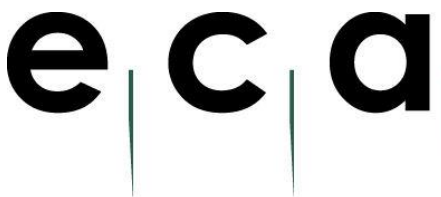


Assessment report

# Bachelor of Business Administration (BBA)

Wittenborg University of Applied Sciences

Certificate for Quality in Internationalisation



european consortium for accreditation



Assessment report

# Bachelor of Business Administration (BBA)

Wittenborg University of Applied  
Sciences

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**European Consortium for Accreditation in higher education**



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## 1. Executive summary

The Bachelor of Business Administration (BBA) offered by Wittenborg University of Applied Sciences (WUAS), the Netherlands, was assessed by the Foundation for International Business Administration Accreditation (FIBAA), Germany. 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 from July 12 to 13, 2023, at the HEI's premises in Apeldoorn, the Netherlands.

The panel concluded that WUAS has formulated and documented goals on internationalisation and intercultural aspects. The goals are designed in a way that a verification of their achievement is possible and stakeholders of the University are involved in these processes. Further, the internationalisation goals also explicitly include measures that contribute to the overall quality of teaching and learning.

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 important aspects of the BBA programme. As a result, the international content as well as cultural aspects and communication skills are appropriately provided in the BBA programme.

The teaching methods are designed to enable students to achieve the intended learning outcomes and the examination forms allow the lecturers to check adequately the achievement of specific international learning outcomes. The acquisition of intercultural skills is strongly promoted and the created learning environment is clearly above average in the view of the panel. The diversity of the teaching and administrative staff of WUAS, as well as the student body, has a direct bearing on the University's international profile and the quality of its academic programme. At WUAS, staff and students work together to foster a truly international and intercultural environment that is advantageous to all students and faculty. Nevertheless, the panel is of the opinion that WUAS should make more use of the opportunities offered by Erasmus+ and other cooperation so that the staff not only continues to gain international experience, but also becomes further involved in an international academic network.

To conclude, both the lecturers and the students can contribute their knowledge and experience based on their own cultural and social backgrounds in their studies and thus, promote the international orientation of the programme and the intercultural exchange.

## 2. The assessment procedure

This report is the result of the assessment of the Bachelor programme Bachelor of Business Administration (BBA) 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:

- **Prof. Ed Peelen, Panel Chair**, Professor of Content Marketing, University of Amsterdam (the Netherlands)
- **Prof. Dr. Bibiana Grassinger**, Professor of Marketing and Tourism Management, IUBH International University of Applied Sciences (Germany)
- **Prof. Dr. Marco J. Menichetti**, Professor of Business Administration, Banking and Financial Management, University of Liechtenstein (Liechtenstein)
- **Dr. Julian Rossig**, Director at Capgemini Invent (Germany)
- **Konstantin Schultewolter**, Student in Economics (B.A.), University of Cologne (Germany)

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 Adriane Janosch, Deputy Division Manager for 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 29 June 2023. The site visit took place on 12- 13 July 2023 at Wittenborg University of Applied Sciences (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. The panel finalised the draft report on 19 September 2023. It was then sent to the programme to review the report for factual mistakes. No factual mistakes were reported.

### 3. Basic information

<b>Qualification:</b>	Bachelor of Business Administration
Number of credits:	240 ECTS credits
Specialisations:	The administrative clustering of the specialisations into four pathways <ul style="list-style-type: none"><li>– IBA (International Business Administration)</li><li>– HBA (Hospitality Business Administration)</li><li>– MCI (Marketing, Communication &amp; Information Business Administration)</li><li>– EBA (Entrepreneurial Business Administration)</li></ul>
ISCED field(s) of study:	04 – Business, administration and law
<b>Institution:</b>	Wittenborg University of Applied Sciences
Type of institution:	(Private) Higher Education Institution
<b>Status:</b>	The Bachelor of Business Administration (BBA) programme, previously International Business Administration, is accredited by NVAO and by FIBAA. The programme is currently undergoing the process of re-accreditation with both organisations.
QA / accreditation agency:	NVAO / FIBAA
Status period:	Until 29 March 2024 (NVAO); until 29 June 2024 (FIBAA)

#### Additional information:

A specialty of WUAS' admission process is the possibility of enrolling six times throughout the year (September, October, December, February, April or May). This is possible due to the block system of the programme. This means that each taught module will be offered twice a year, for each cohort. The programme is organised in four pathways and students choose their BBA programme specialisation at entry but are able to switch their decision.

## 4. Assessment criteria

### Standard 1: Intended internationalisation

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#### 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.*

Internationalisation is one of WUAS key values that are emphasised in the mission statement of the institution which is stated as follows: “Contributing to society in Apeldoorn & the region by promoting excellence in the teaching and learning of international business and management, as well as creating the best environment for students and staff, where internationalisation, diversity and ethics set the premises for successfully *applied*-research informed global learning.”

In the Strategic Plan 2022-2026, strategic initiatives of WUAS are set up to achieve the mission, and with an internal perspective WUAS strategically aims to ‘Shape the Organisational Culture based on its Key Values’. A corresponding operational initiative further specifies that to achieve this, WUAS ‘Integrates its Key Values in the Curriculum & Processes’ for which the number one goal is to become best practice for internationalisation.

WUAS’ outlook is global, and it aims to maintain its independent status whilst being an international and diverse higher education institution in the Netherlands. The programme is aimed at international and local students who aspire to work within an international context in the fields of management and administration, either in business or non-commercial organisations. The programme is aimed specifically at providing graduates with a broad and equally balanced range of business, management and organisational knowledge, skills and competencies, that can be used within an international environment, whilst allowing them to specialise during the programme in an area of management that interests them and will allow them to create a more specific graduation profile to enhance their career development and success.

The main target groups for the BBA programme are:

- International students worldwide who are looking for a broad BBA programme allowing them to easily enter the job market, either at home or in the Netherlands, and possibly to continue their studies at Master 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.

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

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.

Further, WUAS advisory boards and panels play an important role in the development and reflection processes of the institution. Three different entities advise Wittenborg on its internationalisation with respect to its programmes and the institution as a whole:

1. **The Advisory Board (AB)** maintains an overview of the activities of WUAS within the realms of the Strategic Plan, and advises the Executive on its decisions, plans, proposals and operations within four different segments: Academics & Quality, Finance & Risk Control, Governance & Policy, Strategy & Branding.
2. **The International Academic Advisory Panel (IAAP)** further strengthens the academic oversight of WUAS and focuses on evaluation of (new) education programmes, with input on trends and new developments in management education and research, education strategy, accreditations and special WUAS educational issues.
3. **The Professional Field Panel (PFP)** reviews each year the Professional Profile, the Learning Competencies and the list of Specialisations of the programmes at both bachelor and master levels, and gives mostly advice in the following areas: learning competencies vs. module content, knowledge & skill requirements of the job market, alignment of programmes with the requirements of the job market and new trends & new specialisations.

#### Conclusion and recommendations

On the University's website, the objectives of internationalisation are displayed and rationally described. Additionally, WUAS sent the panel a copy of its strategic plan on attaining its internationalisation goal and vision. The programme's primary goals are to equip students with information and abilities they need to find employment and perform successfully well in an international setting or context. The University makes it clear that it values involving students from all over the world and giving them the opportunity to work abroad after graduation.

The main stakeholders are the faculty and students at WUAS. See Criterion 1b for information on their involvement. During the study programme, WUAS network of businesses, industry, and other organisations is used for job opportunities and collaborative initiatives. The panel had the opportunity to speak with representatives from the practice (such the chair of the WUAS Advisory Board) during the on-site visit. The further development of WUAS internationalisation is one key factor and a shared objective of all parties concerned.

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

**Criterion 1b: Verifiable objectives**

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

WUAS sets out its objectives and internationalisation goals in its Strategy Policy Internationalisation. According to this, the institution sees its role 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.

WUAS examines the professional pathways of its graduates to determine whether this goal has been accomplished. Former students frequently visit WUAS while they are in the Netherlands since WUAS normally maintains solid relationships with its most recent graduates. WUAS has partnered with an alumni network called Graduway after years of staying in touch with its alumni through social media sites like Facebook and LinkedIn. This enables WUAS to keep a closer eye on its alumni's careers and follow them when they change jobs.

Taking WUAS' mission statement, the BBA programme aims, through its international outlook, to enhance the teaching process and the learning process. The international mix of students and staff is to lead to an intercultural experience that shall enhance the lives and careers of the programme's graduates. WUAS programmes aim to specifically attract international students from around the world as well as local students who wish to study in an international environment at home. WUAS programme therefore aims to have at least 60 % of students from abroad, which represents at least 50 different nationalities at any one time.

WUAS programmes aim to have its entire teaching staff and the majority of its support staff with an international background and international experience. WUAS aims to have teaching staff that represent more than 15 nationalities at any one time and support staff of whom at least 50 % have a nationality other than Dutch.

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

- The BBA programme aims to ensure that every student has at least one international experience of study abroad during their studies.
- The BBA 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 BBA 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 BBA programme aims to encourage its staff to attend international conferences on a regular basis and will financially support this.

#### Conclusion and recommendations

WUAS considers the international composition of the student and faculty group as an important indicator of its internationalisation goals. Thus, the international mix of students and faculty should lead to an intercultural experience that should enrich the skills and experience of the programme's graduates. Those aims can be checked by the numbers of students/lecturers that participate in the offers of studying/teaching abroad and the number of international students and lecturers. Hence, the panel concluded that the objectives are verifiable. They do allow monitoring the achievement of the programme's as well as WUAS overall internationalisation goals.

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

#### **Criterion 1c: Impact on education**

*The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*

In its self-evaluation report (see pp. 13-14), WUAS presents the impact of the internationalisation strategy on education as follows:

- It creates the international classroom: all nationalities work together in one of the three locations where the study programme is offered: Apeldoorn, Amsterdam or Munich.
- English is the enabler of inclusivity as the main language of work and instruction at all study locations.

- Modules draw on international sources (literature) and perspectives. In 2022, all modules were reviewed as part of a national and international accreditation process to ensure all modules have international sources (literature) and perspectives incorporated. The partnership with services such as Perlego entitles faculty and all students to access almost a million different titles.
- All programmes have an international character in terms of content and incorporating various perspectives carried out in an international setting. All assignments, projects and final theses (graduation assignments) have an international aspect to them.
- International Work Placement(s) becomes a requirement: the international aspect of the companies is a required aspect of the work placements and internships (compulsory and non-compulsory) in the programmes, but it is also a feature sought and desired by the students themselves.
- As a result, WUAS graduates find international employment around the globe, since during their studies they could enhance and make their competitive advantage the ability to communicate and interact internationally with various different cultures (intercultural/cross-cultural communication competencies).
- The strategy opens up opportunities in education for local, national and international collaborations for the benefit of Apeldoorn and the region.

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.

#### Conclusion and recommendations

The panel concludes that the internationalisation goals fully relate to teaching and learning and contribute to the overall quality.

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

#### **Overall conclusion regarding Standard 1. Intended internationalisation**

WUAS has formulated goals on internationalisation and intercultural aspects. The objectives are listed and made public in internal documents or in a more condensed form on the WUAS website. The objectives are set up so that their accomplishment can be verified. The verification is conducted using tools like student evaluations, stakeholder feedback, or quantitative data that shows the percentage of international teachers and students. Furthermore, WUAS tracks the BBA graduates to check if the overall aim of providing students with competencies and skills for working in business all over the world is achieved.

Finally, the internationalisation goals also explicitly include measures that contribute to the overall quality of teaching and learning.

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

## **Standard 2: International and intercultural learning**

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### **Criterion 2a: Intended learning outcomes**

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

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

In addition, the acquisition of intercultural communication competence by the students is set as an important learning outcome. Therefore, intercultural reflection is formally promoted in the modules and in the group work of the project weeks. Workshops focusing on communication and incorporating intercultural competences and skills are offered during the study programme. The specific learning outcomes are reflected in the module descriptions and are stipulated there.

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

According to the *Core Overall Final Qualifications* the BBA programme graduate is able to:

1. **Understand** – Understand the BBA body of knowledge and apply its concepts and theories to current business practice in an international and intercultural context.
2. **Adopt** – Adopt appropriate management and leadership roles to strategic policy issues and decision-making processes in an international and intercultural context.
3. **Communicate** – Use communication skills and critical analysis skills in order to improve effectiveness of business processes.



4. **Conduct (Research)** – Conduct individual and group research in the area of international business or management practice.
5. **Self-develop through lifelong Learning** – Apply skills for continuous personal development.

These Core Overall Final Qualifications are also set out in the Diploma Supplement and are thus also communicated transparently to public.

The overall learning outcome of the programme is to provide the students with the knowledge and abilities needed to function in any nation's business sector. As a result, the BBA programme seeks to include international and intercultural learning outcomes into all pertinent areas and 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 objectives of each module which are mapped to those core final qualifications are described in detail in the module guides. The following three examples of learning outcomes represent modules from all three phases:

#### **Phase 1: Intercultural Management**

- Understand the various theoretical perspectives and practical approaches to dealing with culture, cultural difference, and cultural change within the framework of international business.
- Understand management practices in different cultural environments.
- Identify some of the factors that influence how decisions are made in intercultural management contexts.
- Describe and explain key models used for comparing cultures, critically assessing the practical value of these in the context of cross-cultural management decision making.
- Develop personal approaches to manage cultural challenges in an international business context.
- Identify and analyse how disputes and conflicts arise, and how they might be resolved in cross-cultural management context.
- Reach a decent level of understanding of culture and its uses to build more effective business relationships.

#### **Phase 2: International Communication**

- Understand the historical context of international communication.
- Understand the role and responsibility of the international communication in the organisation 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.
- Analyse 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: Festivals and Events: A Cross-Cultural Comparative**

- Demonstrate an understanding of the complexity of the festivals and events industry in terms of genre and impacts.
- Analyse and evaluate key cultural issues surrounding the production and consumption of festivals and events.
- Critically examine the significance and impact of distinctive socio- economic and political contexts, ideological discourses as well as the on-going globalization process for the festival and events market, and their stakeholders.
- Critically compare selected cultural aspects and developments of the events industry in various countries.

#### Conclusion and recommendations

WUAS has outlined the specific learning objectives for each module throughout the programme in the relevant module guides in accordance with the general learning outcomes of the BBA programme. Each student at WUAS receives these guides at the start of their studies, including information on the course material, learning objectives, and location of the module within the larger scheme of the programme. According to the panel, there is a correlation between the module learning outcomes and the programme's overall general international learning outcomes.

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.*

At WUAS, an 'executive, independent' Graduation & Examination Board (GEB) oversees the operations, quality and methods of examinations at the institute. Two members, including the Chair of the GEB are independent external members. All modules in the BBA programme have an examination or assessment clearly defined in the module guide. 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 BBA programme.

WUAS describes the types of examination that are available to teachers to use in their modules in Part 5 Education and Examination Guidelines (EEG):

- Written Examination (open and closed-book examinations)
- Assignment/Report/Essay
- Project Work
- Language Test (Reading, Writing, Listening & Speaking)
- PDP Portfolio/Work Placement Journals
- Participation
- Oral Presentation/Oral Interview
- Digital/Multimedia Assessment

In 2018, standardised answer keys were developed, which reflect the aims and objectives of the modules and the cognitive level of skills needed for the students to complete each task. The type of examination used per module is set by the Education Board, in consultation with the teaching staff and fixed in the module guide.

A partially new continual process has been set up by WUAS for the programme assessment, the assurance of learning (henceforth AoL) system, implementing an outcome-based approach to measuring the curriculum. The AoL system is being implemented as an addition to the programme development process. The competency goals defined per each programme are mapped to the five core final qualifications (see Criterion 2a), ensuring the competencies to be measured in the AoL process are consonant with the school's mission statement. AoL is a method of looking at the programmes from a holistic, educational and institutional point of view, through which the success of the study and curriculum in relation to the students' learning is reviewed, in such a way that students can be guaranteed to have achieved the learning goals, and that they have been able to meet their expectations. The AoL further enhances the quality system on programme development by involving all stakeholders, by course-embedded (direct) and stakeholder perception-related (indirect) measurements of student performances.

It is also crucial to discuss the teaching techniques and the WUAS environment in addition to the formal exams. The students continuously hone their personal skills in forms of working and communicating in an international context and demonstrating their growth to the instructing lecturer through group projects, presentations, and discussions in various modules.

### 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.*

To graduate, WUAS Bachelor students are required to write individual final projects that challenge them to use at least research methodology that complies with the level of a Bachelor at a university of applied sciences. The final project has been carefully structured, and students are given a clear timetable of submission based around the block system, which is described and presented in the Graduation Assignment & Final Project Handbook Part 8 in the Education and Examination Guide.

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 internationally accepted "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 or minor). Assessment criteria for the final project are as follows:

- Design and conceptualisation of project
- Intellectual engagement, knowledge and understanding
- Methodology and research methods
- Analysis and Evaluation
- Structure, organisation and presentation
- Oral Defence

Reflecting the kind of employment WUAS graduates are able to pursue, WUAS prides itself with the following employment successes of alumni:

- Turkish graduate being Corporate Credit Analyst at Credit Bank Europe N.V. in the Netherlands,
- German graduate being Manager in Team Development at IKEA Group in Switzerland,

- Dutch graduate being Administration and Payroll Specialist in Poland, or a
- Georgian student being Data Quality Steward at Mercedes-Benz Financial Services in the Netherlands.

The panel had the chance to look over sample module exams. The panel was also given information throughout the interview rounds and on paper regarding the current employment status of BBA programme graduates. A provided list showed where the graduate works (country) and in which position.

In general, the panel received positive feedback from the discussions with students, graduates and representatives from the professional field regarding the level of learning outcomes achieved. All these groups made it clear that the programme contributes to the satisfactory achievement of these international and intercultural learning outcomes and how the assessment was focused on this.

#### Conclusion and recommendations

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

The job positions of the graduates also reflect the BBA programme's internationalisation. The majority of WUAS graduates either work abroad (some in their native countries and some in third countries) or in the Netherlands for international businesses or in international settings. The panel acknowledges that WUAS has implemented the alumni platform graduates (see Criterion 1b), which allows the university to track graduates more systematically and give WUAS reliable data.

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

#### **Overall conclusion regarding Standard 2. International and intercultural learning**

The panel concluded that the learning objectives for the modules incorporated the overall programme's internationalisation learning outcomes. The assessment options give the lecturers the ability to utilize fair examination forms to assess the specific learning objectives for each module. As a result, the international content as well as cultural aspects and communication skills are checked in the BBA programme in a plausible form. The various assessment methods are continually examined to determine their appropriateness and alignment with the specified learning objectives. It is made sure that there is a good ratio between the various evaluation formats and the individual and group assignments. Graduate

employment demonstrates the effectiveness of the WUAS' internationalisation approach for the BBA programme.

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

### **Standard 3: Teaching and Learning**

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#### **Criterion 3a: Curriculum**

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

The content and structure of the curriculum are described in the Education & Examination Guide of WUAS. The programme is divided into three learning phases. Each phase is timetabled into a full academic year, in such a way that allows students to follow all modules from the phase, or only the required modules from that year.

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 panel learned that the subdivision of the curriculum into three phases, which the students have to complete one after the other, enables the students to start their studies at different points in time and still build up building knowledge first and then deepen and specialise it in the further phases. The different pathways and their specialisations enable thereby students to acquire additional competences and skills.

The Bachelor programme is aimed at providing graduates with a broad and equally balanced range of business, management and organisational knowledge, skills and competencies, whilst allowing them to specialise during the programme in an area of management that interests them and will allow them to create a more specific graduation profile to enhance their career development and success.

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. 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.

WUAS mentions in its self-evaluation report (pp. 17-18) and during the on-site visit the following common elements of the international curriculum:

- All students are given a diagnostic English Language test, based on the academic writing module of the IELTS curriculum.
- Attention is given throughout the programmes to the development of a student's English language skills and not only in ESL-related lessons; however, aspects of presentation and academic writing are continuous themes throughout the modular programme.
- Within various modules students look at many aspects of intercultural thinking and communication, also areas such as study habits and critical thinking, that will have an impact on their studies.
- Modules draw on international sources (literature) and diverse perspectives.
- 12 Project Weeks during Phase 1 and Phase 2 of the BBA programme, offers solutions to engaging students within a multi-cultural learning environment - students from a myriad of cultures learning how to work in teams and work according to the project-based teaching and learning methodologies.
- Personal Development Plan (PDP) is something that all BBA students go through from the start of their studies to the end: The 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.
- In 2019, it was decided to replace the foreign language elective with a compulsory Intercultural Skills for Managers, which had until then been an alternative for the third language module. However, at the same time intensive Dutch courses were introduced for all students, provided in the Study Weeks.
- The international classroom itself creates an international focus in modules, whether it comes from international case studies, or students and staff comparing systems, methods, processes, from a multinational and intercultural perspective.

The programme is offered twice a year with six entry points allowing for a carousel entry system. This means that each taught module will be offered twice a year, for each cohort. The BBA programme follows a modular block system in which the modules are offered in blocks of six weeks. Students study max. three modules each block. The panel appreciates the very flexible design of the programme with its various points of enrolment and the possibility to spread modules over a longer period of time. According to the panel, this has a positive effect on student's learning path, as it brings together different groups of students (students with less or more WUAS experience and different intercultural backgrounds) especially in the project weeks, which also has a positive influence on the cooperation among each other and the intercultural communication, which was also confirmed by the students interviewed during the site visit.

From the documents and during the interviews it also became clear that through the international mix of students and staff (see Standard 4 and Standard 5), the teaching in English, the possible international work placements or excursions (to e.g. UK and China), and the content of the curriculum students get an adequate international teaching and learning environment (see also Criterion 3c) and curriculum. Therefore, also the use of English language, working in international and diverse teams of varied sizes, and an interdisciplinary approach manifest the international and intercultural learning outcomes in the curriculum.

### Conclusion and recommendations

The panel concludes that the content and the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes. The international and intercultural content is widely spread over the three phases of the study programme. The modules' content is described in the module guides. With regard to the connection between theory and practice, theoretical questions are combined with practical exercises and examples. The project week and work placement in particular enable students to put what they have learned into practice in a professional international environment. Altogether, the panel found evidence that the module contents are in line with the intended international and intercultural learning outcomes of the modules.

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.*

At WUAS the module guides inform students on exactly how each module unfolds, what are the aims and objectives, the required and recommended literature, the module content and the teaching and learning methods. Each module will mostly incorporate international perspectives woven into the content and into the methods of teaching and learning. Throughout the Bachelor programme a balance of teaching and learning methods are used, including:

#### **Figure 1. Overview: teaching and learning methods**

##### **Teaching**

- Classroom lecturing
- Case study discussions
- Feedback and presentation sessions

##### **Learning**

- Compulsory reading
- Recommended reading
- Internet research



- Interviews and debates
- Video and film
- Company visits
- Discussion sessions
- Research papers
- Coaching and tutoring
- Work experience tutoring
- Dissertation coaching
- 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

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. The panel identified that the acquisition of intercultural competences and skills is particularly enhanced by, for example, the use of many international examples and case studies, group work that builds on the various international background of the students, as well as the use of the international experience of teaching staff. For example, not only case studies from the US or UK are used, but also case studies that are explicitly adapted to the student body in order to utilise the experiences of the students.

#### Conclusion and recommendations

The panel comes to the conclusion that the teaching methods — which are defined for each module in the module guides — are appropriate for delivering the intended international and intercultural learning outcomes. The study programme's didactical concept uses a variety of teaching and learning techniques (e.g. case studies, project work, group work) and pays close attention to how students' competencies grow over the course of the three phases. According to the panel, group and project work has a positive effect on student's learning path, as it brings together different groups of students, which also has a positive influence on the cooperation among each other and the intercultural communication.

The panel would also like to point out to WUAS that international students might also be interested specifically in the Netherlands and specific case studies/companies from there, so that these could also be integrated more strongly.

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.*

International outlook at WUAS is one of its main and driving characteristics, being also one of the core values that is sought by the school.

Following WUAS' mission statement, the BBA programme aims, through its internationalisation, 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). This is demonstrated in many different ways: the diverse, balanced mix of students from various international backgrounds (see Standard 5) and therefore the lack of a strong single national group, the means to support students (see Criterion 5c), the international teaching staff (see Criterion 4a), different opportunities of group and project work. This all contributes to an international educational environment.

Measures for creating such a learning environment are for example:

- *Faculty orientation*: focus on instructors' preparation of cross- cultural materials, culturally sensitive, pedagogical and didactic methods, and communication with highly diverse student clientele.
- *Faculty course materials*: strong emphasis on diverse English language materials from different, international perspectives. Programme management encourages all teachers to regularly update their material, their teaching methods and their interactions with students to reflect an international perspective and outlook.
- *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 *international classroom* itself creates an international focus in modules, whether it comes from international case studies, or students and staff comparing systems, methods, processes, from a multinational and intercultural perspective.
- *English language acquisition*: for non-native speakers of English the university offers a sequence of classes to improve English language skills.
- *Work placement*: WUAS' collaboration with international companies and organisations in the Netherlands and abroad allows for work placements that would add to students' development of a global perspective.

In addition, the panel views that the carousel entry system leads to a further positive effect on student's learning path, as it brings together always different groups of students especially in the project weeks, which also has a positive influence on the cooperation among each other and students learn to interact within an always changing international environment. Discussions with students and alumni also revealed that they feel well prepared for international jobs through the different perspectives of fellow students as well as project weeks that take place in an environment of different cultures, also with ever different and new students (due to the admissions carousel).

Furthermore, the University promotes total equality of students and staff, of cultures and genders and people with disabilities within the university. 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 BBA programme. The lecturers and their methods of teaching and working with students as well as the student body with various backgrounds and the use of English language in all modules as well as in all documents and materials enrich the international learning environment. The panel concludes that the learning environment is well suited for achieving the intended international and intercultural learning outcomes. The created learning environment is clearly above average in the view of the panel.

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

### **Overall conclusion regarding Standard 3: Teaching and Learning**

The panel concludes that the underlying criteria of this standard are meeting the requirements. International and intercultural content are key aspects of the BBA programme. Curricular content is filled with international content and materials, and the very diverse student body and teaching staff is also constantly taken into account and used in teaching and learning, setting an example in the context of international orientation.

The acquisition of intercultural competences and skills is central for the study programme and is strongly encouraged, for example, through the use of international examples and case studies, group work that builds on the various international background of the students, as well as the use of the international experience of the teaching staff. The created learning environment is above average in the view of the panel.

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

### **Standard 4: Staff**

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#### **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 educators who have permanent contracts and teach Bachelor and/or Master modules. They also have key roles in the management of the programmes, the schools, student support or in areas such as research, external relations, or staff development.

In order to find a balance between offering applied sciences degrees and at the same time ensuring it was supported by highly qualified academic staff, WUAS only employs faculty with at minimum a Master's degree. Since 2013, WUAS introduced a policy whereby faculty leaving were always replaced by a teaching staff member who has a Master's degree or a PhD.

The faculty body is currently composed as follows:

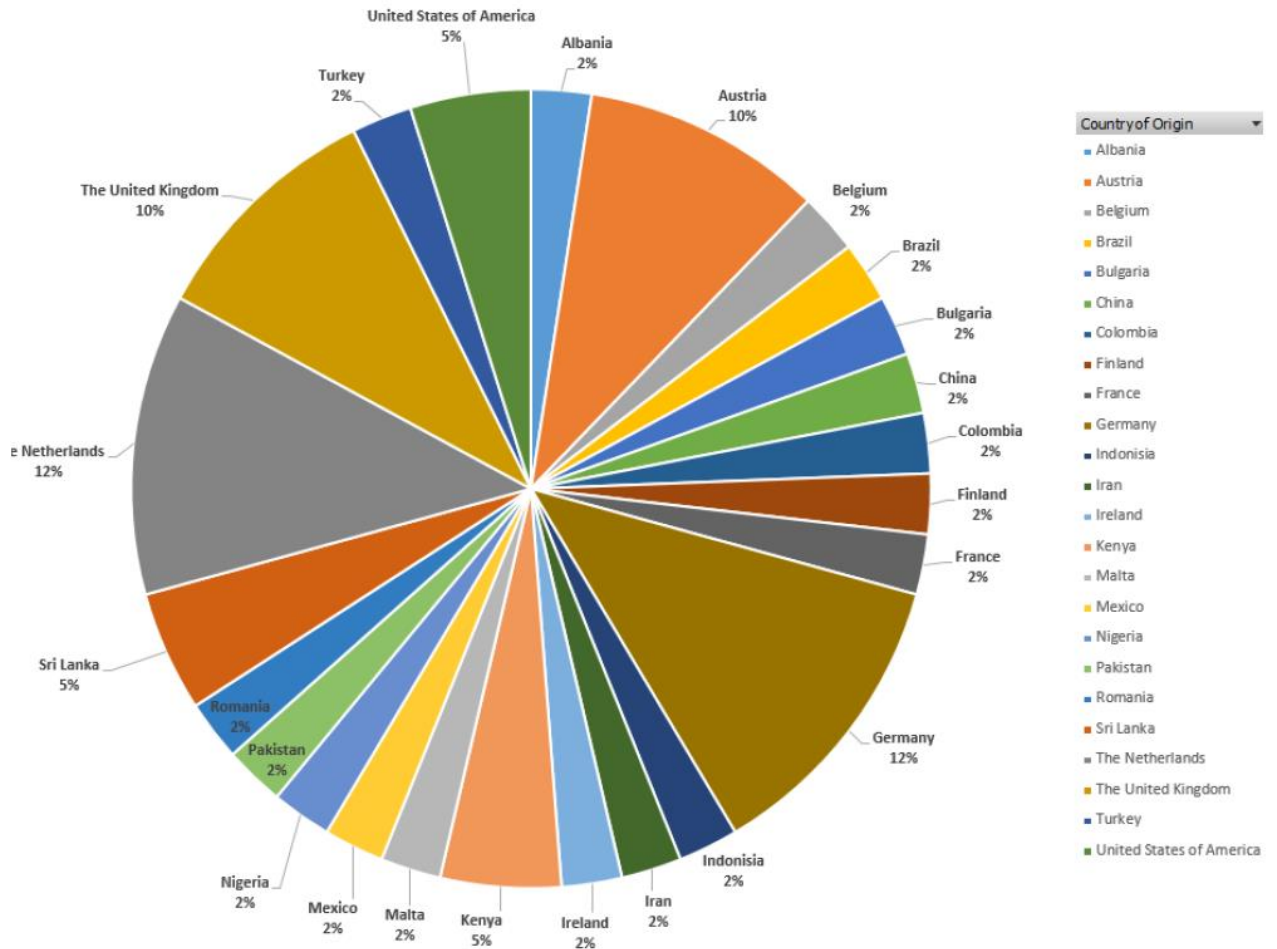
**Figure 1. Composition of faculty body**

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

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

At WUAS, international experience is seen as an important qualification. WUAS management and current regularly (employed) teaching and tutoring staff in the past years represent over 60 nationalities. The current faculty of the Bachelor programme represents around 35 nationalities (end 2022). An overview of the respective nationalities can be taken from the following figure:

**Figure 1. Overview: Teaching body's respective nationalities**



Many teaching staff are engaged for one or two modules a year, in either the Bachelor or the Master programmes, or both. This allows WUAS to offer students such a varying number of teachers and support staff.

Conclusion and recommendations

The structure and number of teaching staff corresponds with the programmes' intended objectives and requirement. A list of all lecturers and of the University's staff in general shows the availability of the required capacity to implement the programme and the panel concluded 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 (see criterion 4b). Their international experience, coming from various societal and educational backgrounds has an important impulse in realising WUAS internationalisation strategy.

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

**Criterion 4b: Experience**

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

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

The working language at WUAS is English. Therefore, English language competencies and skills are checked carefully when hiring teaching staff. In addition, WUAS offered its staff training in intercultural communication and generally dealing with an international student body.

In addition, the BBA programme aims to

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

Conclusion and recommendations

The CVs of the lecturers that were shown to the panel in the self-evaluation report contained evidence of the aforementioned foreign experience. The lecturers' own intercultural competences improved as a result of their job, study, and/or teaching abroad. All the lecturers have an international educational background and can therefore provide insights into their international experiences in their lectures. The panel concludes that one key factor in achieving WUAS' internationalisation objectives is the expertise of the teaching staff.

Due to the high presence of international lecturers in the programme management and regular teaching staff, the faculty as a whole is very internationally staffed (lecturers from different countries as well as lecturers with international academic experience). In the opinion of the panel, these international experiences and backgrounds of the lecturers are

a fundamental element, which contributes to further strengthening the intercultural competences of the students and shapes the profile of the study programme as well as of WUAS in total. WUAS can clearly demonstrate that it promotes the international experience of its lecturers.

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 processes to manage, develop and support faculty and professional staff over the progression of their careers have been developed into policies that result in the promotion of lifelong learning, for instance, through the WUAS Postgraduate Certificate in Teaching & Learning (PGCert), a UK (Advance HE) course taught at WUAS by the University of Brighton<sup>1</sup>, made available to all WUAS faculty until 2022. The PGCert focused on the development of the teacher, from a higher education perspective, and has an ‘action learning’ approach, where faculty use their actual day-to-day experiences teaching at WUAS to facilitate their learning.

The PGCert was shown to be a catalyst for faculty to further develop their own research ambitions, while also to venture further in study, with several core faculty embarking on preparation for doctoral studies. In 2022 WUAS did not offer its PGCert in teaching and learning due to the break with the University of Brighton (as a result of Brexit). WUAS now further develops the PGCert independently and aims to have it offered to faculty by September 2023.

Faculty and professional staff are involved in the Erasmus+ projects, in working together with partners in Germany and Austria, as well as internationalisation organisations such as the Dutch Nuffic and the European Association for International Education (EAIE), but the panel noted that not many of the staff are taking advantage of this opportunity. WUAS also has a member of management who represents private higher education on the board of the National Commission for International Students in Dutch Higher Education.

Recent support for staff development:

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<sup>1</sup> The University of Brighton has been WUAS’s longstanding education partner, since 2009. Due to Brexit the joint teaching of Brighton degrees at the WUAS campuses in Apeldoorn and Amsterdam ceased in 2020, however the two institutes hope to continue working together in the future on professional development.



- Supporting international staff to develop further in Dutch society and on the labour market by emphasising employability in personal development.
- Opportunity to participate in professional conferences/events: EuroCHRIE, external conferences such as NAFCA, IAIE, EuroCHRIE, ICEF.
- Since 2021, the Research Centre has provided events/workshops to faculty and staff to engage in career development activities, on publishing, qualitative research and related themes at the EuroCHRIE conference: <https://eurochrie.org/2022/symposiums-workshops/>
- Staff (team building) events: BBQ, cooking event, Christmas drinks. Given the internationality of WUAS, all events organised enhance international experiences and intercultural communication skills.
- The focus of WUAS Research Centre in 2023 will also be on staff mobility in order to enhance the school's internationalisation strategy as holder of the Erasmus Charter on Higher Education.

All WUAS programmes aim through its teacher-training programme to continually provide intercultural training to its teaching staff throughout the year. Wittenborg hosts a number of training sessions annually; one of these training sessions is on the topic of “The International Classroom” emphasizing the need for a special didactic and pedagogical approach towards a multi-cultural student audience.

Furthermore, WUAS aims to encourage at least five of its lecturers per year to teach at other institutes abroad or carry out academic peer reviews at other institutes abroad.

#### Conclusion and recommendations

Since the majority of the lecturers are from abroad, they have already gained their international experience and are also gaining international experience through teaching at WUAS. Therefore, the panel learned during the on-site visit that the interest in going to a third country for a period of time is limited. As a result, the Erasmus exchange opportunities are only occasionally utilized. Thus, the panel recommends that teachers should be made more aware of the Erasmus+ research and exchange possibilities as they have not yet taken advantage of them, so that they are also more integrated into the academic network (this would also be an added value with regard to the research-oriented goal of WUAS).

The panel concludes that the services offered to the personnel are appropriate given their composition.

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

#### **Overall conclusion regarding Standard 4: Staff**

The international composition of WUAS teaching and administrative staff as well as the international composition of WUAS student body (see Criterion 5a) have a clear impact on WUAS' international profile and the quality of studies. Staff and students together create a truly international and intercultural atmosphere at WUAS, which benefits all University members. All of the lecturers have an international educational background and can provide insights into their international experiences in their lectures.

WUAS offers sufficient services for the staff. In contrast to most higher education institutions nearly all staff members already gained international work experience in their lives. Nevertheless, the panel is of the opinion that WUAS should make more use of the opportunities offered by Erasmus+ and other cooperation so that the staff not only continues to gain international experience, but also becomes further involved in an international academic network.

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

#### **Standard 5: Students**

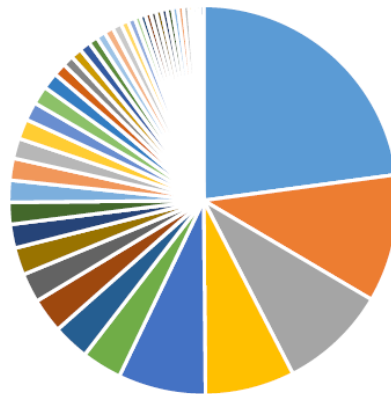
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##### **Criterion 5a: Composition**

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

More than 95 % of the student body is made up of international students and is currently composed of the following nationalities (status of 2022):

In the following is an overview of the currently represented nationalities in the Bachelor programme:



- |             |              |                |           |              |               |               |                |
|-------------|--------------|----------------|-----------|--------------|---------------|---------------|----------------|
| ■ Nigeria   | ■ India      | ■ Vietnam      | ■ China   | ■ Iran       | ■ Zimbabwe    | ■ Netherlands | ■ Russia       |
| ■ Sri Lanka | ■ Bangladesh | ■ Germany      | ■ Ukraine | ■ Pakistan   | ■ Indonesia   | ■ Cameroon    | ■ Morocco      |
| ■ Rwanda    | ■ Turkey     | ■ South Africa | ■ Ghana   | ■ Georgia    | ■ USA         | ■ Japan       | ■ Turkmenistan |
| ■ Egypt     | ■ Nepal      | ■ Spain        | ■ UAE     | ■ Uzbekistan | ■ Libya       | ■ France      | ■ Canada       |
| ■ Syria     | ■ Austria    | ■ Kazakhstan   | ■ Italy   | ■ Albania    | ■ Philippines | ■ Thailand    | ■ Gambian      |
| ■ Belarus   | ■ Uganda     | ■ Tanzania     |           |              |               |               |                |

WUAS advertises extensively throughout the world, attends international student recruitment fairs, and works closely with the Nuffic, and Netherlands Education Support Offices (NESO) across the world.

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

- Developed, maintained and increased international student accommodation provision in Apeldoorn.
- Developed, maintained and increased international student employment possibilities in Apeldoorn and the region, promoting employability throughout the Netherlands.
- Maintained good worldwide internet marketing, through search engines such as Google – ensuring a high ranking for terms related to WUAS programmes specifically and study in the Netherlands in general.
- A careful usage of agents/study abroad representatives through screening and the enforcement of the Code of Conduct with respect to international students in Dutch higher education and a general preference for individual applications.

As all lectures are conducted in English, the regulations require a sufficient level of language proficiency. Therefore, all students must demonstrate that they have passed IELTS at Level 6 before commencing their studies. Equivalent TOEFL scores are also accepted and EU students with the appropriate secondary school qualifications (listed by the NC) have achieved a level of English equivalent to this score. Exceptions to this are native speakers from countries where English is the official language, and they have successfully completed

their last educational qualifications from an institute where the language of instruction is English.

The curriculum of the programme and the achievement of the learning objective is oriented towards an international mix of students from the Netherlands and around the world. Although a mix of international students and international teachers does not automatically produce an international curriculum, it has a clear influence, and is clearly dependent on the definition of an international curriculum and the perspective it is seen from. In order to maintain the internationalisation of its character and its programmes, WUAS has embedded 'internationalisation' into its DNA, through creating international English-taught programmes and recruiting a diverse international mix of students.

#### Conclusion and recommendations

The international composition of WUAS student body has a clear impact on WUAS' international profile and the quality of studies. Furthermore, WUAS' international outlook extends beyond just the western (USA, Europe) civilizations. Coming from many countries from all continents and having so diverse intercultural backgrounds is 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 is of the opinion that the programme would additionally benefit greatly from acquiring potential students from the western education market. WUAS has already indicated that lowered fees for European and Dutch students will be offered in the future to address this issue, which the panel welcomes.

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

#### **Criterion 5b: Experience**

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

From the moment of the on-boarding interview conducted with the students by the Admissions Team, prospective students have a cross-cultural intake experience. Throughout their studies at WUAS, internationalisation is part of their daily life, by being internationals and being surrounded by many different nationalities and cultures. To ease the on-boarding process and to enhance the competency of students coping with the internationality of WUAS, the school will introduce from September 2023 an Intercultural Communication Competence course in the introduction week of each block for the new students starting at WUAS.

The international classroom is guaranteed at WUAS, by more than 100 nationalities being present at the University throughout a year and each class and module will have a diverse group of students taught by lecturers who are themselves internationals. Every interaction at WUAS is an international experience, from the informally organised parties to the teaching and learning environments to the official ceremonies. WUAS further intensifies the international dimensions by deliberately seeking professionals who are themselves acting on international levels and thereby can provide teaching and guest lecturing at that level.

WUAS aims to encourage its students to spend a period of study or work placement in another country. Currently 89 % of Wittenborg students are international students, all of whom are, in fact, studying abroad. This means that the motivation for these students to travel abroad (beyond the Netherlands) to study or carry out work placement abroad is limited, as they are already gaining their international experience at WUAS. However, in recent years, WUAS has had groups of (international and Dutch) students studying at its partner institutes in Shanghai (CN), Freiburg (DE), Santiago de Compostella (SP), Eastbourne (UK), Florida (USA) and carrying out project weeks in Kenya and the Philippines. Quite a number of international and Dutch students also go to third countries to complete their work experience.

WUAS aims to ensure that every student in the Bachelor programme has at least one international experience of study abroad during their programme.

WUAS provides additional support to its students with regard to internationalisation and the requirements of a multinational and cultural student body:

- International students require support in areas that they may have had less skills and competencies developed in their previous education than local students, and therefore, all students are invited to join the support modules offered throughout the year as part of the extra-curricular modules offered in the BBA programmes:
  - English Language for Work Experience
  - IT, Office Software & Automation
  - Work Experience Preparation Module
- Within various modules, and students look at many aspects of intercultural thinking and communication, and also areas such as study habits and critical thinking, that will have an impact on their studies.
- Twice a year, an Intensive Dutch Course is offered to help international students integrate in the Netherlands. This is open for Master and Bachelor students.
- 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.

The study programme follows the needs of the globalised market and is adopted and streamlined accordingly, but at the same time leaves enough space to develop and work on fields of personal interests. For example, students are given a chance to adapt (to a certain extent) curricula of certain subjects in a way that they present a topic which is not part of the curricula from the beginning. The programme is designed to allow students to choose from a variety of courses which they wish to follow and complete; consequently, it allows them to attain an individual international qualification profile that suits their personal interests and career plans on the international job market.

#### Conclusion and recommendations

At WUAS, being a ‘normal’ student means being a part of a global and multicultural community. Every day, the students work, engage, and study with numerous individuals from other nations. The modules they study have an international orientation, and the literature and resources they use are all in English, include theory and practice with examples from different nations or even from a global viewpoint. No matter the specialisation or electives a student choose, there is always an international perspective present. Finally, all students—from the Netherlands or from any other nation— have the opportunity to travel abroad for academic mobility.

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.*

#### **Onboarding support**

The Admissions & Registry Team offers prospective students not only support with admission questions, but also assistance with visa issues, insurance or housing. Staff are regularly sent on training and information sessions to national and international meetings regarding (international) student admissions and have received training to use systems such as OSRIS, NARIC and others. In addition, the panel learned during the interviews that admissions staff are trained to provide not only generic advice about “Study in the Netherlands” or “Study at Wittenborg” but also to explain the content, structure and aims of the programme, as well as opportunities, for instance, such as study abroad possibilities and opportunities for internships and knowledge migrants.

### **Student-Tutor Support System**

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. The process tutors monitor the academic progression of a student from the start of their studies until completion. Process tutors and study advisors can have contact with students on a weekly basis, and also through regular online contact and emails.

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

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

### **Guaranteed Accommodation**

The Housing Department team provides prospective students and current students information about the housing possibilities at Wittenborg. There are various possibilities at the different locations of WUAS: Apeldoorn, Amsterdam or Munich and all information is made also available on its website. There is always the choice between off-campus accommodation and campus accommodation guaranteed by WUAS. All rooms have basic furniture and high-speed internet.

Together with the municipality of Apeldoorn, WUAS is currently investigating the building of a further 200 similar single room apartments for students in the coming three years, as part of its proposed participation in a project called 'the learning district'.

The panel had the opportunity to visit the site at Apeldoorn and its accommodations there and was impressed by WUAS' accommodation support for its students.

### **Communication Systems & Channels**

Communication systems with study advisors are set up through office365, and the VLE Wittenborg Online, and there is also a Helpdesk with a 24/7 function that students can email

seven days a week with questions and requests – most answers are already published in the **FAQ system** on the front page of Wittenborg Online.

### **Peer-mentoring (Buddy system) & Events**

All programmes allow students to start and graduate six times per year, which creates an inbuilt, peer-mentoring, buddy system much valued by international students. Next to the formal events such as the Graduation ceremonies or yearly barbeque together with the WUAS staff, the external relations department organises six times a year (in each block) informal activities and parties, such as Bowling Night, Karaoke Night, where students can meet and get to know each other.

### **International Support Staff**

Around 50 % of all education operations and student support staff at WUAS are international or have an international background. This includes education process management, the Graduation & Examination Board, student tutoring, work placement coordination, the marketing & communications department, also many in the admissions team including the registrar are international staff.

The help desk acts as a first-level-support and offers help. In the conversation with the students, the panel got the impression that they are fully satisfied with the support they receive and are provided with different communication channels.

### **COVID-19 and Post-Pandemic Support**

As higher education moved to restricted operations in the Netherlands, the institution initiated a robust COVID-19 strategy for faculty, staff and students. WUAS maintained its student recruitment, orientation, onboarding, process tutoring, study advice and academic supervision for students using the virtual platforms. WUAS ensured to record all online lessons to facilitate all students. A team of technical experts in recording and filming supported any faculty member who required such support to record lectures and deliver discussion sessions with students. Internships were a key challenge for final year students in the bachelor's programmes. Students were supported in finding internships with WUAS industry partners.

The mental health of students was an area of concern, and provision of a constantly manned helpdesk/front desk system was seen as a vital method to keep lines of communication open. WUAS organised regular online events for students, especially during project weeks, and when possible social events on site.

### Conclusion and recommendations

WUAS is publishing all relevant information for students on the BBA programme online on the University's website. An example of a diploma supplement was presented to the panel. It is in line with the European and Dutch requirements.



If potential students are still in their native country outside of the Netherlands, personal communication between the candidates and WUAS is provided either on-site or via video calls. The possibilities for communication are diverse and accessible regardless of the place and time of the enquiries. The counselling alternatives are determined by the specific needs of the international target group. WUAS provides international students with comprehensive information about their visa applications and how to adapt their school documents to the requirements of the immigration authorities, so that prospective students are taken in hand from the very beginning.

The housing options for students also show good service and support for the students, most of whom come from outside the Netherlands.

Due to the open-door policy and the tutor-system students can receive intensive counselling and help during their studies. Further, students are supported by the administration in the organisation of the study programme. The Education Department and the Student Administration act as service providers for students and are very well attuned and prepared for the international student body.

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

#### **Overall conclusion regarding Standard 5: Students**

The BBA programme at WUAS draws students from all around the world because of the great international composition of the students. As a result, the provision of international content —which includes the utilization of case studies and examples from various countries — is successful because it allows each student to contribute their knowledge and experience in light of their unique cultural and social backgrounds.

The panel noted both from the documentation and meetings with students and graduates a general satisfaction and appraisal of the student body composition, international experience and support. Furthermore, the programme is designed to allow students freedom of choice regarding courses they wish to follow and complete. It allows them to attain a unique and individual international qualification profile.

In addition, WUAS offers thorough induction support, a tutoring/student counselling system, guaranteed student accommodation and peer mentoring (buddy system) that is tailored to the internationality of the student body and supports the internationalisation goals of the programme.

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

## Conclusion

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

## 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	good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	good
	5b. Experience	
	5c. Services	

## Annex 1. Composition of the panel

Chair: **Prof. Ed Peelen**, Professor of Content Marketing, University of Amsterdam (the Netherlands)

As a professor by special appointment, Prof. Peelen focuses on the changes in the media landscape and the related advent of content marketing. Prof. Peelen is also owner of “Future of Business” (consultancy) and director of the UvA Academy (lifelong learning/development) as well as co-founder of ICSB Marketing and Strategy (-2020). He is responsible for design of master class future of strategy, future of organising, content marketing, and as the director of the academy for all the executive programmes that are designed and marketed in the faculty of social sciences. He has also gained experience at the Del Institute in Sumatra, Michigan State University (USA), or Adekus (Surinam).

**Prof. Dr. Bibiana Grassinger**, Professor of Marketing and Tourism Management, IUBH International University of Applied Sciences (Germany).

Bibiana Grassinger is a Professor of Marketing and Tourism Management and gives lecturers in the fields of Destination Management and Hospitality Management. She is also an expert for the German Society for Tourism Sciences (Deutsche Gesellschaft für Tourismuswissenschaft) and Open Education Platform, Switzerland. Further, she was active as a lecturer and project manager at various colleges and universities in Austria and abroad (Austria, Switzerland, South Africa). She gained professional field expertise in the development of marketing concepts for various tourism destinations and as a project manager for international marketing in the automotive supplier industry.

**Prof. Dr. Marco J. Menichetti**, Professor of Business Administration, Banking and Financial Management, University of Liechtenstein (Liechtenstein)

Prof. Menichetti is member of the Rectorate and Dean of Liechtenstein Business School and for over 20 years Director of the MSc in Finance. He was visiting Professor at University of Florida (6 months), at Tongji University Shanghai (3 months) and at UIBE Beijing (2 months), and Guest Professor all over Europe as well as in the USA, Russia, China, Singapore, Taiwan. His teaching topics concern corporate finance, innovative finance, financial institutions, investments, international business finance, seminars in business, LABs with companies, as well as the supervision of BSc/MSc/PhD these projects. He has over the last 15 years Memberships of Board of Directors in the Finance area.

**Dr. Julian Rossig**, Director at Capgemini Invent (Germany)

Dr. Rossig has 15 years of demonstrated leadership experience in business, consulting, and NGOs and extensive international experience across Europe, North America, Middle East &

Asia through various business engagements. He participates in various of international accreditation programmes in Germany, Netherlands, Kazakhstan, and Northern Cyprus. His practical experience results from multiple leadership positions in business, consulting, and NGOs; including grocery retailer ALDI SÜD, EY-Parthenon, KPMG, Capgemini Invent. Founder of start-up knowledge incorporated (2000).

**Konstantin Schultewolter**, Student in Economics (B.A.), University of Cologne (Germany)  
 Mr. Schultewolter is currently enrolled in the Bachelor programme in Economics (B.A.) at the University of Cologne, Germany, and has a completed training as Insurance Salesman. He is also Member of the Student Council of Business Economics at the University of Cologne, involved in the mentoring programme for international students and participated in international accreditation procedures.

Coordinator: Adriane Janosch, Deputy Division Manager for International Procedures, FIBAA.

### Overview panel requirements

Name	Role	Expertise							Participating in visit to
		Subject matter	Education	Testing	International	Professional field	Review and audit	Student-related	
Prof. Ed Peelen	Chair	x	x			x	x		Bachelor in Business Administration (BBA), Wittenborg University of Applied Sciences
Prof. Dr. Marco J. Menichetti	Member	x	x	x	x	x	x		
Prof. Dr. Bibiana Grassinger	Member	x	x	x	x		x		
Julian J. Rossig	Member				x	x	x		
Konstantin Schultewolter	Student-member	x					x	x	
Adriane Janosch	Secretary								

## Annex 2. Statements of independence



### Declaration of Independence and Confidentiality

To be submitted prior to the assessment of the programme

The undersigned (name)

---

Ed Peelen

has been asked to assess as an expert the following initial accreditation of the programme(s):

Wittenborg University of Applied Sciences, Apeldoorn, Master of Science Master of Business Management.

Application submitted by the following institution: Foundation of International Business Administration Accreditation (FIBAA).

Hereby certifies to being acquainted with the following requirements to ensure their independence as stated in the assessment framework for the higher education accreditation system of the Netherlands:

- for at least five years, they have had no direct or indirect ties with the institution to be audited that would lead to (the semblance of) a conflict of interest;
- they are not employed by, nor do they have business interests in, the agency that is organising the assessment, whether commissioned by an institution or not;
- for at least five years, they have not performed any consultancy work for the benefit of the programme to be assessed, or in another context within the institution, whose results could be an object of the assessment.

*If applicable:*

In addition to the information stated above I would like to add the following with regards to my independence:

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Participated few years ago already in a visitation of Wittenborg

Certifies to observing strict confidentiality with regard to all that has come and will come to his/her notice in connection with the assessment, insofar as such confidentiality can reasonably be claimed by the programme, the institution or the NVAO.

Hereby certifies to being acquainted with the NVAO code of Conduct.

Place: Rotterdam

Date: July, 4<sup>th</sup>, 2022

Signature:

A handwritten signature in grey ink, appearing to be 'Ed Peelen', written over a light grey horizontal line.

## Declaration of Independence and Confidentiality

To be submitted prior to the assessment of the programme

The undersigned (name)  
Prof. Dr. Bibiana Grassinger

---

has been asked to assess as an expert the following initial accreditation of the programme(s):  
Wittenborg University of Applied Sciences, Apeldoorn, Master of Science Master of Business Management.  
Application submitted by the following institution: Foundation of International Business Administration Accreditation (FIBAA).

Hereby certifies to being acquainted with the following requirements to ensure their independence as stated in the assessment framework for the higher education accreditation system of the Netherlands:

- for at least five years, they have had no direct or indirect ties with the institution to be audited that would lead to (the semblance of) a conflict of interest;
- they are not employed by, nor do they have business interests in, the agency that is organising the assessment, whether commissioned by an institution or not;
- for at least five years, they have not performed any consultancy work for the benefit of the programme to be assessed, or in another context within the institution, whose results could be an object of the assessment.

*If applicable:*

In addition to the information stated above I would like to add the following with regards to my independence:

Certifies to observing strict confidentiality with regard to all that has come and will come to his/her notice in connection with the assessment, insofar as such confidentiality can reasonably be claimed by the programme, the institution or the NVAO.

Hereby certifies to being acquainted with the NVAO code of Conduct.

Place: Neu-Ulm

Date: 11 May 2023

Signature: 

## Declaration of Independence and Confidentiality

To be submitted prior to the assessment of the programme

The undersigned (name)  
Prof. Dr. Marco J. Menichetti

---

has been asked to assess as an expert the following initial accreditation of the programme(s):

Wittenborg University of Applied Sciences, Apeldoorn, Master of Science Master of Business Management.

Application submitted by the following institution: Foundation of International Business Administration Accreditation (FIBAA).

Hereby certifies to being acquainted with the following requirements to ensure their independence as stated in the assessment framework for the higher education accreditation system of the Netherlands:

- for at least five years, they have had no direct or indirect ties with the institution to be audited that would lead to (the semblance of) a conflict of interest;
- they are not employed by, nor do they have business interests in, the agency that is organising the assessment, whether commissioned by an institution or not;
- for at least five years, they have not performed any consultancy work for the benefit of the programme to be assessed, or in another context within the institution, whose results could be an object of the assessment.

*If applicable:*

In addition to the information stated above I would like to add the following with regards to my independence:

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Certifies to observing strict confidentiality with regard to all that has come and will come to his/her notice in connection with the assessment, insofar as such confidentiality can reasonably be claimed by the programme, the institution or the NVAO.

Hereby certifies to being acquainted with the NVAO code of Conduct.

Place: Vaduz

Date: 26.04.2023

Signature:





## Declaration of Independence and Confidentiality

To be submitted prior to the assessment of the programme

The undersigned (name)

Julian J. Rossig

has been asked to assess as an expert the following initial accreditation of the programme(s):

Wittenborg University of Applied Sciences, Apeldoorn, Master of Science Master of Business Management.

Application submitted by the following institution: Foundation of International Business Administration Accreditation (FIBAA).

Hereby certifies to being acquainted with the following requirements to ensure their independence as stated in the assessment framework for the higher education accreditation system of the Netherlands:

- for at least five years, they have had no direct or indirect ties with the institution to be audited that would lead to (the semblance of) a conflict of interest;
- they are not employed by, nor do they have business interests in, the agency that is organising the assessment, whether commissioned by an institution or not;
- for at least five years, they have not performed any consultancy work for the benefit of the programme to be assessed, or in another context within the institution, whose results could be an object of the assessment.

*If applicable:*

In addition to the information stated above I would like to add the following with regards to my independence:

*n/a*

Certifies to observing strict confidentiality with regard to all that has come and will come to his/her notice in connection with the assessment, insofar as such confidentiality can reasonably be claimed by the programme, the institution or the NVAO.

Hereby certifies to being acquainted with the NVAO code of Conduct.

Place:  
Hamburg, 11.05.2023

Date:

Signature:





## Declaration of Independence and Confidentiality

To be submitted prior to the assessment of the programme

The undersigned (name)  
Konstantin Schultewolter

---

has been asked to assess as an expert the following initial accreditation of the programme(s):  
Wittenborg University of Applied Sciences, Apeldoorn, Master of Science Master of Business Management.  
Application submitted by the following institution: Foundation of International Business Administration Accreditation (FIBAA).

Hereby certifies to being acquainted with the following requirements to ensure their independence as stated in the assessment framework for the higher education accreditation system of the Netherlands:

- for at least five years, they have had no direct or indirect ties with the institution to be audited that would lead to (the semblance of) a conflict of interest;
- they are not employed by, nor do they have business interests in, the agency that is organising the assessment, whether commissioned by an institution or not;
- for at least five years, they have not performed any consultancy work for the benefit of the programme to be assessed, or in another context within the institution, whose results could be an object of the assessment.

*If applicable:*

In addition to the information stated above I would like to add the following with regards to my independence:

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Certifies to observing strict confidentiality with regard to all that has come and will come to his/her notice in connection with the assessment, insofar as such confidentiality can reasonably be claimed by the programme, the institution or the NVAO.

Hereby certifies to being acquainted with the NVAO code of Conduct.

Place: Cologne

Date: 23.05.2023

Signature:

*K. Schultewolter*  
K. Schultewolter

## Annex 3. Documents reviewed

- Self-evaluation report
- Diploma Supplement Example of all BBA pathways
- Appendix 112P NVAO Approval Report BBA June 2017
- Appendix 114P Self-Assessment NVAO MBA Accreditation 2020
- Appendix 202P The Professional Profile (Bachelor)
- Appendix 211P The MBA Programme Final Qualifications
- Appendix 213P The BBA Programme Final Qualifications
- Appendix 231P Professional Profile versus Final Qualifications (BBA)
- Appendix 232P BBA Programme Final Qualifications in relationship with the Dublin Descriptors
- Appendix 233P BBA Programme Final Qualifications versus WUAS Domain Competencies
- Appendix 234P BBA Programme Final Qualifications versus Aims and Objectives of Modules
- Appendix 235P BBA Detailed Aims and Objectives of Modules versus Programme Final Qualifications
- Appendix 236P BBA Alignment of Module Subject Categories per Specialisation
- Appendix 243P BBA Programme Competencies vs Final Qualifications, Programme Learning Objectives
- Appendix 251P Dublin Descriptors versus HBO and WO profiles from the NVAO
- Appendix 303P The BBA Programme Curriculum
- Appendix 304P The BBA Pathways and Specialisations
- Appendix 313P BBA Programme EEG - Education and Examination Guide
- Appendix 323P Balance and Vertical and Horizontal Cohesion of the BBA Programme
- Appendix 343P BBA Programme Module Guides (Descriptors)
- Appendix 362P Teaching & Learning Methods (Bachelor)
- Appendix 373P The Modular Construction of the BBA Programme

- Appendix 383P Didactic Approach BBA
- Appendix 411P Work Placement Handbook for Bachelor Students
- Appendix 422P The professions – Alumni Examples of Positions and Sectors / Alumni Overview (Bachelor)
- Appendix 432P Example Work Placement Companies and Organisations of WUAS Students (Bachelor)
- Appendix 442P An Example of a (Team) Project Week (Bachelor)
- Appendix 513P Internationality of Student & Staff Body - Bachelor Programme
- Appendix 603P Statistical Charts - BBA
- Appendix 702P Examples of Examinations & Assessments (Bachelor)
- Appendix 704P Generic Marking Criteria for type 2 examinations - Undergraduate, Bachelor
- Appendix 712P Marking Criteria Graduation Assignments (Bachelor)
- Appendix 724P BBA Final Projects & Assessments
- Appendix 732P Examples of Student Papers (Bachelor)
- Appendix 743P Examples of Module Evaluations (BBA)
- Appendix 001G Current Programme Fact Sheet
- Appendix 002G The development of 5 Schools
- Appendix 003G WUAS Basic Organisation Chart
- Appendix 004G WUAS Year Reports
- Appendix 005G WUAS Full Financial Year Reports
- Appendix 006G Company Organisation Chart
- Appendix 009G WUAS-SPA (Strategic Plan in Action)
- Appendix 010G WUAS a history
- Appendix 011G About WUAS
- Appendix 020G Statistical Charts of Student Registrations WUAS
- Appendix 033G Erasmus+ Policy Statement
- Appendix 034G Erasmus Charter for Higher Education 2021-2027
- Appendix 040G WUAS Advisory Board and Advisory Bodies
- Appendix 041G The Graduation and Examination Board
- Appendix 042G Graduation & Examination Board Reports

- Appendix 044G Student & Staff Representation Overview
- Appendix 045G Governance and Representation WUAS
- Appendix 050G Admission and Selection Procedures
- Appendix 051G The Admissions Process
- Appendix 052G Transparency of Admissions Decisions and Success Rates to all Stakeholders
- Appendix 053G Examples of Admission Study Agreement & Tutoring Study Agreement
- Appendix 054G Admissions Intake Interview
- Appendix 061G The Education Board
- Appendix 062G Education Board Meeting Minutes
- Appendix 063G Programme Development Process
- Appendix 064G Ethics in Teaching and Learning at WUAS
- Appendix 065G Delivery Policy Blended Hybrid Teaching and Learning
- Appendix 066G AoL in the Programme Development Process
- Appendix 0661G Multidisciplinary (Phase) Exit Exams (MEEs)
- Appendix 070G Introduction to the WUAS Quality System
- Appendix 071G Quality Handbook Complete in PDF
- Appendix 072G Report into the Quality of the Examination System at WUAS
- Appendix 073G Quality System Audit Report 2019
- Appendix 074G Example of Module Evaluation System
- Appendix 078G Stakeholder Feedback Forms (Alumni, Faculty & Professional Field)
- Appendix 080G Academic & Operations Guide
- Appendix 085G Overall Staffing Figures at WUAS 2022
- Appendix 086G - SA WUAS Faculty - Scholarly Academics CVs
- Appendix 086G - PA WUAS Faculty - Practice Academics CVs
- Appendix 086G - SP WUAS Faculty - Scholarly Practitioner CVs
- Appendix 086G - IP WUAS Faculty - Instructional Practitioner CVs
- Appendix 086G - NB WUAS Faculty - Non-business Faculty CVs
- Appendix 087G Overview of Teaching Staff
- Appendix 088G Process Tutor - Study Advisor Handbook

- Appendix 0881G Module Leadership Guide
- Appendix 0811G External Guest Speakers
- Appendix 090G Internationality of Student Body (Institute)
- Appendix 091G Internationality of Staff Body (Institute)
- Appendix 092G Current Academic Partnerships and Memberships
- Appendix 094G Overview of Internationalisation at WUAS
- Appendix 095G Strategy Policy Internationalisation
- Appendix 101G Programme Literature Examples
- Appendix 102G Overview of On-Site Library Resources
- Appendix 120G Examples of Partnership Agreements
- Appendix 121G Memorandum of Cooperation with NEC and Annexes
- Appendix 123G WUAS Activities in Austria
- Appendix 124G Partnership with University of Brighton
- Appendix 125G Erasmus+ Programme Partnerships

## Annex 4. Site visit programme

### Overview

<b>Date:</b>	12 <sup>th</sup> – 13 <sup>th</sup> July 2023
<b>Institution:</b>	Wittenborg University of Applied Sciences
<b>Programme:</b>	Bachelor of Business Administration (BBA)
<b>Location:</b>	Laan van de Mensenrechten 500 and Spoorstraat 23, 7331 PE Apeldoorn, the Netherlands

## Programme

<b>Day: July 11<sup>th</sup>, 2023</b>	
Until 17:00	Arrival of the Panel at the Hotel Keizerskroon
18:00	FIBAA Internal panel deliberation / Dinner at the Hotel

<b>1<sup>st</sup> Day: July 12<sup>th</sup>, 2023</b>	
Until 09:00	Arrival at Wittenborg University of Applied Sciences
09:00 – 09:45 (Room H3.03)	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Introduction of the FIBAA Team</li> <li>- Introduction of the representatives of Wittenborg University of Applied Sciences</li> </ul> <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><b>Maggie Feng</b> (China) – CEO Maggie is CEO at WUAS and a member of the WUAS Executive Board. As board member, her portfolio covers the Quality System, Facilities, Student Support &amp; Administration, Student Housing, HRM, Local and Regional Government, Research Centre and importantly External Relations with the Professional Field. Maggie has for the past 6 years been a jury member for the Apeldoorn Business Awards and in 2017 was runner up for Ethnic Businesswoman of the Year Award in the Netherlands. Maggie is a member of the Supervisory Board of Rabobank Apeldoorn &amp; Region. This has led to her being able to support extensive business networks at regional and national levels. From 2019-2023 Maggie was a member of the board of EuroCHRIE (Hospitality &amp; Tourism Educators) who held their annual conference at WUAS in 2022. Maggie naturally also manages WUAS' important relations with a number of Chinese Universities and government agencies in China. LinkedIn Profile: <a href="#">Maggie Feng   LinkedIn</a></p> <p><b>Peter Birdsall</b> (UK/Switzerland) – President &amp; Chair of the Board Peter has been an entrepreneur since he was 17 and worked in the field of Internationalisation of Dutch Higher Education since 1995, designing international programmes, creating an international office concept, influencing internal and national policy as well as leading the recruitment of international students initially to public Dutch HE and from 2002 to Wittenborg. Peter is Chair of the Executive Board of WUAS. As board member, his portfolio covers Education Development (including accreditation), Finance, IT &amp; Data Systems, International and National Sales &amp; Recruitment, National Government &amp; Politics, Internationalisation, Peter also fulfils the role of Chair of the Education Board. LinkedIn Profile: <a href="#">Peter Birdsall   LinkedIn</a></p> <p><b>Ad Kil</b> (Netherlands) – VP of Applied Research Professor Ad Kil, Ph.D., is the Vice President of Applied Research at Wittenborg. He is also a Professor of Professional Research Didactics and Director of Executive Ph.D. Programmes at Nyenrode Business University, the Netherlands, and Chengdu, China, and Professor of Research at the Nordic International Management Institute, China. He is a former HRD professor at Nottingham Law School, UK, and former</p>



	<p>Master of Conflict Management Research Manager, Maastricht University Law School. Ad is a senior lecturer at the Dutch Bar Association (NOvA), where he developed the Advocacy Skills Programme, and Radboud University Law School, the Netherlands. Prof. Ad Kil has extensive experience as chairperson and member of a number of accreditation projects carried out for the Dutch national accreditation agency NVAO. <a href="#">Prof. dr. Ad Kil   LinkedIn</a></p>
09:45 – 10:15 (Room H3.14)	<p>Internal panel deliberation (preparatory discussion and insight of given materials (teaching and learning materials))</p>
10:15 – 12:15 (Room H3.03)	<p><b>Panel interview with the programme management</b> (no presentation)</p> <p><i>Main topics:</i> <i>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> Name / function</p> <p><b>Dr Rauf Abdul</b> (Pakistan) – Head of School of Business (Dean) Rauf is Head of the WUAS School of Business and has been with the institute since 2010. As a member of the Education Board, Rauf has been actively involved in every aspect of the development of WUAS' programmes. He is currently supporting to lead the school through its initial AACSB accreditation. He is also involved in various research programmes that WUAS participates in. Rauf is also a member of the Graduation &amp; Examination Board and leads the academic faculty recruitment and development. Rauf has also served as expert panel member and chair for various programme and/or institutional accreditation evaluations internationally for multiple accreditation agencies.</p> <p><b>Dr Fahad Shakeel</b> (Pakistan) – Assistant Professor Fahad has recently completed his PhD in Ethical Leadership from Radboud University in Nijmegen, the Netherlands, where he has also been teaching the subjects "Academic Skills" and "Qualitative Research Methods" to undergraduate students. Fahad is member of the Education Board, member of the Graduation &amp; Examination Board and assists in managing Project Weeks. He has joined WUAS in 2021 and he teaches for example the following module(s) in the BBA programme:</p> <ul style="list-style-type: none"> <li>• International Labour Relations</li> <li>• Human Resources Management</li> <li>• Enterprise Technology &amp; Innovation</li> </ul> <p><b>Dr Dadi Chen</b> (China) – Associate Professor/Programme Coordinator Dadi holds a PhD in Education from Leiden University and joined WUAS as a full time academic in 2018, to support the development of its programmes, as a member of the Education Board. He coordinates academic supervisors for all master's students, and coordinate EBA and MBA programmes on Amsterdam Campus. He is currently the PDP tutor and the process tutor for all EBA students, and teach the module Research Methods and Quantitative Methods. Dadi is also a member of</p>

	<p>the faculty and member of the Graduation &amp; Examination Board as education specialist.</p> <p><b>Lasantha de Silva</b> (Sri Lanka) – Head of Operations Lasantha graduated from WUAS in 2008 and worked for the institute as Education operations Manager until 2012. He also holds a MA in Leading Innovation and Change, together with a MBA in Finance. After which he returned to Sri Lanka to help establish transnational degree programmes for universities such as LSE, Deakin University, Monash, Nottingham and UCLAN Universities. In 2018, Lasantha returned with his family to the Netherlands to join the management team and lead education operations. He is member of the faculty, member of the Graduation &amp; Examination Board and Education Board, and specifically the Committee that oversees Credit Transfer.</p> <p><b>Myra Qiu</b> (China) – Process &amp; Quality Manager Myra Qiu, MSc, FHEA, obtained her Bachelor of Business Administration in International Logistics Management at HAN University of Applied Sciences, the Netherlands. She then went on to complete her MSc in International Event Management and a PGCert in Learning and Teaching in Higher Education, a joint programme with the University of Brighton, UK, and Wittenborg. Myra is a Fellow of the Higher Education Academy in the UK. She has been working at Wittenborg since 2014 in different departments, e.g. Event Management, Marketing &amp; Sales, China Desk, Education Department, etc. Myra has coordinated Academic Partnership Programmes with universities in European and Asian countries. Myra is a member of the European Sales Competition Association and the Competition Director of ESC2023 and is the Secretary of the Advisor Board and Executive Board at Wittenborg. She is also a member of the Education Board, and Graduation &amp; Examination Board, and specifically the Committee that oversees Credit Transfer.</p>
<p>12:15 – 13:15 (Room H3.14)</p>	<p><i>Break + Internal panel deliberation (Lunch/Snack)</i></p>
<p>13:15 – 14:15 (Room H3.03)</p>	<p><b>Panel interview with responsible staff for internationalisation</b></p> <p><i>Goals/learning outcomes, contents, intercultural aspects, internationality of teaching staff, students, didactics, assessment</i></p> <p><u>Participants from WUAS:</u> Name / function</p> <p><b>Peter Birdsall</b> (UK/Switzerland) – President &amp; Chair of the Board Peter has been an entrepreneur since he was 17 and worked in the field of internationalisation of Dutch Higher Education since 1995, designing international programmes and recruiting international students initially to public Dutch HE and from 2002 to Wittenborg. Peter is Chair of the Executive Board of WUAS. As board member, his portfolio covers Education Development (including accreditation), Finance, IT &amp; Data Systems, International and National Sales &amp; Recruitment, National Government &amp; Politics, Internationalisation, Peter also fulfils the role of Chair of the Education Board.</p>

	<p><b><u>Karen Penninga</u></b> (Netherlands) – Director of Corporate Governance          Karen Penninga has been working at Wittenborg since 2004 and is a member of the Executive Board since 2015 and as Director of Corporate Governance, she has special responsibility for Strategy and Policy within the institute. She has experience in many disciplines, including HRM, finances, management, marketing, communication, student applications and registrations and facilities. She represents WUAS at NRTO - the Dutch Council for Private Universities and Institutions for Education and Training. Karen is also a permanent member of the National Commission that oversees the <i>Code of Conduct for International Students in Higher Education</i>, that regulates the overall quality of programmes offered to international students and communication and student support associated with it. Karen is also responsible for managing communication between WUAS and the Minister of Education and the Director of Higher Education at the Ministry, specifically regarding internationalisation.</p> <p><b><u>Rauf Abdul</u></b> (Pakistan) – Head of School of Business (Dean)          Rauf is Head of the WUAS School of Business and has been with the institute since 2010, after completing his PhD at the University of Twente. He is currently supporting to lead the school through its initial AACSB accreditation. As a member of the Education Board, Rauf has been actively involved in every aspect of the development of WUAS' programmes. He is also involved in various research programmes that WUAS participates in. Rauf is also a member of the Graduation &amp; Examination Board. Externally, and leads the academic faculty recruitment and development. Rauf has also served as expert panel member and chair for various programme and/or institutional accreditation evaluations internationally for multiple accreditation agencies.</p> <p><b><u>Kriszta Rostás-Kaspers</u></b> (Hungary/Romania) – Assurance of Learning Manager          Kriszta holds a Master in International Management from the University of Utrecht and has been with WUAS since 2017, assisting the management of education development &amp; quality oversight, which entails a range of tasks that are linked to the cohesion between programme development and maintenance, also in relation to the overall final qualifications, the aims and objectives of modules, and the quality and relevance of examinations. Kriszta has the role of Assurance of Learning, Accreditations and Quality Manager. She is also the secretary of the Education Board and the Ethics Review Committee, and member of the Graduation &amp; Examination Board.</p> <p><b><u>Aydan Holtrigter</u></b> (Azerbaijan) – Head of Research Centre          Aydan holds MA in International Relations and Diplomacy from Baku State University (Azerbaijan), MSc in International Security Studies from Bergamo University (Italy) and MBA in General Management from WUAS (the Netherlands). Aydan joined Wittenborg's Research Centre in January 2021 to manage newly granted EU funded research projects, as well as apply for new grants including expanding Wittenborg's research network, building new consortiums and contributing to the development of research proposals. In addition, Aydan leads day-to-day operations of Research Centre, development of policies and procedures with regards to the Centre's activities, as well as is the programme coordinator for a newly launched DBA programme in collaboration with Audencia Business School (France).</p>
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14:15 – 14:35 (Room H3.14)	Break + Internal Deliberation
14:35 – 15:50 (Room H3.03)	<p><b>Panel interview with 4 students and 2-3 graduates</b> (one interviews with all participants, no presentation)</p> <p><i>Main topics:</i> 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)</p> <p><u>Participants from WUAS:</u> Names / student or graduates</p> <p><u>Graduates, alumni:</u></p> <ul style="list-style-type: none"> <li>• Heba Mohamed Ibrahim Abdelnabi Sabra, IBA, Singapore</li> <li>• Mulenga Shabani, IBA, Zimbabwe</li> <li>• Allegra Zazzaro, HBA, Italy</li> <li>• Takunda Sean Machaya, IBA, Zimbabwe</li> <li>• Supun Piumantha Rodrigo, IBA, Sri Lanka</li> <li>• Alina Davydova, IBA, Russia</li> <li>• Ana Maria Villalobos, MCI, Mexico</li> <li>• Anastasiia Novikova, HBA, Ukraine</li> <li>• Serge Gwabene, IBA, Congo</li> </ul> <p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• Negar Ashnaee, HBA, Iran</li> <li>• Maheen Chaudry, IBA, Pakistan</li> <li>• Alexandra Kukhtina, IBA, Russia</li> <li>• Thomas Moujaly, HBA, Lebanon</li> <li>• Thi Hieu Nguyen, Sarah, HBA, Vietnam</li> <li>• Mohamed Ibrahim Shihab, EBA, Sri Lanka</li> </ul>
15:50 – 16:00 (Room H3.14)	Break
16:00 – 16:30 (Room H3.14)	Internal panel deliberation
16:30 – 17:30 (Room H3.03)	<p><b>Panel interview with external stakeholders</b></p> <ul style="list-style-type: none"> <li>- programme/exam committee</li> <li>- representatives from the practice</li> </ul> <p><i>Main topics:</i> Involvement in the programme / development of the programme, involvement in quality assurance</p> <p><u>Participants:</u> Names / Organisation</p>

	<p><b><u>Rijn Platteel</u></b> (Netherlands)          Currently chairs VNO-NCW Stedendriehoek (The Confederation of Netherlands Industry and Employers, that is the regional entrepreneurial network in the Cleantech Region Stedendriehoek, the latter being a network region that forms a link between Randstad, the Northern Netherlands, including Apeldoorn, the Arnhem Nijmegen City Region and Twente). He is the WUAS Advisory Board Chair, replacing the outgoing chair Ruud Dost in 2021. In this role, Rijn is connecting entrepreneurs, government and education, maintaining WUAS's closer link with the local business community.          He is a board member at the Gelder Energy Accord, chairs a supervisory board and holds several other smaller volunteer positions. He was born in Amsterdam, but grew up in Frankfurt, Germany. After moving back to the Netherlands, he studied Economics at the University of Amsterdam and specialised in Real Estate and Urban Economics. After graduation, Rijn joined ABN Amro Bank as a management trainee. His first assignment was as Branch Manager in Groningen. He then switched to become an entrepreneur in real estate management at a company he had founded while being a student. He sold his company in 2018 and afterwards held various interim functions as General Manager at a real estate company and the Economic Board Arnhem-Nijmegen. Rijn is co-founder and owner of two startups: Palletbike and Urban Innovators.</p> <p><b><u>Annemarieke Lente</u></b> (Netherlands)          Annemarieke is external member and chair of the Graduation and Examination Board (GEB) of WUAS since 2014. She is a freelance English teacher, her specialities include: grammar, business communications, business correspondence and English literature. As a chairperson she was appointed by the WUAS Executive and attends all seven meetings of the GEB each academic year.</p> <p><b><u>Jeroen Joon</u></b> (Netherlands)          Jeroen Joon has been an alderman in Apeldoorn since 2018. His responsibilities include economic affairs, broad prosperity and security. In the current college he is 1st deputy mayor. His previous positions were PR &amp; Communications Adviser, Trainer at Zoneparc Foundation, Director of the MVV Netherlands Foundation, Director Program Office Leaf International BV, Business Support Manager HJ Heinz and Group Controller Kruidvat Holding His political experience includes: VVD alderman in Grave, alderman in Cuijk.          Jeroen's support WUAS is part of an overall support given to the school by the Municipality of Apeldoorn, that is highly aware of the economic value the school brings to the town. Currently the development of the so-called 'learning district', around the railway station, where it is intended to build a new campus for Wittenborg is a central discussion, as is WUAS's participation in the Strategic Board of the Cooperative Municipality (Stedendriehoek) Region.</p> <p><b>2-3 Industry representatives / WP Supervisors / Employers</b></p>
<p>17:30 – 18:00 (Room H3.14)</p>	<p>Internal panel deliberation</p>
<p>18:00</p>	<p>Transfer to Hotel</p>

2 <sup>nd</sup> Day: July 13 <sup>th</sup> , 2023	
Until 8:30	Transfer to HEI – to Spoorstraat 23 and then Brinklaan 268
8:30 – 9.30	<p><b>Round tour through the facilities</b> (seminar rooms, computer cluster, library etc.)</p> <p>Participants from WUAS:</p> <p><b><u>Peter Birdsall</u></b> (UK/Switzerland)/<b><u>Maggie Feng</u></b> (China)</p>
9:30 – 9:40	<b>Break</b>
9:40 – 11:10 (Room H3.03)	<p><b>Panel interview with lecturers</b> (full-time and part-time lecturers, one interviews with all participants, no presentation)</p> <p><i>Main topics:</i> <i>Support of students, teaching content, didactics/methods, involvement in decision making, staff education and qualification, internal cooperation and exchange/commutation</i></p> <p>Participants from WUAS: <i>Names / taught courses</i></p> <p><b><u>Alexander Bauer</u></b> (Germany) Alexander Bauer, PhD, has more than a decade of international sales and management experience. Before he joined academia in 2014, he worked as an International Sales Manager – leading global sales teams, conducting negotiations on a global level with customers and suppliers in North and South America, Europe and Asia. He studied Business Management with a major in Marketing and Sales in Germany and Estonia, holds a PhD in International Business Management and studies European Law besides his full-time job. Originally from Germany, Alexander settled down in Vienna, Austria, but spent many years abroad in the US, Belgium, Estonia, UK, Malaysia, Sweden, Mexico and the Netherlands. After a career as an International Sales Manager, Alexander joined academia and brought his practical sales and management experience into the classroom – first in the Netherlands and later back in Austria. Besides being a lecturer at Wittenborg, he is also an Associate Lecturer in Austria, Germany and Slovenia and a Trainer for Presentation Skills, Rhetoric and Sales Trainings. His current research focuses on the utilisation of sales competition in sales trainings/sales education and the use of sales labs in sales trainings and the impact of the pandemic on businesses and sales in Austria. He is also a keynote speaker at international conferences.</p> <p>Modules he has delivered on BBA:</p> <ul style="list-style-type: none"> <li>• Advanced Corporate Strategy</li> <li>• International Labour Relations</li> <li>• Marketing Research</li> <li>• Marketing Mix</li> </ul>

**Amy Abdou (USA)**

Amy graduated from the University of Albany with an MA in Sociology in 2001 and attained her second Master's degree in Migration and Ethnic Studies from the Universiteit van Amsterdam in 2003. She started her career in higher education as a programme manager at the Universiteit van Amsterdam and in 2008 she became a project coordinator for the National Institute for the Study of Dutch Slavery and its Legacy. In 2009, she joined Nyenrode New Business School as a lecturer for the courses Leadership and Transformative Business, Sociology and Cross-Cultural Management. She also served as the Educational Development Officer from 2015- 2016. Amy has worked for WUAS since October 2017 as a senior lecturer in courses related to social entrepreneurship, entrepreneurial and organisational behaviour. She is also a PhD candidate in the Department of Science Business Innovation at the Vrije Universiteit in Amsterdam. Amy's research focuses on the impact of subsidized social entrepreneurship on ethnic communities in Amsterdam Zuidoost. She also conducts research for the city of Amsterdam on sustainable urban development.

Modules that she is delivering:

- Business Plan Execution
- Entrepreneurial Behaviour
- Family Businesses

**Emmah Muchoki (Kenya)**

She holds MSc and studied Leisure, Tourism and Environment at Wageningen University, the Netherlands, and attained her BSc in Hospitality and Tourism Management in 2007. She became a lecturer at Hemland College, Kenya, in Hospitality and Tourism in 2010, and from 2014 to 2016, she was Head of the School of Hospitality, Tourism and Foreign Languages at Hemland College. Emmah is currently a lecturer at Wittenborg teaching various subjects in the domain of Hospitality and Sports Management. Emmah is an avid campaigner on the importance of education and is very passionate about lecturing. Her areas of expertise include classroom skills, classroom management, curriculum development and exam development. She is keen on fostering and encouraging student learning in and out of the classroom environment. Her research interests include wildlife tourism, sustainable tourism, climate change, and consumer buying behaviour in hospitality and tourism.

Modules that she is delivering:

- Administrative Organisation Management
- Community Sports Development: Policy & Practice
- Beverage Marketing

**Bojan Georgievski (Macedonia)**

Bojan earned his doctorate Ph.D. in Economic Sciences from the University of St Cyril & Methodius in Macedonia, in 2011. He is an assistant professor and researcher at several different universities both in Macedonia and Kuwait. He has a combined teaching experience of 6 years, and a combined professional experience in 3 different industries of over 15 years working in Finance and Banking, Legal Affairs and Education. His professional interests include Banking and Finance, Sports Economy and Finance, Real Estate Economics, Financial Crisis and Impact. He specialises in financial crisis and its impact on several different aspects of everyday living. He holds two master's degrees in Corporate Finance and Banking, and Sport Management. Modules that he is delivering:

	<ul style="list-style-type: none"> <li>• International Law in Business &amp; Commerce</li> <li>• Business Plan</li> <li>• European Law</li> </ul> <p><b><u>Vanessa de Oliveira Menezes</u></b> (Brazil)</p> <p>Dr Vanessa De Oliveira Menezes (PhD), graduated in Tourism from UNIOESTE, Brazil, and continued with a specialisation in Human Resources Management at the Federal University of Paraná, Brazil. She earned a master's degree in Tourism and Hotels Management at Universidad de Extremadura, Spain, and a PhD in Business Management at UP, Brazil. She also conducted postdoctoral research at NHL Stenden University of Applied Sciences in the Netherlands. Vanessa's academic experience of more than two decades as a lecturer has been devoted to technical, undergraduate and postgraduate courses. She is a member of the Editorial Board on Journal of Tourism - Studies and Research in Tourism and a Member of the Reviewers' Committee for the International Journal of Academic Research in Management. Some modules that she is delivering (BBA):</p> <ul style="list-style-type: none"> <li>• Contemporary Issues in the International Service Industry</li> <li>• Hospitality Operational Excellence</li> <li>• Contemporary Issues in the International Service Industry</li> <li>• Hotel Management</li> </ul> <p><b><u>G.J. Rene Rijnders</u></b> (Netherlands)</p> <p>He holds an MSc and has worked for the Dutch Board of the Hotel and Catering Industry for many years, focusing on Labour Market Research, Food Safety, and Future Hospitality. He has participated in a number of publications on using the Design Thinking approach in concept development in hospitality. In 2013, he entered into teaching at Saxion Hospitality Business School, in the Netherlands, and was appointed to NHTV Breda, the Netherlands, as Academic Supervisor. He is now a Senior Lecturer and Programme Coordinator at Wittenborg. Some modules that he is delivering(BBA)</p> <ul style="list-style-type: none"> <li>• Food &amp; Beverage Management</li> <li>• Administrative Organisation Management</li> <li>• Corporate Entrepreneurship</li> </ul> <p><b><u>Hind Albasry</u></b> (Iraq)</p> <p>Hind Albasry, Ph.D., received a BSc degree in electrical and electronic engineering (communication engineering) from the University of Al-Fateh, Tripoli, Libya, in 2003, an MSc degree in communication network planning and management computer from the University of Portsmouth, U.K., in 2009, and a Ph.D. degree in electronic engineering (communication engineering) from the University of Kent, Canterbury, U.K., in 2018. She worked for more than 15 years in the telecommunications field, in Baghdad, Iraq. Her research interests are in the area of wireless communications, covering device-to-device communication, resource allocation, performance evaluation, and cooperative communication. Some modules that she is delivering:( BBA)</p> <ul style="list-style-type: none"> <li>• IT Infrastructure</li> </ul>
11:10 – 11:30 (Room H3.14)	Break + <i>Internal panel deliberation</i>



<p>11:30 – 12:45 (Room H3.03)</p>	<p><b>Panel interview with the administration staff</b> (one interview with all participants, no presentation)</p> <p><i>Main topics:</i></p> <ul style="list-style-type: none"> <li>- support of students</li> <li>- programme organisation</li> <li>- staff policy</li> <li>- quality assurance</li> <li>- evaluation (results, taken measures)</li> </ul> <p><u>Participants from WUAS</u> <i>Name / Bio / Role</i></p> <p><b><u>Sophia Faraji</u></b> (Iran) – External Relations &amp; Events Coordinator Sophia Faraji, BA, External Relations &amp; Events Coordinator, holds a bachelor's degree in Marketing and Communication Management from Wittenborg. She also gained a bachelor's degree in English teaching in Iran. She started at Wittenborg as an intern in the position of Front Desk Assistant. Currently, Sophia is External Relations &amp; Events Coordinator at Wittenborg. She is responsible for managing Wittenborg's front desk and assisting Wittenborg students with academic and non-academic questions. Next to that Sophia is also responsible for coordinating the international partnerships at Wittenborg. She has three years of experience as an International Sales Marketing Manager in one of the most reputable educational companies in Iran, and also managed the company's international communications for a year. Sophia also has experience in managing and leading travel tours.</p> <p><b><u>Xiaoli WU</u></b> (China) - Support Office and External Relations Coordinator Support Office &amp; External Relations Coordinator, is from China and started her career as a university teacher. After 7 years of teaching, she started working with the provincial government for international trade promotion, dedicated to building up international contacts with different chambers of commerce of other countries and organizing various events to promote industries and projects in the Shaanxi Province. In 2014, Xiaoli founded her own company, Euro-China International Economic &amp; Cultural Center, in the Netherlands, mainly engaging in connecting entrepreneurs from China to European countries for business opportunities and information exchange. Xiaoli started at WUAS from June 2021 and is stationed at Wittenborg's Amsterdam study location, responsible for managing it, assisting students with academic and non-academic questions, and responsible for coordinating and organizing events to help students with their career development in the Netherlands.</p> <p><b><u>Lucy Omwoha</u></b> (Kenya) – Project Week Coordinator Lucy is a research student at the School of Sport and Service Management, University of Brighton, UK. She completed her undergraduate studies in International Business Management in 2012 and master's studies in International Event Management in 2014. She is currently pursuing her PhD at the University of Brighton. With six years of experience as an educator, Lucy takes pride in teaching in international settings. Her teaching expertise and research interests include International Event Management, Sport Management, Hospitality Management, Tourism Management, Risk and Crisis Management. Her research interest is to explore the subject area of human capital and migration within the current and past debates in academia in order to align the research focus in a manner that prioritizes</p>
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	<p>the research journey effectively. Next to being a lecturer, Lucy is also Project Week Coordinator at Wittenborg. Some Module that she is delivering (BBA)</p> <ul style="list-style-type: none"> <li>• Event Management</li> <li>• Hospitality Management</li> <li>• Marketing</li> <li>• Coaching &amp; Personal Development</li> </ul> <p><b><u>Maike Nuyken</u></b> (Germany) – HR Manager After graduating with honours with a Bachelor of International Business Administration (IBA) in Economics and Management from Wittenborg in 2014, having worked a few years in the consultancy and hospitality business, in 2018 Maike pursued a Master of Business Administration (MBA) in Hospitality and Service Management at Wittenborg. She obtained her MBA with honours in 2020. After working on an interim basis in the Human Resources Department, advising the executive, Maike has taken on a permanent role at Wittenborg as HR Manager since 2021.</p> <p><b><u>Sinan Colasan</u></b> (Turkey) – Deputy Student Registrar Deputy Student Registrar, has over 15 years of professional full-time work experience in the public and private sectors. This includes 5 years of experience in the management of EU-funded social development projects in Turkey and Cyprus and 7 years of experience as a public officer in Turkey. He is WUAS's Deputy Student Registrar and also member of the Management Team. Sinan's main responsibilities include guiding students after admission and providing effective student support systems. He is part of the Marketing Team, which works for the development and implementation of strategies for increasing the number of recruits. Sinan has lectured as co-teacher at Wittenborg in the Bachelor of Sports Business Management programme and completed his third post-graduate degree in Teaching and Learning in Higher Education.</p> <p><b><u>Kriszta Rostás-Kaspers</u></b> (Hungary/Romania) – Assurance of Learning Manager Kriszta holds a Master in International Management from the University of Utrecht and has been with WUAS since 2017, assisting the management of education development &amp; quality oversight, which entails a range of tasks that are linked to the cohesion between programme development and maintenance, also in relation to the overall final qualifications, the aims and objectives of modules, and the quality and relevance of examinations. Kriszta has the role of Assurance of Learning, Accreditations and Quality Manager. She is also the secretary of the Education Board and the Ethics Review Committee, and member of the Graduation &amp; Examination Board.</p>
12:45 – 13:15 (Room H3.14)	Lunch/Snack + Start of Final Review
13:15 – 16:15 (Room H3.14)	<i>Internal Panel Deliberation (Final Review)</i>
16:15 – 17:15 (Room H3.03)	<p><b>Final feedback</b> from the panel</p> <p>+</p>

	<p><b>Development Dialogue</b> regarding the further improvement of the study programme</p> <p><u>Participants from WUAS:</u> <i>Names / function</i></p> <p><b>Programme Management</b> <b>All interested internal departments + students/alumni</b></p>
Approximately 17:15	<i>End of site visit</i>

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