to improve their career opportunities, either at their current employer or in the search for a new opportunity;
- International students worldwide, from business or non-business fields, with a proven minimum of three years managing people or processes within an organisation. These students are looking for an English-taught, internationally orientated MBA programme that can allow them to improve their career prospects in the job market either at home or in the Netherlands, either at their current employer or at a new organisation, and possibly continue their studies at a higher level.

WUAS' target students are global, and therefore its professional profile for its business administration programmes must encompass a general and overall perspective.

Corporations, SMEs, non-profit and government organisations require a broad range of knowledge, competencies and skills in their business administrators, and invest time and resources in selecting candidates who will continue to learn and grow within their organisations. The MBA programme is designed to provide large and small organisations, in the Netherlands and around the world with access to ambitious employees who have a sound knowledge of business and organisation theories, processes and systems, and who are eager to continue their development.

Currently, the Netherlands and other European countries are also actively supporting and encouraging (non-EU) knowledge migrants to settle and work in European companies. MBA graduates are generally excellently positioned to enter the job market as knowledge migrants, and many (non-Dutch) graduates have seized the opportunity to stay in the Netherlands at Dutch companies. Non-EU graduates can register in a so-called 'search year' up to 2 years after graduation and during that year are allowed to work full time without restrictions, whilst they find a more permanent position that would allow them to stay working in the Netherlands.

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

To develop professional profiles, WUAS has had discussions with many entrepreneurs, corporate managers and representatives of various small to medium-sized businesses, as well as 'academic university' professors and researchers. WUAS has also had talks regarding the development of its programmes and their requirements with several business platforms whose focus is the support of SMEs and start-up businesses. Talks on the development of skills and competencies for independent business people, entrepreneurs and start-ups are also held with the Chamber of Commerce, the employer's association VNO-NCW and organisations such as "Centrum voor Jong Ondernemen", an organisation that actively assists and supports starting young entrepreneurs. The Gemeente Apeldoorn (city council) also participated in the development of this profile. In addition, discussions on the final qualifications of programmes are held with alumni and work placement companies.

WUAS was originally a business school, and this remains its main area of activity. The MBA programme was developed as a broad Master's, in line with this characteristic. It is Dutch government policy to encourage broad degree programmes with specialisations. According to WUAS, the MBA with its specialisations fits perfectly into that policy.

### Appraisal:

The described profile and the competence goals of the programme are comparable to other MBA programmes on the education market. WUAS analysed such programmes on a national and international level to develop their MBA further. Based on the international atmosphere at WUAS, the small class sizes and the (academic) guidance by the teaching staff the panel considers that the programme can compete on the education market. The arguments in support of graduate's (further) employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates in various sectors (specialisation areas) are plausibly set forth.

The study programme is convincingly integrated into the HEI's overall strategic concept. The MBA as the Master for work experienced Bachelor graduates from different study fields is very important for the portfolio of WUAS. As a result the study programme's qualification goals are explicitly in line with the HEI's mission and strategic planning.

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

## 2. Admission

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

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

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

The admission requirements (criteria) for the MBA are as follows:

- Bachelor degree: a Bachelor degree or equivalent recognised qualification. Applicants are requested to provide an academic reference from their previous education institute. They must also have completed an academic piece of work (final project or dissertation) that shows a degree of academic writing and research experience;
- work experience: a minimum of 3 years' professional experience; o Applicants are requested to provide a reference from a company or organisation where they have worked;
- language proficiency: applicants from outside the EU must have passed IELTS at level 6.5 (for Masters programmes). Equivalentents in TOEFL are also accepted, and EU students with the appropriate secondary school qualifications (listed by the NC) will have reached a level of English in line with this score. Exceptions to this are native speakers from countries where English is the official language, and they have successfully completed their last educational qualifications from an institute where the language of instruction is English. The level of English is always confirmed through a conversation either in person or on the telephone. WUAS offers an English preparation programme for students with an IELTS score of 5.5 or 6 if required. All students are interviewed at the initial stage of their application.

The English language proficiency level requirement is  $\frac{1}{2}$  a point higher than the minimum national requirements in the Netherlands. Students without the English language proficiency level can choose to do a preparation English programme or the Pre-Master in order to improve their English.

There is no specific selection procedure for students wishing to enter the MBA, however non-EU (visa) students are "screened" according to their background, in order for the institute to be able to guarantee their immigration status. The screening comprises of an interview, collection and correlation of all IND required documents, including proof of sufficient funds, taking into account any scholarships provided by WUAS (Orange Tulip Scholarship, for instance) or by third parties (NUFFIC, EU, etc).

Applicants are required to provide a motivation letter in which they describe the reasons for choosing WUAS' programme, as well as the reason for wanting to study in the Netherlands (international students). Student motivation is important as the programmes are demanding

and especially for international students there is an (IND1) criterion that they complete at least 50% of all their credits in a year.

The admissions team is an experienced body of staff led by the Student Registrar. Many members of the admissions team are graduates of WUAS programmes, and as former students are in a position to give detailed and helpful information and support to students requesting information. In the past 2 years the admissions team has been expanded by an additional 2 Full-Time-Equivalents (FTE) to cope with the increased numbers of enquiries, and to ensure a quality admissions process. The admissions team now comprises of 8 persons and equals around 5 FTE. 6 of the 8 members of staff hold a Master level qualification, and one member of staff is enrolled in the MBA at WUAS (funded by WUAS). Staff are regularly sent on training and information sessions to national and international meetings regarding (international) student admissions and have received training to use systems such as OSRIS, NARIC and others. WUAS has developed a system that integrates the sales and marketing team, the admissions team and the initial student support team into one 'pipeline' – this has definite advantages, as it means that students are always provided with a good personal experience as they go through the application process.

## Appraisal:

The admission requirements are defined and comprehensible. The Dutch requirements have all been taken into account. The same appears for European requirements (MBA Guidelines) like the aspired job experience of the students after the first academic degree of 3 years at WUAS (certified proof of this experience must be shown at the time of the admission). The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements also consider adequately the required language proficiency level of English. WUAS ensures that all enrolled students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

A specialty and clear advantage of WUAS MBA is the possibility of enrolling throughout the year and not only once or twice a year. The course/block structure and the curriculum design make it possible to start at various times during the academic year. Especially with students coming from so many different countries (with different times of finishing studies, receiving degrees, applying for visas, etc.) this is a very unique and student friendly situation, which was very much appreciated by WUAs students that participated in the on-site visit.

Applicants can directly turn to a student counselling services and the programme's management for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided. Moreover, the HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are definitely based on the international target group's needs.

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

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

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

#### 3.1 Contents

The programme is comprised of modules from different areas of business, providing students with a multi-disciplinary learning experience, combining styles of learning with different approaches to content and delivery. After a period of continuing development between 2015-2018, the current MBA includes:

- three semesters;
- nine 'core MBA modules'; Including 'Research Methodology' that spans all semesters
- three 'specialisation modules' (elected specialisation);
- three themed project weeks based on specialisation, linked to the Final Project;
- various guest lectures and company excursions;
- a Final Project / Graduation Assignment.

Overview of the programme's curriculum with the seven specialisation possibilities:

Master of Business Administration (MBA) in International Management				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	EC Credits	Module Code
1 / 5 (1) <sup>1</sup>	Management Accounting & Finance	36	5	FIN41
1 / 5 (2) <sup>2</sup>	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Human Resource Management	36	5	MO41
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)	36	5	GA41
5 / 1 (1)	Globalisation, Society & Culture	36	5	MO44
6 / 2 (2)	International Corporate Sustainability	36	5	EN42
6 / 2 (1)	Business Statistics	36	5	GA42
7 / 3 (1)	Strategic Management	36	5	SM41
7 / 3 (2)	International Consultancy	36	5	MO45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW41
<b>Total Year 1</b>			<b>65 Credits</b>	
Year 2 (1 Semester /Term)				
3 Blocks (18 weeks - See Part8)	Final Project	N/A	25 out of 30	GA43
<b>Total Year 2</b>			<b>25 Credits</b>	
<b>Total Credits MBA</b>			<b>90 Credits</b>	

Master of Business Administration (MBA) in Hospitality Management				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	EC Credits	Module Code
1 / 5 (1) <sup>a</sup>	Management Accounting & Finance	36	5	FIN41
1 / 5 (2) <sup>a</sup>	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Human Resource Management	36	5	MO41
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)	36	5	GA41
5 / 1 (1)	Critical Perspectives in Hospitality Management	36	5	HM41
6 / 2 (2)	Business Statistics	36	5	GA42
6 / 2 (1)	Hospitality Operational Excellence	36	5	HM40
7 / 3 (1)	Strategic Management	36	5	SM41
7 / 3 (2)	International Hospitality Development	36	5	HM42
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW41
Total Year 1			65 Credits	
Year 2 (1 Semester /Term)				
3 Blocks (18 weeks - See Part8)	Final Project	N/A	25 out of 30	GA43
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

Master of Business Administration (MBA) in Education				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	EC Credits	Module Code
1 / 5 (1) <sup>a</sup>	Management Accounting & Finance	36	5	FIN41
1 / 5 (2) <sup>a</sup>	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Human Resource Management	36	5	MO41
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)	36	5	GA41
5 / 1 (1)	Critical Perspectives in Education	36	5	EM41
6 / 2 (1)	Leadership and Management in Education	36	5	EM42
6 / 2 (2)	Business Statistics	36	5	GA42
7 / 3 (1)	Strategic Management	36	5	SM41
7 / 3 (2)	Change Management: New teaching & Learning Approach	36	5	EM44
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW41
Total Year 1			65 Credits	
Year 2 (1 Semester /Term)				
3 Blocks (18 weeks - See Part8)	Final Project	N/A	25 out of 30	GA43
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

Master of Business Administration (MBA) in Sports Business Management				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	EC Credits	Module Code
1 / 5 (1) <sup>7</sup>	Management Accounting & Finance	36	5	FIN41
1 / 5 (2) <sup>8</sup>	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Human Resource Management	36	5	MO41
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)	36	5	GA41
5/1(1)	Sports in the Global Marketplace	36	5	SP41
6 / 2 (2)	Ethical and Social Responsibility: Theory and Application	36	5	MO46
6 / 2 (1)	Business Statistics	36	5	GA42
7 / 3 (1)	Strategic Management (in Sports Business)	36	5	SM41
7 / 3 (2)	Critical Issues in Sports & Leisure	36	5	SP42
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW41
Total Year 1			65 Credits	
Year 2 (1 Semester /Term)				
3 Blocks (18 weeks - See Part8)	Final Project	N/A	25 out of 30	GA43
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

Master of Business Administration (MBA) in Health & Social Care				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	EC Credits	Module Code
1 / 5 (1) <sup>9</sup>	Management Accounting & Finance	36	5	FIN41
1 / 5 (2) <sup>10</sup>	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Human Resource Management	36	5	MO41
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)	36	5	GA41
5 / 1 (1)	Advancing Professional Decision Making	36	5	HC41
6 / 2 (2)	Enabling Leadership In Health Care	36	5	HC42
6 / 2 (1)	Business Statistics	36	5	GA42
7 / 3 (1)	Strategic Management	36	5	SM41
7 / 3 (2)	Strategy Health Care Management	36	5	HC44
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW41
Total Year 1			65 Credits	
Year 2 (1 Semester /Term)				
3 Blocks (18 weeks - See Part8)	Final Project	N/A	25 out of 30	GA43
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

Master of Business Administration (MBA) In Entrepreneurship & Innovation				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	EC Credits	Module Code
1 / 5 (1) <sup>13</sup>	Management Accounting & Finance	36	5	FIN41
1 / 5 (2) <sup>13</sup>	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Human Resource Management	36	5	MO41
2 / 6 (2)	Business Operations	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	5	GA41
5 / 1 (1)	Innovation, Creativity & Entrepreneurship	36	5	EN43
6 / 2 (2)	International Corporate Sustainability	36	5	EN42
6 / 2 (1)	Business Statistics	36	5	GA42
7 / 3 (1)	Strategic Management	36	5	SM41
7 / 3 (2)	Venture Capital & Private Equity	36	5	FIN45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW41
Total Year 1			65 Credits	
Year 2 (1 Semester /Term)				
3 Blocks (18 weeks - See Part8)	Final Project	N/A	25 out of 30	GA43
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

Master of Business Administration (MBA) in Finance				
Year 1, Semester 1				
Block (Part-time Semester)	Module / Subject	Contact Hours	EC Credits	Module Code
1 / 5 (1) <sup>13</sup>	Management Accounting & Finance	36	5	FIN41
1 / 5 (2) <sup>14</sup>	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Human Resource Management	36	5	MO41
2 / 6 (2)	Business Operations	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)	36	5	GA41
5 / 1 (1)	Corporate Finance	36	5	FIN42
6 / 2 (1)	Financial & Monetary Economics	36	5	FIN43
6 / 2 (2)	Business Statistics	36	5	GA42
7 / 3 (1)	Strategic Management	36	5	SM41
7 / 3 (2)	Venture Capital & Private Equity	36	5	FIN45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	60	5 out of 30	PW41
Total Year 1			65 Credits	
Year 2 (1 Semester /Term)				
3 Blocks (18 weeks - See Part8)	Final Project	N/A	25 out of 30	GA43
Total Year 2			25 Credits	
Total Credits MBA			90 Credits	

The first semester will provide students with 6 “core MBA” modules all offered and taught in the same format, using the concept of reflective learning as a tool. Wittenborg has developed this from the format of “action learning”, which it found too restrictive in that it primarily

catered for part-time students currently employed and did not allow sufficient room for full-time students who wish to use their work experience in the classroom. The first semester modules are all examined through closed or open book examinations.

The second semester sees students being able to choose their electives, from currently seven different specialisations. The modules in the second semester will use a more holistic, global approach, with an increase in interdisciplinary thinking and a more research-based learning. Second semester modules are all assessed through group projects and an individual assignment (paper).

The third semester is essentially devoted to the Final Project / Graduation Assignment which is linked, where possible, to a company or organisation.

The coherence of the programme is achieved through the vertical build-up of knowledge, competencies and experience throughout three semesters, the first two of which have a balanced portfolio of modules that allow students to complete a semester successfully at whichever block they start the programme. The third semester entails the students bringing together all they have learnt into an individual all-encompassing final project, focused on their chosen specialisation.

**Specialisations & (Compulsory) Electives:** Students choose their MBA programme (specialisation) at entry, and in the past years it can be seen that many students stay with what they have chosen. However, all MBA students can still opt to choose another specialisation at the start of Semester 2. If students complete all the modules of a specialisation and graduate in that area, then the specialisation is noted on the awarded degree. If a student chooses to pick modules from different specialisations, or switches during the programme, then no specialisation is mentioned on the award, and the MBA is awarded without specialisation.

WUAS offers an MBA programme as it allows its own and other Bachelor graduates to study a professional Master in Management. The title and the degree of the programme is *Master of Business Administration*. The qualification title MBA implies that the degree is a professional Master, that the students have prior work experience, and that the programme is taught by lecturers who have both academic and industry experience. The academic level of Master implies that a student has completed a Final Project, demonstrating both forms of rigorous academic research and professional modes of problem solving.

In the modules, the link between theory and practice is important and is enforced through the use of reflective discussion questions, case studies, and in the writing of papers and assignments. Students are frequently asked to reflect on what they have learnt and are learning, through contemplating past work experience, or indeed current work in the light of the presented theories, conceptual models and professional approaches.

During the project weeks, students are brought into contact with organisations that have set them a problem-solving consulting task and will visit the companies to review their task.

The selection of teachers is also focused on partly professional / academic background, to enable the teaching process, which not only includes theory but also case studies derived from practice.

Students will be encouraged to link their Final Project to research with or for a company or organisation, so that it can bring value to that organisation. Each student will have a Study Advisor for guidance (a member of the academic team). Students will be involved with that company or organisation in a way that will benefit both the organisation and the student's employability. The Final Project is the ultimate test in which theory and practice is integrated.

Within the MBA programme, the Semester 1 modules include 'functional' management subjects. However, during this semester, WUAS stimulates a cross-functional orientation through cases and discussions about how a module's subject-matter can contribute to the overall performance of an organisation and where cooperation between the various functional areas can be supportive to this. The Semester 2 modules, by their very nature, open up various interdisciplinary perspectives. In particular, the modules of 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 and Culture', Entrepreneurship and Innovation present views of corporate and entrepreneurial activity which cut across the narrow boundaries of the traditional disciplinary and professional divides. The 3 Project Weeks in Semester 2 are specially designed to promote interdisciplinary thinking as the consulting assignments given to students by the organisations involved require a broad problem solving, analytical approach, ushering in experience and knowledge from a range of business administration areas, and using a combined approach to offer plausible solutions and strategies.

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

Throughout the MBA modules, ethics, one of WUAS' pillars is included, for example, in 'Marketing Management', ethics is discussed in terms of company values and social marketing. In the 'Globalization' module, issues such as inequality, poverty and responsibilities of companies in their international chains are discussed. Different ethical approaches are discussed and in 'Corporate Sustainability', there is a strong tie with ethics. Besides all kinds of issues about CSR, stakeholder management and creating shared value, the classes involve an explicit discussion of business ethical theories. In the Module Business Philosophy, ethics is a topic dealt with extensively. The module is centred around the source of our economic theories and economic thinking, and for instance, the lecturer has organised a debate between students to discuss the pros and cons of the capitalist versus the socialist / communist system. These are always lively discussions in which they touch upon business ethics and aspects like corporate social responsibility.

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 report, etc. In Semester 1, students are already given the first introduction lessons in the subject of Research Methods (linked to the Final Project module). This basis will assist them in developing their research techniques required for writing essays as part of modules and later in Semester 2 for the Project Weeks. In the modules that require students to carry out research, this is clearly linked to the Aims and Objectives of the module. In Semester 2 students are prepared for their Final Project with a further 27 hours of Research Methods, in which they develop their Final Project research plan.

All modules in the MBA programme have an examination or assessment clearly defined in the module guide, which is based on the generic assessment information provided in the Education & Examination Guide that highlights the differences between Semester 1 and Semester 2 type module assessment and what it aims to achieve.

*Semester 1* of the MBA contains 6 modules that are assessed through formal examination, either as a three-hour closed book or a three-hour open book examination. WUAS describes

the types of examination that are available to teachers to use in their modules, for instance, open-book, closed-book examinations or reports and presentations. The type of examination used per module is set by the education board, in consultation with the teaching staff and fixed in the module guide. Examinations are spread regularly throughout the curriculum.

*Semester 2* of the MBA contains 6 modules (3 'core' and 3 'elective' specialisation modules). These are assessed through individual papers and group work projects. Each module has two assessment components – an individual academic paper, and a project report that is submitted by a small group of students. The scope of the individual papers and the project assignment are clearly defined and described in the module guide for each individual module, developed by the academic staff in cooperation with the Education Board, and approved by the Graduation and Examination Board. All module Guides are fixed in advance of the academic year and submission times and dates follow a clear structure outlined in the Education & Examination Guide (EEG) and the specific Module Guide, within WUAS' carousel entry block system.

During *Semester 2*, students also complete three project weeks, in teams. These are generally directly related to a business case with a company, and results in a project week report and presentation. Clear guidelines for assessment exist, within a defined module guide, and are provided to students.

The Final Project is always an individual piece of work, required to comply with internationally recognised standards of academic writing. The project is intended to be a culmination of the students' work in the programme, reflecting on what they have learned, using various different methods to research and explore an area of business or management within their chosen field (specialisation). WUAS requires students to use the "Harvard Method" of referencing and reporting.

## Appraisal:

The curriculum adequately reflects the qualification objectives of the MBA programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The seven areas of specialisation enable students to acquire additional competences and skills. The panel also appreciates the possibility of choosing outside the seven specialisations (with the consequence of not having a specialisation named in the diploma supplement). In the view of the panel the word specialisation might be a bit misleading, as they would name the courses to choose regular electives. However, the panel accepts the interpretation of the HEI.

The contents of the MBA programme take into account the students' prior professional experience and refer to it. With the MBA Guidelines in mind it appears that the study field of law is not represented in a way that it is used to in MBA programmes. However, WUAS explained very reasonable that Dutch law would not be relevant to the mostly international students, who will work in their home countries or elsewhere.

Therefore, the degree and programme name correspond to the contents of the curriculum and the programme objectives. Theoretical questions are, where possible, explained by means of practical examples. There is also evidence that the programme qualifies for interdisciplinary thinking. Ethical implications (for example those of economical or juridical ways of thinking and acting) are communicated. Moreover, in the view of the panel the identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the MBA's qualification objectives.

The assessment system is explained in a convincing way. The respective documents like the Education & Examination Guide provide all relevant information. The two phases/two semester system with different assessment approaches seem reasonable for the MBA and

fits into the overall didactical concept of WUAS. Various assessment types (written exams, presentations, business cases, group work, projects, etc.) are used and follow the constructive alignment very well. A good balance between the assessment types and between individual and group assignments is ensured. The students' overall learning processes are supported.

In the view of the panel WUAS prepares the students adequately for the task of the Final Project via the module assessment, the Project Weeks and a Research Methods module. It is ensured that each student has to work on his/her Project individually. The four different forms enable the students to choose a Project type according to their individual interest and further career/study plans. Regulation regarding the preparation time of the Project and further organisational aspects is given.

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

## 3.2 Structure

Projected study time	The programme is planned in 3 semesters over 1.5 years, however can easily be followed in two years if an optional work experience / placement is taken, or in three years if a part-time option is chosen.									
Number of Credit Points (CP)	The programme consists of 90 CP (European Credits)									
Workload per CP	An overall workload per CP of 28 hours									
Number of modules	<b>The total number of taught modules offered are:</b> 9 Core Modules (5 CP each) (Currently) 19 Specialisation (elective) modules spread over 7 specialisations. (5 CP each).									
Time required for processing the final thesis and awarded CP	The Final Project module comprises of 30 CP. The study load is divided between: - Team Project Weeks: 140 hours (equivalent to 5 CP) - Individual Graduation Assignment: 700 hours (equivalent to 25 CP)  Total allocation is 740 hours.									
Number of contact hours including: Taught Modules, Examinations, Exam Review, Study Advice, Project Weeks, Excursions, Academic Supervision	<table border="1"> <tr> <td>Semester 1: 255 Contact hours</td> <td>Cohort Hours Semester 1: 225</td> </tr> <tr> <td>Semester 2: 305 Contact hours</td> <td>Cohort Hours Semester 2: 276</td> </tr> <tr> <td>Semester 3: 24 Contact hours</td> <td></td> </tr> <tr> <td>Total Contact Hours: 585</td> <td>Total Hours as a Group: 501</td> </tr> </table>		Semester 1: 255 Contact hours	Cohort Hours Semester 1: 225	Semester 2: 305 Contact hours	Cohort Hours Semester 2: 276	Semester 3: 24 Contact hours		Total Contact Hours: 585	Total Hours as a Group: 501
Semester 1: 255 Contact hours	Cohort Hours Semester 1: 225									
Semester 2: 305 Contact hours	Cohort Hours Semester 2: 276									
Semester 3: 24 Contact hours										
Total Contact Hours: 585	Total Hours as a Group: 501									

The MBA is a 90 credit point (CP), 1.5-year modular Master's programme, with the credits divided evenly over the 3 semesters (30 credits per semester fulltime, 15 credits part-time). Each module is described in a detailed module guide.

The MBA programme follows the modular block system used at WUAS. The provision of modules within blocks is especially beneficial for students who wish to study the programme in a part time mode as they can spread their study load over 2 or more years, however also full-time students can concentrate on one or two subjects at one time, whilst the project weeks, which are spread throughout the year, allow students to take a more integral approach to their learning.

All components of the programme are modular and each module, with the exception of the final project, has a comparable study-load, equating to 5 ECs, which in the Netherlands equates to 140 learning hours per module, which is seen as the acceptable norm for a module in a Dutch Master programme.

The Final Project, for which students have 6 months to complete, is connected to the three project weeks and is weighted at 700 learning hours according to the Dutch system (see below). Again, in comparison to similar Master programmes at Dutch Higher Education Institutes, this can be seen as comparable. Supervising hours are included in the Research Methods module (36 hours). Research Methods is also linked directly to the Final Project and is taught during both Semesters 1 and 2.

All WUAS programmes are governed by an individual Education and Examination Guide, known as the EEG that describes the programme's profile, programme outline and structure, final qualifications, module aims and objectives and the final award given.

- The EEG also provides students with information regarding year planning, timetabling, tutoring, assignment submission requirements and the use of Turnitin, information about the online learning resources (through Moodle and Blackboard at the University of Brighton).
- Furthermore, the EEG also contains the official Graduation and Examination (Board) Regulations (developed according to national regulations), Wittenborg University's Terms and Conditions, its Student Charter and a copy of special regulations for non-EU students.
- The EEG describes the complaints procedure (education and non-education complaints).
- It describes provisions for students with a disability.
- Grading is described in the EEG, which shows the Dutch and UK equivalents and an ECTS Grading table. It also shows possible comments of the final degree, and the requirements, such as 'Credit' or 'Honours'. These are used in the final grade, which is described with a European Diploma Supplement (EDS), in line with European and Dutch requirements. An example EDS is included in the EEG.
- A student's workload (both contact hours, and hours spent studying and preparing assignments) is measured in ECTS credit points, whereby under Dutch law one credit represents 28 hours of work and 60 credits represents one year of full-time study.
- An explanation of the ECTS grading scale can be found in the Education Guide as part of the Education and Examination Guide (EEG).

Module and Study Load Evaluation: The weight and allocation of CP to a module is done on the basis of the estimation of the study load at the stage of programme design, by the Education Board, in line with the Netherlands norm of an average 28 hours of study equalling 1 CP. The CP allocation is evaluated during the year through teacher feedback to the Education Board, through feedback from the Graduation & Examination Board, and through direct student module evaluation. A breakdown of CP in relation to study load hours within modules is published in the Module Guide, as part of the descriptor. The CP calculation is mentioned in the section "Instruction/Study Load". The calculation criteria have been formulated on information acquired from the ECTS Users guide, the Nuffic and a model used by the University of Groningen. Module evaluation by students takes place at the end of each module during the Exam week, under supervision of the examination invigilators (for impartiality).

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

The feasibility of the study load shows that the programme is feasible as 90 CP are spread evenly across the programme, and that due to the programme's flexible characteristics students are able to spread the workload in a way that fits their needs, if they wish to study part-time or add in an optional work placement.

From the statistics presented about its students and staff it can be seen that there is a healthy balance of female and male members of staff and student body. WUAS promotes a policy that encompasses gender equality and a ban on discrimination. WUAS offers its programmes to students from different education backgrounds, both academic and non-academic. All students and staff entering Wittenborg University of Applied Sciences are aware from the start of its diverse, international and multi-cultural nature and are expected to enjoy and nurture this special environment. WUAS' equal opportunity policies are described in its staff handbooks and in its student EEG (Student Charter and Code of Conduct).

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The panel appreciates the very flexible design of the programme with its various points of enrolment (see also chapter 2).

The programme consists of modules and assigns Credit-Points per module on the basis of the necessary student workload. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. The MBA programme includes a substantial proportion of structured contact.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with either a relative grade or an ECTS grading table.

The feasibility of the study MBA's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling (which is very strong at WUAS, see also chapter 4.1). When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate. The feasibility very much benefits from the course/block system, which allows studying more quick or more slowly according to individual needs.

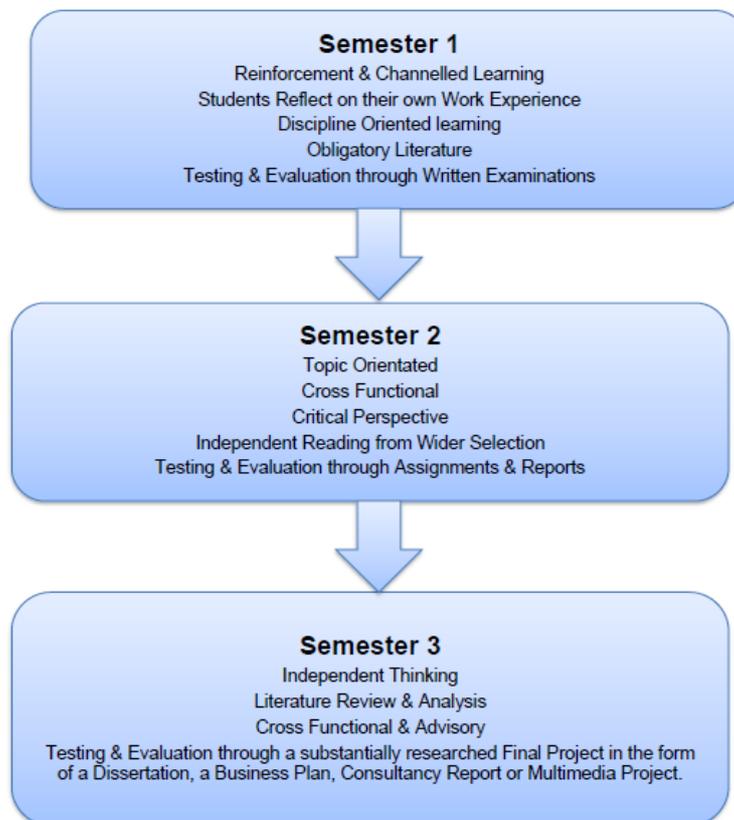
The HEI ensures gender equality and non-discrimination. The community at WUAs is very strong and everybody at WUAS lives up to the idea of a family atmosphere. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, e.g. coming from so many different countries with different social as well as academic backgrounds, are particularly assisted.

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

## 3.3 Didactical concept

WUAS has designed its curriculum in such a manner as to provide students, often from different and diverse backgrounds, a mix of didactical methods and approaches, which in many cases introduce them to styles of teaching and learning that may be unfamiliar. This is done in such a way that the programme leads students toward the more independent and

less taught methods of learning in the final phase of the programme. The didactic approach is shown in a diagram:



According to the development of the programme, the teaching and learning methodology changes also as the programme progresses, from knowledge-focused teaching and learning, through understanding, to strategic thinking and practice. The EEG explains the concepts of the teaching and learning methodology to students, in relation to the vertical cohesion of the programme.

The teaching and learning methodology in the MBA programme is varied, with students experiencing a wide variety of teaching styles and techniques, which is in line with the international teaching team and teacher's backgrounds. Modules will include cases studies, role plays, discussion and debate, project work, computer simulations, and excursions to companies.

The teaching & learning methodologies encompass knowledge domains, skills domains (e.g. research skills, but also social skills: communication, conflict resolution skills, teamwork, public-speaking), personal development (PDP, in which reflection on personal learning method, skills development and personal development). There is an integration of all these domains in e.g. the final project.

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.

The backgrounds, professional experience and ages of WUAS' Master students vary considerably, and the teaching methods used will stimulate collaboration, reflectiveness and learning from each other's experiences.

Modules are evaluated through projects and reports, some in the form of researched-based papers and essays, and through developing research projects within a module, students will be encouraged to include interdisciplinary facets, linking knowledge and understanding gained from other areas of business administration (modules).

Each module in Semester 1 has a core text from which module content is designed (including case studies), along with a number of recommended reading texts and journal papers, that are linked through a Module Handbook. All course materials are listed in the module guide. The core texts have been aligned to the module content and the module aims and objectives, as have the recommended reading texts. In Semester 2, modules no longer have a single core text and rely more on a mixture of required and recommended reading, in line with the nature of the written group and individual assessments.

All material that can be uploaded and distributed through the Moodle VLE Wittenborg Online is done so in the course area of the relevant module. All module guides (including module descriptor) are available through 'Wittenborg Online' for download, plus activities and course content. Presentations used by teachers during lessons are also published online.

Normally, during the Study Weeks, or Team Project Weeks, guest lecturers are invited to give students an insight into various aspects of business, research and/or politics.

### Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It applies different teaching and learning methods and particularly considers the students competencies development within the three semesters. The accompanying course materials are oriented towards the intended learning outcomes and correspond to the Master level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. In the view of the panel, the amount of used/recommended literature could be enhanced. Guest lecturers are invited and contribute to the students' qualification process with their special experience.

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

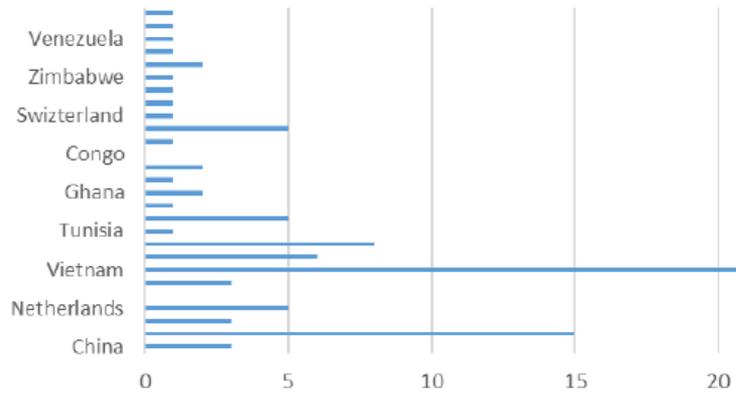
### 3.4 Internationality

Internationality at WUAS is its main and driving characteristic. From figures maintained by Nuffic, in percentage of student body WUAS is the most international higher education institute in the Netherlands. WUAS is a small university, and the international mix of its students and staff has a fundamental impact on its functioning, the content of its programmes, learning materials, the discussions and debates, its teaching methods (ranging from the traditional to the modern), on its ethics, and its ability to absorb intercultural differences and allow its students and staff to flourish and achieve.

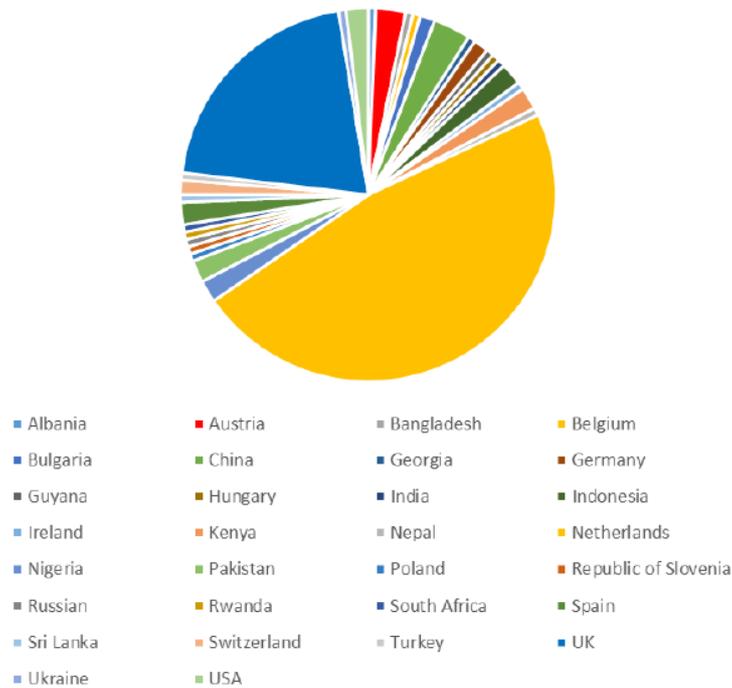


Internationality of the student body in WUAS' MBA programme:

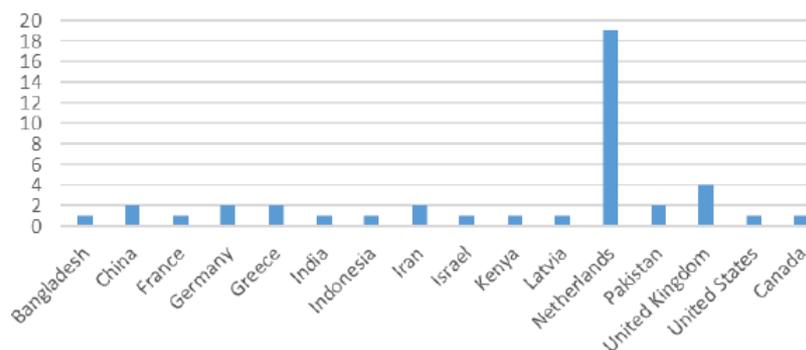
Current Students per Nationality up to November 2018



Internationality of faculty at WUAS:



Internationality of faculty in WUAS' MBA programme:



WUAS is a growing and therefore flexible university and has the capacity to attract many people from different backgrounds and nationalities who work in the institute or teach on the programmes. Many teaching staff are engaged for 1 or 2 modules a year, in either Bachelor or Master programmes, or both. This allows WUAS to offer students such a varying number of teachers and support staff.

Many staff members have international backgrounds, both in professional work experience and in educational qualifications. Also many staff have experience in more than one country, not only the non-Dutch teaching staff, but also many of the Dutch teaching staff have lived and worked abroad. For instance, Dutch teachers at WUAS have experience in the UK, Germany, Turkey, South America and China. The international staff members have experience of business in the UK, Australia, the US, China, the Far East, the Indian subcontinent, Africa, South America and Western and Eastern Europe.

The MBA does not have a foreign language component as part of the programme however all master's students are permitted to follow 2<sup>nd</sup> language modules that WUAS offers to its students, which includes two full weeks of intensive Dutch, planned during study weeks, at no additional cost.

### Appraisal:

International contents are an integral part of the curriculum. The acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted. Students are thus very well prepared for the challenges in an international working environment. Due to WUAS internationality the students are enabled to act every day in a truly intercultural environment.

A significant proportion of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects from all over the world. The same appears for the international composition of the involved teaching staff, which is a fundamental element shaping the profile of the study programme and is promoted strongly by the HEI. This definitely promotes the students' acquisition of international competences and skills.

English as the instruction language in all lectures and course materials is clearly a key element of the study programme's profile.

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

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

Within the MBA programme, the Semester 1 modules are classic, 'functional' management subjects. However, during this semester, WUAS stimulates a cross-functional orientation through cases and discussions about how a module's subject-matter can contribute to the

overall performance of the company and where cooperation between the various functional areas can be supportive to this. For instance, in a subject like Supply Chain Management (which in the present MBA programme is part of 'Operational Management'), functional integration is an issue which has to be addressed before thinking of the 'extended company' (integrating with other links in the chain). To give another example, the Balanced Scorecard (being part of 'Management Accounting') can be highly conducive to seeing the links between a company's functional areas and activities; and because of that can elicit an interdisciplinary outlook. Also, a critical perspective is necessary, i.e. it is important to discuss within the context of the various functional areas (covered by the modules as programmed) the issues which are referred to by concepts such as 'silos', compartmentalization, poor organizational DNA, organizational myopia and the 'not invented here' syndrome. Such discussions promote a vision that exposes departmental thinking and embraces interdisciplinary ideas.

The Semester 2 modules, by their very nature, open up various interdisciplinary perspectives. In particular, the modules of 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 'Entrepreneurship & Innovation' present views of corporate and entrepreneurial activity which cut across the narrow boundaries of the traditional disciplinary and professional divides. Semester 2 modules entail group work projects as well as an individual project, which stimulates team work and cooperation within the group.

The 3 Team Project Weeks in Semester 2 are specially designed to promote interdisciplinary thinking as the consulting assignments given to students by the organisations involved require a broad problem solving, analytical approach, ushering in experience and knowledge from a range of business administration areas, and using a combined approach to offer plausible solutions and strategies. The Team Project Weeks are linked to the Final Project and should lead to students approaching their graduation assignment from an interdisciplinary thinking approach.

Furthermore, project weeks also see students interact with people from various organisations and industries, in the companies and organisations that possibly instigate the research or consultancy tasks that form the basis of a final project. Students are often required to present to these organisations at the end of the project week. Communication (social) skills, e.g. communication, public speaking, teamwork, conflict resolution, are 'tested' during presentations given in modules throughout the MBA, as well as debates in class and within the project weeks which use the methods described above.

## Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. The same appears for leadership skills. This is supported by means of suitable didactical and methodological measures.

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

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

Students start on the MBA programme either from a position of current employment or recent employment experience. Their primary aim, in choosing such a programme, is to increase their employability. The programme contents often focus on reflection of past and present practice, while stimulating students to look forward, in relation to their careers and ambitions. The MBA aims to create a level of career enhancement or employability that offers students as wide a range of possibilities as possible. With the breadth of subjects that students study, the depth of specialisations, and the combination of professional and academic learning, WUAS graduates are well poised to continue their professional development or even enter a chosen profession that is different to what they have done in the past. Coupled with a very real demand for knowledge immigration and the opportunities that the regulations in the Netherlands and other countries offer for international graduates, successful international students are seen as highly employable.

#### Appraisal:

The promotion of employability through the integration of theory and practice and using the experiences in various work areas by the students runs as a common thread of the study programme through all its modules.

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

## 4 Academic environment and framework conditions

### 4.1 Faculty

WUAS has a core team of educators who have permanent contracts. They also have key roles in the management of the programmes, the schools, student support or in areas such as research, external relations, or staff development. WUAS has laid down its personnel policies. Until now WUAS has employed staff both on the basis of direct employment and on the basis of freelancer. The following aspects have been maintained:

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

Until now WUAS has employed staff both on the basis of direct employment and on the basis of freelancer. From the documents it can be seen that at least 50 % of faculty teaching on the MBA programme has an academic qualification equivalent to a PhD. Every module is taught by at least two lecturers one of which has an academic qualification equivalent to PhD.

The process of advertising for staff and hiring staff is managed directly by the head of school and operationally carried out by the HRM department that carries out verification procedures. All teaching staff on WUAS programmes must first be approved and appointed by the Graduation & Examination Board. WUAS supports its entire employed staff in their possible further academic development, through time for research, funding for publications, and agreements on support and possible joint supervision of faculty in a PhD programme.

In the Netherlands, it is not a legal requirement for teachers at Higher Education institutions to have a particular teaching qualification. WUAS has expected its permanent teachers from industry who do not have a teaching qualification to participate in its specifically designed Teacher Training Certificate Programme. WUAS has at least ten members of teaching staff with an external pedagogical qualification, of whom some also have a pedagogical degree. Many other staff has either completed the WUAS teaching certificate or are following the workshops and training programme. The institute is also supported by external advisors and educationalists, who are available at certain times of the year to provide training and advice on methodology.

As a business and management university, WUAS expects most of its business teachers to have experience in business. The only exceptions are possibly researchers, who have a different type of relevant experience and knowledge acquisition history. From the teachers' CVs it can be seen that a number of the core teachers have years of experience in corporations and/or government organisations. Also all teachers of guest lectures have experience in business, organisations and industry.

WUAS is a small, tightly knit university. There is close contact between teaching staff, non-teaching staff and students, and collegial cooperation among teaching staff. Subject groups have been created in which teachers with similar subject areas discuss the content and aims and objectives of modules and especially the delivery methods and models used. On modules that have two teachers (for instance, Apeldoorn and Amsterdam), teachers share the development of the delivery plan and the examinations and marking. In addition the contact is encouraged through:

- Teaching and non-teaching staff directly involved in open days, education exhibitions, network platforms, where they work together.
- A regular plan of department and inter-department meetings in place, and meetings and discussions take place throughout the year.
- Regular social events organised, at which students and staff participate, such as parties, receptions and outings.

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

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

Once students have initially defined their area of research for their Final Project (Dissertation/Graduation Project), which is generally after completion of Introduction to Research Methods (Semester 1), students are allocated a personal Academic Supervisor who is responsible for helping students prepare for their Final Project module, including their graduation assignment. The Academic Supervisor is responsible for monitoring progress, advising on writing and research and preparing for the production and submission of the final project.

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

Student Administration is managed by the Student Registrar who is responsible for registering students on a legal basis and advising them about their status. This person also deals with the final registration at the Education Ministry and the Immigration Services (for non-EU students).

WUAS does often have long-distance contact with students, especially during the work placement and final project stages when students may have returned home, for instance, due to financial or legal (residence) considerations. In these cases, presentations and tutoring sessions can be given using mediums such as Skype. WUAS has a policy that all students in their final stages of their studies can complete their degrees abroad if they are not capable of attending school.

## Appraisal:

The academic qualification of the faculty corresponds with the requirements and objectives of the study programme. The qualification of professors and lecturers for the implementation of this programme is ensured. Specific measures for the further qualification of the faculty members are implemented. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programme.

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

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. During the on-site visit, the team of experts was also able to convince itself that an active interaction is lived.

Student support is an integral part of the services provided by the faculty. The faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive. The team of experts was particularly positive about the whole student support, especially by the Process Tutor and the personal Academic Supervisor.

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

## 4.2 Programme management

Programme management at WUAS has undergone some subtle changes in recent years, based on growth and logistics of staffing and students. Currently, all WUAS programmes are directly managed by the Education Board, whose chair is a member of school management (Director of Education). The Education Board has delegated through the Education Department the various components of programme organisation and management to the people responsible within the organisation, who in turn have coordinated teachers and staff involved in the programme.

In 2015, the post of Academic Dean was officially filled and a Head of School was appointed for management of programmes at the School of Business and the School of Hospitality & Tourism. Due to circumstances, in 2018, the role of Academic Dean was replaced by a new position Head of Research, and a new leading role – Vice President of Academic Affairs.

The following entities are responsible for managing programmes at WUAS:

- Education Board:
  - Executive Director of Education
  - Vice President of Academic Affairs
  - Head of School of Business
  - Head of School of Hospitality & Tourism
  - Education Operations Manager(s) (Assistants to the Heads)
- Head of Research
- Quality Systems Manager
- Examination Board

The Head of the School of Business is primarily responsible for the management of the MBA programme. He is supported by the Head of the School of Hospitality & Tourism. The Programme Director is responsible for managing the programme, however does so as part of the Education Board which is ultimately responsible for all programmes. The VP Academic Affairs (a member of the Education Board) is jointly responsible, with the Director of Education for the overall academic development at WUAS. The Head of Research aims to assess the quality and quantity of research focus within the programmes in relation to the overall research aims and ambitions of the institute, and in context of the developing Research Centre.

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

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

- Publish Education Guides	- EC Credit administration, including the per term publishing of an EC Credit List per student
- Publish Modules Guides	- Monitoring and personalisation of the Diploma Supplement
- Publish Timetables	- Preparation of the Final Graduation advice for the Examination and Graduation Board
- Order and issues books	- Administration of the education related complaints procedure
- Create, publish and supplies readers	- Monitors and collects data for the Wittenborg Online Handbook
- Update and monitor education areas on Intranet / Extranet (Wittenborg Online)	
- Collect and administer Examinations	
- Collect and collate results	
- Monitor and collect data for accreditation	

The Student Administration is responsible for the correct registration of the student both within Wittenborg and externally. Student Administration is also responsible for managing Degree registration, on completion of the programme. The following support is provided:

- Diploma verification (via Nuffic)
- Scholarship information
- Student enrolment and registration

- Wittenborg Degree registration in Groningen
- Monitors and collects data for the Student Charter
- Monitors and collects data for the Student Information Guide

## Appraisal:

As confirmed during the on-site visit, the head of the study programme coordinates the processes of the participants in the study programme and ensures that the study programme runs smoothly. The organisational as well as all decision-making processes are defined and implemented correspondingly.

Faculty members and students are supported by the administration in the organisation of the study programme. The administrative staff acts as a service provider for students and faculty.

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

## 4.3 Cooperation and partnerships

Wittenborg has forged strategic partnerships with a number of academic institutions and actively seeks new initiatives and responds to partnership requests. However, due to the nature of WUAS – small and highly international – the institute has developed a policy of caution in establishing relationships with other institutes.

For instance, WUAS' main active partnership with the University of Brighton, has had enormous impact on the development and growth of the university. Also, long existing relationships with the Shanghai Business School and Shanghai Finance University continue to exist productively with yearly student exchange and also with the University of Fredericton, with whom a summer workshop in Amsterdam is arranged yearly. Currently new partners are being developed at Moscow School of Higher Economics, Deakin University, as well as a range of Chinese universities.

As a small organisation, in higher education terms, the advisory body at WUAS is embodied in the Stichting Wittenborg Advisory Board (a foundation in its own right), that assists in creating an advisory body of representatives from Education and Industry who can advise WUAS on the development of a programme, or its business models. WUAS continues to hold strong contacts with business and external organisations

## Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

The team of experts especially emphasizes the advisory board and academic advisory panel as very useful.

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

## 4.4 Facilities and equipment

WUAS moved into its new location in Apeldoorn in 2010 at the Aventus Building.

The facilities in the Aventus Building are state owned and, therefore, adhere to all government educational requirements. WUAS rents the accommodation from Aventus College. WUAS has recently renewed its rental agreement, and Aventus and the local government have a long-term commitment to providing WUAS with facilities.

Within Aventus, WUAS enjoys the same access as all the departments in the college, to all facilities such as restaurants, canteen, copy and print services, etc. The Aventus location provides both large and smaller teaching rooms that are fully equipped with projectors, sounds systems whiteboards and internet access. All areas in Aventus are also covered by Eduroam, and WUAS maintains its own Eduroam WiFi network, with its students logging in using the same credentials as they do everywhere else. All areas have disabled access.

In 2014, it became clear that with the expansion of its programmes and an increase in the number of its students, WUAS would require expansion of location. For this reason WUAS bought and renovated the Spoorstraat building which was opened in September 2015. It contains 4 fully equipped teaching rooms, of which the upstairs facility can be expanded into a large seminar hall or examination hall. All examinations are held at the Spoorstraat building.

The Spoorstraat building also houses the library and book lending facility which was specifically developed as part of the renovation. All spaces at the Spoorstraat location have internet access points and the location has full Eduroam availability. The network is joined to that of Aventus and managed by the Aventus IT department. The following Internet services are provided for all students:

- Cloud-based email and office applications (Office365, SharePoint, MS Project)
- Downloadable Office365 software for all students
- Cloud-based timetable platform (Scientia)
- Cloud-based student administration & results platform (Osiris)

- Anti-plagiarism / reference assistance software (Turnitin)
- Virtual Learning Environment (Moodle) to support all modules

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

Not being a university town, Apeldoorn itself has no local university library. However, WUAS students can access university libraries if they are available in their home cities.

In Apeldoorn, where most MBA students are currently situated, WUAS has created its own library at the Spoorstraat location. The library currently contains over 4,000 books and has a yearly investment budget of around 15.000 euros. WUAS stocks copies of all recommended reading from all its modules and all reading/library books recommended by lecturers. The library is open on regular days and times throughout the week, and is staffed by a volunteer and a member of staff responsible for the book management. All books are indexed in a database and a book loan system is in place. Books are regularly reviewed and kept up to date.

WUAS has eliminated the need for its students to purchase books for their studies. For this purpose, the university has a book lending system. For each module the books for all students are in stock.

Students are provided documentation of access to a range of open source and Open Learn online journals and documents through a portal page on the Moodle and the student resources page on SharePoint. On Wittenborg Online, a collection of relevant papers is maintained by the programme management for students to access and download.

In 2018 has now also secured (full text) access for all its students and staff to EBSCO online databases for the sectors Economics, Business, Hospitality, Tourism and Education, as well as access to Wiley and Springer journal databases. Access is provided through Wittenborg Online.

## Appraisal:

According to the panel members, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for the programme and allow for a growth in student number without compromising study quality. Both buildings (Aventus building and Spoorstraat building) are fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. All rooms and entrances are equipped for people with disabilities and can be reached barrier-free.

The library provides good access to necessary book and journal literature as well as digital media. This also applies to electronic media and various databases.

During the on-site assessment, the team of experts was able to determine that some in the module description recommended textbooks are not actually available in the library. The team of experts considers that the students should have direct access to the recommended books. They recommend to enlarge the stock for the required books.

The library is open during the lecture period as well as during the lecture free period. The needs of the students are taken into account.

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

#### 4.4 Additional services

WUAS makes introductions to business a priority, and through its extensive network of business people and companies, students have access to a range of possible opportunities.

WUAS' tutors, the teachers and management are often found advising students on their careers, and introducing them to people from industry and business who may be able to help them further their ambitions. The external relations officers publish on Wittenborg Online, WUAS' Facebook page and LinkedIn any suitable information regarding jobs, both for students as part of their work placement and also for graduates. Through work placement, many students find job opportunities. A number of WUAS graduates have found employment at the companies they have done work placement at or completed their graduation dissertation at.

WUAS has a Work Placement & Employment Coordinator. This staff member is also responsible for the management of the Work Placement module and is supported by two colleagues who are responsible for Project Weeks. This is because work placement companies often provide mini research projects for the Project Weeks. This project week is specifically geared to helping students understand the facilities available to them, the staff members they can turn to, and what they can do to help them-selves in preparing to find a suitable work placement.

All students are required to create an online profile in LinkedIn as part of their first-year Personal Development Plan (PDP) module. They are then required to sign up for the alumni portal Graduway, which not only tracks and maintains the alumni net-work, but is also aimed at bringing together current students and alumni, mainly with the aim of increasing employment chances. International placements are encouraged and even facilitated by WUAS when possible. Although MBA students do not have Work Placement as part of the (credited) programme, an optional work placement is supported and encouraged in those cases a student opts for this. Students following a specialisation other than entrepreneurship are encouraged to use the concept of starting and managing their own company as part of their work placement.

Although WUAS encourages students to be actively engaged in the process of finding suitable work placements, the institute has engaged a number of work placement platforms that assist students (HOSCO).

WUAS generally has contacts with its recent alumni, and often has former students visiting when they are in the Netherlands or contacting the administration for references. A growing number of alumni have even returned to follow an MBA programme or an MSc at WUAS.

After a number of years of maintaining contact with its alumni through social media platforms, such as Facebook and LinkedIn, and through a bi-annual newsletter, WUAS has engaged an

alumni platform called Graduway. The investment in this system will allow WUAS to better monitor the careers of its alumni, and track them when they change positions.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network.

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

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

WUAS has been offering international programmes since 2004, and has been financially stable with a steady growth of students, revenue and balanced costs.

WUAS holds a yearly financial reserve to cover all costs of its programmes, including the MBA degree programme. As a Dutch government-appointed institute WUAS is under yearly ministry inspection of its Year Report that contains the Financial Report of that year. WUAS is obliged to guarantee the graduation of all its students, either through its own ability or in extreme circumstances at another university of applied sciences.

### Appraisal:

The presented finance plan is logical and transparent. The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

## 5 Quality assurance and documentation

In any quality assurance system employed in education, it is important to involve all interested parties (stakeholders), including staff, students, alumni and the professional field. The departments and people responsible for Quality Management are defined, and are linked to the organisation structure and with regard to the development and maintenance of the programme.

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

Module level: Throughout the programme, students are asked to complete a module evaluation form for every module they follow. The module evaluation is held during the exam week and administered by the examination invigilator. Presently, the module evaluations are completed on paper (A digital evaluation is planned). The completed module evaluation forms are analysed and the results are prepared for easy reading, and made available soon after processing for teachers, the education board and management. The procedure is described in the PDCA of module evaluation.

Programme level: Twice a year, after completing three education blocks, students are invited to their bi-annual appraisal interview, carried out by their process tutor. During this interview, students and the process tutor update the 'Study Agreement', a process started during the admissions process.

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

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.

Wittenborg encourages informal feedback to be collected at all times, when possible, during informal moments between students and staff. Feedback through social media is always encouraged and registered for further processing. This is mainly done through WUAS Students & Staff (Closed) Facebook, LinkedIn, Google, and Twitter pages.

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

The formal evaluations for teaching staff are carried out by the head of the programme. During the appraisal interview, and afterwards, the staff member is informed of feedback. Teaching staff use the performance review & planning form to prepare their appraisals, and their written comments are used to draw up improvement plans, lists of adaptations and

suggestions for improvement of both their delivery and the content and organisation of their modules within the teaching programme. In addition to this performance, development talks are conducted with the teachers on a regular basis during every teaching block, in case of any major negative feedback from students. In such cases, teachers concerned are required to develop and submit an improvement plan.

Wittenborg involves all stakeholders in the Quality System, from an active involvement in the PDCA system for products and processes within the organisation, to active involvement in the evaluation of programme development, and the accreditation peer re-view auditing process. The combined external reviews of the programme by FIBAA, AACSB and NVAO are geared in a systematic framework cycle of 5 or 6 years, as is the validation process of the University of Brighton. In addition employers are often involved in evaluation at the work placement stage of the programme, being asked to evaluate if the students who work for them have enough knowledge and competency to participate in the employment process in their organisation.

Through WUAS' developing Alumni Network, alumni are asked to review the contents of the programme and provide feedback on the impact of their degree on their careers after graduation. Also due to the unique position of WUAS as one of the few internationally focussed private universities of applied sciences, its recent graduates are scattered across the globe, with very different economic circumstances. WUAS hopes that its new alumni tracking system Graduway will better enable it to document the positions and prospects of its graduates.

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 or also via other multimedia channels and websites. 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:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. The team of experts was able to convince itself through the submitted documents and the on-site conversation that WUAS is doing very good in the area of quality assurance and further development. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

The panel appreciates that also Alumni, employers and organisations are involved in the quality system. Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme structure and content inclusive examinations are described in detail. Assessors appreciate that documentation is updated regularly.

The HEI regularly publishes current news and information. The activities which take place during the academic year are continuously documented and published in annual reports.

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

# Quality profile

HEI: Wittenborg University of Applied Sciences

Master programme: Master of Business Administration (MBA)

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

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

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