

International Business Administration

Report of the extensive programme assessment

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1. Executive Summary

In this executive summary, the panel presents the main considerations which led to the assessment of the quality of the Bachelor programme International Business Administration Wittenborg University of Applied Sciences, which has been assessed according to the NVAO Assessment Framework.

The panel noted that the programme management followed up on the recommendations, made during the previous assessment in 2012. Significant changes were implemented, in both the curriculum and the testing system.

Intended learning outcomes

The IBA programme is aimed specifically at providing graduates with a very broad and equally balanced range of business, management and organisational knowledge, skills and competencies. The 10 specialisations allow them to specialise in a region of business administration that interests them, and can allow them to create a more specific graduation profile.

In the view of the panel, the intended learning outcomes are well defined and reflect the programme objectives appropriately. They are concrete both with regard to content and with regard to professional orientation. The level is appropriate for a Bachelor's degree. In addition, the achievement of the competence goals is verified systematically and on a regular basis.

Curriculum

The concept is a broad business programme leading to a specialisation profile, which is chosen by the student. It is didactically developed over three phases. The qualification objectives of the programme in the field of Business Administration are explained and convincingly presented by WUAS in relation to the target group of international students from countries all over the world. Matching this specific target group the very broad qualification profile is reasonable. The same appears for the various specialisation possibilities.

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The wide selection of ten specialisation enables students to acquire additional competences and skills in the area of their choice besides the general Business Administration modules. The project weeks requests the students to think interdisciplinary because the mini-projects require a more global approach to the corresponding topic. Furthermore, students who choose various modules from different specialisations can also develop a very interdisciplinary profile

Faculty

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

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

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

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

Services and facilities

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

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. The panel members appreciated the fact that enough copies of the literature needed for all modules are stock in the library in Apeldoorn. Students don't have to buy the books themselves.

Tutoring

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

Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. The exact regulations concerning the disability support are stated in the EEG.

Quality assurance

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

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. Furthermore, WUAS promotes a constant dialogue between

students, lecturers and programme management in forms of continuous tutoring or regular meetings of the management with “Student Representatives”. During the on-site visit students confirmed that a close contact of all involved parties in the programme and were satisfied with WUAS improvement measures and the ways of communication.

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

Assessment and learning outcomes achieved

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

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

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2. Introduction

2.1 Procedure

A contract for the re-accreditation of the International Business Administration (BBA) was made between FIBAA and Wittenborg University of Applied Sciences on 6th July 2016.

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

Professor Dr. Peter van der Sijde (chair)

Vrije Universiteit Amsterdam

Professor of Organisation, Entrepreneurship & Technology

Prof. Dr. Reinhard Bachmann

University of London
Professor for International Management

Simen Kooi, MDM

NHTV Breda University of Applied Sciences
Program Manager International Hotel Management

Eugenia Llamas MA PhD

Ecole des Ingénieurs de la Ville de Paris, France
Director of International Relations at EIVP

Dipl.-Volkswirt Karl-Peter Abt

Stanton Chase International
Associate Partner Stanton Chase Düsseldorf GmbH

Julia Ekhardt

Hochschule Neu-Ulm, University of Applied Sciences
Student of Business Administration (Bachelor)

Ass. jur. Lars Weber (secretary) was responsible for respectively the process coordination and the drafting of the experts' report.

This composition reflects the expertise deemed necessary by NVAO. (Annex 1). All the panel members and the secretary signed a statement of independence and confidentiality.

The panel has based its assessment on the standards and criteria described in the NVAO Extensive Accreditation Framework (September 2016).

The following procedure was undertaken. The panel members studied the programme documents (Annex 3). Their first impressions were sent to the secretary, in order to outline these remarks within the accreditation framework and detect the items to be clarified during the site visit.

The site visit took place on 29, 30 and 31 March 2017 at Wittenborg University of Applied Sciences in Apeldoorn (Annex 2).

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These are based on the findings of the site visit, and building on the assessment of the programme documents.

2.2 Advisory report

The first chapter of this report is the executive summary of the report, while the current chapter is the introduction.

The third chapter gives a description of the programme including its position within the Wittenborg University of Applied Sciences and within the higher education system of the Netherlands.

The panel presents its assessments in the fourth chapter. The programme is assessed by assessing the themes and standards in the Extensive Accreditation Framework. For each standard the panel presents an outline of its findings, considerations and a conclusion.

The outline of the findings are the objective facts as found by the panel in the programme documents, in the additional documents and during the site visit. The panel's considerations are the panel's subjective evaluations regarding these findings and the importance of each. The considerations presented by the panel logically lead to a concluding assessment.

The panel concludes the report with a table containing an overview of its assessments per standard.

The report was completed on June 8th, 2017. The university's response to any factual inaccuracies in the report was received on June 21st, 2017, and has been taken into account when finalising the report.

3. Programme

3.1 General characteristics

Institution	: Wittenborg University of Applied Sciences
Programme	: International Business Administration (IBA)
Type of study programme	: Bachelor programme
Mode of study	: full-time / part-time
Number of ECTS points assigned	: 240 ECTS points
Projected study time	: 3-4 years
Initial start of the programme	: 2004

3.2 Institution

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

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

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

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

3.3 Programme

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

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

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

4. Assessment

This chapter presents the evaluation by the panel of the standards. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief outline of its findings based on the programme documents and on documents provided by the institution and the site visit, (2) the considerations the panel has taken into account and (3) the conclusion of the panel. The panel presents a conclusion for each of the standards.

4.1 Intended learning outcomes

Standard 1: *The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.*

Findings

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

- Economics & Management
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- Financial Services Management
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- Hospitality Management
- Event Management
- Tourism Management
- Entrepreneurship & Small Business

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

Considerations

The study programme's objectives take into account promoting the academic proficiency of the students as well the development of the individual student's personality. The international environment at WUAS clearly supports the achievement of the above mentioned objectives. Altogether, the described competencies and skills correspond with the aspired Bachelor level at graduation. The national and European requirements are also taken into account.

Conclusion

These considerations have led the assessment panel to assess this standard to be satisfactory.

4.2 Curriculum; orientation

Standard 2: *The curriculum enables the students to master appropriate (professional or academic) research and professional skills.*

Findings

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

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

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

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

Considerations

The qualification objectives of the programme in the field of Business Administration are explained and convincingly presented by WUAS in relation to the target group of international students from countries all over the world. Matching this specific target group the very broad qualification profile is reasonable. The same appears for the various specialisation possibilities.

Conclusion

These considerations have led the assessment panel to assess this standard to be satisfactory.

4.3 Curriculum; content

Standard 3: *The contents of the curriculum enable students to achieve the intended learning outcomes.*

Findings

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

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

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

Phase 3 is where the ‘practical exposure’ of students is developed from the project weeks of Phases 1 & 2 to a period of work placement, either extended by an in-company project or with an independent dissertation with real-life practical (bachelor's level) applied research.

Students in Phase 3 are confronted with the ‘implementation’ of what they have learned so far, during their work placement and eventually in their final project.

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

- Economics & Management,
- Marketing & Communication,
- Financial Services Management,
- Real Estate Management,
- Information Management,
- Logistics & International Trade,
- Hospitality Management,
- Event Management,

- Tourism Management,
- Entrepreneurship & Small Business.

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

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

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

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

Considerations

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The wide selection of ten specialisation enables students to acquire additional competences and skills in the area of their choice besides the general Business Administration modules. The project weeks requests the students to think interdisciplinary because the mini-projects require a more global approach to the corresponding topic. Furthermore, students who choose various modules from different specialisations can also develop a very interdisciplinary profile

Conclusion

These considerations have led the assessment panel to assess this standard to be satisfactory.

4.4 Curriculum; learning environment

Standard 4: *The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.*

Findings

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

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

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

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

Wittenborg states that the programme is feasible both in three years (80 Credits a year) and 4 years (60 credits per year) which was checked and accepted by the national Dutch accreditation organisation NVAO. Due to the programme's flexible characteristics students are able to spread the workload in a way that fits their needs. They can switch very easily between the 3 and 4 option. All students have intensive tutoring within the programme, and it is through this method that students are supported if they choose to study the intense 3-Phase pathway.

Considerations

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

Conclusion

These considerations have led the assessment panel to assess this standard to be satisfactory.

4.5 Intake

Standard 5: <i>The curriculum ties in with the qualifications of the incoming students.</i>
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Findings

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

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

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

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

Students over the age of 21 who have not passed a secondary school certificate are able, under Dutch law, to enter a Bachelor programme at a university of applied sciences after successfully completing an entrance test called a 21+ test. According to WUAS this test has only been used in 3 exceptional cases (since 2012). The test is updated on a yearly basis and students who have entered through taking a test are monitored in their first year for sufficient attainment and progression. The test is only open to students who have a permanent Dutch residency because it would otherwise contravene visa regulations.

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

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

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

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

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

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

Considerations

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

Conclusion

These considerations have led the assessment panel to assess this standard to be satisfactory.

4.6 Staff

Standard 6: *The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.*

Findings

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

- Only Master level (or above) qualified staff are employed to teach on the programmes. This conforming to an agreement of all universities of applied sciences with the Ministry of Education to reach 80% Master's level teachers on Bachelor programmes.

- Module teaching positions are filled on a yearly basis by the programme management, together with the HRM department using a “Master Sheet” – a collaborative spread-sheet that allows workload and coverage to be maintained.
- An international balance of Dutch and international faculty members is aimed.
- WUAS has stimulated life-long learning by encouraging its teachers to further their studies.
- WUAS has required all teaching staff without pedagogical qualifications to follow its own teaching and learning workshops leading to a WUAS teaching & learning certificate.

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

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

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

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

In 2016 the Dutch government introduced a new fiscal regulation, a law called “DBA”. In April 2016, Wittenborg decided that it is no longer possible to employ freelancers to teach on its accredited programmes, as they cannot conform to the two requirements – complete independence and/or being able to replace themselves with another candidate deemed suitable by themselves. WUAS needs to be able to instruct its teachers in teaching the curriculum as it is stated in the EEG, and therefore ended all freelance contracts for teachers of modules on its programmes if they were resident in the

Netherlands. All free-lance teachers (around eight) were offered employment contracts. Only one declined. Teachers resident abroad are not affected.

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

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

From 2017, WUAS is working closely with the School of Education of the UofB to develop its own programmes in that field, which will include a BA and an MA in Education, to be offered from 2018. In 2016, WUAS completed a UofB Validation of its MSc in Sports Business Management and BSc in Business pathways. The panel recommended that all staff teaching on joint UofB programmes should be offered the same Postgraduate Certificate in Teaching & Learning as their UK counterparts. WUAS has taken the opportunity to agree with UofB that it offers the Postgraduate Certificate in Teaching & Learning to all its own teaching staff as of 2017. The course consists of three, 20-credit, Level 7 modules (see below), leading to the Postgraduate certificate, and is a nationally recognised teaching qualification, accredited by the Higher Education Academy (HEA). Successful completion will entitle you to Fellowship of the HEA”

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

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

Considerations

The panel received information on the structure and number of the faculty and came to the conclusion that both correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting

of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. Due to the new fiscal regulation which does allow Dutch freelancers to lecture in accredited programmes only under specific circumstances, WUAS raised its number of directly employed lecturers. This fact ensures continuity and consistency in the programme.

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

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

Conclusion

These considerations have led the assessment panel to assess this standard to be satisfactory.

4.7 Facilities

Standard 7: *The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.*

Findings

The campus in Apeldoorn consist of two buildings.

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

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

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

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

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

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

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

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

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

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

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

Considerations

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

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

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. The panel members appreciated the fact that enough copies of the literature needed for all modules are stock in the library in Apeldoorn. Students don't have to buy the books themselves.

Conclusion

These considerations have led the assessment panel to assess this standard to be satisfactory.

4.8 Tutoring

Standard 8: *The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.*

Findings

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

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

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

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

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

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

WUAS promotes a policy that encompasses gender equality and a ban on discrimination. WUAS offers its programmes to students from different education backgrounds, both academic and non-academic. All students and staff entering WUAS are aware from the start of its diverse, international and multi-cultural nature and are expected to enjoy and nurture this special environment. WUAS' equal opportunity policies are described in its

staff handbooks and in its student EEG (Student Charter and Code of Conduct) which also contains regulations concerning disability support.

Considerations

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

Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. The exact regulations concerning the disability support are stated in the EEG.

Conclusion

These considerations have led the assessment panel to assess this standard to be good.

4.9 Quality assurance

Standard 9: *The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.*

Findings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Considerations

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

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. Furthermore, WUAS promotes a constant dialogue between students, lecturers and programme management in forms of continuous tutoring or regular meetings of the management with "Student Representatives". During the on-site visit students confirmed that a close contact of all involved parties in the programme and were satisfied with WUAS improvement measures and the ways of communication.

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

Conclusion

These considerations have led the assessment panel to assess this standard to be satisfactory.

4.10 Student assessment

Standard 10: *The programme has an adequate student assessment system in place.*

Findings

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

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

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

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

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

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

Considerations

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

Conclusion

These considerations have led the assessment panel to assess this standard to be satisfactory.

4.11 Achieved learning outcomes

Standard 11: *The programme demonstrates that the intended learning outcomes are achieved.*

Findings

Student number	grade	assessment
41444	7.0	Case study for service improvements of a restaurant. Clear set/up of the report. Well written in formal business English. Introduction leads logically to research objectives and research questions. Fair amount of sources used. Alignment between research questions and literature review could be stronger. [bit fragmented] Research methodology accounted for. Very small sample size. Miss transcripts [only 1 guest and 1 staff transcript provided]. Link established between outcome of survey and theory [literature review]. Presentation of results could have been presented in a more structured manner. Complexity of the situation average. Scope too big resulting in a somewhat superficial report. Value and conclusions fair.
32149	8.0	This thesis got a high grade by the lecturers, the form was a business plan. Reading this form of thesis makes me doubt whether this is a good way of approaching thesis. The grade the student got was 8, but I missed the depth in the thesis, the depth you can expect in a Bachelor thesis. In my opinion this was prompted by the form of the thesis as a business plan.
43420	5.5	Thesis was OK, grading a bit on the high
33930	5.8	This Thesis has a good structure, it shows that the author is familiar with basic issues in research methods and the literature used is adequate. I think that the grade is a bit too low. I would have given 6.5 overall.
37414	7.3	Design and conceptualisation of project: 65% Intellectual engagement, knowledge and understanding: 60% Methodology and research methods: 55% Analysis and Evaluation: 75% Structure, organisation and presentation: 75% —> missing scientific relation in the results —> wordcount justified? —> level of english: professional Overall satisfactory, but borderline quality in some categories - especially missing out on scientific components and the scientific connection between problem statement, research question and outcome for a rounded thesis.
45860	7.2	Very good work. Especially, the student shows knowledge of research methods and skills to apply them. The structure is fine and the argument presented is coherent and leading to a clear conclusion. All in all the grade of 7.2 is fine; 7.3 or 7.4 might also have been possible in this case.
46423	Plagiarism - fraud	Web-based applications used for hotel bookings and its impacts on hotel bookings> a case study of Maritim Hotel in Mauritius.

		A significant amount of text is literally copied and used in the report without referencing to the original sources. Moreover the final recommendations of the research are copied from another, non related research, to which again there is no reference. Report is not graded since this is a clear case of plagiarism that was not detected by the assessors at the time. Issue addressed and discussed during on-site visit.
38402	6.3	Thesis was OK, grading a bit on the high
32136	8.5	Feasibility study of family business in transition. Well written, good amount of relevant and up/to/date sources. Variety of perspectives to problem taken. Research methodology and design, solid, clear and accounted for. Transcripts of interviews presented. Clear presentation of research outcome, comprehensive conclusions and recommendations are substantiated and linked back to research question.
47060	7.5	Overall quite good work. The paper presents a study of foreign hoteliers working in Vietnamese hospitality industry and relates it to wider field of the experience of expatriates towards culture differences. Clear introduction to the topic and presentation of the main contents. Good level of English with a few syntax mistakes; adequate formal language use. The sample population seems large enough but the survey results are not sufficiently relevant due to a feeble percentage of participation. Extensive up-to-date bibliographical sources. Adequate presentation of results and conclusions.
47047	5.5	The report deals with small and medium furniture firms in Asmara (Eritrea) and discusses the role of these firms in local skill development. The paper is not particularly well written, containing some grammar mistakes and a bit "fuzzy" syntax; the structure is slightly repetitive. Apparent problems for data collection, which negatively impacts the survey results. On a positive note, some actual answers from the sample population are quoted to support findings analysis. Adequate bibliographical sources.
32201	8.0	The paper documents the whole range of the actual theoretical and practical knowledge on a very high level. The case study also contains a critical approach and in addition to that it compares rudimentary the existing human resource management practices in different countries. The final Paper is well written, resulting recommendations for small and medium – size enterprise as well as for government and other institutions.
35360	5.6	This graduation assignment mainly describes the idea of establishing a start – up tea and pastry shop. Though the normal structure of a business plan is the chosen basis, there are a lot of redundancies in the paper. The Market Analysis and the feasibility study are not really convincing.

20111	6.0	Design and conceptualisation of project: 55% Intellectual engagement, knowledge and understanding: 55% (missing frameworks, etc...) Methodology and research methods: 55% Analysis and Evaluation: 75% Structure, organisation and presentation: 60% —> missing scientific relation in the approach/literature review —> poor format —> level of english: sound/satisfactory, with mistakes Overall satisfactory, but borderline quality in some categories - especially missing out on scientific components and the scientific connection between problem statement, research question and outcome for a rounded thesis.
42081	5.6	The logical flow of the argument is fine but the table of contents needs to be tidied up a bit (including re-phrasing some headings). The literature has not been used adequately. The latter is really disappointing. Otherwise - with a bit of support – this student can do much better in the future. Talent is visible. The grade of 5.6 is about right.

Considerations

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

In its statement on the report, WUAS explained taking the panel's concerns very seriously. However, WUAS mentioned that most students actually find the element 'Business Plan' a difficult choice, which can be seen in the figures that show that only 9% of final projects in the past 4 years have been based on the business plan element. Nonetheless, WUAS has taken measures to ensure the adequate academic level (e.g. strengthening the literature review component; strengthening the research methodology component, etc.).

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

In its statement on the report, WUAS analysed the specific case of plagiarism and presented several measures to be taken from now on (e.g. additional training sessions and support for turnitin; assignments with a similarity score of over 20% are always 'red-flagged' for further investigation by a 'third marker', a new policy document on plagiarism; etc.) to prevent similar cases. The panel members appreciate the taken measures.

Conclusion

Altogether, these considerations have led the assessment panel to assess this standard to be satisfactory.

4.12 General conclusion

Given the findings and considerations, the panel concludes that ten standards of the NVAO framework are assessed as satisfactory. Standard 8 “Tutoring” was assessed to be good due to the intensive counselling/ help and open door policy. The overall quality of the programme is assessed as satisfactory.

4.13 Recommendations

In this report, a number of recommendations have been listed. For the sake of clarity, these have been brought together below. The panel recommends:

- students who chose to study in the fast model (3 years) should be monitored regularly because there is a risk that they rush through the programme, pass the modules with low results and struggle in the later semesters or the final project proving that they achieved the programme’s intended learning outcomes.
- The possibility of writing a business plan appeared less challenging in comparison to the other three project forms. Hence, even if the panel is satisfied with the final projects and their quality in general it recommends paying special attention to the equivalence of the four different forms.

6. Overview

Standard	Assessment
<i>1. The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.</i>	Satisfactory
<i>2. The curriculum enables the students to master appropriate (professional or academic) research and professional skills.</i>	Satisfactory
<i>3. The contents of the curriculum enable students to achieve the intended learning outcomes.</i>	Satisfactory
<i>4. The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.</i>	Satisfactory

5. <i>The curriculum ties in with the qualifications of the incoming students.</i>	Satisfactory
6. <i>The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.</i>	Satisfactory
7. <i>The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.</i>	Satisfactory
8. <i>The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.</i>	Good
9. <i>The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.</i>	Satisfactory
10. <i>The programme has an adequate student assessment system in place.</i>	Satisfactory
11. <i>The programme demonstrates that the intended learning outcomes are achieved.</i>	Satisfactory
Conclusion	Satisfactory

Annex 1 - Panel

Name panel (incl. titels)	Short description of the panel member (e.g. current position; 1-3 sentences)
Professor van der Sijde Chair of the panel	Professor of Organisation, Entrepreneurship & Technology, Vrije Universiteit Amsterdam Scientific focuses: Entrepreneurship, Innovation and Technology Transfer
Professor Dr. Reinhard Bachmann	Professor for International Management, Head of School of Finance and Management at University of London, UK Director of the Centre for Trust Research, University of London. scientific focuses: strategic management, organisational analysis and comparative management. Project Leader at the International Consortium for Airline Research in Organization Studies (ICAROS), University of London Member of the Academic Board, University of London

Dr. Eugenia Llamas	Director International Relations at École des Ingénieurs de la Ville de Paris, France Expertise in internationalisation, engineering, quality assessment and peer reviewing. Scientific focuses: Doctor in English philology, English for specific purposes (Urban Development, Telecommunications)
Mr Simen Kooi	Programme Manager International Hotel Management at NHTV Breda University of Applied Sciences Scientific focuses: Management, Hotel Management, Hospitality Management, Event Management
Mr Karl-Peter Abt	Associate Partner Stanton Chase Düsseldorf GmbH Management and Human Resources Consultant; Graduate Economist Focuses: Management Consulting, Human Resources, Logistics, Economic Law, Micro- and Macroeconomics, Controlling, Quality Assurance for Higher Education Programmes
Ms Julia Ekhardt	Student of International Management and Leadership (focus on cross-border competencies) Student assistance at the university for marketing and press, tutor for transport economics

Secretary / coordinator

Name	Certified?	Email address
Mr Lars Weber, Programme Manager FIBAA	yes	Weber@fibaa.org

Panel composition

Panel member (name)	Role	Expertise						Panel member during the visit at ...	
		Discipline developments	International	Professional	Educational	Assessment / audit	Student-related	Wittenborg	Nyenrode
Professor van der Sijde	Chair	x	x		x	x		x	x
Professor Bachmann	Member	x	x		x	x		x	x
Mr Kooi	Member			x	x	x		x	x
Mr Abt	Member			x		x		x	x
Ms Ekhardt	Student Member			x		x	x	x	x
Dr Llamas	Member		x		x	x		x	

Overview of expertise within the panel (argumentation)

Expertise	Expertise apparent from ...
a. expertise regarding developments in the discipline	<p>Professor van der Sijde</p> <ul style="list-style-type: none"> - professor of organization, entrepreneurship and technology at the VU University Amsterdam (current) - Teaching in the Bachelor SBI the course Entrepreneurship & Innovation, teaching in Minor Entrepreneurship the course Entrepreneurship Industry and involved in the course Enterprising Regions (current) - Course management of Sustainable Innovation in the Master SBI I (current) - Programme director of the BCO Master programme (July 2014 till May 2015) - emphasis in research on entrepreneurship, university-industry interaction and knowledge valorization (current) <p>Professor Bachmann</p> <ul style="list-style-type: none"> - professor for International Management, Head of School of Finance and Management at University

	<p>of London, UK (current)</p> <ul style="list-style-type: none"> - teaching “organisational behaviour” in the undergraduate programme
b. international	<p>Professor van der Sijde:</p> <ul style="list-style-type: none"> - ph.D. training workshops: 2012 at the Conference on Entrepreneurial Universities (Munster, Germany), 2012 at the HTSF Conference (Amsterdam), 2013 at the UIIN-conference (Amsterdam), 2014 at the UIIN-conference (Barcelona), 2015 at the HTSF-conference (Groningen), 2016 at the HTSF-conference (Liverpool) - workshop Entrepreneurship Educators: 2013 expert for teaching entrepreneurship EU-project Coneect (FHS München, Germany) <p>Professor Bachmann</p> <ul style="list-style-type: none"> - 1999-2000: Visiting Fellow at ETH Zuerich, Switzerland - 2000-2003: assistant Professor at Universiteit Groningen - 2003-2008: associate Professor at Birkbeck College, University of London - since 2008: full Professor at University of London - visiting Professor in USA and China (?) <p>Mr Kooi</p> <ul style="list-style-type: none"> - 1988: Cornell University, Ithaka, New York, School of Hotel Administration (summer school) - 2001-2004: Member of the Advisory Bord for Reservations, Revenue and Rooms Division managers of the Leading Hotels of the World, New York, USA - since 2004: honorary member of the Advisory Bord for Reservations, Revenue and Rooms Division Managers <p>Ms Ekhardt</p> <ul style="list-style-type: none"> - 08/2016: summer school at Srinakharinwirot University Bangkok, Thailand - 09/2015-01/2016: ERASMUS Semester abroad, International School Budapest (IBS), Hungary - 08/2010-01/2011: High School Year, Michigan, USA <p>Dr Llamas</p> <ul style="list-style-type: none"> - Since 2010: Director of International Relations at EIVP (École des Ingénieurs de la Ville de Paris), development of a wide network of partners both nationally and internationally; CTI Special Advisor (International Affairs Steering Committee) - Since 2006: Head of the Department of

	<p>Languages, EIVP</p> <ul style="list-style-type: none"> - 2004-2005: Deputy Director, ETSIT (Escuela Técnica Superior de Ingenieros de Telecomunicación, University of Valladolid, Spain) - 1995-2005: International Relations and Erasmus co-ordinator (ETSIT Valladolid)
c. practical expertise in the professional field relevant to the programme	<p>Mr Kooi:</p> <ul style="list-style-type: none"> - 1985-2004: 19 years of industry (hotel management) Starting as “trainee”, to “Front Office Manager” and “Capacity Manager”. <p>Mr Abt</p> <ul style="list-style-type: none"> - Since 2001: Consultant and Associate Partner with Stanton Chase Düsseldorf GmbH: Stanton Chase Düsseldorf is part of the Germany operations of Stanton Chase International. Human resources consulting company; extensive experience in the Finance, IT, Supply Chain, Sales, Engineering, R&D and Project Management fields. - 2007-2010: Interim General Manager Ruhrpilot Besitzgesellschaft GmbH: Ruhrpilot is a traffic management system, originally organized as a PPP-Model in cooperation with the University Duisburg-Essen (Prof. Schreckenberg) and Siemens AG, Mobility International. - 1984-2000: Commercial and Industrial Chamber Bielefeld: Head of division “Domestic Economy” until 1989, Vice Managing Director until 1993, Managing Director until 2000 (responsible for 140 employees) <p>Ms Ekhardt</p> <ul style="list-style-type: none"> - 03/2016-09/2016: BMW AG, Munich (practical semester): product planning and customer experience for information- and communication systems, monitoring of product portfolio and scheduling of components through take rate analyses - 08/2014-10/2014: Commerz Business Consulting GmbH, Frankfurt a.M.: development of an innovative payment method for internet and mobile payments (paydirekt) - human resources (internships at Lobbe Dienstleistung GmbH and Commerzbank AG: 06/2013-08/2013 and 10/2012)
d. educational expertise: recent experience in teaching or educational development, testing	<p>Professor van der Sijde:</p> <ul style="list-style-type: none"> - master course (SBI): SBI Methodology (current) - supervising thesis students (BCO, COM, SBI) (current)

<p>expertise at the relevant programme level and with regard to the orientation (professional or academic) of the programme, expertise regarding the teaching format(s) used in the programme¹</p>	<ul style="list-style-type: none"> - supervising (SBI) Bachelor thesis students (current) - bachelor course (SBI): Entrepreneurship and Innovation (current) - minor Entrepreneurship course: Enterprising Regions (current) - minor Entrepreneurship course: Entrepreneurship Industry (current) <p>Professor Bachmann undergraduate course “organisational behaviour” (current) supervising PhD students (current)</p> <p>Mr Kooi</p> <ul style="list-style-type: none"> - senior lecturer (University of Applied Sciences) in the area of service management and revenue management (current) - in possession of teaching and didactical skills and qualifications, Virtual Action Learning (VAL) certificate, Lumina Spark trainer certificate (personal and professional training tool, 2012) <p>Dr Llamas</p> <ul style="list-style-type: none"> - 2006-2009: Lecturer of English for specific purposes, EIVP (Master’s Degree in Urban Engineering) - 1991-2005: Lecturer of English for specific purposes, University of Valladolid (Master’s degree Telecommunications Engineer)
<p>e. assessment or audit expertise</p>	<p>Professor van der Sijde</p> <ul style="list-style-type: none"> - midterm review “lectoraat Ondernemerschap & Riscico” (Noordelijke Hogeschool, Leeuwarden, 2011) - review “lectoraat Publieke Zaak” (Hogeschool Arnhem-Nijmegen, 2014) - Master Business Administration (Hogeschool Nijerode, Breukelen) – 3 panels in 2013, 2015, 2016 - chair of the accreditation panel for the Special Commendation “Ondernemen” – 5 programmes at the Hanze University of Applied Sciences, Groningen (and Leeuwarden, 2014) <p>Mr Abt</p> <ul style="list-style-type: none"> - since 2015: member of the FIBAA Accreditation Committee für Programmes - since 2006: expert practitioner in ca. 80

¹ This includes, for example, distance learning, work-related courses, flexible education, skill-oriented education or education aimed at excellent students. Testing expertise can be demonstrated by, for example, certificates such as BKO/SKO/BKE/SKE or participation in, for example, testing and examining boards.

	<p>accreditation procedures for four different agencies for quality assurance, e.g.:</p> <p>2015 (among others): “International Logistics & Supply Chain Management”, M.Sc., “Global Logistics and Supply Chain Management”, M.Sc. (Germany)</p> <p>“Master in Regional Economics and Territory Management”, “Master in Total and Strategic Management” (Kazakhstan)</p> <p>“Institutional Strategic Management Accreditation des Department Management” (Austria)</p> <p>2016: “Tri-Continent of Global Supply Chain Management”, M.Sc., “Immobilienwirtschaft / Real Estate”, M.Sc., “Advanced Management”, B.A. (Germany)</p> <ul style="list-style-type: none"> - participation in accreditation procedures of BA and MA degrees, as well as both national and international system accreditation procedures (Austria, Switzerland, Netherlands, Kazakhstan, Tartastan) (see examples above) <p>Mr Kooi</p> <ul style="list-style-type: none"> - internal Auditor at NHTV, University of Applied Sciences, Breda (producing accreditation documents for own university) - previously: Chairman of the Board of Examiners and Testing Cie. - educational manager at University (programme level) (current) - chairman of the Curriculum Cie. (current) - overseeing the establishment of the Teaching and Exam Regulations (current) - member of Educational Board (NHTV, Breda University of Applied Sciences) (current) - member of the National Hotel Management Schools Project grup “Vreemde Ogen Dwingen” focused on improving the quality of testing in higher education (current) - project member responsible for determining and writing the educational and professional profile for the Dutch Hotel Management Schools (current) <p>Ms Ekhardt</p> <ul style="list-style-type: none"> - peer reviewer of FIBAA since 2016 as student expert <p>Dr Llamas</p> <ul style="list-style-type: none"> - expertise in internationalisation, quality assessment and peer viewing acquired as Director of International Relations (EIVP) - since 2015: ECA (European Consortium for Accreditation) – Expert and Peer reviewer - since 2013: ECA – CeQulnt expert
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	<ul style="list-style-type: none"> - Bologna Process expert for Engineering (University of Valladolid) - memberships: Direction Board (EIVP), Education Board (EIVP), “Junta de Centro” (ETSIT management assembly) and “Comisión Permanente de Ordenación Académica” (permanent commission for academic organisation) at ETSIT Valladolid
f. student-related expertise	<p>Ms Ekhardt</p> <ul style="list-style-type: none"> - since 10/2013: student of Business Administration, University of Applied Sciences Neu-Ulm (HNU) (International Management & Leadership, Corporate Finance) - since 2014: consultant and Head of Department “University Relations” at “ponte consult e.V.”, junior enterprise at HNU

Annex 2 – Site Visit

The panel undertook a site visit on 29, 30 and 31 March 2017 as part of the peer review of the Bachelor in International Business Administration at the Wittenborg University of Applied Sciences, location Apeldoorn.

Day One

1 st Day: March 29 th , 2017	
Until 12:00	<p>Arrival at WUAS (Laan van Mensenrechten)</p> <p>Coats and bags can be kept in B3.21 (lockable room available for all 3 days -2 passkeys available, also usable for lift.)</p> <p>Refreshments in <i>Room B3.07</i></p>
12:00 – 14:30 (Room B3.10)	<p>Internal panel deliberation (preparatory discussion and insight of given materials (teaching and learning materials, examinations results)</p> <p>Refreshments in <i>Room B3.07</i></p>
14:30 – 15:15 (Room B3.10)	<p>Reception</p> <ul style="list-style-type: none"> - Introduction of the FIBAA Team - Introduction of the representatives of Wittenborg University <p><i>Short presentation (approx. 15 mins) on the structure, classification and goals of the study programmes at hand in the overall structure and strategy of the HEI, or the associated faculty, possibly including a following discussion.</i></p> <p><u>Participants from WUAS:</u></p>

	<p><u>Maggie Feng</u> (China) Maggie is CEO at WUAS and a member of the WUAS Executive Board. As board member, her portfolio covers Facilities, Student Support & Administration, Student Housing, HRM, Local and Regional Government, Research Centre and importantly External Relations with the Professional Field. Maggie naturally also manages WUAS' important relations with a number of Chinese Universities and government agencies in China.</p> <p><u>Peter Odgers</u> (United Kingdom) Pete is representing the University of Brighton, WUAS' most important academic partner. Pete is available to discuss the partnership and answer questions regarding it. Pete has been working closely with WUAS since 2009.</p>
<p>15:15 – 17:15 (Room B3.10)</p>	<p>Panel interview with the programme management (no presentation)</p> <p><i>Main topics: Goals and position of the programme in regard to labour and educational market, curriculum (structure and content, employability), examination frequency and organisation, teaching and learning, support of students, programme administration</i></p> <p><u>Participants from WUAS:</u></p> <p><u>Dr Rauf Abdul</u> (Pakistan) Rauf is the Dean of the School of Business and responsible for the curriculum and operations of the bachelors and masters programmes. Rauf is also responsible role for the appointment of academic staff. Rauf regularly publishes in his field of HRM, and is active in WUAS' research projects.</p> <p><u>Esther Gitonga-Bakker, Msc</u> (Kenya) Esther is the Dean of the School of Hospitality & Tourism and is responsible for the curriculum and operations of the bachelors and masters programmes offered in the hospitality, tourism and event management specialisations. Esther is currently undertaking a PhD in Sustainable Tourism at Wageningen University, that is joint supervised by a professor from WUAS.</p> <p><u>Dr Regina Kecht</u> (Austria) Regina is Wittenborg's (interim) Academic Dean. Based in Vienna, she regularly travels to the Netherlands, and has taken on the role of academic oversight for the whole institution. Regina was closely involved in the writing and review of the Self-Assessment for the IBA re-accreditation, as Wittenborg's Dean Dr Jacques Kaat is sadly sick and unable to attend.</p> <p><u>Annemarieke Lent, MA</u> (Netherlands) Annemarieke is the independent chair of the Examination & Graduation Board.</p> <p><u>Lucy Omwoha, MSc</u> (Kenya) Lucy is education operations manager and together with Bas van</p>

	<p>Santen manages the organisation of the curriculum and examinations for the bachelor's programmes, including timetabling, books, module guides, etc. As Bas has a hearing disability, he is available for a one to one interview if required.</p> <p>Lucy is also one of the key Process Tutors for bachelor's students.</p>
17:15 – 17:30	<p>Break Refreshments in <i>Room B3.07</i></p>
17:30– 18:30 (Room B3.10)	<p>Panel interview with responsible staff for internationalization</p> <p><i>Main topics: Goals/learning outcomes, contents, intercultural aspects, internationality of teaching staff, students, didactics, assessment</i></p> <p><u>Participants from WUAS:</u></p> <p><u>Peter Birdsall, MA ed.</u> (UK / Switzerland) Peter is the Chair of the Executive Board and his main responsibilities are Education (Director of the Education Board), Finance, ICT, and Internationalisation / International Relations, as well as relations with National Government and organisations. Peter has worked in Dutch higher education since 1995, when he was first appointed by the Hogeschool IJselland in Deventer (now Saxion) to 'internationalise the curriculum. He was head of the international office there until the move to WUAs in 2002.</p> <p>Peter originally wrote the concept of the IBA bachelor's programmes, in 2003, and also writes the first drafts of the self-assessments for accreditation.</p> <p><u>Karen Penninga</u> Karen is a member of the Executive Board and her key responsibility is Strategic Policy, including the development of the Act of Higher Education, the Code of Conduct for international Dutch Higher Education, relations with the Immigration Services, lobby activities, and a host of other legal affairs matters. Karen also shares HRM responsibility with Maggie. She is currently following the WUAS' MBA (part-time), and has looked closely at the concept Transnational Education, in relation to the Vienna Campus and was also involved in discussions with the Ministry (through NRTO) for the change in the law planned for next year that will fully enable TNE.</p> <p><u>Tim Birdsall</u> (UK / Switzerland) Tim is based in Vienna, however spends much of his time working around the world as a consultant for diverse multinational companies. As director of 'Wittenborg University Network' he combines his consultancy work with linking WUAS' programmes to the international requirements of the corporate world, by introducing ideas and concepts in the professional development parts of the programme, for instance Project Weeks. Since this year, Tim has taken on the role of the International Sales Director for WUAS and is currently working with international agents and higher education partners in numerous countries.</p>

18:30 – 19:00	Internal panel deliberation Refreshments in <i>Room B3.07</i>
19:00	Transfer to Hotel: Bilderberg Hotel De Keizerskroon Address: Koningstraat 7, 7315 HR Apeldoorn Phone: 055 521 7744 Dinner

Day Two

2nd Day: March 30th, 2017

Until 9:00 Transfer to WUAS (Laan van de Mensenrechten 500)

9.15 –
10:30
(Room
B3.10)

Panel interview with 4 lecturers (full-time and part-time lecturers, one interviews with all participants, no presentation)

Main topics: Support of students, teaching content, didactics/methods, involvement in decision making, staff education and qualification, internal cooperation and exchange/commutation

Participants from WUAS:

IBA Lecturers and taught modules (list includes MBA and MSc modules also, for completeness.

Adeyemi Banjo, MBA, MSc (Nigeria)

Current modules taught:

Year	Phase	Module	Specialisation
2	1	Administrative Organization Management	All IBA
3	2	Public Relations and Sales	IBA MC
1	1	Modern Principles of Marketing	All IBA
2	2	Marketing and Communication	IBA MC
3	2	Mass Communication	IBA MC
4	3	Niche Marketing	IBA MC
2	2	Information Management	All IBA
3	2	Website Design and Benchmarking	IBA MC, IM
2	1	New Business Environment	All IBA
4	3	Niche Marketing	IBA MC
1	1	IT, Office Software & Automation	Support
1	1	IT, Office Software & Automation	Support

Bert Meeuwssen , MBA, M.Ed (Netherlands)

Current modules taught:

Year	Phase	Module	Specialisation
4	3	Corporate Entrepreneurship	IBA MC, IM, ITL, EBA
4	3	Advanced Corporate Strategy	All IBA - no EBA
1	1	Management, Leadership & The Organisation	All IBA
3	2	Economics & Corporate Strategy	EM
4	3	Advanced Corporate Strategy	All IBA - no EBA, HBA
4	3	Corporate Entrepreneurship	IBA MC, ITL, IM, EBA
2	2	Managing Organisations	All IBA

2	2	Introduction to Entrepreneurship	All IBA - no HBA, EBA
4	3	Entrepreneurship & Society	EBA

Dr Saskia Harkema (Netherlands)

Current modules taught:

Year	Phase	Module	Specialisation
1	5	(EI) Entrepreneurship	MBA
1	1	Intercultural Management	All IBA
2	2	Business Philosophy	All IBA
1	5	(GM) Consultancy	MBA
1	5	(EI) Entrepreneurship	MBA
6	5	Consultancy	Tourism EL 2 MSc
6	5	Innovation creativity and entrepreneurship	Event+Hospitality EL 1
2	2	PDP 2 Seminar - Conflict Management	All IBA
1	1	Organisational Theory	All IBA, no EBA, HBA
6	5	(GM) Consultancy	MBA
3	2	Enterprise Diagnostics & Evaluation	All IBA no HBA

Dr Alexander Bauer (Germany)

Current modules taught:

Year	Phase	Module	Specialisation
2	2	Marketing Research	All IBA- no MC
1	5	(EI) Entrepreneurship	MBA
1	5	Marketing Management	MBA
4	3	Business strategy - UOB	HM - dual degree, EuroBA
1	5	Operations Management	MBA
3	3	Customer Relationship Marketing - UOB	HM - dual degree, EuroBA
6	5	Mgt Strategy in a Global Business Environment	All MSc
1	5	International Management	MBA
2	1	European Law	All IBA - no HBA
3	2	CRM & Software Management	IBA IM
1	5	(GM) Globalisation, Society and Culture	MBA
4	3	Business strategy - UOB	HM - dual degree, EuroBA
1	5	Operations Management	MBA
3	3	Customer Relationship Marketing - UOB	HM - dual degree, EuroBA

	1	1	PDP 1 Seminar - Entrepreneurial Capacity	All IBA
	1	5	International Management	MBA
	1	5	Strategic Management	MBA
	6	5	(GM) Consultancy	MBA
10:30 – 10:45	Break Refreshments in <i>Room B3.07</i>			

<p>10:45 – 12:00 (Room B3.10)</p>	<p>Panel interview with current students and graduates (one interviews with all participants, no presentation)</p> <p><i>Main topics: Study structure, study process, study content, consultation and support for students, examination organization, potentially internships, terms abroad, field trips, working conditions, administration support, workload, involvement in decision making, evaluations)</i></p> <p><u>Participants from WUAS:</u></p> <p><u>Current Students</u></p> <p>(Mr) <u>Suseenthan Sivakumar</u> (Sri Lanka) IBA Economics & Management (Phase 3)</p> <p>(Mr) <u>Muhammad Usman</u> (Pakistan) IBA Information Management (Phase 3)</p> <p>(Ms) <u>Jenny Chen</u> (Netherlands) IBA Economics & Management (Phase 3)</p> <p>(Mr) <u>Takhir Adilzhanvor</u> (Kazakhstan) IBA Real estate Management (Phase 2)</p> <p><u>Graduates</u></p> <p>(Ms) <u>Maaike Nuyken</u> (Germany) IBA Economics & Management</p> <p>(Mr) <u>Marius Zurcher</u> (Switzerland) IBA Economics & Management</p> <p>(Ms) <u>Brenda Evan Uzoma</u> (Nigeria) IBA Event Management</p>
<p>12:00 – 13:00</p>	<p><i>Internal panel deliberation (Lunch/Snack)</i> Lunch and Refreshments in <i>Room B3.07</i></p>
<p>13:00 – 14:00</p>	<p>Round tour through the facilities <i>(seminar rooms, computer cluster, library etc.)</i></p> <p>The tour will include a short walk (5 minutes) to the Spoorstraat location.</p> <p><u>Participants from WUAS:</u></p> <ul style="list-style-type: none"> • Peter Birdsall • Maggie Feng
<p>14:00 – 15:15 (Room</p>	<p>Panel interview with the administration staff (one interviews with all participants, no presentation)</p>

B3.10)

Main topics:

- support of students
- programme organisation
- career consulting
- alumni activities
- financing
- quality management, evaluation

Participants from WUAS:

Names / function

Florian Oosterberg (Netherlands)

Florian is Senior Admissions Officer. She is currently completing her Master degree at the University of Leiden, where she has studied Sinology (Chinese Language and Culture). Florian is also partially responsible for maintain relations with international higher education institutions in the Netherlands, such as Nuffic, Mobstacles, Dhenim, and the IND. She also regularly works with the Netherlands Education Support offices (NESO's) around the world, as well as study abroad agencies and partner universities.

Adrienne Jonquiere-Breure, MSc (Netherlands)

Adrienne is responsible for the coordination of Work Placement in the bachelor's programmes, and also assists masters students looking for work placement when required. Adrienne also works closely with Maggie and Tim managing, nurturing and developing WUAS' external relations in the professional field.

Harry Maatjes, Ing (Netherlands)

After many years working at WUAS as a lecturer and Quality manager, Harry is now WUAS's external Quality Advisor, overseeing the development of the Quality System and challenging WUAS to raise its Quality System to a higher level.

Santosh Aryal (Nepal)

Santosh is Student Registrar and is responsible for all admissions at WUAS. Santosh is deputised by the Graduation & Examination Board to carry out admissions and reports directly to them regarding entry into the programme and graduation. Santosh studied IBA at WUAS in 2005-2006 and has worked for the institute since then. He is currently follow the MBA programme part-time.

Daniel O'Connell (Ireland)

Daniel has worked at WUAS since 2004 and is responsible for the foundation year programmes, IELTS testing, and overall students support in the context of academic English. In the IBA programme he is responsible for the Personal Development Plan module of all IBA students.

Myra Qiu (China)

Myra is WUAS Event Officer, having just completed the Master of Science in International Event Management at WUAS. Myra also leads the 'China Desk', working with Florian for Chinese admissions, and also with Maggie to maintain and develop WUAS' Chinese relations. She combines her tasks with being a Process Tutor for IBA bachelor's students and is also co-organiser of the IBA project weeks.

Sadaf Sakhi (Afghanistan)

Sadaf is the WUAS' Front Desk manager and is often the first person in the non-academic student support system for all WUAS students.

<p>15:15 – 16:00 (Room B3.10)</p>	<p>Panel interview with representatives from the location Amsterdam and the location Vienna</p> <p><i>Main topics:</i> <i>Study organisation between campuses, facilities in Amsterdam and in Vienna, , learning environment in Amsterdam and Vienna (lecturers, student support, etc)</i></p> <p><u>Participants from Wittenborg University:</u> <i>Names / function</i></p> <p><u>Timo Timmerman, MA.Ed</u> (Netherlands) Timo is campus Dean at Amsterdam and responsible for managing the operations and delivery of the EBA programme there. Timo is also responsible for managing the location, student housing and facilities as well as marketing operations for the programme locally.</p> <p><u>Carol Tarr, MSc</u> (USA) Carol is the Course Leader of the EBA programme in Amsterdam and works closely with the Dean of the School of Business to ensure a quality delivery of the programme there. Carol is also a lecturer on the IBA programme in Apeldoorn.</p> <p><u>Dr Alex Bauer</u> As a member of programme management, Alex will initially combine the role in Vienna of Campus Dean with that of IBA Course Leader there, until student numbers reach a level at which stage the role can be split. Although Alex spent 18 months living in Apeldoorn, he has returned to Vienna and now commutes to the Netherlands for his teaching.</p> <p><u>Tim Birdsall</u> Tim’s main responsibilities in Vienna are marketing in the local market and working with Alex to maintain relations with WUAS location partner EWS.</p> <p>Both Alex and Tim will be supported by WUAS Academic Dean there.</p>
<p>16:00 – 16:30</p>	<p>Break / Internal panel deliberation Refreshments in <i>Room B3.07</i></p>
<p>16:30 – 17:15 (Room B3.10)</p>	<p>Panel interview with external stakeholders</p> <p><i>Main topics:</i> <i>Involvement in the programme / development of the programme, involvement in quality assurance</i></p> <p>This meeting has been divided into two groups, the first are completely external stakeholders, the second is the newly developed, so-called ‘Programme Committee’ in line with NVAO requirements.</p> <p>1. Representatives from the external stakeholders / practice</p> <p>(Mr) <u>Ruud Dost</u> Ruud is Chair of the WUAS Advisory Board. His career spans years of experience working at directors level in many national and international corporate companies.</p> <p>(Mr) <u>Leon Buter</u></p>

	<p>Leon is WUAS' account manager at Rabobank in Apeldoorn and has followed development closely since the move to Apeldoorn from Deventer in 2010. WUAS regularly discusses its business plan with the bank, in order to carefully plan investment for the future.</p> <p>(Mr) <u>Victor Ledeboer</u> Victor represents local government is liaison officer for WUAS with the municipality of Apeldoorn (Aldermen, Counsellors and Mayor) and supports the development of the institute from the perspective of the municipalities' (and province's) long term strategy and development.</p> <p>Mr) <u>Marcel Veening,</u> Marcel is WUAS' contact person for work placement at Center of Excellence for new media technology, Apeldoorn's innovation platform. In connection entrepreneurs and education partners, the international setting (and therefore WUAS is important.</p> <p>(Mr) <u>Karel Klosse,</u> Karel is WUAS' contact person for work placement at local Apeldoorn hospitality company Echoput. As Echoput hosts a great number of international guests, they appreciate the collaboration with WUAS' international students.</p> <p>(Mr) <u>Eduard Vorsterman van Oijen</u> Eduard is a coach & consultant and is one of WUAS' external and independent markers for Graduation Assignments / Final Projects</p>
<p>17:15 – 17:45 (Room B3.10)</p>	<p>2. IBA Programme Committee</p> <p>In 2017 the first Programme Committee IBA was formed.</p> <p><u>George Bosire</u>, MBA George is Lecturer and Researcher at WUAS, and also Final Year Process Tutor and an Academic Supervisor for some students. George teaches Business Accounting, Logistics, Cost Accounting & Management, Procurement & Production, Supply Chain Management, Cost Accounting & Management, Managing Sales and Accounts & Financial & Risk Management.</p> <p><u>Marieke Timmer</u>, MA Marieke is lecturer at WUAS and also leads the IBA Project Weeks in Phase 1 and Phase 2. Marieke also teaches a selection of Hospitality & tourism related modules.</p> <p>(Ms) <u>Nirusika Ratnasingam</u> (Sri Lanka) IBA Student - Economics & Management (Phase 2)</p> <p>(Mr) <u>Alexis Musita</u> (Rwanda) IBA Student - Logistics & International Trade (Phase 3)</p>
<p>17:45 – 18:30</p>	<p>Transfer to Hotel Dinner</p>

Day Three

3 rd Day: March 31 st , 2017	
Until 9:00	Transfer to HEI
9:00 – 11:00 (Room B3.10)	Internal panel deliberation
11:00 – 11:30 (Room B3.10)	<p>Final review / feedback from the panel</p> <p><u>participants from WUAS:</u></p> <ul style="list-style-type: none"> • Peter Birdsall • Karen Penninga • Maggie Feng • Esther Bakker • Rauf Abdul • Regina Kecht • ... and any others who wish to join ...
11:30 – 13:00 (Room B3.10)	<p>Development dialogue regarding the further improvement of the study programme</p> <p><u>Participants from WUAS:</u></p> <ul style="list-style-type: none"> • Peter Birdsall • Maggie Feng • Esther Bakker • Rauf Abdul • Regina Kecht • Alex Bauer • Tim Birdsall • Lucy Omwoha
Approximately 13:00	<i>End of site visit</i>

Annex 3 Documents

Documents available to the panel before site visit:

- 01A - FIBAA Peer Reviewers Report 2012
- 02A - Current Programme Fact Sheet
- 03A - The development of 5 Schools
- 04A - WUAS Basic Organisation Chart
- 05A - Statistical Charts of Student Registrations
- 07A - The IBA Final Qualifications
- 08A - The Professional Profile
- 09A - Professional Profile versus Final Qualifications
- 010A - IBA Final qualifications in relationship with the Dublin Descriptors
- 011A - IBA Final Qualifications versus AUAS Domain Competencies
- 012A - IBA Final Qualifications versus Aims and Objectives of Modules
- 013A - Detailed Aims and Objectives of Modules versus IBA Final Qualifications
- 014A - The Professions - Alumni Examples of Positions and Sectors
- 015A - Admission and Selection Procedures
- 016A - The Admissions Process
- 017A - Transparency of Admissions Decisions and Success Rates to all Stakeholders
- 018A - IBA Curriculum
- 019A - IBA EEG - Education and Examination Guide
- 020A - 2nd Foreign Language Modules in the IBA curriculum
- 021A - Balance and Vertical and Horizontal Cohesion of the IBA Programmes
- 022A - Alignment of Module Subject Categories per Specialisation
- 023A - Enquiry into the Quality of the Examination System at WUAS
- 024A - Internationality of Student Body
- 025A - Internationality of Staff Body
- 026A - The Graduation and Examination Board
- 027A - The Education Board
- 028A - Role and Responsibilities of Dean School of Business
- 029A - The Role of the Academic Dean
- 030A - WUAS Advisory Board and Advisory Bodies
- 031A - Example Work Placement Companies and Organisations of WUAS Students 2016
- 032A - An Example of a Crowdfunding Project Week
- 034A - WUAS Academic Staff Curriculum Vitae
- 033A - Staffing Figures at WUAS 2015
- 035A - Introduction to the WUAS Quality System
- 036A - Quality Handbook 2015-2016 -Complete in PDF
- 039A - Current Academic Partnerships
- 040A - Teaching and Learning Methods in the IBA Programmes
- 041A - The Modular Construction of the IBA Programmes
- 042A - Work Experience and Industry Exposure
- 043A -Turnitin Software at WUAS
- 044A -Study Agreements
- 045A - WUAS NVAO IBA SA vR1
- 046A -Internationalisation at WUAS
- 047A-1-GA-FP Marking Sheet IBA-BHM_Consultancy Assignment
- 047A-2-GA-FP Marking Sheet IBA-BHM_BusinessPlan

- 047A-3-GA-FP Marking Sheet IBA-BHM_Acdemic Assignment
- List of Final Projects 2015-2016-2017
- 037A - Example of Module Evaluation System
- 038A - All Module Guides IBA Programmes 2016

Further documents available to the panel during site visit:

- List of graduates (alumni tracking study)

Annex 4 Abbreviations

EEG	Education and Examination Guide
IBA	International Business Administration
PDCA	Plan-Do-Check-Act
PDP	The Personal Development Plan
UofB	University of Brighton
WUAS	Wittenborg University of Applied Science

Decision of the FIBAA Accreditation Committee for Programmes



103rd Meeting on 30th June 2017

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

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

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

Period of Accreditation: 30th June 2017 until 29th June 2024

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Wittenborg University of Applied Sciences
Apeldoorn, Netherlands

Bachelor study programme:

International Business Administration

Qualification awarded on completion:

Bachelor of Business Administration (BBA)

General Information on the study programme

Brief description of the study programme:

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

Type of study programme:

Bachelor programme

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

3-4 years, 240 ECTS points

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

optional

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

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

Programme cycle starts in:

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

Initial start of the programme:

2004

Type of accreditation:

re-accreditation

For re-accreditation: last accreditation period:

July 19th, 2012 until end of summer semester 2017

Procedure

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

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

Professor Dr. Peter van der Sijde

Vrije Universiteit Amsterdam

Professor of Organisation, Entrepreneurship & Technology

Prof. Dr. Reinhard Bachmann

University of London

Professor for International Management

Simen Kooi, MDM

NHTV Breda University of Applied Sciences

Program Manager International Hotel Management

Eugenia Llamas MA PhD

Ecole des Ingénieurs de la Ville de Paris, France

Director of International Relations at EIVP

Dipl.-Volkswirt Karl-Peter Abt

Stanton Chase International

Associate Partner Stanton Chase Düsseldorf GmbH

Julia Ekhardt

Hochschule Neu-Ulm, University of Applied Sciences

Student of Business Administration (Bachelor)

FIBAA project manager:

Ass. jur. Lars Weber

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

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

Summary

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

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

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

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

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

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

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

Information on the Institution

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

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

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

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

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

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

Main changes have been:

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

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

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

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

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

Statistical data:

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

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

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

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

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

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

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

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

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

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

Appraisal

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

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

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

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

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

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

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

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

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

Appraisal:

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

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

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

The following points reflect the international nature of the IBA:

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

Appraisal:

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

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

1.3 Positioning of the study programme

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

The main target groups for the IBA programmes are:

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

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

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

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

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

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

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

Appraisal:

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

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

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

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

2. Admission

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

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

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

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

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

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

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

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

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

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

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

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

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

Appraisal:

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

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

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

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

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

3 Contents, structure and didactical concept of the programme

3.1 Contents

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Written Examination,
- Assignment / Report / Essay,

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

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

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

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

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

Appraisal:

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

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

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

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

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

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

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

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

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

3.2 Structure

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

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

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

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

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

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

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

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

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

- credit transfer according to the Lisbon Convention.

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

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

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

Appraisal:

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

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

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

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

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

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

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

3.3 Didactical concept

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

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

Teaching

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

Learning

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

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

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

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

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

Appraisal:

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

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

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

3.4 Internationality

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

Measures for creating such a learning environment are:

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

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

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

Appraisal:

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

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

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

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

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

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

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

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

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

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

Appraisal:

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

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

4 Academic environment and framework conditions

4.1 Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contact is encouraged on the part of the university through:

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

- Teachers and students involved in project week company excursions.

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

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

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

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

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

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

Appraisal:

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

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

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

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

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

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

4.2 Programme management

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

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

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

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

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

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

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

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

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

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

<ul style="list-style-type: none"> - 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 Examination and Graduation Board - Administration of the education related complaints procedure - Monitors and collects data for the Wittenborg Online Handbook
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The Student Administration is responsible for the correct registration of the student both within WUAS and externally, with the National Register (DUO) in Groningen and the Immigration Services (IND), if necessary. Student Administration is also responsible for managing Degree registration, on completion of the programme. The following support is provided:

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

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

Appraisal:

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

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

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

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

4.3 Cooperation and partnerships

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

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

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

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

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

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

Appraisal:

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

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

4.4 Facilities and equipment

The campus in Apeldoorn consist of two buildings.

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

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

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

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

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

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

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

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

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

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

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

Appraisal:

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

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

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

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

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

4.4 Additional services

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

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

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

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

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

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

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

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

Appraisal:

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

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

4.6 Financing of the study programme (Asterisk Criterion)

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

Appraisal:

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

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

5 Quality assurance and documentation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appraisal:

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

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

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

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

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

Quality profile

HEI: Wittenborg University of Applied Sciences

Bachelor programme: International Business Administration (BBA)

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

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

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

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Assessment report

International Business Administration (BBA)

Wittenborg University of Applied Sciences



Certificate for Quality in Internationalisation

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European Consortium for Accreditation

Assessment report

International Business Administration (BBA)

Wittenborg University of Applied Sciences

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ECA OCCASIONAL PAPER

Author: **Axel Aerden**

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Lifelong Learning Programme



Education and Culture DG

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Reviewed by:

Foundation for International Business Administration Accreditation (FIBAA)

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1. Executive summary

The Bachelor programme International Business Administration of Wittenborg University of Applied Sciences (WUAS) was assessed by the Foundation for International Business Administration Accreditation (FIBAA) and this assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project. FIBAA convened an assessment panel which studied the self-evaluation report and undertook a site visit on March 29th – 31st, 2017 at the facilities of Wittenborg University of Applied Sciences in Apeldoorn, the Netherlands.

The panel concluded that WUAS has formulated and documented goals on intentionality and intercultural aspects. The goals are such that a verification of their achievement is possible and stakeholders of the University are involved in these processes.

In the view of the panel the overall programme learning outcomes regarding internationalisation found their way into the learning outcomes of the modules. International and intercultural content are key aspects of the IBA programme. The teaching methods are such that the students are enabled to achieve the intended learning outcomes and the assessment possibilities allow the lecturers to check adequately on the modules specific international learning outcomes. Job positions of IBA graduates prove that the WUAS' internationalisation strategy for the IBA programme is successful.

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

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

The panel therefore deems that the Bachelor programme International Business Administration (BBA) of Wittenborg University of Applied Sciences, Apeldoorn, deserves the Certificate for Quality in Internationalisation by ECA, the European Consortium for Accreditation



2. The assessment procedure

This report is the result of the assessment of the Bachelor programme International Business Administration (IBA) offered by Wittenborg University of Applied Sciences (WUAS). The procedure was coordinated by the Foundation for International Business Administration Accreditation (FIBAA). This assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project.

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation published by the European Consortium for Accreditation (ECA).

A panel of experts was convened by FIBAA and received approval by the Netherlands – Vlaamse Akkreditatieorganisatie (NVAO). The assessment panel consisted of the following members:

Professor Dr. Peter van der Sijde, Panel Chair

Vrije Universiteit Amsterdam, the Netherlands

Professor of Organisation, Entrepreneurship & Technology

Prof. Dr. Reinhard Bachmann

University of London, United Kingdom

Professor for International Management

Simen Kooi, MDM

NHTV Breda University of Applied Sciences, the Netherlands

Program Manager International Hotel Management

Eugenia Llamas MA PhD

Ecole des Ingénieurs de la Ville de Paris, France

Director of International Relations at EIVP

Dipl.-Volkswirt Karl-Peter Abt

Stanton Chase International, Düsseldorf, Germany

Associate Partner Stanton Chase Düsseldorf GmbH

Julia Ekhardt

Hochschule Neu-Ulm, University of Applied Sciences, Germany

Student of Business Administration (Bachelor)



The composition of the panel reflects the expertise deemed necessary by the Assessment Framework. The individual panel members' expertise and experience can be found in Annex 1: Composition of the assessment panel. All panel members signed a statement of independence and confidentiality. These signed statements are included in Annex 2: Statements of independence. The procedure was coordinated by Ass. jur. Lars Weber, Division Manager of International Procedures at FIBAA.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. (Annex 3: Documents reviewed) The panel organised a preparatory meeting on March 29th before the official beginning of the site visit. The site visit took place on March 29th – 31st, 2017 at the facilities of WUAS in Apeldoorn, the Netherlands. (Annex 4: Site visit programme)

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the self-evaluation report and annexed documentation.

The draft version of this report was finalised taking into account the available information and relevant findings of the assessment. Where necessary the panel corrected and amended the report. The panel finalised the draft report on June 8th, 2017. It was then sent to WUAS to review the report for factual mistakes. In the statement from June 21st, 2017 WUAS agreed with the panel's findings regarding its internationalisation. Therefore, the panel saw no need for changes and approved the final version of the report.

3. Basic information

Qualification: International Business Administration (BBA)

Number of credits: 240

Specialisations:

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

Institution:

Type of institution: Wittenborg University of Applied Sciences

Status:

QA / accreditation agency: The Bachelor programme International Business Administration (BBA) is accredited by NVAO and by FIBAA. The programme is currently undergoing the process of re-accreditation with both organisations

4. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

WUAS sees its mission as the education and training of highly qualified, internationally minded, socially responsible and intercultural, critical and independently thinking graduates, who engage in innovative and creative business in companies and organisations around the world, either working for others or in the instigation of business and entrepreneurship.

To achieve this aim, the University engages in close dialogue with academic institutions, industry, government and NGOs, within the Netherlands and internationally. WUAS strives to bring expertise, knowledge and diversity to the local region in which it operates, thereby enhancing the economy, culture and social environment around the University.

Following the mission, the IBA programme is aimed at international and local students who aspire to work within an international context in the fields of management and administration, either in business or non-commercial organisations. The IBA is aimed specifically at providing graduates with a very broad and equally balanced range of business, management and organisational knowledge, skills and competencies, whilst allowing them to specialise during the programme in a region of business administration that interests them, and can allow them to create a more specific graduation profile. The following specialisation possibilities are offered: Economics & Management, Marketing & Communication, Financial Services Management, Real Estate Management, Information Management, Logistics & International Trade, Hospitality Management, Event Management, Tourism Management, and Entrepreneurship & Small Business.

As a University of Applied Sciences, WUAS considers an interdisciplinary approach important in its effort to enhance its internationalisation, which is reflected in the cross-disciplinary broad management programme with various specialisation possibilities that allow students to develop their knowledge and skills as well as achieve intercultural development through applied research in a manner that is not subject restricted.

WUAS International Philosophy is described on its website:

“Wittenborg University is one of the most international institutes of higher education in the Netherlands and this is represented by its students, staff and management. Wittenborg



students and staff come from around the globe, bringing international experience, knowledge and diversity to Apeldoorn and the region. Wittenborg's goal is to provide talented and motivated students from the Netherlands and around the world with a learning experience that will prepare them for management positions in business, government, profit and non-profit organisations, both within an international environment, and the local area.”

Individual websites for the IBA programme present details on the specialisations regarding their aims, content and career prospects taking into account the relevant aspects of internationalisation.

Conclusion and recommendations

The aims of internationalisation are explained logically and presented on the University's website. Furthermore, WUAS presented to the panel a document about “Wittenborg's Internationalisation Goals for its IBA Programme”. The main aims of the programme is providing students with all necessary knowledge and skills for finding employment and successfully work in an international environment or context. The University explicitly likes to involve students from all over the world and enable them to work all over the world after their graduation.

The stakeholders are primarily WUAS' students and teaching staff. Regarding their involvement, see Criterion 1.b. Besides these two groups, WUAS works closely with close partners like the University of Brighton in forms of knowledge and staff exchange (see Criterion 4c). WUAS network of companies, industry and other organisations is used for work possibilities and joint projects during the study programme. During the on-site visit, the panel had the opportunity to talk with representatives from the practice (e.g. the Chair of WUAS Advisory Board) and one representative from the University of Brighton. One main reason as well as a shared aim of all involved parties is the further development of WUAS internationalisation.

Therefore, the panel assesses the Criterion 1a as **satisfactory**.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

The main aim of the IBA programme is providing students with education and training of highly qualified, internationally minded, socially responsible and intercultural, critical and independently thinking graduates, who engage in innovative and creative business in



companies and organisations around the world, either working for others or in the instigation of business and entrepreneurship.

To monitor if this aim is achieved WUAS checks on the careers paths of its graduates. WUAS generally has good contacts with its recent alumni, and often has former students visiting when they are in the Netherlands. After a number of years of maintaining contact with its alumni through social media platforms, such as Facebook and LinkedIn, and through a bi-annual newsletter, WUAS has engaged an alumni platform called Graduway. The investment in this system will allow WUAS to better monitor the careers of its alumni, and track them when they change positions. Two staff members have alumni tracking as part of their task sheet.

Further measures that allow monitoring the achievement of the goals are formulated as well:

- The IBA programme aims to ensure that every student has at least one international experience of study abroad during their studies.
- The IBA programme aims to attract at least five different lecturers a year from other institutions abroad to teach on the programme, either full modules or as guest lecturers.
- The IBA programme also aims to encourage at least five lecturers per year to teach at other HEI abroad or carry out academic peer reviews at other HEI abroad.
- The IBA programme aims to encourage its staff to attend international conferences on a regular basis and will financially support this.

Conclusion and recommendations

Until recently, platforms like Facebook and LinkedIn were used to stay in contact with alumni. The panel members appreciate that through the new implemented platform Graduway more effective alumni tracking is possible. According to the challenge of staying in contact with graduates spread over the world the new platform and its possibilities seems very useful.

The other formulated aims can easily be checked by the numbers of students/lecturers that participate in the offers of studying/teaching abroad. Hence, the panel concluded that the objectives are verifiable.

The panel assesses the Criterion 1b as **satisfactory**.

Criterion 1c: Measures for improvement

As a result of periodic evaluations of the programme's internationalisation, the successful implementation of measures for improvement can be demonstrated.

Student evaluation of the programme is carried out at different levels and at various times during their studies, formally at module level and at programme level, as well as informally through staff-to-student contact. Throughout the programme, students are asked to complete a module evaluation form every module they follow. In the evaluation, the students can give feedback on the (international) course aims, contents, teaching methods as well as the lecturers teaching performance.

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

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

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

WUAS has an Advisory Board with extensive international experience. When the Advisory Board was originally formed it was to help WUAS grow its national reputation within government circles and business networks in the Netherlands. This was clearly necessary due to the international management of the university as well as the process of acceptance and understanding in order to allow WUAS to gain the trust of national stakeholders.

Furthermore, WUAS is currently implementing a Programme Committee for its IBA programme. The programme committee will constitute three students and three teachers, who will serve one year. The committee will report to the Education Board and membership will be instigated through members of management and the education board by approaching key members of teaching staff and students who have shown motivation, good study results and a keen interest in the well-being of the institute. Both the Board and the Committee have the task to evaluate the education programme, from aspects of content,



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

Conclusion and recommendations

Periodic evaluation and feedback from various stakeholders involved in the IBA programme is ensured. Due to the fact that internationalisation is not just one part of the programme, but an important aspect of nearly all modules, the evaluation results are always providing feedback on the internationality to the programme management. An Advisory Board and the newly installed Programme Committee are also asked to check the quality and level of WUAS activities in forms of internationalisation.

The panel assesses the Criterion 1c as **satisfactory**.

Overall conclusion regarding Standard 1. Intended internationalisation

WUAS has formulated goals on intentionality and intercultural aspects. The goals are documented and published in internal documents or in shorter form published on WUAS website. The goals are such that a verification of their achievement is possible. The verification takes place in formats like student evaluation or feedback from stakeholders. Furthermore, WUAS tracks the IBA graduates to check if the overall aim of providing students with competencies and skills for working in business all over the world is achieved.

The panel therefore assesses *Standard 1. Intended internationalisation* as **satisfactory**.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

The overall learning outcome of the study programme is providing the students with the competencies and skills to work in the field of business in which any country. The IBA programme therefore aims to have international and intercultural learning outcomes in all the appropriate parts and at all levels of the curriculum. On one hand there is explicitly international content, on the other hand general content is always brought into an overall international context.



The IBA programme consists of three phases. In Phase 1 the emphasis is on gaining knowledge about a broad range of business subjects. In Phase 2 the modules are more focused on understanding and planning. Students in Phase 3 are confronted with the 'implementation' of what they have learned so far, during their work placement and eventually in their final project.

The objectives of each module are described in detail in the module guides. The following three examples of learning outcomes represent modules from all three phases:

Phase 1: International Law in Business and Commerce

- To get understanding of the multilevel sources of international law, reaching awareness of the multitude of subjects operating in that context and of their structure;
- To develop skills of analysis and interpretation through the process of critical legal thinking;
- To reach knowledge of how States of the International community can influence trade relationships by means of their authority;
- To develop the awareness that the contract is the main source of obligations within the international trade context and to get understanding of the ways in which contracting parties reach the agreement and perform it;
- To get understanding of the pathological aspects of contracts and of related emerging liability;
- To develop a critical approach to the several opportunities that national and international law offer to solve dispute within business environment;
- To develop a critical approach towards the role of business operators in trade, with specific reference to his/her social responsibility in delicate issues as consumer protection, environment, labor;
- To develop skills of analysis of the new challenges that business law has to face in modern society, like the needs to protect intellectual property rights in the era of globalization and to regulate e-commerce;
- To develop skills of analysis of the way in which law regulates structures and behavior of business subjects and of the means by which it carries on such ruling;
- To get understanding of the way in which law protects the different interests of subject involved in business transactions

Phase 2: International Communication

- Understand the historical context of international communication;
- Study international communication theories and developing best-practices;

- Understand the role and responsibility of the international communication in the organization working within an international (social, economic, political and business) environment;
- Understand the creation of a global communication infrastructure;
- Study the global media bazaar and the global and local phenomena in media cultures;
- Analyze corporate communication strategies in a global context;
- Understand the international communication process in relation with the strategic decision making process of the organization within an intercultural context.

Phase 3: Festival and Events: A Cross-Cultural Comparative

- Analyze and evaluate the role of marketing, branding and promotion in an international event context;
- Assess the challenges of gaining and maintaining sponsorship support for international events;
- Evaluate how international events integrate fundraising within their marketing and sponsorship plans;
- Conduct a detailed critical analysis of the planning involved in developing a marketing and sponsorship plan;
- Critically evaluate how targeting and competitive positioning builds brand equity.

Conclusion and recommendations

In accordance with the general learning outcomes of the IBA programme the University has formulated in detail the learning outcomes of all modules throughout the programme in the respective module guides. Every student receives these guides at the beginning of the studies at WUAS and therefore receives information on the content, the learning outcomes and the position of the module within the overall context of the programme. In the view of the panel the correspondence between the module learning outcomes and the overall general learning outcomes of the programme is given.

The panel assesses the Criterion 2a as **satisfactory**.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

All modules have an examination defined in the module guides. The examination system has been simplified and brought down to one examination element per module. The types of examination are described in the WAUS' Education and Examination Guide (EEG). They are as follows:

- Written Examination,
- Assignment / Report / Essay,
- Project Work,
- Language Test (Reading, Writing, Listening & Speaking),
- Personal Development Plan-Portfolio,
- Oral Presentation / Oral Interview.

The type of examination used per module is set by the education board, in consultation with the teaching staff and fixed in the module guide. Due to the range of exam forms the lecturers can choose the form that is most effective to check on the achievement of learning outcomes.

Besides the official examinations, it is very important to mention the used teaching methods and the environment of WUAS. Due to group work and presentations followed by discussions in various modules, the students continuously train their personal skills in forms of working and communication in an international environment and presenting their development to the instructing lecturer.

Conclusion and recommendations

The panel concludes that examination forms used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. Due to the truly international environment at WUAS (see Criteria 3 and 5) even during most of the lectures, the module instructors get an idea about the students' development of intercultural competencies and skills.

The panel assesses the Criterion 2b as **satisfactory**.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

The panel had the opportunity to check examples of module examinations during the on-site visit at the facilities of WUAS. Furthermore, the panel was provided with information during the talk rounds as well as with information on paper on the current job positions of graduates from the IBA programme. A presented list showed where the student came from, when the graduation happened and where the graduate works (country) in which position. This list contained information from 2005 until 2017.



Conclusion and recommendations

The panel came to the conclusion, that the exams were appropriate in forms and quality to ascertain the intended learning outcomes. The assignments/questions/tasks in the exams had – were useful – an international focus. Furthermore, the requirements were in accordance with the desired Bachelor level.

The internationalisation of the IBA programme can be seen in the job positions of the graduates as well. Most of WUAS' graduates either work in the Netherlands in international companies/international contexts or work abroad (some in their home countries and some in third countries).

Regarding the tracking of alumni the panel appreciates that WUAS is already implementing the alumni platform graduates that will enable the University to track the graduates more systematically and provide WUAs with consistent information.

The panel assesses the Criterion 2c as **satisfactory**.

Overall conclusion regarding Standard 2. International and intercultural learning

In the view of the panel the overall programme learning outcomes regarding internationalisation found their way into the learning outcomes of the modules. This applies for both international content as well as intercultural aspects. The assessment possibilities allow the lecturers to use examination forms that are reasonable to check on the modules specific learning outcomes. Hence, the international content as well as cultural aspects and communication skills are checked in the IBA programme in a plausible and useful way. The quality and level of the examinations are in line with the requirements. Job positions of IBA graduates prove that the WUAS' internationalisation strategy for the IBA programme is successful.

The panel therefore assesses *Standard 2. International and intercultural learning* as **satisfactory**.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

The above-mentioned structure of the programme with the phases 1 to 3 that build up on one another is important for the international and intercultural content of the IBA programme as well. The modules in Phase 1 build the foundation. The modules in Phase 2 deepen the knowledge and prepare for Phase 3, which aims at the application as well as the specialisation of the students. All content is described in the module guides.

The following examples show the course content of three modules that represent the three phases:

Intercultural Management

- Determinants of Culture;
- Dimensions of Culture and Business;
- Traditional models of culture;
- Contemporary and developing models of culture;
- Cultural Dimensions and Dilemmas;
- Cultures and Styles of Management;
- Culture and Corporate Structures;
- Culture and Leadership;
- Culture and Strategy;
- Culture Changes in Organisations;
- Culture and Marketing;
- Culture Diversity in Organisations;
- Business Communication Across Cultures;
- Barriers to Intercultural Communication;
- Negotiating Internationally;
- Working with International teams;
- Conflicts and cultural differences;
- Developing Intercultural Relationships.

Phase 2: Sales and Export

- International Marketing and Exporting (Introduction; The nature of international marketing; Export marketing planning and strategy; The internet, the world wide web, and e-business; The impact of technology; Entrepreneurial approaches to international marketing).

- The International Environment (Introduction; Economic forces; Socio-cultural environment; Political/legal environment; Economic integration; Competition; Social responsibility and the business environment).
- Export Market Selection: Definition and Strategies (Introduction; Market definition and segmentation; Market expansion/selection process, procedure, and strategy; Foreign market portfolios: technique and analysis).
- Market Entry Strategies (Introduction; Entry as a channel decision; Entry as a strategy; Factors influencing choice of entry mode; Managing the channel; Selecting the entry mode; Using free areas)
- Export Entry Modes (Introduction; Indirect export; Direct export; The internet and e-commerce; Gray market exporting)
- Promotion and Marketing Communication (Introduction, Export marketing promotion and communication decisions; Alternative techniques of promotion; Promotional programs and strategy; Standardization or adaptation?; Advertising transference; Management issues).
- The Export Order and Physical Distribution (Introduction; Handling the export order; Physical distribution; Structure of international physical distribution; A concluding comment).

Phase 3: International Trade

- What Is International Economics About?;
- International Trade Theory;
- World Trade: An Overview;
- Labor Productivity and Comparative Advantage: The Ricardian Model;
- Specific Factors and Income Distribution;
- Resources and Trade: The Heckscher-Ohlin Model;
- The Standard Trade Model;
- External Economies of Scale and the International Location of Production;
- Firms in the Global Economy: Export Decisions, Outsourcing, and Multinational Enterprises;
- International Trade Policy;
- The Instruments of Trade Policy;
- The Political Economy of Trade Policy;
- Trade Policy in Developing Countries;
- Controversies in Trade Policy.

Conclusion and recommendations

The IBA programme's curriculum structure is clear and the international and intercultural content is widely spread over the three phases of the study programme. The modules

content are described in the module guides. The level of detail is adequate. The mix of theory and practice seems reasonable. Altogether, the panel found evidence in the guides that the module contents are in line with the intended learning outcomes of the modules. In the view of the panel the international and intercultural content is clearly an emphasis of the IBA programme.

The panel assesses the Criterion 3a as **good**.

Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

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

Teaching

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

Learning

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

The teaching methods of each module are described as well in the module guides.

Besides classical lecturing especially case studies and research papers are the main methodological tools with regard to international aspects. Intercultural competencies and skills benefit mostly from group work, presentations and discussions.

Conclusion and recommendations

The panel concludes that the teaching methods – which are defined per module in the each module guide – are suitable for achieving the intended international and intercultural learning outcomes. The lecturers have a variety of methodological instruments to choose from to create their lectures and promote the students international and intercultural knowledge and skills.

The panel assesses the Criterion 3b as **satisfactory**.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

Following WUAS' mission statement, the IBA programme aims, through its internationality, to enhance the teaching process and the learning process. The international mix of students and staff is to lead to an intercultural experience that will enhance the lives and careers of the programme's graduates (see Criteria 4 and 5).

Measures for creating such a learning environment are:

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



The practical applied sciences that are engaged within WUAS' IBA programme enable the University to maintain up-to-date content within a diverse range of management-oriented disciplines and implement the curriculum to the highest modern education standards.

In addition, the University promotes total equality of students and staff, of cultures and genders and people with disabilities within the institute. WUAS promotes a working environment that is fair, and emphasises respect between and within its student and staff body.

Conclusion and recommendations

The implementation of WUAS concept of internationalisation was clearly visible for the panel during the on-site visit and within the documents delivered by WUAS. International and intercultural aspects run like a thread through the different parts of the IBA programme. The lecturers and their before mentioned methods of teaching and working with students as well as the student body with various backgrounds and the English language in all modules as well as in all documents and materials enrich the internationality of the learning environment. The panel concludes that the learning environment is particularly well suited for achieving the intended international and intercultural learning outcomes.

The panel assesses the Criterion 3b as **excellent**.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel found the underlying criteria of this standard are meeting the requirements. International and intercultural content are key aspects of the IBA programme. The teaching methods are such that the students are enabled to achieve the intended learning outcomes. The created learning environment regarding international and intercultural aspects is clearly above average in the view of the panel.

The panel therefore assesses *Standard 3: Teaching and Learning* as **good**.

Standard 4: Staff

Criterion 4a: Composition

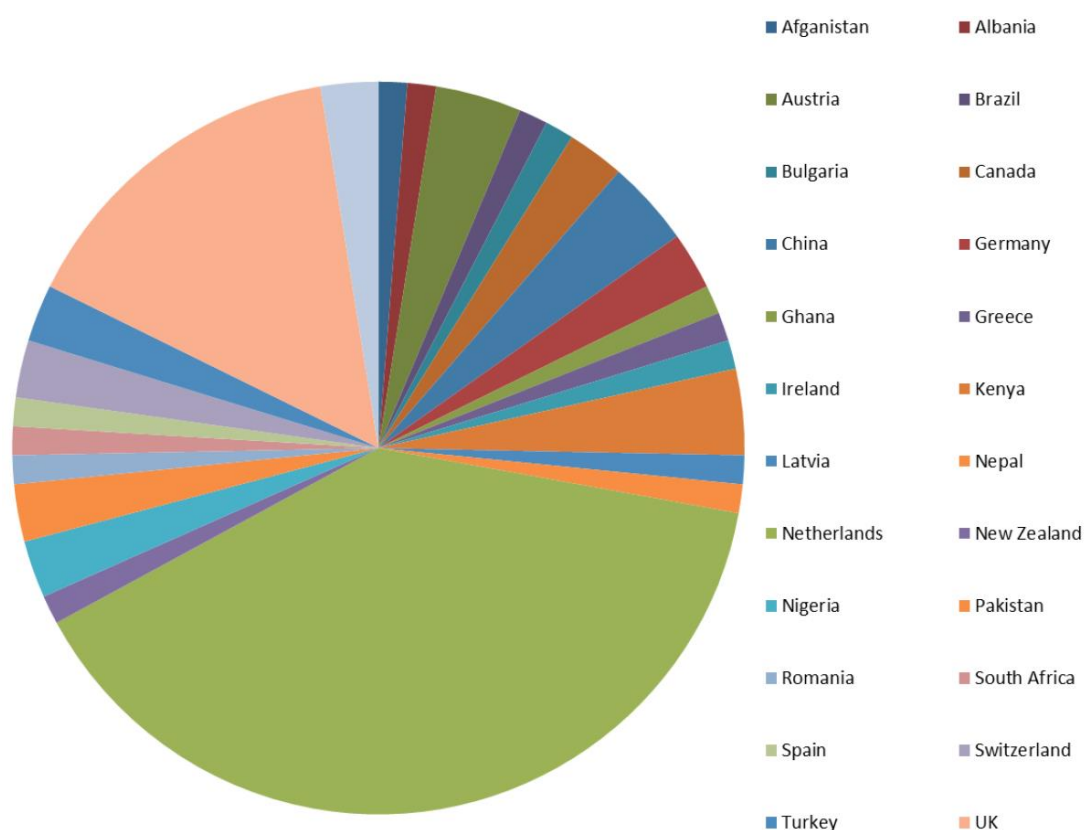
The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

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

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

WUAS management and current regular (employed) teaching and tutoring staff in the past three years represent 24 nationalities. WUAS is a growing and therefore flexible institution and has the capacity to attract many people from different backgrounds and nationalities who work in the institution or teach on the programmes. Many teaching staff are engaged for one or two modules a year. This allows WUAS to offer students such a varying number of teachers and support staff.

Overview of the represented nationalities:



Conclusion and recommendations

The panel received information on the structure and number of the faculty and came to the conclusion that both correspond to the programme’s aim of internationalisation and ensure that the students reach the respective intended qualification objectives. The lecturers’ composition is outstanding with regard to the represented nationalities and backgrounds. Their international experience, coming from various societal and educational backgrounds has a big impetus in realising WUAS internationalisation strategy.

The panel assesses the Criterion 4a as **excellent**.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

Most staff members have international backgrounds, both in professional work experience and in educational qualifications. Also many staff have experience in more than one country, not only the non-Dutch teaching staff, but also many of the Dutch teaching staff have lived

and worked abroad. For instance, Dutch teachers at WUAS have experience in the UK, in Germany, in Turkey, in South America and China. The international staff members have experience of business in the UK, Australia, the US, China and the Far East, the Indian subcontinent, Africa, South America and Western and Eastern Europe.

The working language at WUAS is English. Therefore, English language competencies and skills are checked carefully when hiring teaching staff.

Conclusion and recommendations

Proof of the above mentioned international experience was found in the lecturers' CVs which were presented to the panel in the self-evaluation report. By working, studying and/or teaching in various countries the lecturers improved their own intercultural competencies. In the view of the panel, the qualification and experience of the teaching staff play a significant role in bringing WUAS' internationalisation goals to life.

The panel assesses the Criterion 4b as **excellent**.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

The IBA programme aims through its teachers training programme to continually provide intercultural training to its teaching staff throughout the year. WUAS hosts a number of training sessions annually; one of these training sessions is on the topic "The International Classroom" emphasising the need for a special didactical and pedagogical approach towards a multi-cultural student audience.

WUAS offers the administrative staff opportunities for continuous professional development as well (e.g. language courses).

Staff exchange for lecturers and administrative staff is possible and happens mostly with WUAS cooperation partner University of Brighton. Furthermore, WUAs is participating in the Erasmus programme.

Conclusion and recommendations

The multinational composition of the University's members is a big advantage of WUAS, but could be a challenge as well. The training possibilities of WUAS with regard to the intercultural competencies are an important measure to avoid difficulties of lecturers, which are less experienced in these matters. Furthermore, these trainings enable even experienced lecturers to be up-to-date.

The staff exchange possibilities in Brighton are one big part of the close cooperation between both universities and are appreciated by the panel. Most of the lecturers come from abroad so that the experience of teaching in another country is their daily life. Therefore, the interest in going to a third country for a period of time is limited. Hence, the exchange possibilities with Erasmus are used rather rarely. Regarding the Dutch lecturers, the panel recommends providing exchange possibilities more systematically.

The panel assesses the Criterion 4c as **satisfactory**.

Overall conclusion regarding Standard 4: Staff

The international composition of WUAS teaching and administrative staff is remarkable and has a clear impact on the University's international profile and the quality of studies. Together with the students, (see Criterion 5a) the staff creates a truly international and intercultural atmosphere at WUAS, which benefits all University members.

WUAS offers sufficient services for the staff. The fact that exchange possibilities are only used by a few staff members is plausibly explained. In contrast to most higher education institutions nearly all staff members already gained international work experience in their lives and working at WUAS is one further step for them. Hence, the regular purpose of exchange to provide the national staff with international experience is less important at WUAS. Nonetheless, the panel maintains with its recommendation regarding Dutch lecturers.

Altogether, the panel assesses *Standard 4: Staff* as **excellent**.

Standard 5: Students

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the programme’s internationalisation goals.

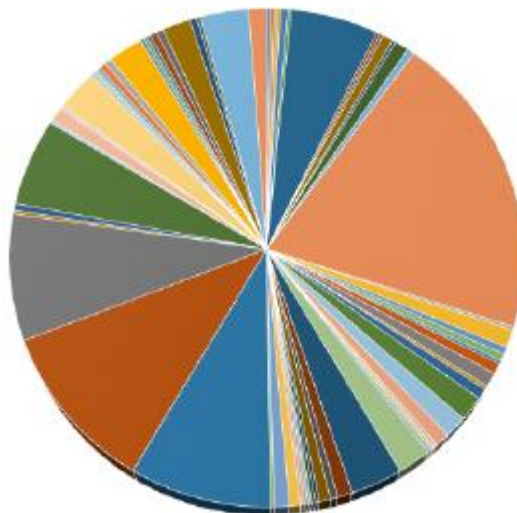
In the past 5 years, WUAS has seen 97 nationalities studying at the University. Currently there are students enrolled with 68 different nationalities. In 2016, 89% of the approximately 600 students registered during the year were not Dutch.

WUAS is a small University, and the international mix of its students has a fundamental impact on its functioning, the organisation, the discussions and debates, the possible teaching methods, on its ethics, and its ability to absorb intercultural differences and allow its students to flourish personally.

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

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

Overview of the currently represented nationalities:



■ Afganistan	■ Albania	■ Algeria	■ America
■ Bolivia	■ Brazil	■ Burkina Faso	■ Cameroon
■ Croatia	■ Cuba	■ Dominican Republic	■ Dutch
■ Germany	■ Ghana	■ Greece	■ Guyana
■ Israel	■ Kazachstan	■ Kenya	■ Luxembourg
■ Morocco	■ Mozambique	■ Nepal	■ Netherlands
■ Phillipines	■ Poland	■ Romania	■ Russia
■ South Korea	■ Sri Lanka	■ Syria	■ Taiwan
■ United Kingdom	■ Venezuela	■ Vietnam	■ Zimbabwe
■ Australia	■ Azerbaijan	■ Bangladesh	■ Belgium
■ Canada	■ China	■ Colombia	■ Congo
■ Egypt	■ El Salvador	■ Eritrea	■ Georgia
■ Hong Kong	■ India	■ Indonesia	■ Iran
■ Maldives	■ Malta	■ Mauritius	■ Mexico
■ Nigeria	■ Norway	■ Norway	■ Pakistan
■ Rwanda	■ Serbia	■ Sierra Leone	■ South Africa
■ Tanzania	■ Tunesia	■ Turkey	■ Ukraine

Conclusion and recommendations

The international composition of students at WUAS is exceptional. Coming from so many countries from all continents and having so diverse intercultural backgrounds is very unique and clearly an advantage of WUAS regarding its internationalisation.

Furthermore, WUAS takes measures to obtain and maintain the high level of different nationalities and backgrounds of the student body.

The panel assesses the Criterion 5a as **excellent**.

Criterion 5b: Experience

The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.

The internationalisation goals influence the students' lives cycle in all parts:

- WUAS takes measures to attract international students from various countries.
- All three different phases in the programme contain international content and intercultural aspects.
- No matter which individual interest the students follow in the choice of their electives, WUAS ensures that internationality is a strong part of it.

- The composition of students ensures that the students work and study together with people from all over the world.
- The composition of lecturers is international as well and all have international and intercultural experience that influences their teaching.
- The system of examinations are such that the achievement of international and intercultural competencies and skills are checked.
- The graduates have very good job opportunities all over the world.
- WUAS offers alumni activities to promote an international network of graduates.

Conclusion and recommendations

A regular student life cycle at WUAS means to be part of an international and intercultural environment. Every day the students talk, learn, and work together with numerous people from all over the world. The modules they study have international content and the materials and literature they use are all in English language and contain theory and practice with examples from various countries or even a global view. No matter which specialisation and electives a student chooses, an international view is always present. This ensures that all students – those from the Netherlands as well as those from every other country – gain international experience.

The panel therefore assesses the Criterion 5b as **good**.

Criterion 5c: Services provided to students

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) support the programme's internationalisation goals and correspond to the composition of the student group.

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

After graduation, WUAS provides the graduates of the IBA programme with a diploma supplement.



WUAS has a Work Placement & Employment Coordinator. The coordinator makes introductions to business a priority, and through its extensive network of business people and companies, students have access to a range of possible opportunities. The external relations officers publish on Wittenborg Online, WUAS' Facebook page and LinkedIn any suitable information regarding jobs, both for students as part of their work placement and also for graduates.

There is no International Office at WUAS because all offices and services at WUAS are working with and for the Dutch and the international students.

Exchange possibilities are provided through the participation of WUAS in the Erasmus Project. However, WUAS explained that for most students study exchange is not an important topic because the majority of the students is already studying abroad at WUAS.

Conclusion and recommendations

WUAS is publishing all relevant information for students on the IBA programme online on the University's website. The relevant aspects regarding internationality within the overall learning outcomes and the module are described and the descriptions are available to all interested parties. An example of a diploma supplement was presented to the panel. It is in line with the European and Dutch requirements.

Furthermore, WUAS offers placement services to the students using the international network of WUAS and its multinational staff.

The percentage of students from WUAS that study a period of time at another higher education institution is small. The explanation given by WUAS is reasonable as most students come from other countries and study in the Netherlands the entire Bachelor programme. Nonetheless, the panel recommends promoting the exchange possibilities. Dutch students at WUAS would clearly benefit from such experience and even students from other countries could participate in exchange for one semester during their four-year Bachelor studies.

The panel therefore assesses the Criterion 5c as **good**.

Overall conclusion regarding Standard 5: Students

The international composition of the students is outstanding and attracts even more students from all over the world to study the IBA programme at WUAS. Hence, the international content (including the use of case studies and examples from different



countries) falls on fruitful ground, as all student can share their knowledge and experience into the classes against their personal cultural and societal backgrounds.

The panel therefore assesses *Standard 5: Students* as **good**.

Conclusion

Based on the documented internationalisation goals, the programme has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning.

The panel therefore deems that the Bachelor programme International Business Administration (BBA) of Wittenborg University of Applied Sciences, Apeldoorn, deserves the Certificate for Quality in Internationalisation by ECA, the European Consortium for Accreditation

5. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalisation	1a. Supported goals	satisfactory
	1b. Verifiable objectives	
	1c. Measures for improvement	
2. International and intercultural learning	2a. Intended learning outcomes	satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	excellent
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	good
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

Name panel (incl. titels)	Short description of the panel member (e.g. current position; 1-3 sentences)
Professor van der Sijde Chair of the panel	Professor of Organisation, Entrepreneurship & Technology, Vrije Universiteit Amsterdam Scientific focuses: Entrepreneurship, Innovation and Technology Transfer
Professor Dr. Reinhard Bachmann	Professor for International Management, Head of School of Finance and Management at University of London, UK Director of the Centre for Trust Research, University of London. scientific focuses: strategic management, organisational analysis and comparative management. Project Leader at the International Consortium for Airline Research in Organization Studies (ICAROS), University of London Member of the Academic Board, University of London
Dr. Eugenia Llamas	Director International Relations at École des Ingénieurs de la Ville de Paris, France Expertise in internationalisation, engineering, quality assessment and peer reviewing. Scientific focuses: Doctor in English philology, English for specific purposes (Urban Development, Telecommunications)
Mr Simen Kooi	Programme Manager International Hotel Management at NHTV Breda University of Applied Sciences Scientific focuses: Management, Hotel Management, Hospitality Management, Event Management
Mr Karl-Peter Abt	Associate Partner Stanton Chase Düsseldorf GmbH Management and Human Resources Consultant; Graduate Economist Focuses: Management Consulting, Human Resources, Logistics, Economic Law, Micro- and Macroeconomics, Controlling, Quality Assurance for Higher Education Programmes
Ms Julia Ekhardt	Student of International Management and Leadership (focus on cross-border competencies)



	Student assistance at the university for marketing and press, tutor for transport economics
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Secretary / coordinator

Name	Certified?	Email address
Mr Lars Weber, Programme Manager FIBAA	yes	Weber@fibaa.org

Panel composition

Panel member (name)	Role	Expertise						Panel member during the visit at ...	
		Discipline developments	International	Professional	Educational	Assessment / audit	Student-related	Wittenborg	Nyenrode
Professor van der Sijde	Chair	x	x		x	x		x	x
Professor Bachmann	Member	x	x		x	x		x	x
Mr Kooi	Member			x	x	x		x	x
Mr Abt	Member			x		x		x	x
Ms Ekhardt	Student Member			x		x	x	x	x
Dr Llamas	Member		x		x	x		x	

III Overview of expertise within the panel (argumentation)

Expertise	Expertise apparent from ...
a. expertise regarding developments in the discipline	<p>Professor van der Sijde</p> <ul style="list-style-type: none"> - professor of organization, entrepreneurship and technology at the VU University Amsterdam (current) - Teaching in the Bachelor SBI the course Entrepreneurship & Innovation, teaching in Minor Entrepreneurship the course Entrepreneurship Industry and involved in the course Enterprising Regions (current) - Course management of Sustainable Innovation in the Master SBI I (current) - Programme director of the BCO Master programme (July 2014 till May 2015) - emphasis in research on entrepreneurship, university-industry interaction and knowledge valorization (current) <p>Professor Bachmann</p> <ul style="list-style-type: none"> - professor for International Management, Head of School of Finance and Management at University of London, UK (current) - teaching “organisational behaviour” in the undergraduate programme

<p>b. international</p>	<p>Professor van der Sijde:</p> <ul style="list-style-type: none"> - ph.D. training workshops: 2012 at the Conference on Entrepreneurial Universities (Munster, Germany), 2012 at the HTSF Conference (Amsterdam), 2013 at the UIIN-conference (Amsterdam), 2014 at the UIIN-conference (Barcelona), 2015 at the HTSF-conference (Groningen), 2016 at the HTSF-conference (Liverpool) - workshop Entrepreneurship Educators: 2013 expert for teaching entrepreneurship EU-project Coneect (FHS München, Germany) <p>Professor Bachmann</p> <ul style="list-style-type: none"> - 1999-2000: Visiting Fellow at ETH Zuerich, Switzerland - 2000-2003: assistant Professor at Universiteit Groningen - 2003-2008: associate Professor at Birkback College, University of London - since 2008: full Professor at University of London - visiting Professor in USA and China (?) <p>Mr Kooi</p> <ul style="list-style-type: none"> - 1988: Cornell University, Ithaka, New York, School of Hotel Administration (summer school) - 2001-2004: Member of the Advisory Bord for Reservations, Revenue and Rooms Division managers of the Leading Hotels of the World, New York, USA - since 2004: honorary member of the Advisory Bord for Reservations, Revenue and Rooms Division Managers <p>Ms Ekhardt</p> <ul style="list-style-type: none"> - 08/2016: summer school at Srinakharinwirot University Bangkok, Thailand - 09/2015-01/2016: ERASMUS Semester abroad, International School Budapest (IBS), Hungary - 08/2010-01/2011: High School Year, Michigan, USA <p>Dr Llamas</p> <ul style="list-style-type: none"> - Since 2010: Director of International Relations at EIVP (École des Ingénieurs de la Ville de Paris), development of a wide network of partners both nationally and internationally; CTI Special Advisor (International Affairs Steering Committee) - Since 2006: Head of the Department of Languages, EIVP - 2004-2005: Deputy Director, ETSIT (Escuela Técnica Superior de Ingenieros de Telecomunicación, University of Valladolid, Spain)
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	<ul style="list-style-type: none"> - 1995-2005: International Relations and Erasmus co-ordinator (ETSIT Valladolid)
<p>c. practical expertise in the professional field relevant to the programme</p>	<p>Mr Kooi:</p> <ul style="list-style-type: none"> - 1985-2004: 19 years of industry (hotel management) Starting as “trainee”, to “Front Office Manager” and “Capacity Manager”. <p>Mr Abt</p> <ul style="list-style-type: none"> - Since 2001: Consultant and Associate Partner with Stanton Chase Düsseldorf GmbH: Stanton Chase Düsseldorf is part of the Germany operations of Stanton Chase International. Human resources consulting company; extensive experience in the Finance, IT, Supply Chain, Sales, Engineering, R&D and Project Management fields. - 2007-2010: Interim General Manager Ruhrpilot Besitzgesellschaft GmbH: Ruhrpilot is a traffic management system, originally organized as a PPP-Model in cooperation with the University Duisburg-Essen (Prof. Schreckenber) and Siemens AG, Mobility International. - 1984-2000: Commercial and Industrial Chamber Bielefeld: Head of division “Domestic Economy” until 1989, Vice Managing Director until 1993, Managing Director until 2000 (responsible for 140 employees) <p>Ms Ekhardt</p> <ul style="list-style-type: none"> - 03/2016-09/2016: BMW AG, Munich (practical semester): product planning and customer experience for information- and communication systems, monitoring of product portfolio and scheduling of components through take rate analyses - 08/2014-10/2014: Commerz Business Consulting GmbH, Frankfurt a.M.: development of an innovative payment method for internet and mobile payments (paydirekt) - human resources (internships at Lobbe Dienstleistung GmbH and Commerzbank AG: 06/2013-08/2013 and 10/2012)
<p>d. educational expertise: recent experience in teaching or educational development, testing expertise at the relevant programme level and with regard to the orientation (professional or academic) of the programme,</p>	<p>Professor van der Sijde:</p> <ul style="list-style-type: none"> - master course (SBI): SBI Methodology (current) - supervising thesis students (BCO, COM, SBI) (current) - supervising (SBI) Bachelor thesis students (current) - bachelor course (SBI): Entrepreneurship and Innovation (current) - minor Entrepreneurship course: Enterprising Regions (current)

<p>expertise regarding the teaching format(s) used in the programme¹</p>	<ul style="list-style-type: none"> - minor Entrepreneurship course: Entrepreneurship Industry (current) <p>Professor Bachmann</p> <ul style="list-style-type: none"> - undergraduate course “organisational behaviour” (current) - supervising PhD students (current) <p>Mr Kooi</p> <ul style="list-style-type: none"> - senior lecturer (University of Applied Sciences) in the area of service management and revenue management (current) - in possession of teaching and didactical skills and qualifications, Virtual Action Learning (VAL) certificate, Lumina Spark trainer certificate (personal and professional training tool, 2012) <p>Dr Llamas</p> <ul style="list-style-type: none"> - 2006-2009: Lecturer of English for specific purposes, EIVP (Master’s Degree in Urban Engineering) - 1991-2005: Lecturer of English for specific purposes, University of Valladolid (Master’s degree Telecommunications Engineer)
<p>e. assessment or audit expertise</p>	<p>Professor van der Sijde</p> <ul style="list-style-type: none"> - midterm review “lectoraat Ondernemerschap & Riscico” (Noordelijke Hogeschool, Leeuwarden, 2011) - review “lectoraat Publieke Zaak” (Hogeschool Arnhem-Nijmegen, 2014) - Master Business Administration (Hogeschool Nijerode, Breukelen) – 3 panels in 2013, 2015, 2016 - chair of the accreditation panel for the Special Commendation “Ondernemen” – 5 programmes at the Hanze University of Applied Sciences, Groningen (and Leeuwarden, 2014) <p>Mr Abt</p> <ul style="list-style-type: none"> - since 2015: member of the FIBAA Accreditation Committee für Programmes - since 2006: expert practitioner in ca. 80 accreditation procedures for four different agencies for quality assurance, e.g.: 2015 (among others): “International Logistics & Supply Chain Management”, M.Sc., “Global Logistics and Supply Chain Management”, M.Sc. (Germany)

¹ This includes, for example, distance learning, work-related courses, flexible education, skill-oriented education or education aimed at excellent students. Testing expertise can be demonstrated by, for example, certificates such as BKO/SKO/BKE/SKE or participation in, for example, testing and examining boards.

	<p>“Master in Regional Economics and Territory Management”, “Master in Total and Strategic Management” (Kazakhstan)</p> <p>“Institutional Strategic Management Accreditation des Department Management” (Austria)</p> <p>2016: “Tri-Continent of Global Supply Chain Management”, M.Sc., “Immobilienwirtschaft / Real Estate”, M.Sc., “Advanced Management”, B.A. (Germany)</p> <ul style="list-style-type: none"> - participation in accreditation procedures of BA and MA degrees, as well as both national and international system accreditation procedures (Austria, Switzerland, Netherlands, Kazakhstan, Tartastan) (see examples above) <p>Mr Kooi</p> <ul style="list-style-type: none"> - internal Auditor at NHTV, University of Applied Sciences, Breda (producing accreditation documents for own university) - previously: Chairman of the Board of Examiners and Testing Cie. - educational manager at University (programme level) (current) - chairman of the Curriculum Cie. (current) - overseeing the establishment of the Teaching and Exam Regulations (current) - member of Educational Board (NHTV, Breda University of Applied Sciences) (current) - member of the National Hotel Management Schools Project grup “Vreemde Ogen Dwingen” focused on improving the quality of testing in higher education (current) - project member responsible for determining and writing the educational and professional profile for the Dutch Hotel Management Schools (current) <p>Ms Ekhardt</p> <ul style="list-style-type: none"> - peer reviewer of FIBAA since 2016 as student expert <p>Dr Llamas</p> <ul style="list-style-type: none"> - expertise in internationalisation, quality assessment and peer viewing acquired as Director of International Relations (EIVP) - since 2015: ECA (European Consortium for Accreditation) – Expert and Peer reviewer - since 2013: ECA – CeQulnt expert - Bologna Process expert for Engineering (University of Valladolid) - memberships: Direction Board (EIVP), Education Board (EIVP), “Junta de Centro” (ETSIT management
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	<p>assembly) and “Comisión Permanente de Ordenación Académica” (permanent commission for academic organisation) at ETSIT Valladolid</p>
<p>f. student-related expertise</p>	<p>Ms Ekhardt</p> <ul style="list-style-type: none"> - since 10/2013: student of Business Administration, University of Applied Sciences Neu-Ulm (HNU) (International Management & Leadership, Corporate Finance) - since 2014: consultant and Head of Department “University Relations” at “ponte consult e.V.”, junior enterprise at HNU



Statements of independence

Will be added

Annex 2. Documents reviewed

- 01A - FIBAA Peer Reviewers Report 2012
- 02A - Current Programme Fact Sheet
- 03A - The development of 5 Schools
- 04A - WUAS Basic Organisation Chart
- 05A - Statistical Charts of Student Registrations
- 07A - The IBA Final Qualifications
- 08A - The Professional Profile
- 09A - Professional Profile versus Final Qualifications
- 010A - IBA Final qualifications in relationship with the Dublin Descriptor
- 011A - IBA Final Qualifications versus AUAS Domain Competencies
- 012A - IBA Final Qualifications versus Aims and Objectives of Modules
- 013A - Detailed Aims and Objectives of Modules versus IBA Final Qualifications
- 014A - The Professions - Alumni Examples of Positions and Sectors
- 015A - Admission and Selection Procedures
- 016A - The Admissions Process
- 017A - Transparency of Admissions Decisions and Success Rates to all Stakeholders
- 018A - IBA Curriculum
- 019A - IBA EEG - Education and Examination Guide
- 020A - 2nd Foreign Language Modules in the IBA curriculum
- 021A - Balance and Vertical and Horizontal Cohesion of the IBA Programmes
- 022A - Alignment of Module Subject Categories per Specialisation
- 023A - Enquiry into the Quality of the Examination System at WUAS
- 024A - Internationality of Student Body
- 025A - Internationality of Staff Body
- 026A - The Graduation and Examination Board
- 027A - The Education Board
- 028A - Role and Responsibilities of Dean School of Business
- 029A - The Role of the Academic Dean
- 030A - WUAS Advisory Board and Advisory Bodies
- 031A - Example Work Placement Companies and Organisations of WUAS Students 2016
- 032A - An Example of a Crowdfunding Project Week
- 034A - WUAS Academic Staff Curriculum Vitae
- 033A - Staffing Figures at WUAS 2015
- 035A - Introduction to the WUAS Quality System
- 036A - Quality Handbook 2015-2016 -Complete in PDF
- 039A - Current Academic Partnerships
- 040A - Teaching and Learning Methods in the IBA Programmes
- 041A - The Modular Construction of the IBA Programmes
- 042A - Work Experience and Industry Exposure



- 043A -Turnitin Software at WUAS
- 044A -Study Agreements
- 045A - WUAS NVAO IBA SA vR1
- 046A -Internationalisation at WUAS
- 047A-1-GA-FP Marking Sheet IBA-BHM_Consultancy Assignment
- 047A-2-GA-FP Marking Sheet IBA-BHM_BusinessPlan
- 047A-3-GA-FP Marking Sheet IBA-BHM_Acdemic Assignment
- List of Final Projects 2015-2016-2017
- 037A - Example of Module Evaluation System
- 038A - All Module Guides IBA Programmes 2016

Further documents available to the panel during site visit:

- List of graduates (alumni tracking study)

Annex 3. Site visit programme

Overview

Date:	March 29 th – 31 st , 2017
Institution:	Wittenborg University of Applied Sciences
Programme:	International Business Administration (BBA)
Location:	Laan van de Mensenrechten 500 and Spoorstraat 23, 7331 PE Apeldoorn, the Netherlands

Programme

Day One

1 st Day: March 29 th , 2017	
Until 12:00	Arrival at WUAS (Laan van Mensenrechten)
12:00 – 14:30 (Room B3.10)	Internal panel deliberation (preparatory discussion and insight of given materials (teaching and learning materials, examinations results))
14:30 – 15:15 (Room B3.10)	<p>Reception</p> <ul style="list-style-type: none"> - Introduction of the FIBAA Team - Introduction of the representatives of Wittenborg University <p><i>Short presentation (approx. 15 mins) on the structure, classification and goals of the study programmes at hand in the overall structure and strategy of the HEI, or the associated faculty, possibly including a following discussion.</i></p> <p><u>Participants from WUAS:</u></p>

	<p><u>Maggie Feng</u> (China)</p> <p>Maggie is CEO at WUAS and a member of the WUAS Executive Board. As board member, her portfolio covers Facilities, Student Support & Administration, Student Housing, HRM, Local and Regional Government, Research Centre and importantly External Relations with the Professional Field. Maggie naturally also manages WUAS' important relations with a number of Chinese Universities and government agencies in China.</p> <p><u>Peter Odgers</u> (United Kingdom)</p> <p>Pete is representing the University of Brighton, WUAS' most important academic partner. Pete is available to discuss the partnership and answer questions regarding it. Pete has been working closely with WUAS since 2009.</p>
<p>15:15 – 17:15 (Room B3.10)</p>	<p>Panel interview with the programme management (no presentation)</p> <p><i>Main topics: Goals and position of the programme in regard to labour and educational market, curriculum (structure and content, employability), examination frequency and organisation, teaching and learning, support of students, programme administration</i></p> <p><u>Participants from WUAS:</u></p> <p><u>Dr Rauf Abdul</u> (Pakistan)</p> <p>Rauf is the Dean of the School of Business and responsible for the curriculum and operations of the bachelors and masters programmes. Rauf is also responsible role for the appointment of academic staff. Rauf regularly publishes in his field of HRM, and is active in WUAS' research projects.</p> <p><u>Esther Gitonga-Bakker, Msc</u> (Kenya)</p> <p>Esther is the Dean of the School of Hospitality & Tourism and is responsible for the curriculum and operations of the bachelors and masters programmes offered in the hospitality, tourism and event</p>

	<p>management specialisations. Esther is currently undertaking a PhD in Sustainable Tourism at Wageningen University, that is joint supervised by a professor from WUAS.</p> <p><u>Dr Regina Kecht</u> (Austria)</p> <p>Regina is Wittenborg's (interim) Academic Dean. Based in Vienna, she regularly travels to the Netherlands, and has taken on the role of academic oversight for the whole institution. Regina was closely involved in the writing and review of the Self-Assessment for the IBA re-accreditation, as Wittenborg's Dean Dr Jacques Kaat is sadly sick and unable to attend.</p> <p><u>Annemarieke Lent, MA</u> (Netherlands)</p> <p>Annemarieke is the independent chair of the Examination & Graduation Board.</p> <p><u>Lucy Omwoha, MSc</u> (Kenya)</p> <p>Lucy is education operations manager and together with Bas van Santen manages the organisation of the curriculum and examinations for the bachelor's programmes, including timetabling, books, module guides, etc. As Bas has a hearing disability, he is available for a one to one interview if required.</p> <p>Lucy is also one of the key Process Tutors for bachelor's students.</p>
17:15 – 17:30	Break
17:30– 18:30 (Room B3.10)	<p>Panel interview with responsible staff for internationalisation</p> <p><i>Main topics: Goals/learning outcomes, contents, intercultural aspects, internationality of teaching staff, students, didactics, assessment</i></p> <p><u>Participants from WUAS:</u></p> <p><u>Peter Birdsall, MA ed.</u> (UK / Switzerland)</p> <p>Peter is the Chair of the Executive Board and his main responsibilities are Education (Director of the Education Board),</p>

Finance, ICT, and Internationalisation / International Relations, as well as relations with National Government and organisations. Peter has worked in Dutch higher education since 1995, when he was first appointed by the Hogeschool IJssel in Deventer (now Saxion) to 'internationalise the curriculum. He was head of the international office there until the move to WUAs in 2002.

Peter originally wrote the concept of the IBA bachelor's programmes, in 2003, and also writes the first drafts of the self-assessments for accreditation.

Karen Penninga

Karen is a member of the Executive Board and her key responsibility is Strategic Policy, including the development of the Act of Higher Education, the Code of Conduct for international Dutch Higher Education, relations with the Immigration Services, lobby activities, and a host of other legal affairs matters. Karen also shares HRM responsibility with Maggie. She is currently following the WUAS' MBA (part-time), and has looked closely at the concept Transnational Education, in relation to the Vienna Campus and was also involved in discussions with the Ministry (through NRTO) for the change in the law planned for next year that will fully enable TNE.

Tim Birdsall (UK / Switzerland)

Tim is based in Vienna, however spends much of his time working around the world as a consultant for diverse multinational companies. As director of 'Wittenborg University Network' he combines his consultancy work with linking WUAS' programmes to the international requirements of the corporate world, by introducing ideas and concepts in the professional development parts of the programme, for instance Project Weeks. Since this year, Tim has taken on the role of the International Sales Director for WUAS and is currently working with international agents and higher education partners in numerous countries.

18:30 – 19:00	Internal panel deliberation
19:00	Transfer to Hotel: Dinner

Day Two

2nd Day: March 30th, 2017

Until 9:00 Transfer to WUAS (Laan van de Mensenrechten 500)

9.15 – **Panel interview with 4 lecturers** (full-time and part-time lecturers, one
10:30 interviews with all participants, no presentation)

(Room
B3.10) *Main topics: Support of students, teaching content, didactics/methods,
involvement in decision making, staff education and qualification,
internal cooperation and exchange/commutation*

Participants from WUAS:

*IBA Lecturers and taught modules (list includes MBA and MSc modules
also, for completeness.*

Adeyemi Banjo, MBA, MSc (Nigeria)

Current modules taught:

Year	Phase	Module	Specialisation
2	1	Administrative Organization Management	All IBA
3	2	Public Relations and Sales	IBA MC
1	1	Modern Principles of Marketing	All IBA
2	2	Marketing and Communication	IBA MC
3	2	Mass Communication	IBA MC
4	3	Niche Marketing	IBA MC
2	2	Information Management	All IBA
3	2	Website Design and Benchmarking	IBA MC, IM
2	1	New Business Environment	All IBA
4	3	Niche Marketing	IBA MC
1	1	IT, Office Software & Automation	Support
1	1	IT, Office Software & Automation	Support

Bert Meeuwsen , MBA, M.Ed (Netherlands)

Current modules taught:

Year	Phase	Module	Specialisation
4	3	Corporate Entrepreneurship	IBA MC, IM, ITL,
4	3	Advanced Corporate Strategy	All IBA - no EBA
1	1	Management, Leadership & The Organisation	All IBA
3	2	Economics & Corporate Strategy	EM
4	3	Advanced Corporate Strategy	All IBA - no EBA,
4	3	Corporate Entrepreneurship	IBA MC, ITL, IM,
2	2	Managing Organisations	All IBA
2	2	Introduction to Entrepreneurship	All IBA - no HBA,
4	3	Entrepreneurship & Society	EBA

Dr Saskia Harkema (Netherlands)

Current modules taught:

Year	Phase	Module	Specialisation
1	5	(EI) Entrepreneurship	MBA
1	1	Intercultural Management	All IBA
2	2	Business Philosophy	All IBA
1	5	(GM) Consultancy	MBA
1	5	(EI) Entrepreneurship	MBA
6	5	Consultancy	Tourism EL 2 MS
6	5	Innovation creativity and entrepreneurship	Event+Hospitality
2	2	PDP 2 Seminar - Conflict Management	All IBA
1	1	Organisational Theory	All IBA, no EBA,

6	5	(GM) Consultancy	MBA
3	2	Enterprise Diagnostics & Evaluation	All IBA no HBA

Dr Alexander Bauer (Germany)

Current modules taught:

Year	Phase	Module	Specialisation
2	2	Marketing Research	All IBA- no MC
1	5	(EI) Entrepreneurship	MBA
1	5	Marketing Management	MBA
4	3	Business strategy - UOB	HM - dual degree
1	5	Operations Management	MBA
3	3	Customer Relationship Marketing - UOB	HM - dual degree
6	5	Mgt Strategy in a Global Business Environment	All MSc
1	5	International Management	MBA
2	1	European Law	All IBA - no HBA
3	2	CRM & Software Management	IBA IM
1	5	(GM) Globalisation, Society and Culture	MBA
4	3	Business strategy - UOB	HM - dual degree
1	5	Operations Management	MBA
3	3	Customer Relationship Marketing - UOB	HM - dual degree
1	1	PDP 1 Seminar - Entrepreneurial Capacity	All IBA
1	5	International Management	MBA
1	5	Strategic Management	MBA
6	5	(GM) Consultancy	MBA

10:30	–	Break
10:45		
10:45	–	Panel interview with current students and graduates (one interviews with all participants, no presentation)
12:00		
(Room B3.10)		<p><i>Main topics: Study structure, study process, study content, consultation and support for students, examination organization, potentially internships, terms abroad, field trips, working conditions, administration support, workload, involvement in decision making, evaluations)</i></p> <p><u>Participants from WUAS:</u></p> <p><u>Current Students</u></p> <p>(Mr) <u>Suseenthan Sivakumar</u> (Sri Lanka) IBA Economics & Management (Phase 3)</p> <p>(Mr) <u>Muhammad Usman</u> (Pakistan) IBA Information Management (Phase 3)</p> <p>(Ms) <u>Jenny Chen</u> (Netherlands) IBA Economics & Management (Phase 3)</p> <p>(Mr) <u>Takhir Adilzhanvor</u> (Kazakhstan) IBA Real estate Management (Phase 2)</p> <p><u>Graduates</u></p> <p>(Ms) <u>Maaike Nuyken</u> (Germany) IBA Economics & Management</p> <p>(Mr) <u>Marius Zurcher</u> (Switzerland) IBA Economics & Management</p> <p>(Ms) <u>Brenda Evan Uzoma</u> (Nigeria) IBA Event Management</p>
12:00	–	<i>Internal panel deliberation</i>
13:00		<p><i>(Lunch/Snack)</i></p> <p>Lunch and Refreshments in <i>Room B3.07</i></p>

<p>13:00 –</p> <p>14:00</p>	<p>Round tour through the facilities (seminar rooms, computer cluster, library etc.)</p> <p>The tour will include a short walk (5 minutes) to the Spoorstraat location.</p> <p><u>Participants from WUAS:</u></p> <ul style="list-style-type: none"> • Peter Birdsall • Maggie Feng
<p>14:00 –</p> <p>15:15</p> <p>(Room B3.10)</p>	<p>Panel interview with the administration staff (one interviews with all participants, no presentation)</p> <p><i>Main topics:</i></p> <ul style="list-style-type: none"> - support of students - programme organisation - career consulting - alumni activities - financing - quality management, evaluation <p><u>Participants from WUAS:</u></p> <p><i>Names / function</i></p> <p><u>Florian Oosterberg</u> (Netherlands) Florian is Senior Admissions Officer. She is currently completing her Master degree at the University of Leiden, where she has studied Sinology (Chinese Language and Culture). Florian is also partially responsible for maintain relations with international higher education institutions in the Netherlands, such as Nuffic, Mobstacles, Dhenim, and the IND. She also regularly works with the Netherlands Education Support offices (NESO's) around the world, as well as study abroad agencies and partner universities.</p> <p><u>Adrienne Jonquiere-Breure, MSc</u> (Netherlands) Adrienne is responsible for the coordination of Work Placement in the bachelor's programmes, and also assists masters students looking for work placement when required. Adrienne also works closely with Maggie</p>

and Tim managing, nurturing and developing WUAS' external relations in the professional field.

Harry Maatjes, Ing (Netherlands)

After many years working at WUAS as a lecturer and Quality manager, Harry is now WUAS's external Quality Advisor, overseeing the development of the Quality System and challenging WUAS to raise its Quality System to a higher level.

Santosh Aryal (Nepal)

Santosh is Student Registrar and is responsible for all admissions at WUAS. Santosh is deputised by the Graduation & Examination Board to carry out admissions and reports directly to them regarding entry into the programme and graduation. Santosh studied IBA at WUAS in 2005-2006 and has worked for the institute since then. He is currently following the MBA programme part-time.

Daniel O'Connell (Ireland)

Daniel has worked at WUAS since 2004 and is responsible for the foundation year programmes, IELTS testing, and overall student support in the context of academic English. In the IBA programme he is responsible for the Personal Development Plan module of all IBA students.

Myra Qiu (China)

Myra is WUAS Event Officer, having just completed the Master of Science in International Event Management at WUAS. Myra also leads the 'China Desk', working with Florian for Chinese admissions, and also with Maggie to maintain and develop WUAS' Chinese relations. She combines her tasks with being a Process Tutor for IBA bachelor's students and is also co-organiser of the IBA project weeks.

Sadaf Sakhi (Afghanistan)

Sadaf is the WUAS' Front Desk manager and is often the first person in the non-academic student support system for all WUAS students.

<p>15:15 –</p> <p>16:00</p> <p>(Room B3.10)</p>	<p>Panel interview with representatives from the location Amsterdam and the location Vienna</p> <p><i>Main topics:</i></p> <p><i>Study organisation between campuses, facilities in Amsterdam and in Vienna, , learning environment in Amsterdam and Vienna (lecturers, student support, etc)</i></p> <p><u>Participants from Wittenborg University:</u></p> <p><i>Names / function</i></p> <p><u>Timo Timmerman, MA.Ed</u> (Netherlands)</p> <p>Timo is campus Dean at Amsterdam and responsible for managing the operations and delivery of the EBA programme there. Timo is also responsible for managing the location, student housing and facilities as well as marketing operations for the programme locally.</p> <p><u>Carol Tarr, MSc</u> (USA)</p> <p>Carol is the Course Leader of the EBA programme in Amsterdam and works closely with the Dean of the School of Business to ensure a quality delivery of the programme there. Carol is also a lecturer on the IBA programme in Apeldoorn.</p> <p><u>Dr Alex Bauer</u></p> <p>As a member of programme management, Alex will initially combine the role in Vienna of Campus Dean with that of IBA Course Leader there, until student numbers reach a level at which stage the role can be split. Although Alex spent 18 months living in Apeldoorn, he has returned to Vienna and now commutes to the Netherlands for his teaching.</p> <p><u>Tim Birdsall</u></p> <p>Tim’s main responsibilities in Vienna are marketing in the local market and working with Alex to maintain relations with WUAS location partner EWS.</p> <p>Both Alex and Tim will be supported by WUAS Academic Dean there.</p>
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16:00	–	Break / Internal panel deliberation
16:30		Refreshments in <i>Room B3.07</i>
16:30	–	Panel interview with external stakeholders
17:15		<i>Main topics:</i>
(Room B3.10)		<i>Involvement in the programme / development of the programme, involvement in quality assurance</i>
		<p>This meeting has been divided into two groups, the first are completely external stakeholders, the second is the newly developed, so-called ‘Programme Committee’ in line with NVAO requirements.</p> <p>1. Representatives from the external stakeholders / practice</p> <p>(Mr) <u>Ruud Dost</u></p> <p>Ruud is Chair of the WUAS Advisory Board. His career spans years of experience working at directors level in many national and international corporate companies.</p> <p>(Mr) <u>Leon Buter</u></p> <p>Leon is WUAS’ account manager at Rabobank in Apeldoorn and has followed development closely since the move to Apeldoorn from Deventer in 2010. WUAS regularly discusses its business plan with the bank, in order to carefully plan investment for the future.</p> <p>(Mr) <u>Victor Ledeboer</u></p> <p>Victor represents local government is liaison officer for WUAS with the municipality of Apeldoorn (Aldermen, Counsellors and Mayor) and supports the development of the institute from the perspective of the municipalities’ (and province’s) long term strategy and development.</p> <p>Mr) <u>Marcel Veening,</u></p> <p>Marcel is WUAS’ contact person for work placement at Center of Excellence for new media technology, Apeldoorn’s innovation platform. In connection entrepreneurs and education partners, the international setting (and therefore WUAS is important.</p>

	<p>(Mr) <u>Karel Klosse</u>, Karel is WUAS' contact person for work placement at local Apeldoorn hospitality company Echoput. As Echoput hosts a great number of international guests, they appreciate the collaboration with WUAS' international students.</p> <p>(Mr) <u>Eduard Vorsterman van Oijen</u> Eduard is a coach & consultant and is one of WUAS' external and independent markers for Graduation Assignments / Final Projects</p>
<p>17:15 – 2. IBA Programme Committee 17:45 (Room B3.10)</p>	<p>In 2017 the first Programme Committee IBA was formed.</p> <p><u>George Bosire</u>, MBA George is Lecturer and Researcher at WUAS, and also Final Year Process Tutor and an Academic Supervisor for some students. George teaches Business Accounting, Logistics, Cost Accounting & Management, Procurement & Production, Supply Chain Management, Cost Accounting & Management, Managing Sales and Accounts & Financial & Risk Management.</p> <p><u>Marieke Timmer</u>, MA Marieke is lecturer at WUAS and also leads the IBA Project Weeks in Phase 1 and Phase 2. Marieke also teaches a selection of Hospitality & tourism related modules.</p> <p>(Ms) <u>Nirusika Ratnasingam</u> (Sri Lanka) IBA Student - Economics & Management (Phase 2)</p> <p>(Mr) <u>Alexis Musita</u> (Rwanda) IBA Student - Logistics & International Trade (Phase 3)</p>
<p>17:45 – Transfer to Hotel 18:30 Dinner</p>	

Day Three

3 rd Day: March 31 st , 2017	
Until 9:00	Transfer to HEI
9:00 – 11:00 (Room B3.10)	Internal panel deliberation
11:00 – 11:30 (Room B3.10)	<p>Final review / feedback from the panel</p> <p><u>participants from WUAS:</u></p> <ul style="list-style-type: none"> • Peter Birdsall • Karen Penninga • Maggie Feng • Esther Bakker • Rauf Abdul • Regina Kecht • ... and any others who wish to join ...
11:30 – 13:00 (Room B3.10)	<p>Development dialogue regarding the further improvement of the study programme</p> <p><u>Participants from WUAS:</u></p> <ul style="list-style-type: none"> • Peter Birdsall • Maggie Feng • Esther Bakker • Rauf Abdul • Regina Kecht • Alex Bauer • Tim Birdsall • Lucy Omwoha
Approximately 13:00	<i>End of site visit</i>

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