



Decision of the FIBAA Accreditation and Certification Committee

9th Meeting on March 22, 2023

PROGRAMME ACCREDITATION

Project Number:	22/007
Higher Education Institution:	Wittenborg University of Applied Sciences
Location:	Apeldoorn, Netherlands
Study Programme:	Master of Business Management (M.Sc.)
Type of Accreditation:	initial accreditation

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

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

Period of Accreditation: March 22, 2023 until March 21, 2028.

The FIBAA Quality Seal is awarded.

According to § 8 of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the FIBAA Premium Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

Wittenborg University of Applied Sciences

Master study programme:

Master of Business Management

Qualification awarded on completion:

Master of Science (M.Sc.)

General Information on the study programme

Brief description of the study programme:

In 2019, based on its MBA award, WUAS developed a Master's in Business Management (henceforth MBM) with nine specialisations, leading to a M.Sc. award. The MBM allows WUAS to continue growing according to its business plan. The MBM programme targets Bachelor graduates from a business administration or management domain who do not necessarily have work experience. The programme focuses on general economics and management. The MBM has an element of company/industry exposure with the opportunity for work experience related to the final project.

Type of study programme:

Master programme

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

1.5 – 2 years, 90 ECTS credits

Mode of study:

full-time (optional part-time)

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

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

Programme cycle starts in:

The programme cycle has a rolling intake system (carousel) that allows students to enter the programme in any one of the six modular blocks (at six different times a year).

Initial start of the programme:

Winter semester 2020

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the Master of Business Management (M.Sc.) was made between FIBAA and Wittenborg University of Applied Sciences on January 26, 2022. On August 31, 2022, 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. Reinhard Bachmann

University of London, the United Kingdom

Professor of International Management

(Business Administration, General Management, International Management, Strategic Management, Business Ethics, Marketing, Human Resource Management, Sustainability, Business Systems, Entrepreneurship, Leadership, Organizational Behaviour, MBA-programs)

Ilja Kogan

Wayfair GmbH, Berlin, Germany

Senior Product Manager

(Global Operations, e-Commerce, Project Management, Business Administration, Economics, Business Informatics, Logistics, Digital Management, Trade Management, IT and digital Analytics, Big Data, Agile)

Marie-Luise Meier

Nova School for Business and Economics, Lisboa, Portugal

Student CEMS Double Degree in International Management (MIM)

(completed: International Business Management (B.A.))

Prof. Ed Peelen

University of Amsterdam, the Netherlands

Professor of Content Marketing

(Marketing, Strategy, Economics)

FIBAA project manager:

Christiane Butler

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 19th and 20th October 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 20.12.2022. The statement on the report was given up on 10.01.2023; it has been taken into account in the report on hand.

Summary

The Master of Business Management (M.Sc.) offered by Wittenborg University of Applied Sciences fulfils the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 22, 2023 and finishing on March 21, 2028. 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:

The panel recommends

- to sharpen objectives of the study programme and communication to target group to incorporate key values, such as internationality and ethics (see chapter 1.1);
- to keep track of graduates' employability rate (see chapter 1.3);
- to improve students' knowledge of different research methods and the choices of quantitative/qualitative design of research in the respective modules and to make clearer the distinction of the MBA and M.Sc. programme regarding the final theses (see chapter 3.1);
- to include more intercultural components/modules in the curriculum to properly reflect the internationality of the student body (see chapter 3.4);
- to integrate more methodical contents to support the development of students' multidisciplinary skills, especially social and intercultural skills (see chapter 3.5);
- to prepare students better for more senior positions on the job market and especially for the Dutch/European market (see chapter 3.6);
- to aligning research topics to the objectives of the School (see chapter 4.1);
- to make students benefit more from WUAS' strong business network (see chapter 4.3);
- to open a mensa/cafeteria or give students the space to meet outside of the classroom (see chapter 4.4);
- to adjust career counselling to the internationality of students, for example having employer fairs with globally operating companies (see chapter 4.5).

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

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

- Counselling for prospective students (see chapter 2)
- Transparency and documentation of admission procedure and decision (see Chapter 2)
- Integration of theory and practice (see Chapter 3.1)
- Guest lecturers (see Chapter 3.3)
- Foreign language contents (see Chapter 3.4)
- Internal cooperation (see Chapter 4.1)
- Student support by faculty (see Chapter 4.1)
- Programme director (see Chapter 4.2)
- Process organization and administrative support for students and faculty (see Chapter 4.2)

- Quality assurance and quality development with respect to contents, processes and outcomes (see Chapter 5)
- Programme description (see Chapter 5)
- Information on activities during the academic year (see Chapter 5)

Some aspects the panel evaluated as exceptional:

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

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

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Information

Information on the Institution

Wittenborg University of Applied Sciences (henceforth WUAS), is a privately funded (not for profit) institution for higher education with a primary focus on management disciplines. WUAS is based in the Dutch town of Apeldoorn and operates fully in English. Its directors, management team and its student body are predominantly non-Dutch. WUAS currently offers three Bachelor and Master programmes to around 1.208 students (2022) with 116 different nationalities. Its size, international environment and the fact that it is privately funded contribute to a dynamic and continuously developing institute (yearly growth rate is 16 %) that enjoys bringing a global outlook to a local region. Its key values are ‘Internationalisation’, ‘Diversity’ and ‘Ethics’, on which it builds its organisation and its programmes.

From 2008 on, WUAS strategic plan includes three clear degree awards: the BBA, the MBA and the M.Sc. Each award is managed with a similar process and structure, allowing for variants (pathways and specialisations) according to industry and market needs (see self-evaluation report p. 5).

WUAS offers two applied sciences¹ master’s degree awards, MBA and MBM, the latter being a Master of Science.

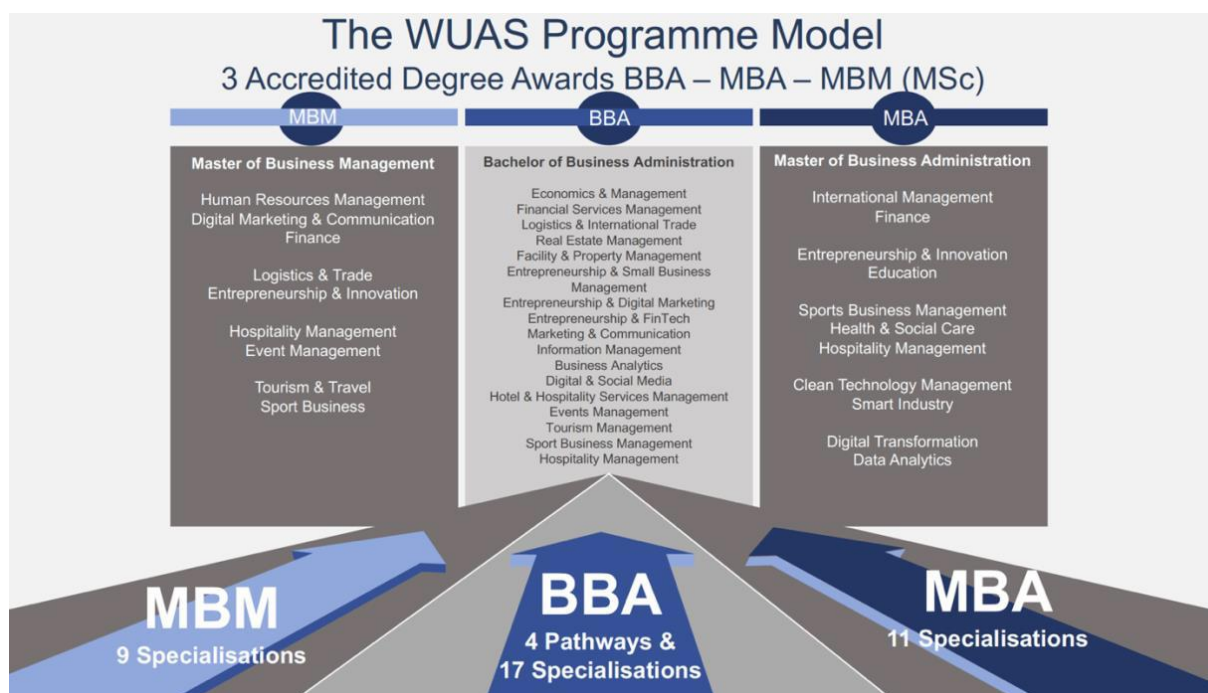


Figure 1: The WUAS Programme Model

The overall focus of all programmes, within the structure described above, is the management of people, products or processes, or a combination of these. Business administration, and business and organisation management can therefore be found in every WUAS’ bachelor’s and master’s degree (see self-evaluation report p. 6).

¹ In the Netherlands a distinction is made between Master degrees at Applied Sciences and Research Universities. Internationally all Dutch master’s degrees must conform to the Dublin Descriptors.

The BBA's, MBA's and MBM's curriculum is designed to give optimal flexibility to students and at the same time ensure an economic and efficient organisation, whilst allowing the faculty to be engaged across the multi-disciplinary curriculums, at different levels and throughout the year.

WUAS is committed to attain AACSB institutional accreditation and has further plans to pursue BGA (institutional) and EFMD (Master Programmes) for its business programmes. For AACSB WUAS has entered stage three of this five to seven-year process.

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

Although this is an initial FIBAA accreditation, the programme is accredited by the Dutch national accreditation authority (NVAO). Hence, the following highlights the development of the MBM programme based on the recommendations from the NVAO accreditation.

First of all, the MBM was introduced in 2019, based on its MBA award. The MBM uses the same carousel block system, the same European Credit structure, structure of modules, block teaching, staff, facilities, student supervision, tutoring systems and quality systems like WUAS' MBA programme. Project weeks, research methodology, and the final project follow the same format with the same requirements (at the master level). Although the program has many similarities with the MBA program, adjustments have been made to the specific group. The focus is more on general economics and management and there is more exposure to companies and industries, because these students have less work experience.

According to WUAS the two main reasons for separating the MBA and MBM programme are:

- The Master of Business Management allows bachelor students to continue with their master at WUAS, and WUAS to recruit master students directly from other business schools, without work experience.
- The political situation in the UK: Brexit posed an immediate threat to WUAS and UoB's joint-delivered M.Sc. programmes² that resulted in an UK award (since 2011). The MBM allows WUAS to continue recruiting international students (see self-evaluation report p. 8).

The MBM programme has been accredited by the Dutch accreditation agency (NVAO) in 2020. The panel had five conditions related to two standards (standard 2 – curriculum and standard 10 – student assessment) within the extensive NVAO initial accreditation framework. The five conditions were the following:

- *To develop and elaborate the profile of the programme further, especially to clarify the relation between the core business and management areas and the specialisations in the programme.*
- *To teach students finance and accounting subjects to enable them to use financial information for strategic and tactical decision-making processes in organisations.*

² The MBM started off with each specialisation being a separate study programme. Now, the MBM comprises all under one head, offering nine specialisations that replace these previous distinctive study programmes.

- *To step up and organise in a more formal way the involvement of the professional field in the development of the curriculum.*
- *To make clear and explicit to prospective students that the research methods and techniques offered in the programme refer to practice-oriented, applied research and do not refer to academic research.*
- *To bring the assignments to be completed by students in the programme up to the required level.*

All conditions have been met by the School. As a result, a 9th specialisation (Finance) has been added in 2021. In addition, the module 'Professional Based Learning' was introduced.

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

Statistical data of the MBM programme:

Total MBM 2019-20							
	Block 1	Block 2	Block 3	Block 5	Block 6	Block 7	Total
Started	10	6	7	11	3	10	47
Graduated	0	0	0	0	0	0	0
Drop-out	0	1	0	0	0	0	1
Study in progress	10	15	22	33	36	46	46

Total MBM 2020-21							
	Block 1	Block 2	Block 3	Block 5	Block 6	Block 7	Total
Started	13	11	5	0	0	0	29
Graduated	0	0	0	0	0	0	0
Drop-out	0	1	0	0	0	0	1
Study in progress	59	69	74	74	74	74	74

Total MBM 2021-22							
	Block 1	Block 2	Block 3	Block 5	Block 6	Block 7	Total
Started	7	5	6	15	8	9	50
Graduated	3	1	0	0	2	7	13
Drop-out	2	1	1	0	4	0	8
Study in progress	76	79	84	99	101	103	103

Figure 2: Statistical data

Appraisal

The statistical data shows that the new MBM programme has experienced continuous growth and that there is clearly a market for it. The panel underlines the many improvements that the School has implemented in the recent years, especially regarding student assessment and the alignment of the learning outcomes, but also the involvement of the professional field and alumni activities have been further developed.

The panel has no doubts that the MBM programme will continue to grow and bring together an international student body from around the globe in the years to come.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The programme objectives of the MBM developed based on benchmarking similar programmes in the Netherlands, the UK, and elsewhere in Europe, and on an informal process of research and evaluation of the business administration sector internationally. The benchmarking extends to countries outside of Europe, this especially in relation to the AMBA and AACSB accreditation development. Discussion with the professional field, held regularly with the Advisory Board and the Academic Advisory Panel and other representatives of the professional field, show that there is a great need for employees who have further developed their all-round business knowledge and understanding, rather than only specific field based and often technical knowledge. Employers are looking for staff who have a range of capabilities and skills.

The following diagram shows how a programme is developed at WUAS.

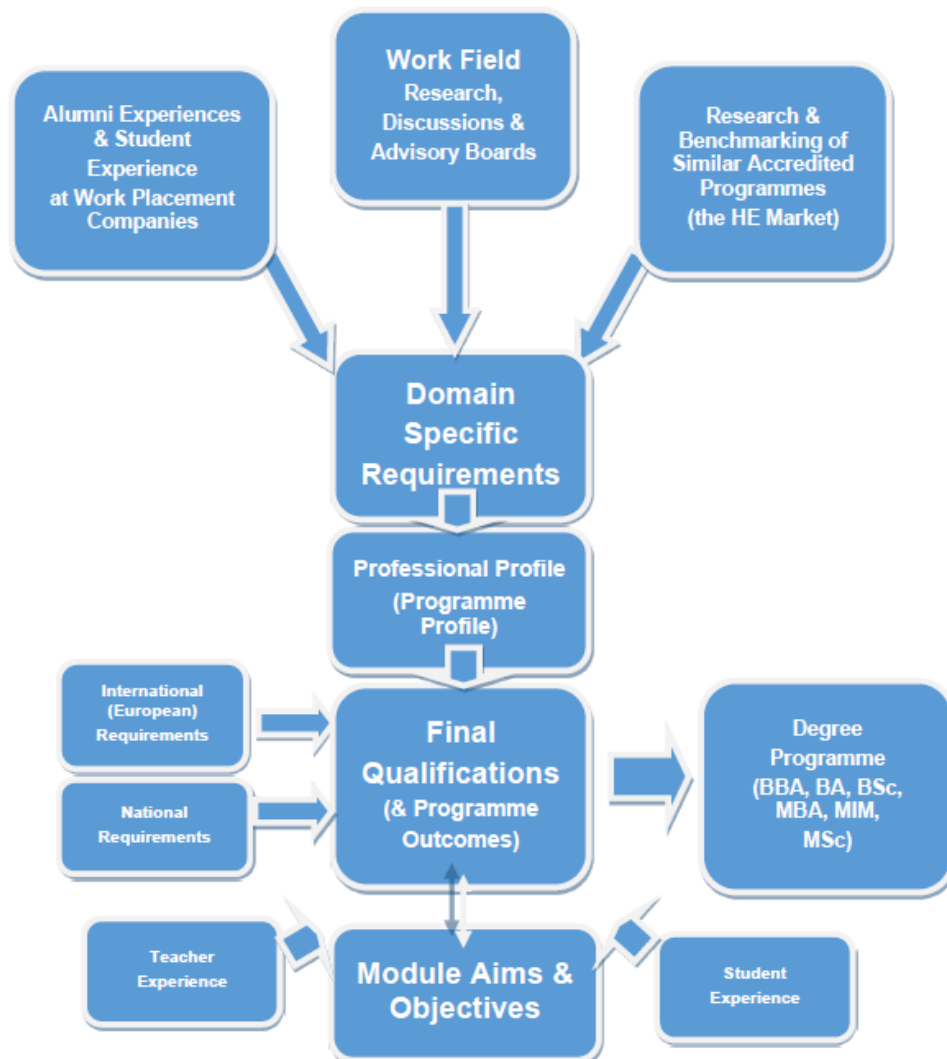


Figure 3: Programme Development Process

The MBM is an immediate continuation for students who have completed a bachelor's degree in a related field of business, management, or economics. The MBM programme is aimed at providing graduates with the skills and competencies necessary for business and management positions in both 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.

Another aim is that graduates are able to critically analyse and evaluate various developments within an organisation so that they can form, create and develop policies, visions, 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 graduates should learn to analyse the environment and adapt their behaviour and role according to the macro and microenvironments 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, MBM graduates will need leadership, vision, creativeness, and innovation combined with solid research and analytical competencies.

The MBM programme allows students to choose modules from nine specialisations, and complete their final project in that field.

The MBM programme has five core “Final Qualifications”:

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

These five core final qualifications translated at programme level encompass the following competencies and skills and are measured and evaluated via *Assurance of Learning* (see chapter 5).

After completion of the programme, the student is able to:

(1) Understand the MBM body of knowledge and apply its concepts and theories to the current business practice in an international and intercultural context, including:

- supporting an effective and efficient human resources policy, supporting and optimizing business relationships and networks;
- conceiving and developing effective marketing strategies and policies and making informed strategic decisions with regard to market research, branding and market penetration;
- knowledge of the global economy structures and professional skills to apply economic knowledge;

- supporting the role of accounting principles and principles of corporate finance in the decision-making process (including investment opportunities, capital requirements, risk minimization, financial reporting);
- supporting supply chain and quality management in order to increase efficiency and competitiveness;
- supporting new technologies, business automation processes, big data and analytics that are shaping the economy as a whole.

(2) Adopt appropriate management and leadership roles to strategic policy issues and decision-making processes in an international and intercultural context, including:

- making informed strategic decisions with regard to the positioning of the organisation within its (local/national/global) business environment;
- distinguishing between formal strategic processes and the need to change processes;
- being able to manage small, medium sized and large businesses, companies in the non-profit sector, or government organisations;
- supporting the concept of corporate sustainability and the transformation process towards an ethical, sustainable business;
- being able to identify and/or create new business opportunities and reduce restrictions in the existing external business environment;
- being able to reorganise growing or stagnating organisations depending on environmental factors;
- supporting business innovation and idea generation within the constraints of internal and external influences.

(3) Use communication skills and critical analysis skills in order to improve effectiveness of business processes, including:

- being aware of cultural differences and diversity in the workplace;
- implementing effective problem-solving, team-work and team-building skills;
- being able to assess others' linguistic communication skills at business and governmental level;
- being able to position, defend, and communicate a company's policies (e.g. on sustainability) to internal and external stakeholders;
- being able to review analytical reports and plans;
- being aware of the importance of ethical considerations and being able to act in the interest of the key stakeholders that benefit people and the planet.

(4) Conduct individual and group research in the area of international business or management practice, including:

- being able to use and present (in tables and graphs) descriptive statistical data and indicators within the context of business planning and research;

- being able to design a methodologically sound research proposal based on current conceptual models and quantitative & qualitative techniques.

(5) Apply skills for continuous personal development:

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

The final qualifications include ethical considerations as a fundamental value. WUAS has instigated the Ethics Review Committee (ERC) in the beginning of 2022, to ensure and safeguard the ethical standards it aims for in research and its processes (see self-evaluation report p. 13).

Appraisal:

The qualification objectives of the MBM programme are well explained and reasonably linked to the programme’s defined “Professional profile” for graduates. The different specialisations attract students interested in various professional fields. The programme’s outcomes embrace academic proficiency, employability, as well as the development of the individual student’s personality.

The ‘Programme Development Process’ diagram gives a very comprehensive overview of how a programme is developed at WUAS. Through a new Assurance of Learning (AoL) system the aims and objectives of the modules are related to the concrete final qualifications (learning outcomes). 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.

The School could improve on their communication of these objectives to the target group. For example, the HEI should underline the internationality of the student body (see chapter 3.4) and by extension of the entire institution, which is characteristic of WUAS and one of their strategically defined goals. Moreover, WUAS has taken many steps emphasising the value on ethics. It has instigated the Ethics Review Committee and ethical considerations are clearly integrated in the MBM programme’s learning outcomes. The panel recommends WUAS to advertise and leverage on their internationality and strong focus on ethics.

		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 'international' nature of the programme is highlighted in both its international orientation with regard to the content (epitomised by English as the language employed and the international academic literature used) and its international audience (both students and lecturers come from across the globe). The students will have a good command of the English language. They will also be selected on the basis of their open-mindedness and suitability for an international working environment. In 2020 and 2021, the approximately 1200 students registered at WUAS during that period reflected over 100 different nationalities, and staff and faculty reflected over 40 different nationalities. Members of the programme management team (currently eight members of the Education Board) represent various different nationalities (Swiss-UK, Pakistani, Dutch, Nigerian, German, Chinese, Sri Lankan, Singaporean and Hungarian).

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

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

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

The curriculum of the master is oriented towards an international mix of students from the Netherlands and around the world, who wish to study in an international environment.

Measures taken to achieve this goal:

- Google advertising

- International fairs
- International agents
- International cooperations for exchanges
- Qualified international staff for outreach and recruiting

This highly international nature of WUAS makes the other two characteristics ‘diversity’ and ‘ethics’ desirable and necessary to ensure the appropriate environment for teaching and learning at the school, values which the institution is committed to according to their mission (see self-evaluation report p. 18).

Appraisal:

Internationalisation is one of WUAS’ aims and strengths. It is clearly an international institution that could be based anywhere in the world. The location in the Netherlands was chosen for its English-speaking environment. The staff including management has an international background and/or has gained international experience. All programmes are solely offered in English, which is the institution’s working language as well. Moreover, the internationality at WUAS is not limited to western cultures (USA, Europe). WUAS refers to feedback from students, who do not always feel comfortable in those western business schools.

The MBM programme lives up to this international focus. Graduates find employment around the globe and can enhance their international and intercultural competencies during the programme.

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

1.3 Positioning of the study programme

Positioning of the study programme in the educational market

The MBM programme is positioned in the national and international market as an English-taught, broad M.Sc. 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. WUAS offers a completely English-speaking and culturally diverse environment (see chapter 3.4).

In reaching a profile description, benchmarking has been done with similar programmes, profiles as described by organisations supporting entrepreneurship, the European Union articles on SME development and Entrepreneurship, and the national profile of business administrators as maintained by the Association of Universities of Applied Sciences (AUAS).

WUAS differentiates their educational design by highlighting on their rolling entry system with six different entry points throughout the year, offering a competitive position compared to similar programmes at other institutions. In addition, WUAS states that the small size of the institute allows students in the MBM programme to feel that they are part of a fine academic community, rather than being anonymous in a large University.

The main target groups for the MBM programme are:

- Dutch or other EU graduates who would like to continue their studies beyond a bachelor degree within the business administration or management domain, may be or not be working in an organisation, managing people or processes, looking to improve their career opportunities within their current employment position. These students could be supported by their employer and can study the programme part-time;
- Dutch, or other EU graduates who would like to further their studies beyond a bachelor degree within the business administration or management domain, may have or not have been working in an organisation, managing people or processes, looking for a full time programme that will increase their employability chances in an international market;
- International graduates in the Netherlands, who have completed a bachelor degree within the business administration or management domain and may have or not have worked in an organisation with responsibility managing people or processes, looking to improve their career opportunities, either at their current employer or in the search for a new opportunity;
- International students worldwide, from business administration and management fields. These students are looking for an English-taught, internationally orientated master programme that allows them to improve their career prospects in the job market either at home or in the Netherlands, to continue their studies at a higher level or improve their prospects at their current employer or at a new organisation (see self-evaluation report pp. 19 f.).

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

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

WUAS believes that business management programmes should allow students to develop their skills and competencies in the business fields and professions that suit them best, based on the broad and comprehensive foundations of general business knowledge. At regional, national and global levels the employability of business people is enhanced by the diverse skills and competencies they learn on business management programmes. WUAS’ business management programmes add a valuable international dimension to this (see self-evaluation report pp. 18 f.).

The MBM programme is designed to provide large and small organisations (corporations, SMEs, non-profit and government organisations), in the Netherlands and around the world with access to

ambitious employees who have a sound knowledge of business and organisational 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. WUAS’ graduates are generally excellently positioned to enter the job market as highly skilled migrants, and many (non-Dutch) graduates have seized the opportunity to stay in the Netherlands at Dutch companies. Non-EU graduates can register to a so-called ‘search year’ up to two years after graduation and during that year are allowed to work full time without restrictions, whilst they find a more permanent position that would allow them to stay working in the Netherlands.

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

In extension of this, a so-called Pact of Beekbergen was agreed upon.³ The explicit aim of the Pact was to increase employability in the region by creating synergy between employers and educators. WUAS defined its role in this as a business school that should attract and retain students who enjoy working and contribute to companies and organisations in the region.

The MBM programme plays an important role in this development. On the one hand, the programme offers a broad management package, and on the other hand, it allows students to specialise by choosing electives and completing a final project within a specific area of study that can be beneficial for current or future employers.

In Amsterdam, WUAS is forging close ties with businesses, not for profit and government agencies in much the same way as it has done in Apeldoorn (see self-evaluation report pp. 20 f.).

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

WUAS was originally a business school, and this remains its main area of activity. The MBM programme has been developed as a broad master’s, in line with this characteristic. It is Dutch government policy to encourage broad degree programmes with specialisations (electives). Because of the growing need for WUAS’ bachelor students to continue at master’s level, and the clear requirement of its MBA concerning a three-years postgraduate work experience, WUAS decided to develop a Master in Business Management for students with limited work experience.

WUAS’ aim is to develop and offer programmes with a clear line of focus, based on three key values: “Internationalisation, Diversity and Ethics”. The MBM programme fits into the institute’s strategy by furthering the development of business management specialisations, where applicable, and adds to the two main strategic initiatives that WUAS wishes to achieve, namely: internally shaping

³ The Pact of Beekbergen was signed by seven regional councils (Gemeentes), the three main middle and higher education institutes in the region (Saxion, Aventus and WUAS), and representatives of the employers, regional companies, social organisations and chambers of commerce

organisational culture based on their key values and externally increasing societal impact in Apeldoorn and the Region.

Appraisal:

The panel highlights the six-point-entry system, which gives the School a considerable advantage on the educational market. So far, the School is focusing on this rolling system throughout the year in their marketing efforts and students clearly see this as the School's unique selling point (see chapter 3). During the visit it was demonstrated that entering the program at different times has no consequences for the group dynamics, or the integrative approach of the modules. Besides, the international atmosphere at WUAS, the small class sizes and the (academic) guidance by the teaching staff ensure that the programme is competitive.

The specialisations fit the job market quite well. In the interview during the visit the programme management could convincingly set aside the specialisations in the MBM programme from those of the MBA programme. The programme's aim for a stronger focus on research clearly differentiates the MBM from the MBA programme. According to the panel, this differentiation still needs to be better shown in the content of the courses and the requirements for final theses (see chapter 3.1).

The professional profile of graduates could further be sharpened based on the distinctive specialisations and to emphasize the internationality of the programme.

Furthermore, the panel recommends to keep track of graduate's employability rate. The more local companies who do not operate on an international level do not always meet the distinctive qualifications that MBM graduates have acquired at WUAS with the appropriate appreciation. Attention should be paid in particular to the students' positions in their first job after graduation.

The study programme is convincingly integrated into the HEI's overall strategic concept. The HEI's mission and aim is to attract more students and retain the ones already studying their bachelor's at WUAS. The MBM offers a direct continuation at master level to WUAS' bachelor students and further attracts many students from around the globe.

		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 and Examination Board that empowers the Student Registrar to admit students based on pre-defined criteria. The final decision formally rests with the Graduation and Examination Board, however, it maintains a list of approved pre-bachelor and pre-master entry qualifications that allow the Registrar to make decisions without requesting the Graduation and Examination Board to approve every acceptance individually.

In cases where applicants have deviating admission documents, that are not on the above mentioned list, such as bachelor degrees that are not listed in Enic-Naric or recognised by Nuffic⁴, the Student Registrar is required to forward the application to the Graduation and Examination Board for a decision.

The admission requirements for entry into programmes are stated on the WUAS website, both on a page that describes overall admission and on the MBM programme pages⁵ and in the Education and Examination Guide (Part 6, Article 6). The course/block structure and the curriculum design make it possible to start at various times during the academic year.

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

- A bachelor's degree or equivalent recognised qualification.
- Applicants are requested to provide an academic reference from their previous education institute.
- It is necessary to have obtained a bachelor's degree from the domains of business management, economics or trade. In their bachelor's degree, applicants must have completed an academic piece of work (final project or dissertation) that demonstrates a degree of academic writing and research experience.

The required English language proficiency level is half a point higher than the minimum national requirement in the Netherlands. This means that, in general, applicants from outside the EU must have passed IELTS at level 6 for bachelor *and* master programmes. Equivalents to 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 confirmed through an initial interview 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.

After the diploma verification, one of the Admissions Officers will conduct an admissions diagnostic interview for intention, motivation and aptitude. Students from abroad are often interviewed by telephone, whilst students in the Netherlands are invited to the school. The interviews have a number of aims: to ascertain that the student understands the school and programme they are applying for; for WUAS to ascertain that the student speaks good English and to make sure the

⁴ Nuffic is the Dutch organisation for internationalisation in education. It is an independent, non-profit organisation based in The Hague.

⁵ <https://www.wittenborg.eu/entrance-criteria-bachelor-and-master-degree-programmes.htm>, last access 05/12/2022

student has all the necessary documents about the school, the programme and the application procedure (sent in advance by email). The School uses a standard interview form in which:

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

On the basis of the above, an applicant is given an offer in the form of a study agreement. In the study agreement it is clearly stated at which level a student can enter the programme, what exemptions have been granted, how many ECTS credits are required to gain a degree and the minimum study duration. The admission decision (study agreement) is communicated to the student in writing, through email, with reasons, if applicable. Records are kept.

Many members of the admissions and registrar team are graduates of WUAS programmes. As former students, they are in a position to give detailed and helpful information and support to students requesting information.

WUAS created a pre-master programme to bridge the gap among enrolling students into the MBM programme from different bachelor programme backgrounds. The pre-master programme is optional or required as a precondition for enrolment.

All students submitting an information request to WUAS are sent an email package of documents that includes a PDF entitled 'Application Procedure'. The Admission's Office collects statistical data used to inform all stakeholders about admission decisions, acceptance and admission success rates (see self-evaluation report pp. 23 ff.).

Appraisal:

The admission requirements are defined and comprehensible. The Dutch requirements have all been taken into account. The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements also adequately consider the required language proficiency level of English. The School acted quickly to frauds involving TOEFL certificates and now provides for appropriate verification. Via initial interviews before a student's admission to the programme, WUAS ensures that students have a comprehensive understanding concerning the school, the chosen programme and their expectations. Furthermore, the English level is verified, so that all enrolled students have the chance to successfully complete the study programme. Moreover, it offers additional services to ensure student's success (courses, additional literature, utilisation of counselling services and extracurricular activities).

A specialty and clear advantage of WUAS' MBM is the possibility of enrolling six times throughout the 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. Furthermore, WUAS gives international students thorough information regarding their

visa applications and making the School's paperwork fit with the immigration office's requirements (detailed acceptance letters etc.).

Applicants can directly turn to the 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 either at location or via video calls, if prospective students are still in their home location outside the Netherlands. Moreover, the HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are 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.

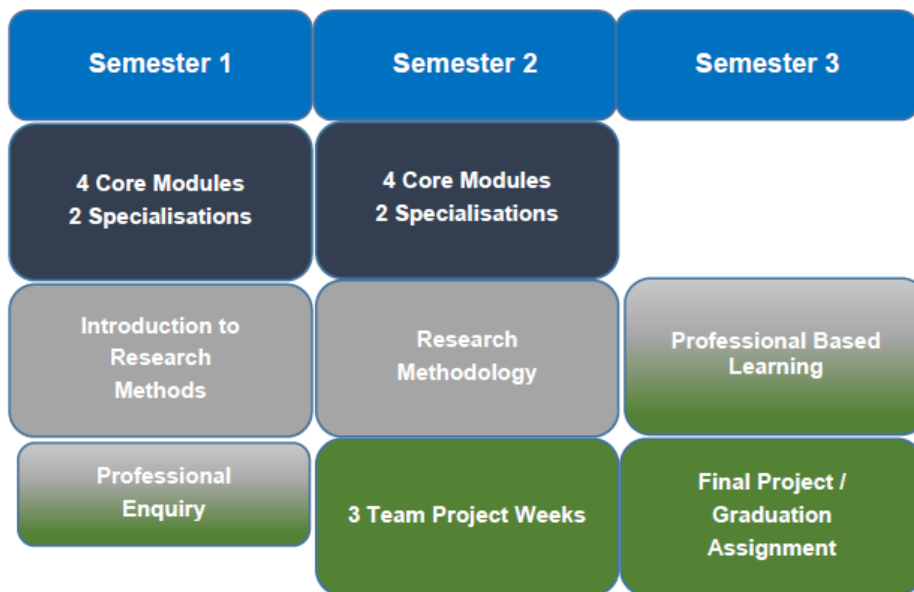
		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk 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

Logic and conceptual coherence

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. The diagram below shows the flow and integration of the curriculum throughout the programme and the connection between the final project and semesters one and two.



Each module, taught over a six weeks block, is weighted at five ECTS credits. The final project weighs 25 ECTS credits. Students choose their MBM programme specialisation at entry. 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 MBM is awarded without specialisation. The two specialisation modules incorporate a number of classic functional business and management areas offered in an applied research and learning context through professional enquiry. The four specialisation modules are spread over the first two semesters.

Semester 1 comprises four core modules:

- Globalisation, Society & Culture
- Micro & Macroeconomics - Global Perspectives
- Introduction to Research Methods
- Professional Enquiry

During the module “Professional Enquiry” students develop critical thinking, self-awareness and analytical skills. It involves the student’s individual reflective process, using what they have learnt and applying it to the insight they gain in a company or other organisation.

Students must have successfully completed all modules of the first semester in order to start with modules of the second semester.

Semester 2 comprises another four core modules:

- Strategic Management
- Research Methods
- The World Economy
- The Project Module

During Semester 2, students will complete “Research Methods” with the production and submission of a Final Project Proposal. Students are also required to complete three team project weeks, each comprising an interdisciplinary research project focusing on problem solving, instigated in cooperation with companies and organisations in the region. The three-member team project weeks will include company visits and guest lectures, designed to give students a connection to the local business community and to assemble information relevant to their problem-solving assignments, and are aimed at preparing students for the Final Project.

In Semester 3 students will complete their Final Project. They have been prepared for this period during semesters 1 and 2 through study advice and tutoring, through academic supervision and during professional enquiry, team project weeks and the core module “Research Methodology”.

Before the final project, students will complete a block (six weeks) of Professional Based Learning. This is either a short period of work placement in a company or organisation chosen according to the background and content of the Final Project; or it is an external consultancy research period carried out with an external organisation. The Professional Based Learning period lasts a minimum of six weeks; however, students can opt to extend a work placement period up to a maximum of six months. Many international students prefer this option.

The Final Project covers two blocks of the third semester, which includes research and editing time. Failed assignments in modules from semesters 1 and 2 can be reworked and re-submitted at the start of this semester, according to deadlines set by the programme management.

In detail, the curricula for each of the different specialisations are as follows⁶:

⁶ In year one, part-time students take the modules from the first semester of full-time students, in parenthesis indicating in which semester (semester 1 and 2 for part-time students). In year two, part-time students take the modules of semester two of full-time students, in parenthesis indicating in which semester. Part-time students’ project weeks are split into one week in the second year, first semester and two weeks in the second semester of the second year (see chapter 3.2 on the structure of the programme).

Master of Business Management in Digital Marketing & Communication				
Year 1, Semester 1				
Block	Module / Subject	Contact Hours	ECs	Module Code
1/5 (1) ^a	Globalisation, Society & Culture	36	5	MO44
1/5 (2) ^a	Marketing Management	36	5	MA41
1/5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2/6 (1)	Micro & Macroeconomics - Global Perspectives	36	5	EC41
2/6 (2)	The Future of Integrated Digital Marketing: Video, Mobile, & Artificial Intelligence	36	5	MA44
3/7 (1)	Professional Inquiry	36	5	WP41
3/7 (2)	New Media, Marketing & Analytics	36	5	MA45
Year 1, Semester 2				
5/1 (2)	Research Methods (Final Project)	36	5	GA41
5/1 (1)	Business Intelligence & Data Mining	36	5	IM42
6/2 (1)	The World Economy	36	5	EC42
7/3 (2)	Strategic Communication & Branding	36	5	CM41
7/3 (1)	Financial & Strategic Management	36	5	SM45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	36	5	PW41
Total Year 1			60 Credits	
Year 2 (1 Semester / Term)				
1 Block (6 weeks)	Professional-Based Learning	N/A	5	WP42
2 Blocks (12 weeks)	Final Project	N/A	25	GA43
Total Year 2			30 Credits	
Total Credits MBM			90 Credits	

Master of Business Management in Logistics & Trade				
Year 1, Semester 1				
Block	Module / Subject	Contact Hours	ECs	Module Code
1/5 (1) ^a	Globalisation, Society & Culture	36	5	MO44
1/5 (2) ^a	Marketing Management	36	5	MA41
1/5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2/6 (1)	Micro & Macroeconomics - Global Perspectives	36	5	EC41
2/6 (2)	Operations Management	36	5	MO42
3/7 (1)	Professional Inquiry	36	5	WP41
3/7 (2)	Supply Chain – Operations & Strategy	36	5	ITL41
Year 1, Semester 2				
5/1 (2)	Research Methods (Final Project)	36	5	GA41
5/1 (1)	International Joint Ventures	36	5	SM43
6/2 (2)	The World Economy	36	5	EC42
6/2 (1)	International Trade, Law & Policy	36	5	BL41
7/3 (1)	Financial & Strategic Management	36	5	SM45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	36	5	PW41
Total Year 1			60 Credits	
Year 2 (1 Semester / Term)				
1 Block (6 weeks)	Professional-Based Learning	N/A	5	WP42
2 Blocks (12 weeks)	Final Project	N/A	25	GA43
Total Year 2			30 Credits	
Total Credits MBM			90 Credits	

Master of Business Management in Finance				
Year 1, Semester 1				
Block	Module / Subject	Contact Hours	ECs	Module Code
1/5 (1) ⁵	Globalisation, Society & Culture	36	5	MO44
1/5 (2) ⁶	Management Accounting & Finance	36	5	FIN41
1/5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2/6 (1)	Micro & Macroeconomics - Global Perspectives	36	5	EC41
2/6 (2)	Financial and Monetary Economics	36	5	FIN43
3/7 (1)	Professional Inquiry	36	5	WP41
3/7 (2)	Supply Chain – Operations & Strategy	36	5	ITL41
Year 1, Semester 2				
5/1 (2)	Research Methods (Final Project)	36	5	GA41
5/1 (1)	Corporate Finance	36	5	FIN42
6/2 (2)	The World Economy	36	5	EC42
7/3 (1)	Venture Capital and Private Equity	36	5	FIN45
7/3 (1)	Financial & Strategic Management	36	5	SM45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	36	5	PW41
Total Year 1			60 Credits	
Year 2 (1 Semester /Term)				
1 Block (6 weeks)	Professional-Based Learning	N/A	5	WP42
2 Blocks (12 weeks)	Final Project	N/A	25	GA43
Total Year 2			30 Credits	
Total Credits MBM			90 Credits	

Master of Business Management in Human Resource Management				
Year 1, Semester 1				
Block	Module / Subject	Contact Hours	ECs	Module Code
1/5 (1) ⁷	Globalisation, Society & Culture	36	5	MO44
1/5 (2) ⁸	Marketing Management	36	5	MA41
1/5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2/6 (1)	Micro & Macroeconomics - Global Perspectives	36	5	EC41
2/6 (2)	Strategic Human Resource Management	36	5	MO41
3/7 (1)	Professional Inquiry	36	5	WP41
3/7 (2)	High Performance Leadership	36	5	MO49
Year 1, Semester 2				
5/1 (2)	Research Methods (Final Project)	36	5	GA41
5/1 (1)	Organisation Development & Change Management	36	5	MO47
6/2 (1)	The World Economy	36	5	EC42
7/3 (2)	International Talent Management	36	5	MO48
7/3 (1)	Financial & Strategic Management	36	5	SM45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	36	5	PW41
Total Year 1			60 Credits	
Year 2 (1 Semester /Term)				
1 Block (6 weeks)	Professional-Based Learning	N/A	5	WP42
2 Blocks (12 weeks)	Final Project	N/A	25	GA43
Total Year 2			30 Credits	
Total Credits MBM			90 Credits	

Master of Business Management in Entrepreneurship & Innovation				
Year 1, Semester 1				
Block	Module / Subject	Contact Hours	ECs	Module Code
1 / 5 (1) ⁹	Globalisation, Society & Culture	36	5	MO44
1 / 5 (2) ¹⁰	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Micro & Macroeconomics - Global Perspectives	36	5	EC41
2 / 6 (2)	International Corporate Sustainability	36	5	SM42
3 / 7 (1)	Professional Inquiry	36	5	WP41
3 / 7 (2)	Venture Capital & Private Equity	36	5	FIN45
Year 1, Semester 2				
5 / 1 (2)	Research Methods (Final Project)	36	5	GA41
5 / 1 (1)	Innovation, Creativity & Entrepreneurship	36	5	EN43
6 / 2 (1)	The World Economy	36	5	EC42
7 / 3 (2)	Critical Perspectives on Entrepreneurship	36	5	EN44
7 / 3 (1)	Financial & Strategic Management	36	5	SM45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	36	5	PW41
Total Year 1			60 Credits	
Year 2 (1 Semester / Term)				
1 Block (6 weeks)	Professional-Based Learning	N/A	5	WP42
2 Blocks (12 weeks)	Final Project	N/A	25	GA43
Total Year 2			30 Credits	
Total Credits MBM			90 Credits	

Master of Business Management in Hospitality				
Year 1, Semester 1				
Block	Module / Subject	Contact Hours	ECs	Module Code
1 / 5 (1) ¹¹	Globalisation, Society & Culture	36	5	MO44
1 / 5 (2) ¹²	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Micro & Macroeconomics - Global Perspectives	36	5	EC41
2 / 6 (2)	Hospitality Operational Excellence	36	5	HM40
3 / 7 (1)	Professional Inquiry	36	5	WP41
3 / 7 (1)	Marketing Tourism Hospitality & Events	36	5	TM44
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 (1)	The World Economy	36	5	EC42
7 / 3 (2)	International Hospitality Development	36	5	HM42
7 / 3 (1)	Financial & Strategic Management	36	5	SM45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	36	5	PW41
Total Year 1			60 Credits	
Year 2 (1 Semester / Term)				
1 Block (6 weeks)	Professional-Based Learning	N/A	5	WP42
2 Blocks (12 weeks)	Final Project	N/A	25	GA43
Total Year 2			30 Credits	
Total Credits MBM			90 Credits	

Master of Business Management in Tourism & Travel				
Year 1, Semester 1				
Block	Module / Subject	Contact Hours	ECs	Module Code
1 / 5 (1) ³⁵	Globalisation, Society & Culture	36	5	MO44
1 / 5 (2) ³⁴	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Micro & Macroeconomics - Global Perspectives	36	5	EC41
2 / 6 (2)	Critical Perspectives in Tourism Management	36	5	TM43
3 / 7 (1)	Professional Inquiry	36	5	WP41
3 / 7 (2)	New Media, Marketing and Analytics	36	5	MA45
Year 1, Semester 2				
5 / 1 (2)	Research Methods (Final Project)	36	5	GA41
5 / 1 (1)	Destination Management & Planning	36	5	TM45
6 / 2 (1)	The World Economy	36	5	EC42
7 / 3 (2)	Consultancy - Tourism, Travel & Sustainability	36	5	TM46
7 / 3 (1)	Financial & Strategic Management	36	5	SM45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	36	5	PW41
Total Year 1			60 Credits	
Year 2 (1 Semester /Term)				
1 Block (6 weeks)	Professional-Based Learning	N/A	5	WP42
2 Blocks (12 weeks)	Final Project	N/A	25	GA43
Total Year 2			30 Credits	
Total Credits MBM			90 Credits	

Master of Business Management in Events				
Year 1, Semester 1				
Block	Module / Subject	Contact Hours	ECs	Module Code
1 / 5 (1) ³⁵	Globalisation, Society & Culture	36	5	MO44
1 / 5 (2) ³⁵	Marketing Management	36	5	MA41
1 / 5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2 / 6 (1)	Micro & Macroeconomics - Global Perspectives	36	5	EC41
2 / 6 (2)	Event Theory & Practice	36	5	EV44
3 / 7 (1)	Professional Inquiry	36	5	WP41
3 / 7 (2)	New Media, Marketing and Analytics	36	5	MA45
Year 1, Semester 2				
5 / 1 (2)	Research Methods (Final Project)	36	5	GA41
5 / 1 (1)	Event Design & Management	36	5	EV45
6 / 2 (1)	The World Economy	36	5	EC42
7 / 3 (2)	International Hospitality Development	36	5	HM42
7 / 3 (1)	Financial & Strategic Management	36	5	SM45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	36	5	PW41
Total Year 1			60 Credits	
Year 2 (1 Semester /Term)				
1 Block (6 weeks)	Professional-Based Learning	N/A	5	WP42
2 Blocks (12 weeks)	Final Project	N/A	25	GA43
Total Year 2			30 Credits	
Total Credits MBM			90 Credits	

Master of Business Management in Sports Business				
Year 1, Semester 1				
Block	Module / Subject	Contact Hours	ECs	Module Code
1/5 (1) ⁹	Globalisation, Society & Culture	36	5	MO44
1/5 (2) ⁹	Marketing Management	36	5	MA41
1/5 (2)	Research Methods Introduction (Final Project)	9	(-)	GA41
2/6 (1)	Micro & Macroeconomics - Global Perspectives	36	5	EC41
2/6 (2)	Critical Perspectives in Sports & Leisure	36	5	SP42
3/7 (1)	Professional Inquiry	36	5	WP41
3/7 (2)	Sports in the Global Marketplace	36	5	SP41
Year 1, Semester 2				
5/1 (2)	Research Methods (Final Project)	36	5	GA41
5/1 (1)	Strategic Sports Business Management	36	5	SP43
6/2 (1)	The World Economy	36	5	EC42
7/3 (2)	Ethics & Social Responsibility in Sports	36	5	SP44
7/3 (1)	Financial & Strategic Management	36	5	SM45
Semester 2 (1 & 2)	Project Module (3 Project Weeks, linked to Final Project)	36	5	PW41
Total Year 1			60 Credits	
Year 2 (1 Semester /Term)				
1 Block (6 weeks)	Professional-Based Learning	N/A	5	WP42
2 Blocks (12 weeks)	Final Project	N/A	25	GA43
Total Year 2			30 Credits	
Total Credits MBM			90 Credits	

As most of the students will have recently completed a bachelor's degree, the MBM builds on student's basic academic writing skills. Therefore, student work is assessed with a mixed approach of examinations, papers, and/or group assignments. Additionally, students complete nine hours of an "Introduction to Research Methods" course, which is part of the "Final Project". As the study programme is research focused, this module ensures and aligns student's basic research skills and prepares students for writing their final thesis.

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. The project weeks, which are spread throughout the year, allow students to take an integral approach to their learning.

All modules have defined aims and objectives, which are aligned with the Final Qualifications.

Electives: There are no compulsory language modules in the MBM programme. However, the elective module "Foreign Languages" is offered including Dutch, Spanish, French, German and Chinese as a second foreign language. Students can, for instance, choose three different languages at beginner level. There must be a minimum of five students taking part for the class to start. All

Master students at WUAS are permitted to join these language classes at no additional cost. Twice a year WUAS arranges a 'Dutch Intensive Week' for all its students, including MBM students.

Rationale for degree and programme name

The title of the programme is Master of Business Management and the degree title awarded according to Dutch law is a Master of Science. The qualification title MBM implies that the degree is a professional Master, but that the students do not necessarily have prior work experience, and that the programme is taught by lecturers who have both academic and industry experience. The academic level of Master implies that a student has completed a Final Project, demonstrating both forms of rigorous applied research and professional modes of problem solving. The Final Project shows an integration of all major final qualifications and achievements of the level described in the Dublin Descriptors.

Integration of theory and practice

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

Students are encouraged to link their Final Project to research with or for a company or organisation, as they will also carry out the Professional Based Learning in the third study semester, which is a short period work placement. Each student will have a Study Advisor for guidance (a member of the academic team). If students will be involved with a company or organisation, then it must be organised in a manner that will benefit both the organisation and the student's employability. The Final Project is the ultimate test in which theory and practice are integrated.

The selection of teachers especially considers professional backgrounds and students can benefit from lecturer's work experiences.

Interdisciplinary thinking

Within the MBM programme, both semester 1 and 2 modules comprise a mix of functional management subjects. WUAS stimulates a cross-functional orientation throughout both semesters with cases and discussions about how a module's respective subject matter can contribute to the overall performance of an organisation and where cooperation between the various functional areas can be supportive. This is why students can enroll at different times throughout the year; in all courses, interrelations with other disciplines are made.

In particular, the modules of "Finance & Strategic Management" (SM45), "Professional Enquiry" (WP41) and "Professional Based Learning" (PW42) are geared at connecting concepts and data of different kinds enabling an interdisciplinary understanding and reflection on corporate issues. Other subjects, such as "Globalisation, Society & Culture" (MO44) and "World Economy" (EC42) present views of corporate and entrepreneurial activity that cut across the narrow boundaries of the traditional disciplinary and professional divides.

Moreover, a critical perspective is necessary, i.e. it is important to discuss within the context of the various functional areas (covered by the modules) the issues which are referred to by concepts such as 'silos', compartmentalization, poor organisational DNA, organisational myopia and the 'not invented here' syndrome. Such discussions promote a vision that exposes departmental thinking and embraces interdisciplinary ideas.

The three 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. 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.

Ethical aspects

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

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

Methods and scientific practice

A step-wise approach for the final project is being maintained, 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 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 proposal.

Examination and final thesis

At WUAS, an independent Graduation and Examination Board oversees the operations, quality and methods of examinations. Two members, including the Chair of the Graduation and Examination Board are independent external members.

All modules in the MBM programme have an examination or assessment defined in the module guide. In the examinations, students are assessed on whether they have attained the final qualifications, and the Graduation and Examination Board's Assessment Committee ensures that

examinations are to a standard that ensures this. The Assessment Committee is made up of members of the Examination Board. All examinable components are screened to check if they are of the appropriate level – meaning in line with the Aims and Objectives of the module and the Final Qualifications of the programme. For this purpose, standardised answer keys were developed, which reflect the aims and objectives of the modules and the cognitive level of skills needed for the students to complete each task. On completion of assessment, all grading is screened by the Assessment Committee.

In the Education and Examinations Guide, WUAS has described the types of examinations that are available to teachers to use in their modules, for instance, open-book, closed-book examinations or reports and presentations. 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. Adaptations of examinations must be submitted to the Assessment Committee for evaluation and screening.

For written examinations, WUAS has created an examination bank, a secure area that is only accessible by a small and highly trusted group of staff members. Teaching staff are contracted to maintain and keep updated, (at least) three different exams for their modules. This allows the exam administration team who manage the examinations to choose a different exam for primary and retake examinations. All examinations are held at the end of each teaching block and spread evenly throughout the year. Re-take examinations are held in two blocks at the ends of the winter and summer semesters. Deadlines for the submission of reports and projects are also set in the exam weeks, except for the reports for project weeks, which are usually set at the end of the project week in question.

Examination weeks are facilitated by the exam administration team together with a team of external invigilators (having no other contact with students), who supervise the examinations and maintain the practical examination rules students are required to adhere to. WUAS employs a team of between five and eight examination invigilators, who stay with the institute eight weeks a year and are 'self-managing'. The external invigilators are especially important to ensure that students are not making copies of examinations that can be used later for revision or exam preparation. The Education Board aims to ensure that there is a balance of different types of examinations across the programme, testing the aims and objectives of a module in a way that is conducive to learning and at a level in line with the academic requirements of an applied sciences bachelor programme.

In 2017, WUAS education team employed a junior researcher on a project basis to specifically look at the quality and balance of all examinations conducted at the institute. The objective of this research is to generate data and a clear view of the current exam quality level, to evaluate how well the examinations questions/tasks cover the module aims and objectives stated in the educational module guides and to identify possible gaps in order to offer recommendations for improvements. Given the recommendations for the quality optimization of the examination system, the education team developed a new Exam Development Handbook for all teachers and examiners at WUAS and new style answer keys that ease and enhance the quality control of each exam developed. The new style *Answer Key Template* has been developed in order to include an overview of the following items: marks per question, level of difficulty, Bloom's level, corresponding modular aim and objective, book chapters and listing other sources.

The projects, reports, essays and papers of each module should lead to an overall and comprehensive portfolio of work that demonstrates a student's understanding of the various elements of the modules and the interlinking of these.

There is a clear development in assessment types from the more functional-based reflective learning dominant in Semester 1 towards the more integrative approaches of the modules in Semester 2. In the modules of Semester 1, a student's understanding of corporate realities based on own learning and work experience plays an important role in the study and in the assessment, through reflection.

In Semester 2, assessments reflect the modules' integrative nature combined with academic rigour (for example the module "Critical Perspectives in Hospitality Management" is assessed by two assignments – a group case study report and an individual assignment – in which students need to critically analyse and evaluate the notion of hospitality and the management of a hospitality business with regards to its environment).

In Semester 3, the Final Project/Dissertation is assessed in line with the requirements of a master degree from a University of Applied Sciences. The grading criteria for Final Project/Graduation assignments were originally developed in collaboration with the University of Brighton and have further been updated and improved since then. The requirements of the Final Project can be found in the Graduation Final Project Handbook that is Part 8 of the EEG.

The Final Project itself is graded by the student's Academic Supervisor, and by an independent (external) second marker. This person is part of a pool of business and company experts, who work as part of a network providing second and first marker services to universities in the region. They are independent of the student and anonymous until the student is requested to present their final project, at which the second marker is present. A third (external) marker, who marks the paper completely anonymously, is called in when the first and second markers cannot reach a consensus or in 'borderline cases' (mark of 6). The grading for the graduation assignment is screened at a sitting of the Examination Board.

The Final Project is a standard thesis/dissertation, which can use a business plan, or in-company consultation plan as a reference/case. It is always an individual piece of work, required to comply with internationally recognised standards of academic writing. WUAS requires students to use the "Harvard Method" of referencing and reporting. The project is intended to be a culmination of the students' work in the programme, reflecting their general knowledge based on programme modules, using various different methods to research and explore an area of business or management within their chosen field (specialisation). Each student is allocated an Academic Supervisor from the moment they have completed the first semester including the 'Introduction to Research Methods'. In contrast to the student's Study Advisor, the Academic Supervisor focuses on guiding the student through both their work placement module and their final project.

Appraisal:

The modules of the curriculum are well-balanced, logically connected oriented towards achieving the qualification objectives of the MBM programme. The nine areas of specialisation enable students to acquire additional competences and skills. The panel notes though that in both, the M.Sc. and MBA programme, the courses preparing students for their final thesis projects are the

same (although there is no joint teaching) and the requirements for the final theses are equal. The distinction of the MBA and M.Sc. programme should be made clearer in the final theses.

Theory and practice are systematically interrelated throughout the curriculum. Students enjoy the guest lectures, which are open for both, MBA and MBM students, what makes them a great place for them to meet and interact. Students have pointed out that their career paths were greatly influenced by the speakers. Additionally, students develop their qualification profile during the project-based learning module, where they can implement their theoretical knowledge into an organisation so that both parties benefit from this exchange.

Interdisciplinary thinking is stimulated during group work and the curriculum connects different topics in each semester. Ethical implications (for example those of economical or juridical ways of thinking and acting) are actively communicated.

Students acquire methodological competences and are enabled to do scientific work on a master's level, but the panel is strongly recommending to improve the research methods modules and give special attention to explaining the differences of quantitative and qualitative research designs, esp. sampling. In the examinations and final theses the panel has reviewed, they were not convinced that students are fully able to reflect on why they chose one method over the other and to correctly apply a method (sampling was an issue).

The panel finds that the final theses are mostly of a high quality, especially the literature study. The School acted upon critical remarks in the initial accreditation and decided to drop the business plan as one of the thesis formats to ensure better comparability of the thesis projects.

The examination monitoring system is very elaborate and state of the art. Based on examination data collected by an internal researcher, the School introduced new style answer keys to ease and enhance the quality control of each exam developed. A second independent (external) marker and if necessary even a third external marker are used to assess final projects.

The Education and Examination Guide provides all relevant information about examination types. The different assessment approaches are constantly checked for the appropriate level and if in accordance with the defined learning objectives. 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 assessments and the Research Methods modules. It is ensured that each student has to work on his/her project individually. 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 Credits (CP)	The programme consists of 90 Credits (European Credits)									
Workload per Credit	An overall workload per Credit of 28 hours									
Number of modules	The total number of taught modules in each pathway offered are 12: 8 Core Modules (5 Credits each) 4 Compulsory Elective Modules (specialisations). (5 Credits each). 1 Professional Based Learning Module									
Time required for processing the final thesis and awarded Credits	The Final Project module comprises of 25 Credits. Total study load allocation is 700 hours.									
Number of lesson or project based contact hours (not including: examinations, exam review, study advice, excursions, academic supervision)	<table border="1"> <tbody> <tr> <td>Semester 1: 225 Contact hours</td> <td>Cohort Hours Semester 1: 225</td> </tr> <tr> <td>Semester 2: 216 Contact hours</td> <td>Cohort Hours Semester 2: 216</td> </tr> <tr> <td>Semester 3: 36 Contact hours</td> <td>n/a</td> </tr> <tr> <td>Total Contact Hours: 477</td> <td>Total Hours as a Group: 441</td> </tr> </tbody> </table>		Semester 1: 225 Contact hours	Cohort Hours Semester 1: 225	Semester 2: 216 Contact hours	Cohort Hours Semester 2: 216	Semester 3: 36 Contact hours	n/a	Total Contact Hours: 477	Total Hours as a Group: 441
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Semester 2: 216 Contact hours	Cohort Hours Semester 2: 216									
Semester 3: 36 Contact hours	n/a									
Total Contact Hours: 477	Total Hours as a Group: 441									

Modular Structure of the study programme

The MBM is a 90 ECTS credits, 1.5-year master programme, with the credits divided evenly over three semesters (30 credits per semester full-time, 15 credits part-time). Each module is described in a detailed module guide.

Each module, with the exception of the final project, has a comparable study-load equating to five ECTS credits, which in the Netherlands translates to 140 learning hours per module. Each module has 36 contact (classroom teaching) hours, and its module description outlines the learning aims and objectives that also relate to the Final Qualifications of the programme. The module descriptions include details of the expected learning hours for different components of the module.

Students have six months to complete their Final Project and it is weighted at 700 learning hours (25 ECTS credits). This is standard for Master programmes at Dutch Higher Education Institutes. Supervising hours are included in the “Research Methods” module (36 hours).

The MBM is offered twice a year with six entry points allowing for a carousel entry system. This means that each taught module will be offered twice a year, for each cohort. Students follow twelve modules during the programme. Furthermore, the MBM programme follows the modular block system used at WUAS. The modules are offered in blocks of six weeks. Full-time students study two modules each block. The following table offers an overview of the block system at WUAS.

Semester 1				Semester 2			
Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
4 Lesson Weeks with a maximum of 2 modules per week.		2 Weeks for Retakes and Tutorials		4 Lesson Weeks with a maximum of 2 modules per week.		2 Weeks for Retakes and Tutorials	
1 Assignment & Literature Review Week Students have a week to work on their assignments and review the literature for their current modules. During this week, guest speakers related to the taught modules will be invited to give seminars. Rescheduled lessons can also be followed in this period.				3 team Project Weeks – Students carry out an interdisciplinary consultancy project assignments, as part of the Project module. During this week, guest speakers related to the taught modules will be invited to give seminars, and company visits can be organised for students. Rescheduled lessons can also be followed in this period.			
1 Assessment Week with closed or open book written examinations or 1 Assignment Submission Week in which students complete their assignments and can be asked to present if required.				1 Assignment Submission Week, in which students complete their assignments, and can be asked to present if required.			

Figure 4: Block System – Semester 1 & 2

- The Wittenborg courses are planned into two separate semesters known as the Winter term and the Summer term;
- Each semester is comprised of four blocks = three teaching blocks of six-weeks (made up of four weeks of lessons, one project week and one exam week); and one block of two weeks for missed lessons and full module exams. Modules are examined on one day at the end of that block.

- Students can start their studies either at any full six-weeks block, in the Winter term or the Summer term.
- Each block has individual modules and these will be offered once a year.
- Each exam has a retake exam, held in blocks four or eight. Students are only allowed to register for re-take exams for modules that have been given in that term.

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

The MBM is additionally offered to students who wish to study part-time in three years. Instead of following two modules per block, only one module will be taken, and project weeks and research methods will be spread across a whole year. The editing time allowed for the final project will also be extended across one year (see table below).

Full Time Programme			Part Time Programme		
Period	Duration	Content	Period	Duration	Content
Semester 1 (Winter Term)	Block 1 -4 (½ Year)	6 Modules Introduction to Research Methods	Semester 1 (Winter Term)	Block 1 -4 (½ Year)	3 Modules
Semester 2 (Summer Term)	Block 5 -8 (½ Year)	3 Modules 2 Elective Modules 3 Project Weeks Research Methods	Semester 2 (Summer Term)	Block 5 -8 (½ Year)	3 Modules Introduction to Research Methods
Semester 3 (Winter Term)	Block 1 -4 (½ Year)	Final Project	Semester 1 (Winter Term)	Block 1 -4 (½ Year)	3 Modules 1 Project Week Research Methods
NB: Part time students have more flexibility to plan their Project Weeks and their Research Methods lessons due to the combination of Full -Time / Part –Time students in lessons.			Semester 2 (Summer Term)	Block 5 -8 (½ Year)	2 Modules 2 Project Weeks Research Methods
			Semester 1 (Winter Term)	Block 1 -8 (1 Year)	Final Project
			Semester 2 (Summer Term)		

Figure 5: Comparison of full-time versus part-time programme

Study and Exam Regulations

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

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

Feasibility of the study load

The weight and allocation of ECTS credits to a module is based on the estimation of the study load at the stage of programme design, by the Education Board, in line with the Dutch norm of an average 28 hours of study equalling one credit. 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. The credit allocation is evaluated during the year through teacher feedback to the Education Board, through feedback from the Graduation and Examination Board, and through direct student module evaluation. Module evaluation by students takes place at the end of each module during the exam week, under supervision of the examination invigilators (for impartiality).

The programme's study load of 90 ECTS credits is spread evenly across the semesters. Moreover, students are able to adjust their workload even without officially registering as part-time students.

Equality of opportunity

WUAS promotes a policy that encompasses gender equality and a ban on discrimination. However, numbers exhibit an imbalance of the female-male proportion of overall staff members (32 % female, 68 % male) and in particular at teacher's level (see graphic below).

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 support this special environment. WUAS' equal opportunity policies are described in its staff handbooks and in its student EEG (Student Charter and Code of Conduct) (see self-evaluation report p. 35 f.).

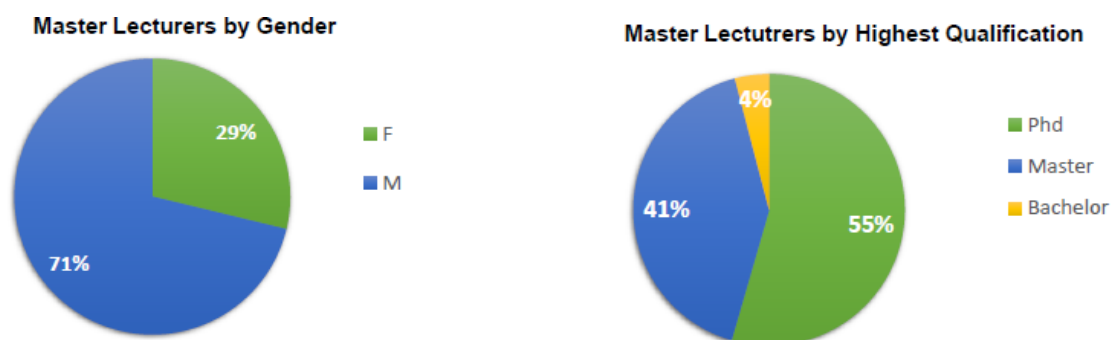


Figure 6: Staff Gender ratios in the Master Programme 2021-2022

Appraisal:

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

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

There are legally binding study and exam regulations, which contain all necessary rules and procedures and take into account national requirements. The study programme is designed so that students can study for a certain time at other HEIs without any extension of their overall study time. However, this does not normally occur as the international programme is in itself considered as an international experience by the student body.

The recognition of degrees and periods of study at other HEI's is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with either a relative grade or grade distribution table.

The feasibility of the MBM'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 quickly 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.⁷ The programme leads students toward more independent and less taught methods of learning in the final phase of the programme. The didactical approaches are shown in the following diagram:

⁷ The didactic approach of the MBM has been modified from that of the MBA to reflect the orientation of the programme and the type of students entering it.

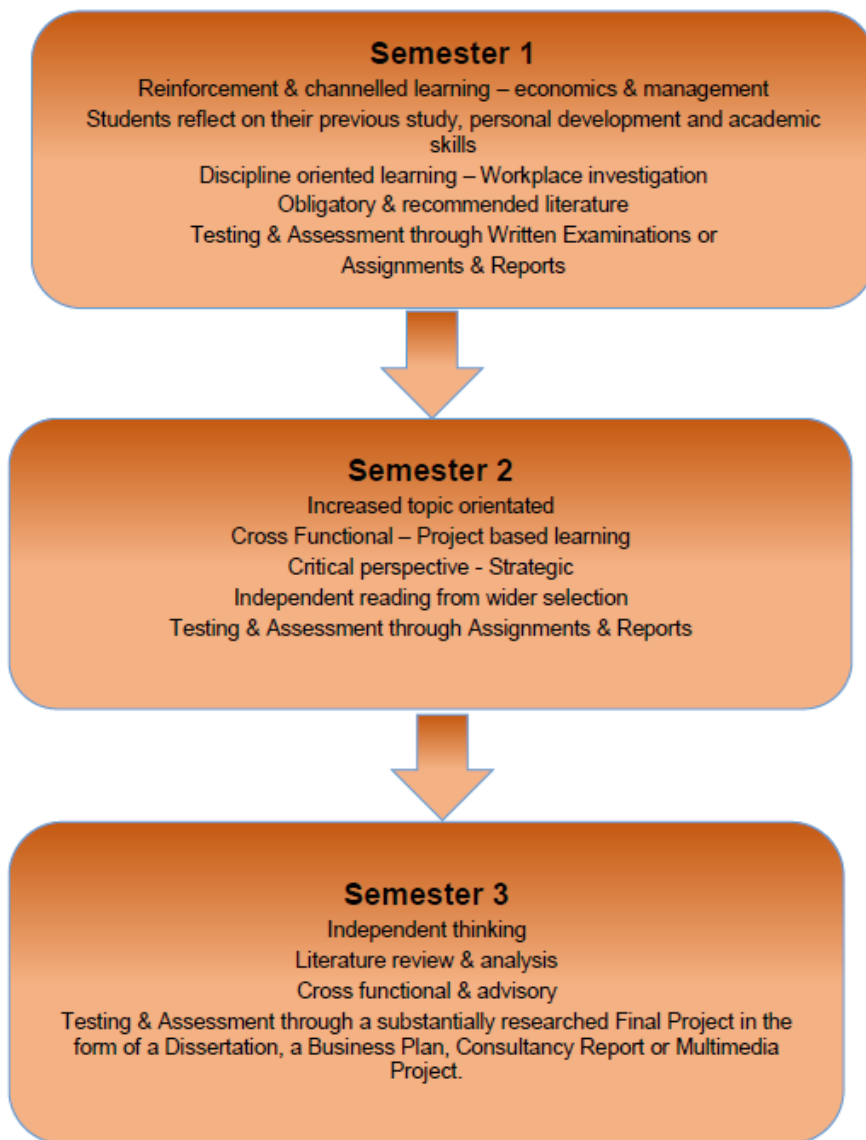


Figure 7: Didactical Approach

The teaching and learning methodology in the MBM programme is diverse, 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 and 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 = 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, or business games/final project for integration. 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 Wittenborg Master students vary considerably, and the teaching methods used will stimulate collaboration, reflectiveness and learning from each other's experiences.

The Module Guides inform students of exactly how each module unfolds, the teaching methods learned and the learning methods to be used. These are shown in the section called "Module Plan" which also includes pre-reading requirements including important page numbers and chapters. The Module Plan gives a lesson-to-lesson breakdown of content focus, plus important teaching and learning methods. From the current module guides the following list can be taken, and MBM lecturers are being asked to cross-check with each other, the different approaches:

- Classroom lecturing,
- Case study discussions,
- Feedback and presentation sessions,
- Video and film,
- Discussion sessions,
- Observation exercises,
- Research Papers,
- Standardized simulations,
- Collaborative Learning,
- Statistical simulations,
- Management Games & Simulations,
- Competitive activities based on course content,
- Discussion boards,
- Brainstorming,
- Marketing scenarios,
- Graphic organizers,
- Collecting, organizing and reflecting upon consultancy projects,
- Reflect on articles in professional journals to become familiar with the current research,
- Classroom Opinion Polls,
- Recall, Summarize, Question, Connect, and Comment on course content.

The teaching and learning methodology changes as the programme progresses, from knowledge-focused teaching and learning, through understanding, to strategic thinking and practice.

Teaching and learning methods are discussed in the regular teacher's meetings held by the programme management, as well as during meetings to discuss the individual subject domains. There is the Programme Committee's evaluation of the programmes in which the Student Reps will be asked to review all teaching and learning methods in the programme each year (see self-evaluation report p. 37). This instrument of quality assurance is further explained in chapter 5.2.

In addition, 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 inter-disciplinary facets, linking knowledge and understanding gained from other areas of business administration (modules).

Course materials

Modules comprise required and recommended readings from which module content is designed (including case studies). Among these are five to ten recent journal papers and research publications. All course materials are listed in the module guides. The required and recommended readings have been aligned to the module content, the module aims and objectives, and with the nature of the written group and individual assessments. All materials (module guides, activities, course content, presentations by teachers) are uploaded and distributed through the *Moodle VLE Wittenborg Online* in the course area of the relevant module.

Guest lecturers

Guest lecturers are invited to give students an insight into various aspects of business, research and/or politics. Experts can be from the academic or business/management field. Some external guest lectures of the past year include:

Opportunities and Challenges: Start your business in the Netherlands	14 December 2021	workshop
The impact of China's "retail revolution" on the world	13 January 2022	seminar
Art and/in Business	7 February 2022	seminar
Incorporating an Optimistic Mindset in Business	16 February 2022	seminar
Diversity and Inclusion	1 April 2022	seminar
A competitive advantage to build a business on Amazon marketplaces	8 April 2022	seminar
Anti-doping; the battle against cheating in sport	28 April 2022	seminar
Digital transformation in Manufacturing under the 4th industrial revolution: Acceleration of Smart Factory innovation	29 April 2022	seminar

Lecturing tutors

Due to the nature of the master programmes, and the size of WUAS, the use of student assistants (within the master programme) is limited, however WUAS would like to develop a possibility for master students to give supervised (guest) lectures in the bachelor programme. An idea is to integrate the BBA project week with the MBM project week for a collaborative consulting project in which master students fulfill the management and leadership roles. This helps with the development of skills such as leadership, people management and presentation, whilst bringing an extra "real-life" dimension to the bachelor programme (see self-evaluation report p. 38).

Appraisal:

The didactical concept of the study programme is described in a plausible manner and it supports the achievement of the programme objectives. It applies different teaching and learning methods and particularly considers the students' competencies development throughout the three semesters. The accompanying course materials support students to reach the intended learning outcomes and they correspond to the master level. They are up to date and digitally accessible for the students. Guest lecturers are regularly invited and their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain. As pointed out in chapter 3.1, students mentioned the tremendous impact these guest lecturers had on their career paths and specialisation choices. Moreover, the guest lecturers create an opportunity for MBM and MBA students to meet and interact with each other.

	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 one of its driving characteristics and core values that is sought by the school, next to diversity and ethics. In the past five years, WUAS has seen over 100 nationalities study at the school and more than 40 different nationalities in its faculty and staff. WUAS is a relatively small institution 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. In 2018, WUAS was awarded the ECA accreditation in which the institution was praised for its international and intercultural learning environment.⁸

International contents and intercultural aspects

The MBM is internationally orientated, aimed at international students and students from the Netherlands, with a diverse mixture of international and Dutch lecturers. An international focus is encouraged in all modules - i.e. lecturers and students are not generally looking at cases and examples from a 'Dutch' point of view. Nevertheless, since students come from all over the world,

⁸ <https://www.wittenborg.eu/wuas-awarded-european-accreditation-quality-internationalisation.htm>, last access 12/05/2022

WUAS believes that this can be refreshing and stimulating, as they are actually interested in learning how it all works in the Netherlands, the Dutch mentality and how the Dutch organise and run their business and society.

WUAS' aim is that graduates can operate within an international environment, or – being mindful of the international network economy – use their international orientation gained from the programme to excel within their home environment. The programme is described, credited (ECTS) and documented in a manner that conforms to European Higher Education Standards.

The final qualifications as well as the aims and objectives of the programme reflect the international character of the programme. The learning experience at WUAS enables students to contribute to and benefit from academic research – not in the least through the Final Project. This research is international in nature as it reflects international problem areas, literature, and standards.

The intercultural communication competency is a prerequisite among students, since every class and interaction take place in an intercultural environment. Intercultural reflection is further stimulated formally throughout the modules, but also in the group work of project weeks. During the programme, workshops are given that focus on communication and incorporate intercultural competencies and skills.

The following charts give an overview of the internationality of students and staff (including teaching and non-teaching staff).

Internationality of student body in WUAS' Master programmes 2021

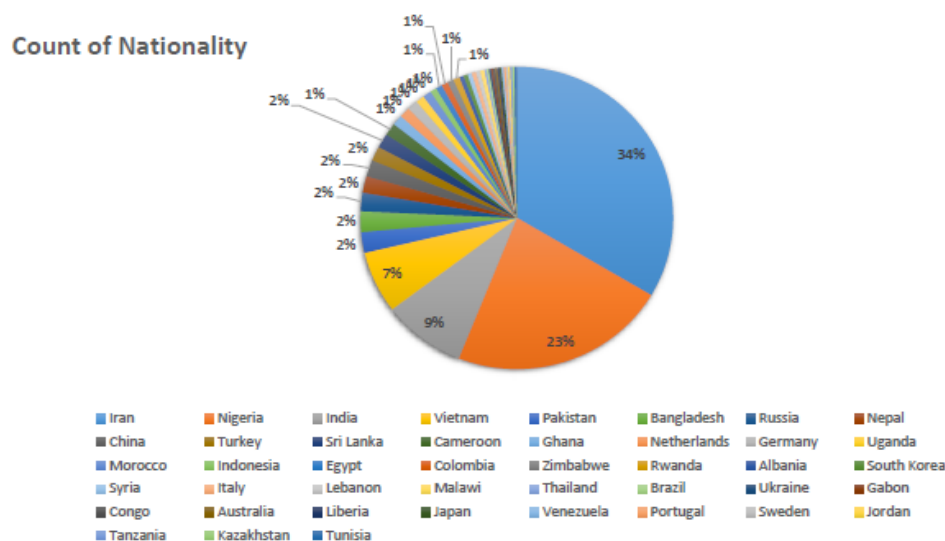


Figure 8: Internationality of student body

The international student body is obtained and maintained by the following criteria:

- Increase and maintain WUAS' reputation through a constant development, international accreditations and the ability to communicate its successes.
- Develop, maintain and increase international student accommodation provision in Apeldoorn.
- Develop, maintain and increase international student employment possibilities in Apeldoorn and the region and promote employability throughout the Netherlands.

- Maintain good worldwide internet marketing, through search engines such as Google – ensuring a high ranking for terms related to WUAS programmes specifically and study in the Netherlands in general.
- A careful usage of agents/study abroad representatives through screening and the enforcement of the Code of Conduct with respect to international students in Dutch higher education and a general preference in their applications.

Internationality of faculty

1.1 Internationality Staff Body on the Master Programmes 2021-2022

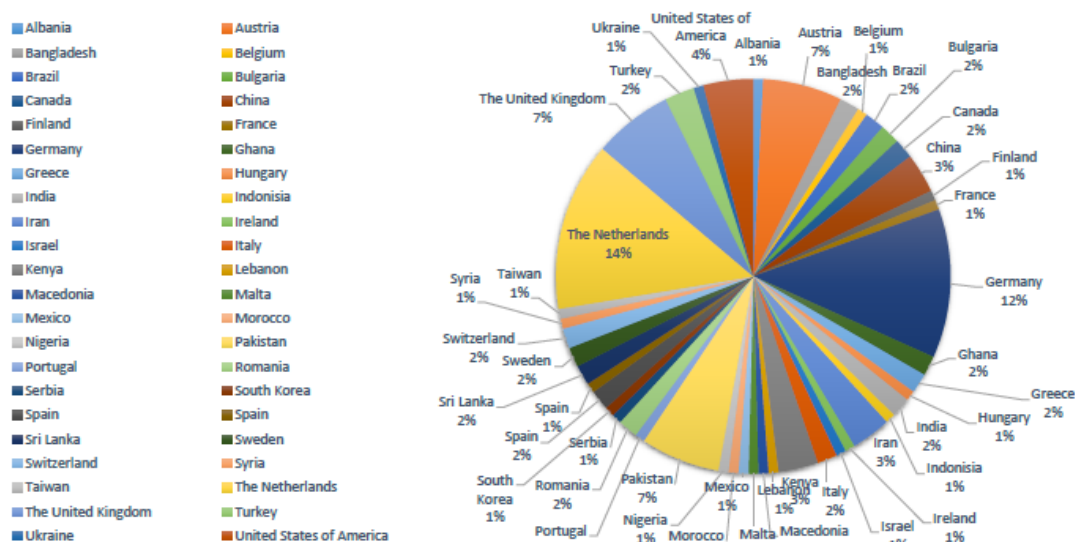


Figure 9: Internationality of staff (teaching and non-teaching) in the Master programmes 2021-2022

WUAS is a growing University and has the capacity to attract many people from different backgrounds and nationalities who work in the institute or teach in the programmes.

International experience is an important qualification at WUAS. In the past ten years, WUAS could not only maintain its international mixture of faculty but also increase it. Many staff members have international backgrounds, both in professional work experience and in educational qualifications. Many of the non-Dutch teaching staff, but also many of the Dutch teaching staff have lived and worked abroad for instance in the UK, Germany, Turkey, South America and China. The international staff members have experience of business in the UK, Australia, the US, China, the Far East, the Indian sub-continent, Africa, South America and Western and Eastern Europe.

Besides English as language of instruction, all master students are permitted to follow additional language modules that WUAS offers to its students, which includes two full weeks of intensive Dutch, planned during study weeks, at no additional cost (see self-evaluation report pp. 38 ff.).

Appraisal:

International contents are made an implicit part of the curriculum. Students come from so many different language areas and cultural backgrounds that discussions in the classroom and group work constantly reflect international aspects. The internationality of the student body is, also

compared to other international programmes, truly exceptional as the majority of students is non-Dutch and come from various countries from all over the globe (Asia, Africa, North and South America, Europe, Australia). The measures taken to ensure an international composition of the student body show a clear and sustainable effect. The international composition of the faculty is a fundamental element shaping the profile of the study programme. WUAS is a truly international institution, operating fully in English and employing staff and faculty members that are as international as its student body with regards to their cultural backgrounds and/or international experiences. English is the language of instruction in all lectures and course materials. Internationality is clearly a key element of the study programme's profile.

Students are expected to be prepared for the challenges of an international working environment just by following this international programme. The acquisition of intercultural competences and skills are at the core of the programme's learning objectives. So far, students are expected to gain these skills from experiencing an international environment. The panel believes that students would benefit from an intercultural theory module to support the learning process by putting students' experiences into context and giving them a theoretical framework to reflect on their experiences made in this international environment. Modules like intercultural communication and intercultural theory can support students navigating their studies in such an international environment and to extend their intercultural awareness skills for the future globally oriented professional market.

	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)

The assessment of the modules entails group work projects as well as individual projects, which stimulates teamwork and cooperation within the group. The Team Project Weeks are just one example. Moreover, students are often required to prepare a presentation for 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 MBM, as well as debates in class and within the project weeks which use the methods described above.

Furthermore, the Project Weeks (see for more information chapter 3.1), which combine and enhance the development of multidisciplinary competences and skills, first of all those that are most valued

by the industry field. Based on feedback from the professional field these competencies are intercultural communication, problem-solving skills and self-development skills like teamwork, interdisciplinary thinking or leadership skills. The majority of the WUAS Work Placement employers agree that the strength of Wittenborg interns lies in the learning and self-development competency (see self-evaluation report p. 40).

Appraisal:

During their project weeks, 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 like group work and the project weeks in collaboration with a business partner. Similar to the before-mentioned intercultural aspects (see appraisal chapter 3.4), the panel recommends to make multi-disciplinary contents more explicit in the programme curriculum. It seems students are required to gain these skills in practice. However, some theoretical foundations could be beneficial to support the students when dealing with multi-disciplinary challenges.

	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 in the MBM programme are just starting their careers and do not necessarily have prior work experience. Hence, the programme contents focus on reflection of recent practical experiences students have gained during their work placement, while stimulating students to look forward in relation to their careers and ambitions.

The MBM aims to create a level of career enhancement or employability that offers students a wide range of possibilities. With the breadth of subjects that students study, the depth of specialisations, and the combination of professional and academic learning, WUAS graduates are well equipped to continue their professional development or even enter a chosen profession that is different to what they have done in the past. With the demand for a highly skilled workforce, immigration and the opportunities that the regulations in the Netherlands and other countries offer, WUAS graduates can be seen as highly employable. However, according to protocols the institution handed in containing feedback from the professional field, WUAS' students are lacking social skills. The School relates this feedback from employers to the internationality of the student body. Most of WUAS' students are not fluent in Dutch and intercultural aspects might play a role when it comes to communication and behavior in the more regionally-oriented Apeldoorn area.

The *Final Qualifications* of the programme have been aligned with the professional profile, so that employers can easily recognise the qualification, i.e. the level achieved (Master) and ability to embark upon further study.

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

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

The types of employment WUAS graduates were able to pursue, include the following:

- Corporate Credit Analyst at Credit Bank Europe N.V. in the Netherlands;
- Manager in Team Development at IKEA Group in Switzerland;
- Administration and Payroll Specialist in Poland;
- Data Quality Steward at Mercedes-Benz Financial Services in the Netherlands.

WUAS' alumni are spread across the globe, working in large corporations, family companies, and SME's, as well as for NGO's and government departments.

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. The panel recommends to prepare students, especially international students, better for higher positions and for the Dutch/European job market. Employer surveys and student's own experiences have shown that students are lacking the necessary Dutch language skills for finding employment in the Netherlands. They are clearly prepared for working in an international environment, but not so much in the local or regional oriented Dutch companies. The feedback from employers about missing social skills of WUAS' students supports this recommendation and might relate to the panel's earlier suggestion that more explicit intercultural modules should be integrated in the curriculum (see appraisal in chapter 3.4). Moreover, systematic measures should be taken to monitor the employment positions of graduates when they first enter the job market after graduation.

	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

Structure and quantity of faculty in relation to curricular requirements

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.

The engagement and development of faculty and professional staff are affected by a few factors specific to the Dutch higher education environment, and at the same time WUAS' ambitions, strategy, and vision. For instance, as a University of applied sciences, WUAS is orientated towards employability. Its business degrees are linked to professional practice. Research in the programmes has a focus of 'applied research', and students are encouraged to ensure their applied research is relevant to the industry and sector they are studying and the overall professional field. Therefore, the faculty at a university of applied sciences is generally practice-oriented, often with a large amount of experience in industry and less academic experience.

Academic qualification of faculty

As a University of applied sciences in the Netherlands, WUAS has to follow the national requirements when it comes to the employment ratio of academic staff. In order to comply with these regulations, faculty members leaving are only being replaced with teaching staff with a master's degree or a PhD.

Another important aspect at a university of applied sciences remains the professional field input, and although WUAS finds it relatively easy to attract faculty from business, with some teaching experience, it remains a challenge to balance the need for scholarly active faculty with practitioners. A solution for this has been to look for faculty internationally, such as in Germany, where the combination of a professional career and academics is more widely found.

Gender diversity amongst qualified faculty remains a challenge, and WUAS strategically looks to improve the balance of men and women teaching and involved with the education at the school. An example of success is the gender balanced Academic Advisory Panel, which WUAS hopes will assist in attracting a more diverse faculty. WUAS is employing staff regardless of gender, sexual orientation (LGBTQ), race or religion (see self-evaluation report p. 42 f.).

The following table shows the academic qualification of faculty from 2019 to 2022 (taken end 2021, with predicted figures for 2022).

Academic Year Starting	Scholarly Academic (SA)				Practice Academic (PA)				Scholarly Practitioner (SP)				Instructional Practitioner (IP)				Additional Faculty (A)			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
BBA	12%	25%	55%	55%	5.5%	5%	4%	5%	0%	0%	0%	0%	52%	70%	41%	40%	30%	0%	0%	0%
MBA	35%	53%	51.5%	55%	36.5%	28.5%	32.5%	35%	0%	0%	0%	0%	7%	18.5%	16%	10%	21%	0%	0%	0%
MSc	25.5%	49%	75.5%	75%	44.5%	39%	18.5%	20%	0%	0%	0%	0%	20.5%	12%	6%	5%	9.5%	0%	0%	0%

Figure 10: Faculty Comparison Table 2019-2022

Ensuring a balance of qualified academic staff at WUAS is part of its mission and overall goal to become the business school it aspires to be. This aspiration has led the management deciding that there can be no ambiguity when it comes to the definition of Scholarly Academic (SA). It has, therefore, settled on the following definition.

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

- A PhD student in the last dissertation phase of their doctorate, with or without peer-reviewed publications.
- Have completed a PhD within the past five years (currently latest September 2017) with or without peer-reviewed publications.
- A PhD/DBA degree holder with at least two peer-reviewed publications in qualified business and management journals in the past five years. Qualified journals are listed, for example, in the Harzing, Scopus and ABS journal lists.

The introduction of this classification had a significant impact within the school as a number of WUAS' faculty could per this definition not be counted as Scholarly Academic (SA). Nevertheless, the School desires to improve these numbers and hopes that the promotion of faculty members will create collegiality and collaboration. For instance, faculty have responded to the encouragement to carry out research together, write papers, whilst the school has committed to applying for and participating in EU-funded research projects (see self-evaluation report pp. 43 f.).

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

Pedagogical/didactical qualification of faculty

In the Netherlands, it is not a strict legal requirement for teachers at Higher Education institutions to have a particular teaching qualification. Therefore, until 2017, WUAS has expected its permanent teachers from industry who do not have a teaching qualification to participate in its specifically designed Teacher Training Certificate Programme. Between 2017 and 2021, members of the faculty have been attending WUAS' Postgraduate Certificate in Teaching & Learning, which is a UK accredited Advance HE⁹ course that was taught at WUAS by the University of Brighton, and was

⁹ <https://www.advance-he.ac.uk/>, last access 12/05/2022

made available to all WUAS faculty. The PGCert focused on the development of the teacher, from a higher education perspective, and has had an 'action learning' approach, where faculty use their actual day-to-day experiences teaching at WUAS to facilitate their learning. The PGCert was a catalyst for faculty to further develop their own research ambitions, while also to venture further in study, with several core faculty embarking on preparation for doctoral studies. Many WUAS faculty have successfully followed the PGCert and with the ending of the delivery partnership with the University of Brighton due to Brexit, WUAS is considering accrediting the PGCert independently in order to continue providing this award to its faculty (see self-evaluation report p. 44).

Practical business experience of faculty

As a business and management University, WUAS expects a good proportion of its business teachers to have experience in business. From the faculty CV's, it can be seen that a number of the teachers have experience in corporations and/or government organisations and some have extensive managerial experience. Some faculty have experience in starting and running their own companies and form a group of experienced entrepreneurs. Entrepreneurship and business experience is a core element to the management of WUAS and students are often aware of this and seek contact, advice and information at management level. Interested students always have a moment of the director's time available. All guest lecturers possess of the same experience in business, organisations and industry.

Internal cooperation

WUAS is a small University. There is close contact between teaching staff, non-teaching staff and students.

Collaboration between teaching staff is carried out through the following:

- On modules that have two or more teachers; there is a module leader to safeguard the quality across the different study locations; teachers share the development of the delivery plan and the examinations and marking.
- 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.

In addition, WUAS encourages contact through:

- teaching and non-teaching staff work together for open days, education exhibitions, network platforms;
- morning coffee with discussions from social to inter-departmental education/non-education;
- a regular plan of departmental and inter-departmental meetings throughout the year;
- regular social events for students and staff such as parties, receptions and outings;
- teachers and students involved in project week company excursions.

Student support by the faculty

The school has an open door policy, which means that students find all staff easily accessible during office hours. Students can contact WUAS online, via an email system and be referred to the correct

staff member about any issue. The size of the School allows students easy and direct contact with management if they wish.

WUAS has two types of student-tutor support systems, one for academic issues and one for non-academic issues. For non-academic issues, all students are allocated a 'Study Advisor'. This person is responsible for monitoring a student's progress and ensuring a student's well-being through coaching and support. Every half year, all students have an evaluation (appraisal) interview with their Study Advisor, who assesses progress and reviews with them the study agreement for the next academic period. Furthermore, they may have contact with students on a weekly basis, and/or through regular online meetings and/or emails.

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

Appraisal:

The academic qualification of the faculty corresponds with the requirements of the business school. However, WUAS is aware of the fact that they need to improve the numbers of scholarly academic faculty members (SA) and their academic research output in order to reflect their aim to be a more research oriented business school. WUAS is addressing this by encouraging their faculty to carry out research together, write papers, and the school has applied for EU-funded research projects. The panel further recommends to aligning research topics to the objectives of the school; currently topics are chosen more opportunisticly.

The qualification of professors and lecturers for the implementation of the MBM 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 is supported by the *Teaching & Learning* programme offered to all faculty members. 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 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. In addition, modules are conducted cooperatively in that classes are taught by two teachers.

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 Study Advisor and the Academic Supervisor. It could also bear witness of the institution's family culture, which was well received and underlined by different stakeholders.

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

4.2 Programme management

Currently, all WUAS programmes are directly managed by the Education Board, whose chair is a member of the school's executive team. The Education Board has delegated through the Education Department the various components of programme organisation and management to people within the organisation, who then coordinate the teachers and staff involved in the programme.

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/Dean ('Programme Director')
 - Head of Departments (currently Hospitality & Tourism, Amsterdam Programmes)
 - Education Operations Manager
 - Assurance of Learning & Accreditations Manager
- Head of Research

- Quality Systems Manager
- Examination Board

The VP Academic Affairs and the Director of Education are responsible for the overall academic development at WUAS. Since 2018, the Head of Research and the Vice President of Academic Affairs manage the programmes at the School of Business and the School of Hospitality & Tourism. An Academic Advisory Panel with ten members (academics from leading Dutch and International Research Universities) has been instigated.

The Head of the School of Business (Dean) (also part of the Education Board) is primarily responsible for the operational management of the MBM programme. The Head of Research aims to assess the quality and quantity of research focus within the programmes in relation to the overall research aims and ambitions of the institute and in context of the developing Research Centre.

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

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

<ul style="list-style-type: none"> • Publish Education Guides • Publish Modules Guides • Publish Timetables • Order and issues books • Create, publish and supplies readers • Update and monitor education areas on Intranet / Extranet (Wittenborg Online) • Collect and administer examinations • Collect and collate results • Monitor and collect data for accreditation 	<ul style="list-style-type: none"> • EC Credit administration, including the per term publishing of an EC Credit List per student • Monitoring and personalisation of the Diploma Supplement • Preparation of the Final Graduation advice for the Graduation & Examination Board • Administration of the education related complaints procedure • Monitors and collects data for the Wittenborg Online Handbook
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The Student Administration provides the following support:

- Diploma verification (via Nuffic);
- Scholarship information;
- Student enrolment and registration (within Wittenborg and externally with the National Register (DUO) in Groningen and the Immigration Services (IND), if necessary);
- works closely with the timetabling department and Credit Administration, so that students can be informed and advised on their study progress;
- Monitors and collects data for the Student Charter;
- Monitors and collects data for the Student Information Guide (see self-evaluation report pp. 48 f.)

Currently the admissions and registrar team has eleven members (five employees, six interns) and equals around 9.7 Full-Time-Equivalents (FTE). Staff is regularly sent on training and information sessions regarding (international) student admissions and have received training to use systems such as Osiris, NARIC and others.

The following table shows that although the academic staff outnumbers the support and administration staff by over 2:1, the full-time equivalent is balanced.

Members of the Executive Board / Management	3
Members of the Advisory Board	18
Academic Staff	107
Academic Staff Exam Board	2
Support & Administration Employed	43
Total Number of Persons Working at WUAS in 2020	173
FTE Management Boards	3,67
FTE Academic Staff	21,84
FTE Support Staff	24,09
FTE Interns	7
Total FTE	56,6

Table 1: WUAS' Academic and Support Staff

WUAS often has remote 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 facilitated via Microsoft Teams. 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 (see self-evaluation report p. 46).

MSTeams was intergated into the virtual learning environment software (Moodle, running as 'Wittenborg Online'). The faculty was instructed and assisted regarding the possibilities of online teaching and integrating existing online course data into the new platform. Classrooms were equipped with hardware to enable recording and streaming of lessons.

Another important development is the instigation of a single contact point for all students and all staff memebtrs – helpdesk@wittenborg.eu. The helpdesk is a filtered channel that enables a team of around eight staff and junior faculty members to assist with every question imaginable, regarding covid, software usage, accounts, but also making appointments to see the doctor, or visa issues, caused by the pandemic. Although WUAS is fully back to the classroom with no restrictions and has re-introduced the 75 % attendance requirement and physical sat examinations, this helpdesk is still accessible (see self-evaluation report p. 47).

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 School rather chose a governance by committees than by a single programme director. To

facilitate communication, there is one person to whom students and respective parties can turn, but who plays the role of a representative rather than an official programme director.

In this way, the different committees take initiatives to promote the systematic development of the study programme and they include all relevant groups in the process. 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

Academic Partnerships

WUAS' academic partnerships focus on their participation in Erasmus+, AACSB, and EFMD networks of universities and business schools. The basis for venturing into new partnerships and maintaining existing partnerships are described in WUAS' Erasmus+ policy and are directly derived from the school's mission and vision, supported by its values. That is why WUAS' Erasmus+ research projects and the partnerships it has established within them are not always directly related to business, however often related to WUAS' values of internationalisation, diversity and ethics, within a higher education framework.¹⁰ WUAS' participation in Erasmus+ also extends to student and staff mobility.

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

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

¹⁰ An overview of ongoing Erasmus+ projects and WUAS' partnerships within these projects can be found online at <https://www.wittenborg.eu/erasmus-plus-policy-statement-wuas.htm>, accessed 17.10.2022

Cooperation with business enterprises and other organisations

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

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

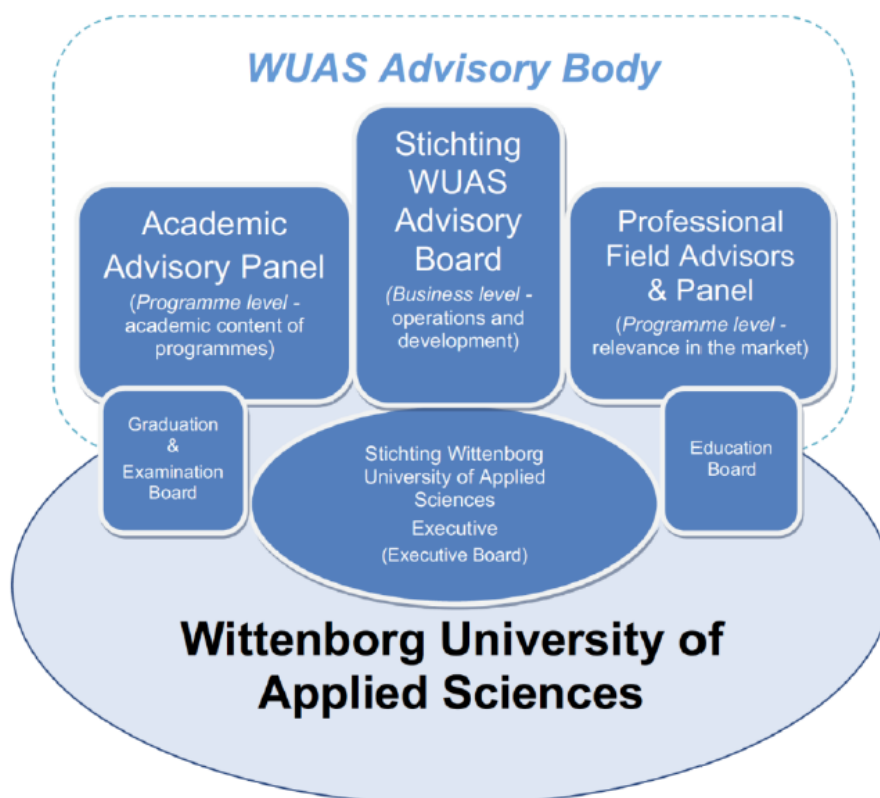


Figure 11: WUAS' Advisory Board (see self-evaluation report p. 50)

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

WUAS CEO is a member of the Jury of the Apeldoorn Business Awards as well as on the advisory panels for companies and organisations, such as *RaboBank*, and involved in organisations such as *Women in Tech* (Amsterdam). The Business Awards have allowed WUAS to make itself known to hundreds of companies in the region and has given the school access to understanding the needs and requirements of large and small organisations. It has resulted in many guest speakers and project week themes, as well as work experience locations for students (see self-evaluation report pp. 49 ff.).

Appraisal:

The scope and nature of cooperation with HEI’s, other academic institutions and networks relevant for the programme are plausibly presented. WUAS is a member of AACSB, EFMD, the European Association of International Education (EAIE), and participates in the Erasmus+ research programme. These cooperations are well documented. Other cooperations with academics and business partners have a clear impact on the conception and implementation of the study programme as shown by the representation of them in the *Advisory Board*. The team of experts especially emphasizes the advisory board and academic advisory panel as very useful. All such activities contribute to the development of the students’ qualification and skills.

The panel recommends that faculty and students benefit more from these networks. For example, this will be helpful for students who seem to have difficulties in finding adequate employment opportunities locally. In addition, teachers should be made more aware of the Erasmus+ research possibilities as they have not yet taken advantage of them.

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

4.4 Facilities and equipment

WUAS is located in the town of Apeldoorn, a municipality of around 160 thousand inhabitants and eleventh biggest city in the Netherlands. Apeldoorn is located approximately one hour from Amsterdam central station, and Schiphol International Airport. It owns and develops student accommodation around the campus and in the town to support its (mainly international) students.

In Apeldoorn, WUAS has two buildings in the town centre – the Spoorstraat 23 next to the railway station, with classrooms accommodating around 150 students, and the new Brinklaan 268, which will serve as a administration and study location for up to 180 students and 60 staff (management, finance, marketing, admissions) and faculty members. The Brinklaan location and the Spoorstraat building will continually serve as teaching facilities, with students and faculty making the 15-minute walk or four minutes by car between the two locations. WUAS longer-term plans are to create a large study complex, a city campus, near Apeldoorn railway station.

The Spoorstraat building houses the library and book lending facility that were developed as part of the renovation, to serve as a place for students to browse the books and literature available, as well as a separate place to study. The library contains around 4.000 titles and has a yearly investment budget of around 15.000 euros. WUAS stocks copies of all recommended readings from all its modules. The library is open throughout the week. All books are indexed in a database and a book loan system is in place, allowing students to request a book. Books are regularly reviewed and kept up to date.

Since the start of 2020, WUAS has moved to a comprehensive e-book system for all required and recommended literature. E-books are offered through a system and service called ‘Perlego’, but also through the Pearson system. This complements the access already arranged for journal databases and e-books via Ebsco, Wiley, Springer, EBSCO journal and E-Book databases as well as suggested Open Learn journal sites. Students also have access to academic libraries around the Netherlands. In Apeldoorn, for example the central library (CODA) (see self-evaluation report pp. 51 f.).

Both Spoorstraat and Brinklaan locations have internet access points and the location has full Eduroam availability, the network is joined to the national high-speed grid via glassfibre. WUAS has its own four-person ICT team on location, based in Apeldoorn and in Vienna that manages all the services provided over the LAN and WLAN and internet networks. For all students these include:

- 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 during the weekend.

Osiris is a Student Information System that allows students to access their information and grades. WUAS also implemented Scientia, a timetabling software that publishes timetables to students’ smartphones (see self-evaluation report pp. 10/11).

WUAS has implemented the anti-plagiarism software *Turnitin* with an integration into Moodle to assist students with the submission of correctly referenced papers, and help bring down cases of plagiarism.

In Amsterdam, WUAS now has its own bespoke location – a floor at the Dali Building in the Arena Poort area of Amsterdam Southeast, a developing modern business hub of the city. In Amsterdam, all network facilities are the same as in Apeldoorn and the networks are linked.

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. 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. The panel suggests that adding a cafeteria and/or canteen to the buildings or provide students with discounts to eat at the local restaurants would be of further benefit for the students.

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

4.5 Additional services

The Front Desk at Wittenborg assists students with many of the issues that affect them outside their study, such as accommodation, healthcare appointments, providing support to faculty, staff, and guest lecturers.

WUAS has a Work Placement and Employment Coordinator. The coordinator is supported by two colleagues who are responsible for Project Weeks.

After student feedback regarding work placement preparation in the National Student Survey (NSE), a Work Placement Preparation week has been introduced for first and second-year students. This project week is specifically geared to help students understand the facilities available to them, the staff members they can turn to, and what they can do to help themselves in preparing to find a suitable work placement. The Work Placement & Employment Coordinator also liaises closely with the students' study advisor and academic supervisor regarding the connection between work

placement and the final project. International placements are encouraged and even facilitated by WUAS when possible.

WUAS keeps track of their student's Work Placement institutions and a Work Placement Handbook (for master students) has been developed for further guidance (see self-evaluation report p. 40 f.).

In addition, the institute has engaged a number of work placement platforms to assist students, such as HOSCO, which provides students access to hundreds of placements in the hospitality industry and allows prospective employers to contact students through the WUAS portal (see self-evaluation report pp. 53 f.).

Alumni Activities

WUAS generally has contact with its alumni, and often has former students visiting when they are in the Netherlands or contacting the administration for references. Keeping track of alumni and their achievements is documented, and WUAS keeps a list of companies and positions that are fulfilled by alumni using for example Wittenborg Connect, social media platforms such as LinkedIn, as well as its own newsletters and invitations to events. WUAS uses its news channel to highlight interesting stories of alumni.

For all students, a new platform has been launched with the aim to bring current students and alumni together, where the alumni act as a mentor for the work seeking current student. The aim is to enhance graduates careers. The platform is called 'WittenborgConnect'.¹¹

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

- Daily Wittenborg news articles on websites and social media;
- Events such as the opening of school, or the anniversary Gala (this year November 11, 2022) to which all alumni are invited;
- Events organised in key cities around the world like 'meet the executive for dinner!'
- Monthly Newsletter published online and through all channels of social media;
- Accreditation Reports, for instance on NVAO and FIBAA websites;
- Year Report (also sent to the Ministry of Education), published on WUAS websites.
- WUAS includes success stories of its alumni in its news publications on its website.¹²

Appraisal:

Career counselling and placement services to the students and graduates are offered. In order to promote their employability to local companies, the panel recommends to better adjust these services to fit the internationality of WUAS' students. International students pointed out that they have a hard time finding jobs within the local and more Dutch-oriented economy. WUAS could also implement employer fairs, especially suited for its international student body and leverage more on their existing business partnerships to help international students find suitable jobs.

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

¹¹ www.wittenborgconnect.com, last access 12/05/2022, 2022

¹² <https://www.wittenborg.eu/tags/alumni>, last access 10/17/2022

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

4.6 Financing of the study programme (Asterisk Criterion)

WUAS has been offering international programmes since 2004, and has been financially stable with a steady growth of students, revenue and balanced costs. Its annual accounts reflect the not-for-profit nature of the institute. WUAS holds a yearly financial reserve to cover all costs of its programmes, including the MBM 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 (see self-evaluation report p. 55). WUAS has presented Financial Year Reports for the years 2017 to 2021 to prove its financial stability.

Appraisal:

The School provided sufficient evidence that the study programme is funded for the entire accreditation period. Financial figures available on-site validated that its credit rating is good. In accordance with Dutch legislation WUAS guarantees the graduation of all its students.

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

5. Quality assurance and documentation

From 2009, the institute has begun to develop a system called Plan-Do-Check-Act (PDCA), which is aimed at integrating a quality system into all processes, including the programme development. The Quality System is due to be fully reviewed in 2023 as part of institutional accreditations and audits (AACSB and NVAO).

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

The School emphasises that 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, and even parents. The parents of students are often met when they visit the institute, or when WUAS staff is travelling to their respective home countries, and, whenever necessary, they are contacted by telephone.

The Evaluation Cycle of the procedures surrounding the domain “Education” (programmes) as part of the Quality System are described in the Quality Handbook. This handbook also describes the involvement of staff, alumni and the professional field in the further development of the programme. It is also available online for staff and students, and updated each year by an internship student, who reviews the current PDCA processes under supervision of the Quality Manager. The departments and people responsible for Quality Management are clearly defined (see self-evaluation report pp. 3 f.).

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

Evaluation by students

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

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

Programme level: Twice a year, after completing three education blocks, students are invited to their bi-annual appraisal interview, carried out by their study advisor. During this interview, they

update the 'Study Agreement', a process started during the admissions process. During this appraisal, formal student feedback is registered, and reported in the notes made (now included in *Osiris*) and if needed in the student's study agreement.

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

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

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

Whilst students evaluate modules, the programme and the delivery, teaching staff are also involved in this process, receiving the students' evaluation. All staff members go through a periodic appraisal interview and the results of this are stored in the staff dossier, and discussed by management. At the appraisal interview, staff is required to give feedback on the organisation, the programmes, their teaching, the modules they teach, the students and management. Additionally, a feedback form is integrated in all online module areas in Moodle for module guide and module content feedback, which could be used by the teachers to send any feedback for the Education Board. Such feedback is discussed for continuous improvements in the taught modules during the six regular Education Board meetings (held every Project Week). In addition to this performance, development talks are conducted with the teachers on a regular basis during every teaching block, in case of any major negative feedback from students. In such cases, teachers concerned are required to develop and submit an improvement plan. Academic faculty members are also encouraged to regularly sit in on each other's lessons as part of peer review and support and give each other feedback.

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

As of 2017, staff members are active in the above-mentioned Programme Committees and, together with students formally evaluate the programme on a yearly basis leading to further development.

WUAS Management and its staff have close daily contact via the morning coffee sessions, or the open staff rooms. Throughout the academic year, management organises informal lunches and end of the week drinks, specifically for staff to discuss work in an informal way and help to build their

academic and administrative teams and to allow crossover feedback between administrators and teaching staff. Therefore, informal feedback from staff and students is a normal way for the organisation to be informed as to the current feeling of success or improvement possibilities.

External evaluation by alumni, employers and third parties

To gain an additional external evaluation of its programmes, WUAS decided to choose an additional FIBAA accreditation of its programmes. Moreover, WUAS is going through an extensive AACSB accreditation, a process that will take between three and seven years of continuous evaluation before gaining accreditation.

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. From block seven in the academic year 2021-2022, a standard graduate survey is to be carried out each block, thereby allowing WUAS to collect information and feedback on the learning experience of the students. The data feeds back to the AoL system. Due to the fact that its graduates are scattered across the globe, WUAS hopes that its new alumni tracking system will better enable it to document the positions and prospects of its graduates.

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 passed on back into the organisation.

An overview of sources of external evaluation of the MBM, its management and operations and WUAS:

- Alumni in personal contact, or through their employers;
- Work placement companies;
- Accreditation through the NVAO or others (University of Brighton, AACSB), in this case FIBAA – i.e. this assessment guide and the audit that it brings with it;
- WUAS as a member of the NRTO has also gained the NRTO quality seal, based on its accredited programmes;
- The Netherlands Ministry of Education – WUAS annually sends an extensive year report of activities to the Minister of Education;
- The Netherlands Ministry of Justice (Immigration Service) – Admission processes are regularly reviewed;
- The Code of Conduct for Students in Netherlands Higher Education – the National Commission, part of DUO, regularly carries out audits and reviews.

The involvement of the professional field in helping shape and develop the curriculum is an integral part of the quality assurance system. The professional field is asked to provide feedback through:

- Questionnaires to work placement companies.
- Reporting results of work placement students.
- Interviews with the Work Placement Coordinator.
- Wittenborg's own network in the local Chamber of Commerce, and various Groups of Employers and Networks.

- Surveys of guest lecturers and speakers from industry.
- Wittenborg staff or agents working with Wittenborg contact the professional field in the student's home countries.
- Feedback through questionnaires.
- Feedback through meetings (Professional Field Panel Meetings).
- Feedback from employers of alumni.

Wittenborg has set up a Professional Field Advisory Board consisting of leading business people representing local, national and multi-national companies, with the following aims and goals:

- The Board meets twice each year to provide input on academics, research, administration, outreach, advocacy, and development.
- The Board reviews the graduate and undergraduate curriculum and degree programmes, program educational objectives, and program outcomes, and offers suggestions for change to keep them current.
- The Board evaluates the quality and scope of our research, its relationship to Wittenborg University of Applied Sciences (WUAS) programmes, its relevancy and helps guide future directions. The Board recommends ways to build new relationships with industry and to strengthen those WUAS has
- The Board advises WUAS on trends in the business world.
- The Board keeps WUAS up to date with the training and education requirements of employers.
- The Board helps to maintain awareness in the areas of internationalization, Corporate Social Responsibilities (CSR) and at the same time raising Wittenborg University of Applied Sciences's profile in the local business community.

Programme documentation

The programme description is used in advertisement material and online databases where the programme is promoted and listed. The description of the programme is based on three criteria:

1. the orientation of the programme (an international, professional Master);
2. the targeted students (an international, inquisitive audience);
3. the aims of the programme (advanced professional development within an international context, whilst enabling a student to progress to further study).

Moreover, information on the website includes duration, cost and entry requirements. The website is the central information source for current students. The Education and Examination Guidelines and other programme documentation is published there. Prospective and current students have immediate access to all information regarding the programme. However, experience shows that prospective students get in touch about the programme to get individualized answers to their questions. Besides the study advisors, admission 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 as well as opportunities, for instance, such as exchange visits

abroad and the study abroad possibilities, but also the work placement and knowledge migrant opportunities.

Information on activities during the academic year:

- WUAS regularly publishes news and information on its website, which is fed to other sources, including social media.
- WUAS publishes information on a daily basis through its Moodle VLE Wittenborg Online
- WUAS publishes regular external news and articles on its website: <https://www.wittenborg.eu/news.htm>
- Videos including student testimonials and interviews are often posted to the WUAS YouTube channel: <https://www.youtube.com/user/wittenborguniversity>
- Each month a newsletter is sent out to over 80.000 subscribers worldwide and every week newsletters about the programmes and related issues are sent to all prospective and applying students.
- WUAS aims to publish between three and five articles a week on its website, its public Facebook page, LinkedIn, Twitter account, etc.
- Students and staff also have access to a private WUAS Students & Staff Facebook page which is used for internal communication.
- WUAS has regular contact with the press and in recent years a number of students have been highlighted in newspaper articles along with other events and happenings at the institute.
- WUAS reports a summary of its activities in a Year Report sent to the Minister 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.

Additionally, graduates and representatives from the business world are included in the respective committees (Student Representatives, Professional Field Advisory Panel etc.) to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented. (The School provided the panel with minutes from the Advisory Board and Professional Field Panel meetings.)

The panel appreciates the various forms of feedback that students can give to the programme management – formally and informally. Evaluation by students, faculty, and external stakeholders is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the people involved and provide input for the quality development process.

The study programme’s content, curriculum and examination schemes are described in detail. The panel appreciates the vast and transparent documentation of the study programme and that it is updated regularly (for example via their website and there is an App for up-to-date course plans).

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

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

Quality profile

HEI: Wittenborg University of Applied Sciences

Bachelor / Master programme: Master of Business Management (M.Sc.)

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

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

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