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Assessment report

International Business Administration (BBA)

Wittenborg University of Applied Sciences



Certificate for Quality in Internationalisation

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European Consortium for Accreditation

Assessment report

International Business Administration (BBA)

Wittenborg University of Applied Sciences

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ECA OCCASIONAL PAPER

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Reviewed by:

Foundation for International Business Administration Accreditation (FIBAA)

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1. Executive summary

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

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

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

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

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

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



2. The assessment procedure

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

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

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

Professor Dr. Peter van der Sijde, Panel Chair

Vrije Universiteit Amsterdam, the Netherlands

Professor of Organisation, Entrepreneurship & Technology

Prof. Dr. Reinhard Bachmann

University of London, United Kingdom

Professor for International Management

Simen Kooi, MDM

NHTV Breda University of Applied Sciences, the Netherlands

Program Manager International Hotel Management

Eugenia Llamas MA PhD

Ecole des Ingénieurs de la Ville de Paris, France

Director of International Relations at EIVP

Dipl.-Volkswirt Karl-Peter Abt

Stanton Chase International, Düsseldorf, Germany

Associate Partner Stanton Chase Düsseldorf GmbH

Julia Ekhardt

Hochschule Neu-Ulm, University of Applied Sciences, Germany

Student of Business Administration (Bachelor)



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

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

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

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

3. Basic information

Qualification: International Business Administration (BBA)

Number of credits: 240

Specialisations:

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

Institution:

Type of institution: Wittenborg University of Applied Sciences

Status:

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

4. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

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

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

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

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

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

WUAS International Philosophy is described on its website:

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



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

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

Conclusion and recommendations

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

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

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

Criterion 1b: Verifiable objectives

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

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



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

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

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

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

Conclusion and recommendations

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

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

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

Criterion 1c: Measures for improvement

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

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

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

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

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

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

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

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

Conclusion and recommendations

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

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

Overall conclusion regarding Standard 1. Intended internationalisation

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

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

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

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

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



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

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

Phase 1: International Law in Business and Commerce

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

Phase 2: International Communication

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

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

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

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

Conclusion and recommendations

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

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

Criterion 2b: Student assessment

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

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

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

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

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

Conclusion and recommendations

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

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

Criterion 2c: Graduate achievement

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

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



Conclusion and recommendations

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

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

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

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

Overall conclusion regarding Standard 2. International and intercultural learning

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

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

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

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

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

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

Intercultural Management

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

Phase 2: Sales and Export

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

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

Phase 3: International Trade

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

Conclusion and recommendations

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

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

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

Criterion 3b: Teaching methods

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

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

Teaching	Learning
<ul style="list-style-type: none"> ● Classroom lecturing ● Case study discussions ● Feedback and presentation sessions ● Interviews and debates ● Video and film ● Company visits ● Discussion sessions ● Research papers ● Coaching and tutoring ● Work experience tutoring ● Dissertation coaching 	<ul style="list-style-type: none"> ● Compulsory reading ● Recommended reading ● Internet research ● Library research ● Classroom lectures – notes, listening, review of videos/recordings ● Case study learning in class, in project groups ● Preparing and presenting ● Discussions with peer students, with business people ● Surveys and questionnaires ● Feedback on film – reflection ● Reflective writing – for example, project weeks, work experience ● Visiting companies ● Speaking to entrepreneurs ● Helping business people with projects ● Organising events ● Starting companies ● Desk research ● In-company research ● Dissertation writing

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

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

Conclusion and recommendations

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

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

Criterion 3c: Learning environment

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

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

Measures for creating such a learning environment are:

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



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

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

Conclusion and recommendations

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

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

Overall conclusion regarding Standard 3: Teaching and Learning

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

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

Standard 4: Staff

Criterion 4a: Composition

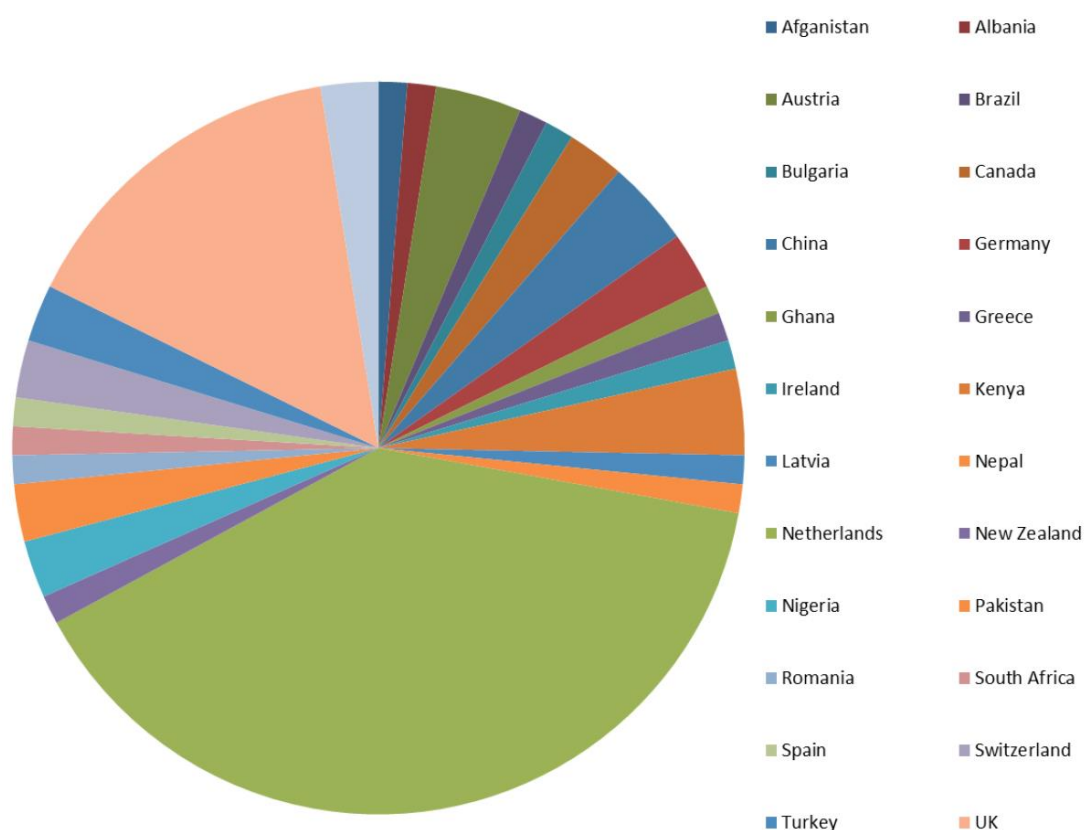
The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

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

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

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

Overview of the represented nationalities:



Conclusion and recommendations

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

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

Criterion 4b: Experience

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

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

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

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

Conclusion and recommendations

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

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

Criterion 4c: Services

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

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

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

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

Conclusion and recommendations

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

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

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

Overall conclusion regarding Standard 4: Staff

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

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

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

Standard 5: Students

Criterion 5a: Composition

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

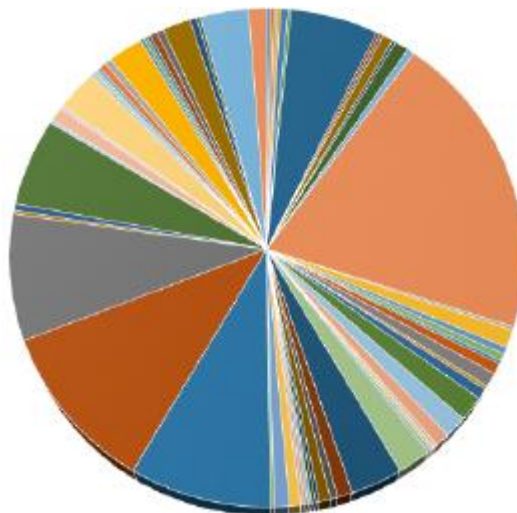
In the past 5 years, WUAS has seen 97 nationalities studying at the University. Currently there are students enrolled with 68 different nationalities. In 2016, 89% of the approximately 600 students registered during the year were not Dutch.

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

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

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

Overview of the currently represented nationalities:



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

Conclusion and recommendations

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

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

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

Criterion 5b: Experience

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

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

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

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

Conclusion and recommendations

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

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

Criterion 5c: Services provided to students

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

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

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



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

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

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

Conclusion and recommendations

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

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

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

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

Overall conclusion regarding Standard 5: Students

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



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

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

Conclusion

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

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

5. Overview of assessments

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

Annex 1. Composition of the panel

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



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

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

Panel composition

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

III Overview of expertise within the panel (argumentation)

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

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

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

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

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



Statements of independence

Will be added

Annex 2. Documents reviewed

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



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

Further documents available to the panel during site visit:

- List of graduates (alumni tracking study)

Annex 3. Site visit programme

Overview

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

Programme

Day One

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

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

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

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

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

Karen Penninga

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

Tim Birdsall (UK / Switzerland)

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

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

Day Two

2nd Day: March 30th, 2017

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

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

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

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

Adeyemi Banjo, MBA, MSc (Nigeria)

Current modules taught:

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

Bert Meeuwsen , MBA, M.Ed (Netherlands)

Current modules taught:

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

Dr Saskia Harkema (Netherlands)

Current modules taught:

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

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

Dr Alexander Bauer (Germany)

Current modules taught:

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

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

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

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

Harry Maatjes, Ing (Netherlands)

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

Santosh Aryal (Nepal)

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

Daniel O'Connell (Ireland)

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

Myra Qiu (China)

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

Sadaf Sakhi (Afghanistan)

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

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

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

Day Three

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

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