



27th June 2019

Year Report **2018** for the Stichting Wittenborg University Executive

This report contains updated statistics and information about the current activities and programmes of Wittenborg University of Applied Sciences (WUAS).

In **2018** WUAS

- gained NVAO reaccreditation (3rd cycle) of all its bachelor's IBA programmes (FIBAA already confirmed its reaccreditation in December 2017).
- carried out preparation for the NVAO interim 'check' carried out by a FIBAA panel of its master's business administration programmes;
- carried out preparation for the FIBAA reaccreditation (2nd cycle) of all its master's MBA programmes;

In **2018** WUAS continued

- the process of institutional partnership review with the University of Brighton (QAA)
- the process to prepare for AACSB accreditation (Business School)
- the process to prepare for AMBA / BGA accreditation (MBA programmes / Business School)

In **2018** WUAS overhauled its Quality System and introduced the concept of '3 Pillars' – Internationalisation, Diversity and Ethics.

During these processes, all systems and processes at WUAS were once again be evaluated and revised where necessary, in accordance with the quality system.

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Introduction

Wittenborg University of Applied Sciences (henceforth WUAS), is a privately funded (not for profit) institution for higher education that operates fully in English.

WUAS is a “Legal Entity for Higher Education” (*NL: Rechtspersoon voor hoger onderwijs*). This status means that it is permitted to offer accredited higher education programmes and award bachelor and master degrees under the Netherlands Act of Higher Education (WHW¹), and that for programmes accredited by the Netherlands NVAO², students are entitled to study grants and the study loan system that was introduced in 2015.

WUAS’ Netherlands Ministry of Education registration number (BRIN) is 25AY.

WUAS is based in the Dutch town of Apeldoorn and currently offers Bachelor and Master programmes to around 850 students a year (**2018**) from the Netherlands and around the world. WUAS counts its student numbers based on all those registered during a calendar year, and currently on average 700 students are studying at any one time during the year. Its size, international (micro) environment and the fact that it is privately funded contribute to a dynamic and continuously developing institute that enjoys bringing a global outlook to a local region.

This year report is a short summary of the activities of the institute in **2018** and describes its development of programmes, its due-diligence and oversight systems and basic students and financial information. The primary aim of this document is compliance with the Dutch Act of Higher Education and Research.

¹ Wet Hoger en Wetenschappelijk Onderwijs

² Netherlands and Flemish Accreditation Organisation

Continued development of the 10 Year Plan (2013 – 2023)

WUAS Institute

- **Growth:** Increased student number growth was achieved in **2018** (21%) in line with the current 10 year plan for Wittenborg. The average growth at WUAS since 2010 remains at 17% per year.

Apeldoorn Campus

Laan van de Mensenrechten (Aventus) Building: WUAS committed to continue renting the wing with office spaces and class rooms and extensive other facilities at the Aventus building with the Aventus College. The rental agreement, including all services and other aspects of the partnership runs until August 2020 and Aventus has already committed to a further two years.

Spoorstraat 23: The Spoorstraat building is fully functioning and WUAS (under the entity Wittenborg University Accommodation BV) has taken ownership in December **2018**.

Amsterdam Campus

WUAS operates a study location in Amsterdam. This location is specifically aimed at offering the IBA bachelors programme in Entrepreneurship & Small Business, together with a BSc in Business & management with the University of Brighton. Students can gain a double degree. Also, in **2018**, WUAS started offering three of its MBA pathways in Amsterdam. Currently Amsterdam has around 90 students. In **2018** WUAS successfully moved its Amsterdam campus from the so-called Up-Building, where it shared space with Study Group, to a new location at the so-called Dali Building in the Arena Port Area (Amsterdam South East). This investment enabled WUAS to utilise a bespoke location, with improved learning spaces, increased office spaces, classrooms, ICT infrastructure including Eduroam, and space for the return of the so-called 'entrepreneurship incubator' for its students.

Vienna Location

In **2018** WUAS continued its activities at a small study location in Vienna. Around 10 students continued following some of their studies at the Vienna location, and were joined by some exchange students throughout the year, however WUAS has been working with its partners regarding issues of recognition (of Dutch accreditation) by the Austrian authorities that effect WUAS recruitment there, due to the nature of its international students. WUAS remains in discussion with the accreditation authorities regarding its activities in Vienna.

The development of the 5 Schools – update

WUAS is a growing and continually developing institute.

The Business Plan of 2012, updated in 2013 first introduced the concept of 5 Schools, as a way of managing its growth in numbers of students and diversity of its business & management programmes. At the time it stated:

The following stages are seen as important:

1. Growth from 200 to 500 students

- Achievable within current organisation structure and programmes (current or in development), however investment required in management support
- Main investment required in marketing and branding (staff and activities)

2. Growth from 500 to 1000 students

- Would require new organisation form, possibly in business units (schools)
- Investment required in new programme development

3. Growth over 1500 students

- Achievable through creation of faculties / schools with own management structures
- Would require investment in location & possible acquisition of existing schools

WUAS is obviously now at 'Stage 2' and although the 'Schools' are not business units in themselves, they do server as a vehicle to manage an institute that is nearing the 1000 student threshold.

The concept is to manage broad bachelors and masters programmes through one system, with tight control of systems and structures and quality through centralised education and examination boards, however to spread the 'identity' of programme pathways and of students and teaching staff across schools that reflect the industry and focus.

For instance, the bachelors of business administration programmes have now clearly been grouped into clusters so called 'pathways' that reflect the schools:

Bachelor of Business Administration

- 4 pathways –
 - Classic International Business Administration (CIBA)
 - Entrepreneurial Business Administration (EBA) – offered in Amsterdam
 - Hospitality Business Administration (HBA)
 - Marketing, Communication & Information Business Administration (MCI)
- 11 specialisations offered in **2018**
 - 4 in CIBA, 1 in EBA, 4 in HBA & 2 in MCI

Below, all programmes offered at WUAS are listed, within the 'schools'.

School of Business

The School of Business is the most established of the 5 Schools, with business, real estate management and financial services (banking) being the roots of Wittenborg when it started.

In **2018**, the School of Business had around 250 bachelor's registrations (reduced due to the splitting of pathways) and around 90 MBA students³. Of the bachelor's, around 80 students studied in Amsterdam in **2018** and 8 followed the MBA from the Amsterdam location. The programmes are:

Bachelor of International Business Administration (IBA) in the pathways:

- 'Classic IBA' with specialisations:
 - Economics & Management
 - Financial Services Management
 - Real Estate Management
 - Logistics & International Trade
- 'EBA' – Entrepreneurial Business Administration with specialisation:
 - Entrepreneurship & Small Business (this is also a double degree with the University of Brighton leading to a BSc in Business)

Master of Business Administration (MBA) in the following specialisations:

- General Management
 - (to be re-developed as International Management in 2019)
- Entrepreneurship & Innovation
- Finance

All the above programmes are accredited by FIBAA & NVAO

NB: WUAS is starting a NVAO accreditation process of its own for the Master Business Management programme in order to be able to comply with AMBA requirements and still enrol WUAS graduates and others with less than 3 years' work experience. The Master Business Management is based on the MBA programme, however students do not need work experience. This is being done for a number of reasons:

Brexit – the consequences of which may affect visa status for students, and teachers;

AMBA / BGA accreditation – MBA requires an absolute prior work experience of 3 years, and WUAS has many bachelor graduates wishing to follow the Master of Business (directly but often after only 1 or 2 years work);

From **2018** – 3-year (FT) PhD doctoral programme at the Apeldoorn Doctoral College – University of Brighton & Wittenborg. PT for staff (6 years).

³ WUAS counts its students based on registrations in a fiscal year rather than an academic year, with the payment being classed as registration or re-registration. This ensures continuity throughout all documentation and is fiscally soundproof.

School of Hospitality & Tourism

The School of Hospitality & Tourism works closely with the School of Sport & Service Management of the University of Brighton. It offers a double-degree pathway in hospitality management. In **2018**, around 170 bachelor's students were registered and the institute counted around 50 master's students.

Bachelor of International Business Administration (IBA) in the pathway:

- HBA - Hospitality Business Administration in:
 - Hotel & Hospitality Service Management
 - International Event Management
 - International Tourism

Master:

- MBA Hospitality Management

All the above programmes are accredited by FIBAA & NVAO

Brighton accredited / validated programmes (QAA):

Double-degree pathway, validated by UofB: BBA (WUAS) & BA (Hons) (UofB).

- International Hospitality Management

From **2018** – 3-year (FT) PhD doctoral programme at the Apeldoorn Doctoral College – University of Brighton & Wittenborg. PT for staff (6 years).

These programmes lead to a UK MSc degree, and WUAS awards a Postgraduate Diploma (PGDip).

- Master of Science in International Hospitality Management
- Master of Science in International Event Management
- Master of Science in International Tourism Management

NB: WUAS is starting a NVAO accreditation process of its own for the Master Business Management programme in order to be able to offer a full double degree. The Master Business Management is based on the MBA programme, however students do not need work experience. This is being done for a number of reasons:

Brexit – the consequences of which may affect visa status for students, and teachers;

AMBA / BGA accreditation – MBA requires an absolute prior work experience of 3 years, and WUAS has many bachelor graduates wishing to follow the Master of Business (directly but often after only 1 or 2 years work);

School of Arts & Technology

Currently, the MBA programme is developing some specialisations in technical fields. There is no Head of School as until student numbers grow the programme is managed under the School of Business.

Current 'tech' MBA programmes being developed:

- MBA Clean tech
- MBA Smart Industries
- MBA Information Management

- Also being developed is Bachelor of International Business Administration (IBA) in Technology Management

From **2018**-2019 the BBA programmes of Information Management and of Marketing & Communication have been clustered under the heading MCI (Marketing Communication & Information) and this will lead to a shift from Business (Management) to Arts & Technology (Management), and increase the numbers of students in this school to around 120.

The programmes Bachelor of International Business Administration (IBA) in the pathway:

- 'MCI' – Marketing, Communication & Information
 - Marketing & Communication
 - Information Services Management

From **2018** – 3-year (FT) PhD doctoral programme at the Apeldoorn Doctoral College – University of Brighton & Wittenborg. PT for staff (6 years).

Research: The School of Arts and Technology started from an EU INTERREG research project called GREAT, in which WUAS played a significant role. The project started in 2012, and was completed at the end of 2015. It led to the development of a specific MBA pathway and plans to develop an IBA pathway in technology management, which will provide regional technology companies the chance to attract international talent to the region seeking to study a management degree with a focus on technology companies.

Currently WUAS is partaking in an EFRO research project in the technology sector, working with several partners, including the University of Twente on a regional project stimulating the development of robotics in companies (Robotics Experience Centre Testing Ground Project – "RECAP").

School of Sport & Health

Currently around 12 bachelor students and 9 master students are studying in the programmes. There is no Head of School as until student numbers grow the programmes are managed under the School of Hospitality & Tourism.

The programmes are:

- Bachelor of International Business Administration (IBA) Pathway in Sports Business Management (FIBAA / NVAO accreditation).
- MSc in Sports Business Management (University of Brighton accreditation / validation, QAA)

MBA pathways:

- MBA in Sports Business Management
- MBA in Healthcare Management

From **2018** – 3-year (FT) PhD doctoral programme at the Apeldoorn Doctoral College – University of Brighton & Wittenborg. PT for staff (6 years).

School of Education

WUAS is working closely with the University of Brighton School of Education to develop its own School.

Currently 2 students are following the MBA and 15 students (members of staff) are following the PGCert, which is a 30 EC credit level 7 (Master) programme, also accredited by the UK's Advance HE. This award covers WUAS' requirement for the Dutch BKE / BKA.

From 2019, if the MA in Education starts with enough numbers (5 min) a Head of School will be appointed to manage the following programmes:

- MA in Education (**2018**) – this will be University of Brighton accreditation / validation (QAA)
- PGCert in Teaching & Learning in Higher Education

The Postgraduate Certificate in Teaching & Learning is a professional staff development programme, at master's (in Dutch Post-HBO) level, for teachers in higher education, and has been specially tailored for teaching staff at Wittenborg University of Applied Sciences.

This PGCert is offered in cooperation with the University of Brighton, is made available exclusively to all Wittenborg University of Applied Sciences teaching staff, part-time, full-time, and from all campuses.

The PG Cert is equivalent to 21 European Credits according to Dutch HE standards, and the award will be equivalent to the Dutch 'BKE' and 'BKO' qualifications offered by Dutch universities.

MBA Pathway:

- MBA in Education Management (under the FIBAA / NVAO MBA accreditation)

From **2018** – 3-year (FT) PhD doctoral programme at the Apeldoorn Doctoral College – University of Brighton & Wittenborg. PT for staff (6 years) .

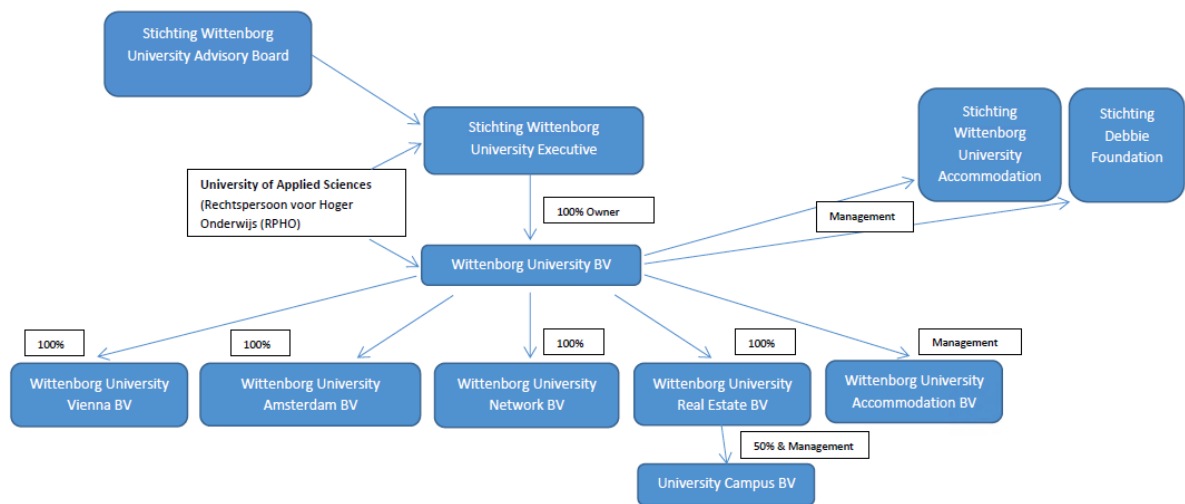
WUAS - Current Legal Entities

The WUAS legal entities did not change with respect to the university's status in **2018**.

Peter Birdsall is Chair of the Executive Board and Maggie Feng is CEO of WUAS. Karen Penninga is Director of Corporate Governance & Legal Affairs.

The Wittenborg Organisation

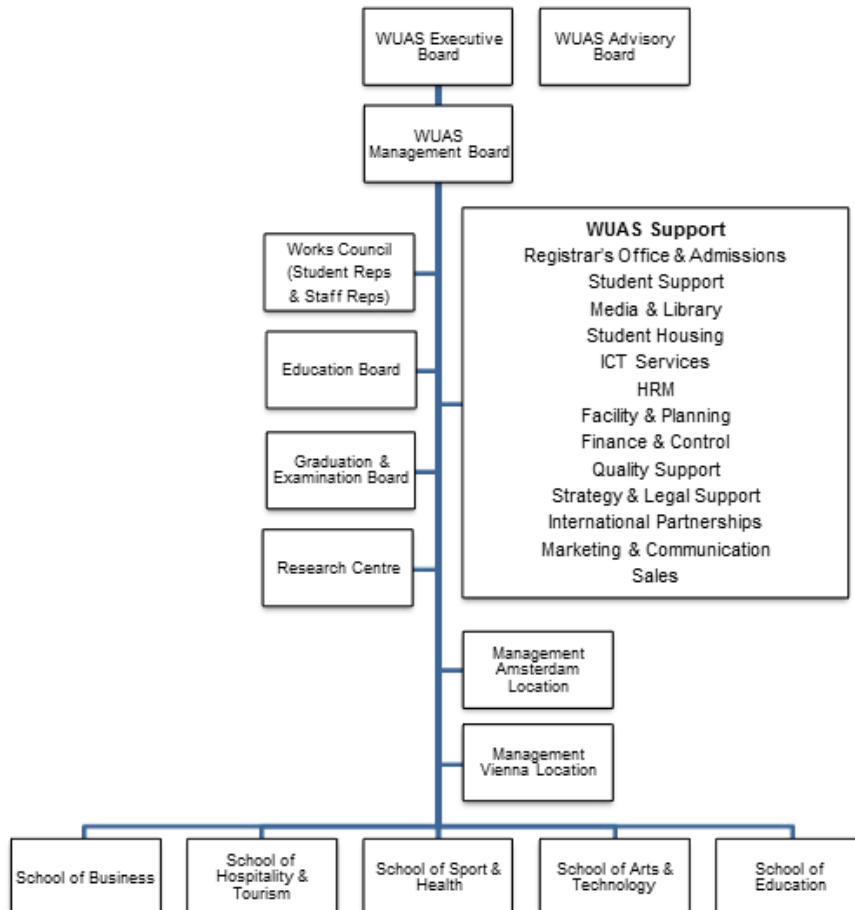
Company Ownership 2018



The WUAS Organisation

A Basic Organisation Chart of WUAS is shown below.

WUAS 2018

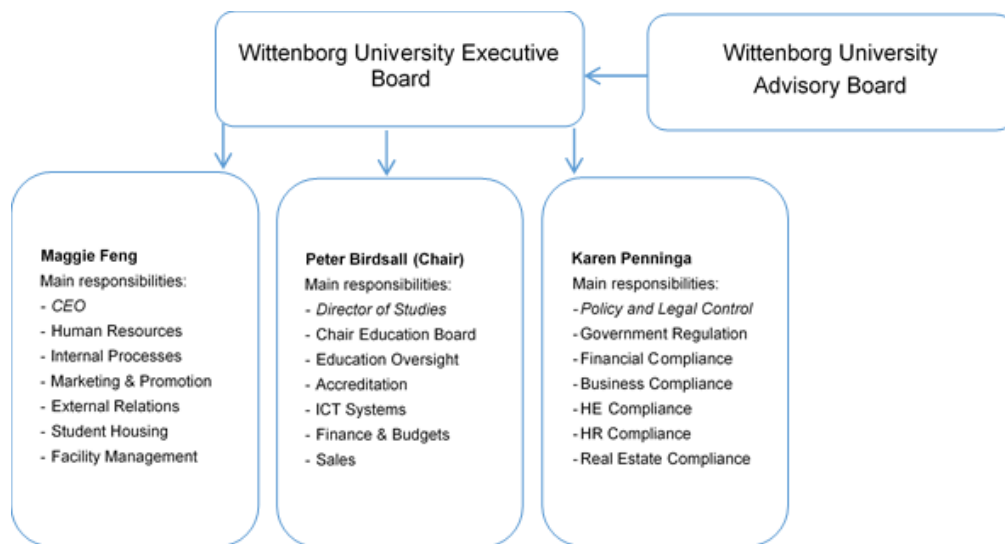


WUAS Executive Board

The Wittenborg University Executive Board (the Executive) forms the management of Wittenborg University of Applied Sciences. Its members are Peter Birdsall, Chair of the Executive Board (President) and Maggie Feng, CEO and Karen Penninga Director of Corporate Governance & Legal Affairs

The Executive reports to the Advisory Board (below).

Below is an overview of how the responsibilities at Board level are divided in the Wittenborg Executive.



Vice President Academic Affairs

In **2018**, WUAS appointed a Vice President of Academic Affairs, Professor, Dr Ronald Tuninga.

The role of the VP Academic Affairs at WUAS is primarily to support the Executive directly with advice and guidance on the development of programmes and academic quality at the university.

The VP will maintain an overview of all the programmes from an academic perspective, and to maintain a critical view of the academic quality of the content, delivery and final output (research papers and final projects). Also the VP advises the Executive and Heads of School on accreditation processes, positioning of the programmes and the university overall, the quality of academic staff and works with the head of research to stimulate research, collaboration and integrity.

Stichting Wittenborg University Advisory Board

The Advisory Board, is in effect the body that formally oversees the governance of WUAS University, and advises on the programmes it develops and offers. The Advisory Board has a separate legal status from the Executive and is an independent Trust that oversees the development and continuity of the institution. It currently has 4 members, who represent local business, employers, and government. The Advisory Board plays an important role in advising the institute on the development of new programmes, also introducing external parties in an advisory role when required. In cases of a change in top management at WUAS, the Executive can actually be appointed by the Stichting WUAS University Advisory Board.

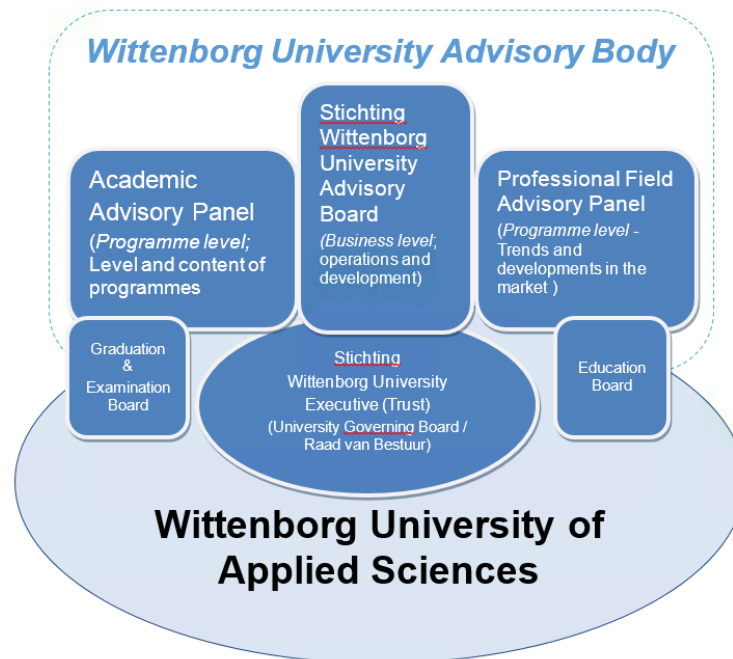
Members of the Advisory Board

- Mr Ruud Dost, Red Stone Management (Chairman)
- Mr Bernd R.C. de Roo, Partner at CIFRE Accountants & Tax Lawyers, also represents the Johanna Donk Grote Stichting
- Mr Jack Pieterse, Managing Director LLC Benelux at Smurfit Kappa Zedek, also representative of VNO-NCW, regional Employer's Association
- Mr Harry Stoffels, formally of the Municipality of Apeldoorn (Gemeente)
- Dr Mirjam Leloux, Director IXA University of Amsterdam
- Mr Johan Kruithof, formally Alderman Municipality of Apeldoorn (Gemeente)

In **2018**, the role and responsibilities of the Advisory Board were evaluated, and two new members were appointed, and a rotation of retirement was agreed.

Further actions are being taken to develop the governance structure of the Advisory Board allowing it to have a fully independent oversight role within the quality system at WUAS.

Also, the membership of the Advisory Board will be evaluated and the team strengthened with academic input and gender equality.



The Academic Advisory Panel

At the end of **2018**, an Academic Advisory Panel (AAP) was instigated consisting of 6 persons representing professors from 6 business schools in 4 countries and three continents. These well-established scholars provide valuable input on the trends in educations and the various existing programmes at WUAS.

The current members of the WUAS AAP are:

1. **Dr Peter van der Sijde**, Professor of Organization, Entrepreneurship and Technology, Faculty of Science, Business & Innovation and the Faculty of Social Science, VU University Amsterdam, The Netherlands.
2. **Dr Beatrice van der Heijden**, Professor of Strategic HRM, Radboud University, Nijmegen, The Netherlands.
3. **Dr Ad Kil**, Professor of Research Didactics for Professionals, Nyenrode Business Universiteit, Breukelen, the Netherlands.
4. **Dr Leo Paul Dana**, Professor of Innovation and Entrepreneurship, Montpellier, France and New Zealand.
5. **Dr Carol Kaufman-Scarborough**, Professor of Marketing, Rutgers University, New Jersey, USA.
6. **Dr Brigitte Nicolaud**, Director Teaching and Learning, Aston Business School, UK.

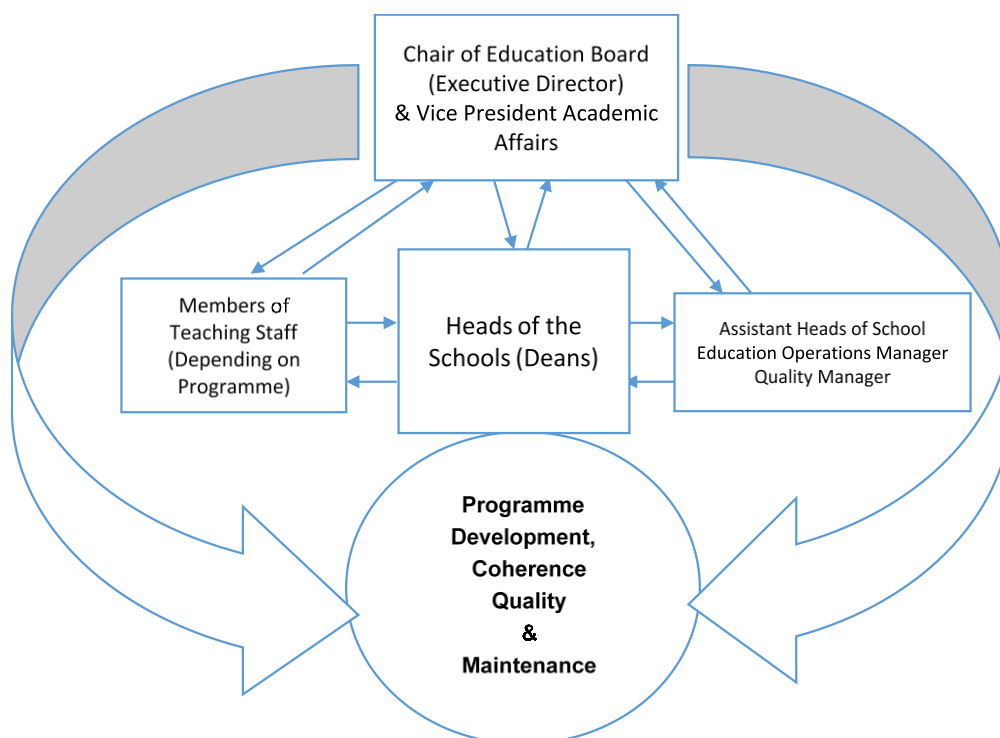
The Education Board

WUAS' programmes are developed and monitored by the Education Board, on the one hand to be compared to a research and development department of an organisation, and on the other hand to a programme management team within a higher education institute. The Board is comprised of key WUAS staff, concerned with the development and deployment of the programmes, including the Executive Director of Education, the Vice President Academic Affairs, the Heads of School, Assistant Heads of School, the Education Operations Managers, Campus Directors & Quality System Manager, and various members of the teaching staff, depending on the programmes being discussed/developed.

The chart below shows the structure of the Education Board. The aims of the Education Board are:

1. To develop and have accredited new Bachelor and Master degree programmes.
2. To maintain and re-develop all current Bachelor and Master degree programmes.
3. To review feedback from students, teachers, (work placement) companies, business networks and WUAS' alumni and take action on results.

The Education Board is responsible for aligning its programmes with the professional field and requirements of the market, and interacts with the 'outside world' through its contact with the advisory bodies and the professional field.



The Examination & Graduation Board

As a compact institute, Wittenborg has one central Graduation and Examination Board (Exam Board), which ensures that all decisions regarding EC Credit allocation and the awarding of degrees are brought under the responsibility of a relatively impartial body. (Relative, in the sense that although most members are employed by the institute, there are two “external members”, and no-one who has a legal or financial stake holding in the organisation is a member.

The Wittenborg University Executive publishes a Graduation & Examination Board Regulations for its programmes⁴, (now part of an Education and Examination Guide). The Exam Board, as a key institutional body, ensures correct application of these, under Dutch Law and under agreements as part of external validations and accreditations, such as with the University of Brighton. Currently, the Exam Board comprises of Wittenborg teachers tutors and staff members, who are either fully employed or external consultants who teach Wittenborg modules, as well as 2 external members who work at other Dutch HEI’s.

In **2018**, an additional external member was introduced from the Academic Advisory Board (Dr Ad Kil).

The Chairperson of the Graduation & Examination Board is appointed by the Executive. In order to comply with Dutch Law, the Graduation & Examination Board, in effect, appoints all examiners, on the basis of employment and contract arrangements with the Executive. The Graduation & Examination Board is planned to meet 6 times a year, and can convene more often if required.

The Exam Board is responsible to ensure that all students entering the programme have the correct qualifications and entry levels as set by the executive. To determine these, it can enlist the expertise of internal or external experts in diploma / degree verification, such as Nuffic (The institute that oversees and promotes international education in the Netherlands in a similar way to the UK’s British Council, or Germany’s DAAD).

The responsibilities and expertise of the Graduation & Examination Board are fully explained in its yearly report. The Exam Board also plays a role in the Wittenborg University Complaints Procedure described in the Education and Examination Guides of Wittenborg’s programmes.

⁴ Note: The joint MSc programmes fall under the University of Brighton’s GEAR – Graduation, Education & Assessment Regulations of the University of Brighton.

Accordance with Law

Examination and Education Guides

For each programme offered a legally binding document called the Examination and Education Guide (EEG) is produced and made fully available to students, and prospective students. All students entering any WUAS programme sign a study agreement that states that they are aware of the Examination and Education Guide and agree to its contents. The current Education and Examination Guides are available (Per Programme / Pathway) through WUAS' websites and intranets for students, and others to download.

The format and completeness of the current EEG formats are a result of reflection gained during FIBAA and NVAO IBA accreditation processes of 2012 & 2013 and 2017-**2018**, and the MBA accreditations of 2014 & 2015 & **2018**. They also reflect feedback from the student reps and have been updated as part of the PDCA process.

Examination Board

At WUAS, an 'executive, independent' **Graduation & Examination Board (GEB)** oversees the operations, quality and methods of examinations at the institute. The GEB is constructed in accordance with law: there are no financial decision makers involved in the GEB, ensuring its complete independence from the financial well-being of the institute. The GEB includes three external members, including the Chair of the GEB and each member fits a profile drawn up by the board in agreement with the institute. A legally compliant examination board is enabled and meets regularly throughout the academic year. It reports yearly to management. In **2018** a report was provided to management and further in this document a summary is given.

In **2018**, as a result of feedback and recommendations from the GEB and the Education Board, in 2017, WUAS' education team has undertaken a special review of all examinations throughout all modules given at all levels and made recommendations where necessary.

Furthermore, since examinations are measurement instruments, the research involved the assessment of the psychometric property, and specifically the validity and reliability of exams. The examination guidelines and procedures were scrutinised, followed by a detailed evaluation of the modular aims and objectives against the content of the lectures and the examination items. Also reviewed were the exam development criteria, analysis of the level and proper use of British English, and possible content overlaps/equivalency among exam versions.

In response to advice by the accreditation body FIBAA panel WUAS has updated its policy on plagiarism and revised the assessment criteria of the 'business plan option' of the final project (for bachelor's)

A report of activities and findings of the Graduation & Examination Board was provided to management.

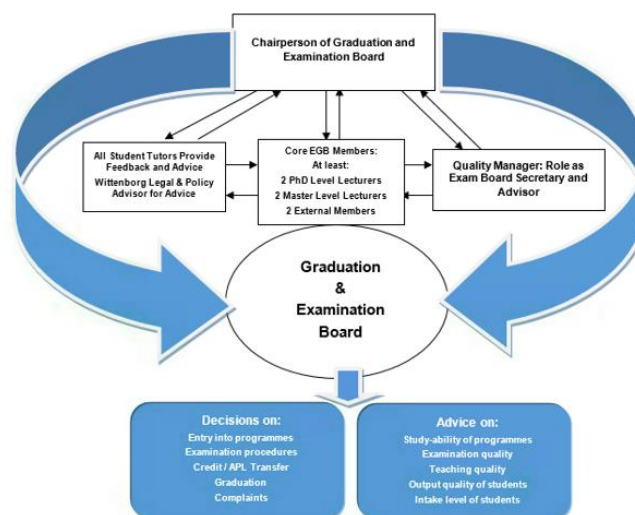
Summary of GEB Report 2018

Wittenborg's Graduation & Examination Board (Examination Board) met throughout the year as planned, and helped Wittenborg ensure that its programmes were offered and administered according to the Education and Examination Guide for the programme concerned (EEG).

This report outlines the issues and facts surrounding the work of the Wittenborg University of Applied Sciences Graduation and Examination Board in the year **2018**.

- The year saw no deviations from the Education & Examination Guide (EEG) and no individual exemptions were given. ECTS and other Credit Transfer was given to students whose previous study was attested and valued through Nuffic or Naric, or both.
- All members of the Examination Board were correctly and formally appointed.
- The Chairperson continued with her three-year (renewable) term, as passed by the Examination Board.

Composition of the Graduation & Examination Board



Graduation & Examination Board Responsibilities

- To monitor the quality of examinations in respect of whether they meet the programme objectives, required competences as outlined in the relevant module guide and the educational standards and philosophy of Wittenborg, as described in the EEG;
- To evaluate attendance and participation in relation to assessment, plus rules and regulation as proscribed by the relevant authorities in the Netherlands;
- To ensure examinations and evaluations leading to EC Credits (study credits) are carried out in accordance with the Education and Examination Guide.
- To ensure that in all examinations, assessments, work placements and projects, the papers and instructions have a level of English that is clear, jargon free and understandable;
- To oversee the testing and assessment processes and the quality of testing and assessment in line with the aims and objectives (Final Qualifications) of the programmes;

- Confirm the grades and evaluation of all examinations, projects, work placement, assessments and the final year graduation dissertations and for all years and subjects in Wittenborg programmes;
- To adjudicate on infringement or irregularities in relation to the Education and Examination Guide; and to decide the appropriate changes and or sanctions and rule on appeals from students in respect of their examinations, assessments and work placement grades, or any other aspects of the examination procedure, in line with the complaints procedure;
- To confirm that all graduation students have met the entire necessary requirement enabling the given student to receive their degree;
- To confirm decisions regarding advance placement, request for placement, credit transfers and internal promotion of and from students, and furthermore, to assess and adjudicate on the authenticity of educational certificates, degrees and diplomas.
- To evaluate the examination process in respect of the principles of quality assurance ensuring continuous improvement and innovation in respect of all the various forms of assessment;

In **2018**, the GEB, as required, met seven times:

- 22/01/**2018** (block 3, ac. year 2017-**2018**)
- 26/03/**2018** (block 5, ac. year 2017-**2018**)
- 14/05/**2018** (block 6, ac. year 2017-**2018**)
- 25/06/**2018** (block 7, ac. year 2017-**2018**)
- 03/09/**2018** (block Introduction Week, ac. year **2018**-2019)
- 08/09/**2018** (block 1, ac. year **2018**-2019)
- 26/11/**2018** (block 2, ac. year **2018**-2019)

The Examination Board ensures that all tests and assessments made by examining teachers, reach the quality standards ensuring that students are examined in accordance with the aims and objectives of the modules on the one hand, and the mapped final qualifications on the other hand.

The Examination Board met during the year with the Academic Deans (Apeldoorn and Amsterdam) to discuss the responsibilities and expectations of the Graduation and Examination Board.

The Examination Board made arrangements with the Student Registrar regarding the admittance procedure for direct-entry students into Phase 2 or Phase 3 of the Undergraduate (Bachelor's Degree) Programme. Based on this, the Examination Board requested written clarification regarding the procedure on admissions and study credit transfer by the next Examination Board meeting. The Examination Board also requested that the Admissions Team informs prospective students about the possibility of the study credit transfer policy before they sign their study agreements, in accordance with the Education and Examination Guide.

The Student Registrar maintains a list of recognised previous study (attested by NUFFIC and/or NARIC) that allows Credit Transfer into the programme. This list is updated every meeting as required and confirmed by the GEB. During **2018**, no additions to the list were made at the Examination Board Meetings.

The members of the Graduation and Examination Board (GEB) are expected to join the teacher training meetings given twice in an academic year, which allows the members to interact with non-board members and ensure that the workings of the GEB are known across the organisation.

In **2018** four GEB members have been in the PGCERT Programme to receive the Postgraduate Certificate in Teaching and Learning in Higher Education from the University of Brighton. In 2018 two out of the four members of the GEB have graduated and have received the certificate, another two members have started attending the course and are expected to graduate in 2020.

Training on the quality maintenance of tests and examinations is also part of the Postgraduate programme for Teaching in Learning in Higher Education (PGCERT) from the University of Brighton, which has replaced the internally designed, teacher trainings given every block. The PGCERT is an internationally recognised programme that is offered to all teaching staff.

Graduation Final Projects

Dissertations are currently marked by the academic supervisors and the second markers before submission to the GEB. Any discrepancies between the first and second marker may be brought to the attention of the GEB, which becomes mandatory if there is a discrepancy of one or more points between the first and the second marker.

In **2018**, Final Graduation Projects were reviewed by the GEB on a random basis in the second half of the year.

In blocks 1 and 2 academic year 2018-2019 a Graduation Assignment (GA) and a Work-placement Report (WER) were randomly selected for review primarily assessed and graded by the academic supervisors and second markers. The reviewing system ensures that the GA/WER assessments conducted by the academic supervisors and second markers correspond with the expectations of the goals set by the institution as per the recommendations made by accreditation agencies. Thus the GEB will be able to audit & control and give recommendations for any adjustments if needed, if the set goals are not met.

The scoring system is the means of quality checking the GA/WER assessments and this will ensure that the GEB review can be short and efficient, giving the possibility to make quick and accurate conclusions and future recommendation at each GEB meeting.

At every GA oral defence there was at least one GEB member present.

Given the recommendations (2017) for the quality optimization of the examination system, a new Exam Development Handbook had been developed for all teachers and examiners at WUAS and new style answer keys that ease and enhance the quality control of each exam developed. These improvements were being implemented at the institution during **2018**.

The Examination System Report also led to improvement in 2 processes of the GEB, given the random checks each block among the Graduation Assignments and Work -placement Reports and the exam quality testing. In **2018** the GEB decided to formalise the procedures further and provided reviewing members with a form and procedure that has to be followed by the GEB members during the review and the reporting.

The GEB appointed 40 new examiners (lecturers) in **2018** and 2 new external examiners.

The GEB advised the following in its **2018** report:

In **2018**, upon the enquiry of the Director of Education the GEB confirmed the following to the Executive Board:

- Examinations that result in a fail rate of more than 50% of the class are immediately added to the GEB agenda and are consequently reviewed;
- The exams of a specific MBA exam issue have been reviewed and reported at the GEB meeting in block 6. The review of the GEB were not communicated to the teacher in concern, as it has been decided that the module was not anymore assigned to that teacher;
- The GEB is making investigations every block into specific quality issues of examinations;

In 2018, the Examination Board advised programme management (Education Board):

- To appoint 2nd seminar paper examiner, who will be able to focus more on the content aspect of the submitted seminar papers. The Education Board analysed the issue and decided on the following two actions, in order to tackle the complaint of the students on the seminar assessments:
 1. Adapt A&Os of the modules that include seminar assessment to make it clear that seminar papers are to enhance academic writing skills and scientific researching skills.
 2. Module teachers can handle appeals if necessary.
- To make a GA (graduation assignment) presentations' assessment rubric /criteria for fail and pass. The Education Board informed the GEB on 21st January 2019: GA presentations will be clarified as the Oral Defence and they have a rather ceremonial function. The assessment rubric will be updated and the term oral defence will be used throughout the documents and administration.

Intake and recruitment in 2018.

Intake and recruitment in **2018** increased compared to 2017.

The tables below shows how WUAS transparently records and reports its recruitment figures to its stakeholders (internal – management, Advisory Board, external, Ministry of Education in Year Report).

Pipeline Stats of 2018 (New Students)

Week:	52+7			Prepared on 18-02-2019				
Paid	Stopped	Pipeline	Total of Pipeline 2018	#Target for 2018 is +15% (based upon 688 students in 2017)	Apeldoorn	Vienna	Amsterdam	
313	208	0	521	Current Total	868	755	10	103
2	9	4	Carried over from '17	Target 2018	791	673	18	100
203	133 + (2)		Same week 2017 (Carry over)	Required for target	-77	-82	8	-3
157	69 + (0)		Same week 2016 (Carry over)	Paid	313	270	5	38
60.1%	39.9%	0.0%		Pipeline (no s number)				377
Conditional offer without invoice								7

The table above and the table below shows that in **2018** a difference of 72 new students more was achieved. The target which was set at 10% growth was exceeded by 77 new students (82 in Apeldoorn and 3 in Amsterdam). However only 5 new students were actually recruited to start in Vienna, and this is of concern, as currently the bachelor's programme in Vienna looks unsustainable. Of the students still in the pipeline it was decided to only carry over 4 to 2019.

Invoice efficiency (acceptance of an offer) of **new students**, is key to increasing turnover and overall growth, as can be seen clearly from the table below when comparing 2016, 2017 and **2018**.

Invoice efficiency per 2 months									
	2016	Paid	%	2017	Paid	%	2018	Paid	%
Jan/Feb	38	21	55%	51	28	55%	69	45	65%
Mar/Apr	65	31	48%	84	27	32%	96	45	47%
May/Jun	82	24	29%	95	48	51%	86	54	63%
Jul/Aug	97	42	43%	89	48	54%	103	81	79%
Sep/Okt	92	49	53%	91	54	59%	83	51	61%
Nov/Dec	97	32	33%	71	36	51%	70	40	57%
	471	199	42%	481	241	50%	507	316	62%

Different data in this document can be more up-to date, however the main count point is the end of registration period **2018**. This is actually the start of BLOCK 5, which takes place in February. Only then can be determined how many students have joined or progressed to the new semester, graduated and dropped out. WUAS has chosen this system due to its carousel, 6 entry points year system, and to be in line with its financial accounting system.

- WUAS counts a *current* student if they have confirmed registration by paying an invoice during that calendar year.

- WUAS counts a *new* student if they have confirmed registration by paying an invoice created during that calendar year.⁵
- WUAS counts a *dropout* student if they fail to continue after a registration period and do not re-register. The dropout students are counted in the year that they ‘dropout’ of WUAS.⁶
- WUAS counts a graduate in the year they submitted their final project / dissertation.

Growth

Growth is essential for WUAS to achieve its ultimate goals and for the sustainability of the university. However, the growth is carefully managed as each jump brings organisational changes with it. The MSc and MBA programmes show steady growth, which with current (not yet completed) figures continues into **2018**. The bachelor’s grow as expected.

WUAS uses comparative data for growth since 2010 as this is the moment that the university moved from Deventer to Apeldoorn with the support of the municipality. The 10-year growth plan written in 2013 shows a target student body of 1500 registered students in 2023, the body of students estimated to be required to maintain a ‘boutique’ research university. With an average of 17% growth per year, the statistics show that this will be achieved.

However, WUAS focus is on increasing quality of intake, bringing down dropout rates, especially in the bachelor’s programmes, and increasing diversity and nationality count per year, across all programmes.

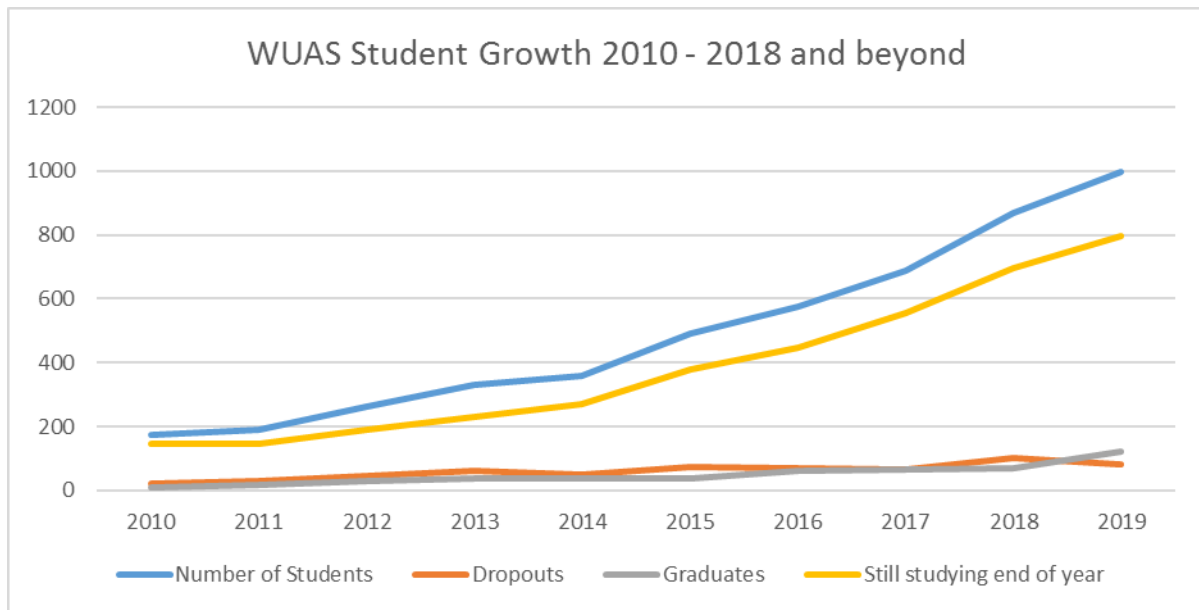
Total Student Numbers, of all Registered Students Per year in All Programmes Compared Since 2010

Note: **2018** are total numbers (as of start of new year in February 2019) and 2019 are predicted numbers based on the average percentage growth rate (below)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of Students	175	191	262	330	359	490	575	688	868	996
Dropouts	20	29	44	62	51	74	68	66	102	80
Graduates	9	18	29	39	36	36	61	67	71	120
Still studying end of year	146	144	189	229	272	380	446	555	695	796

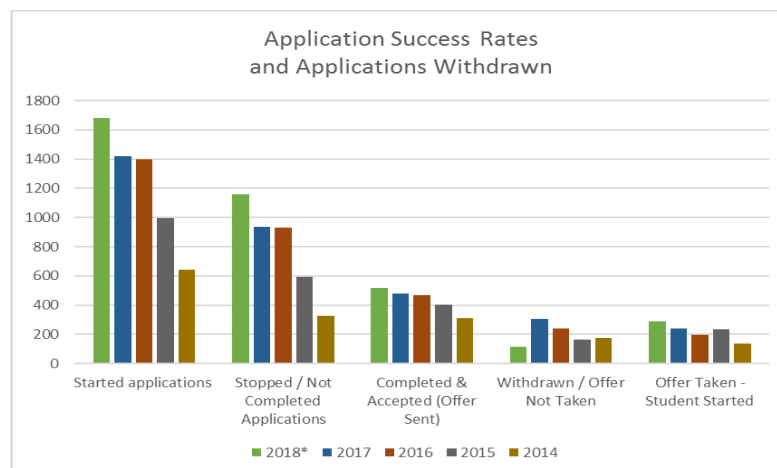
⁵ This means that new students starting in Block 5 (2018), February and who have paid in December 2017 are counted as students in that year (2017), as they are provided access to services. This is in line with WUAS accounting systems.

⁶ This means that a student who starts in Block 3 2017 (December), and fails to continue registration in Block 5 2018 (February) is counted as a dropout in Block 5 (2018).



Growth Rate										
2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Average
175	191	262	330	359	490	575	688	868	996	17%
	8%	27%	21%	8%	27%	15%	16%	21%	13%	

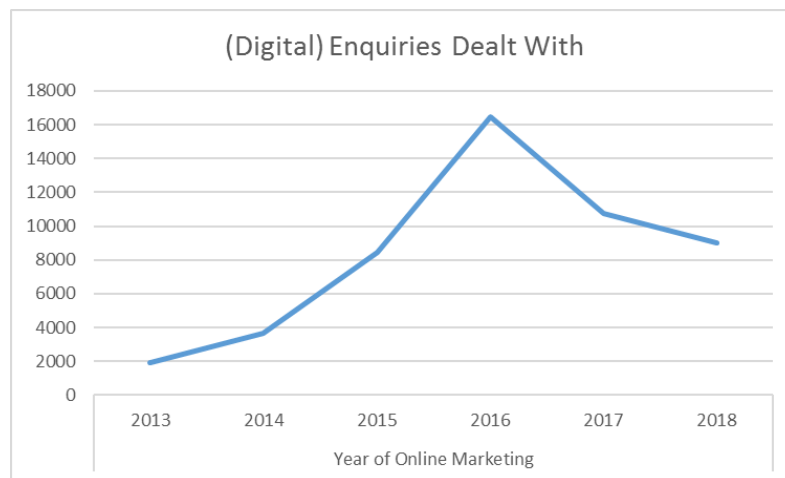
WUAS also registers its Application success rates compared to applications withdrawn. It can be seen that there has been an increase in applications which has resulted in a measured increase in students starting.



The above shows an increased application rate and steadily however not alarming rate of acceptance (around 25% of applicants). A positive development is the increasing ratio of students accepting an offer compared to those not accepting. WUAS sees this as a direct result of more careful admissions processes that focus on quality and 'getting the right student'.

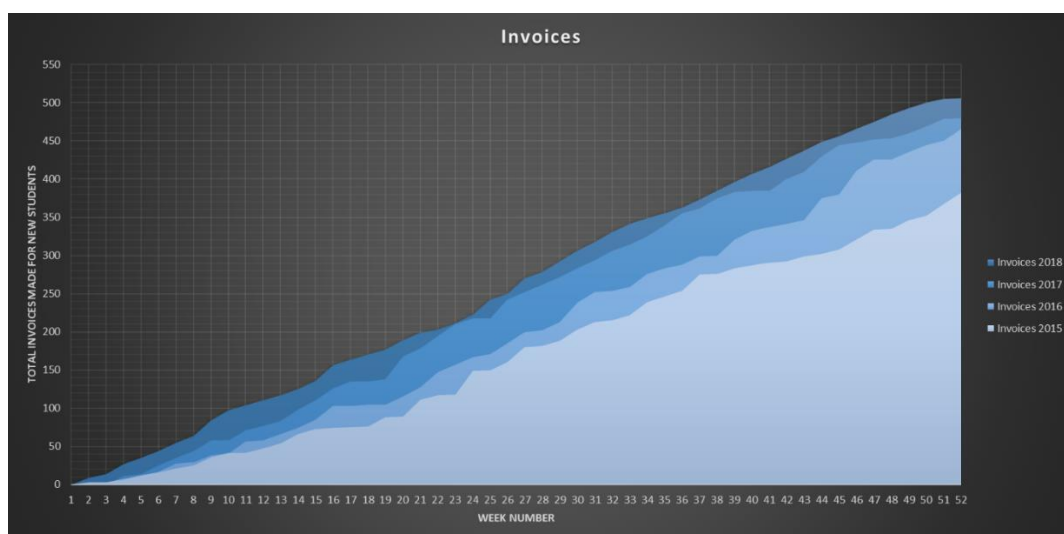
An increasing number of withdrawn applications are due to a lack of adequate qualifications (level) or a too low level of English proficiency. A number of applications have been turned down due to visa restrictions. A number of students withdraw themselves from the application process as they have been

admitted to other institutes, and often make the decision on the basis of funding/fees, size of institute or the city (for instance Apeldoorn versus Rotterdam) or the country (for instance, Netherlands versus USA or Canada or the UK). For Dutch students funding is often the main reason. Another important reason is the unknown location of Apeldoorn. The number of applications and workload is increasing, due to the marketing efforts and also the ease at which students can self-apply for many institutions. In 2017 the admissions team started looking at methods to reduce the workload without ‘losing’ students due to a lack of attention to their application, and methods in which to become more selective in the admissions process. From the table below it can be shown that WUAS has started to decrease its online enquires (not applications) due to better website information and more selective online marketing strategies.



The chart below shows the comparison of invoices made between 2015, 2016, 2017 and 2018 and shows that there was a real growth in the number of actual students accepted and invoiced.

The fact that the increase in invoices (accepted students) resulted in a higher turnover is positive, and this is also partially due to the turnover rate of invoices which has increased from 50% in 2017 to over 60% in 2018. This is to be further analysed in the trends of 2019 and 2020.

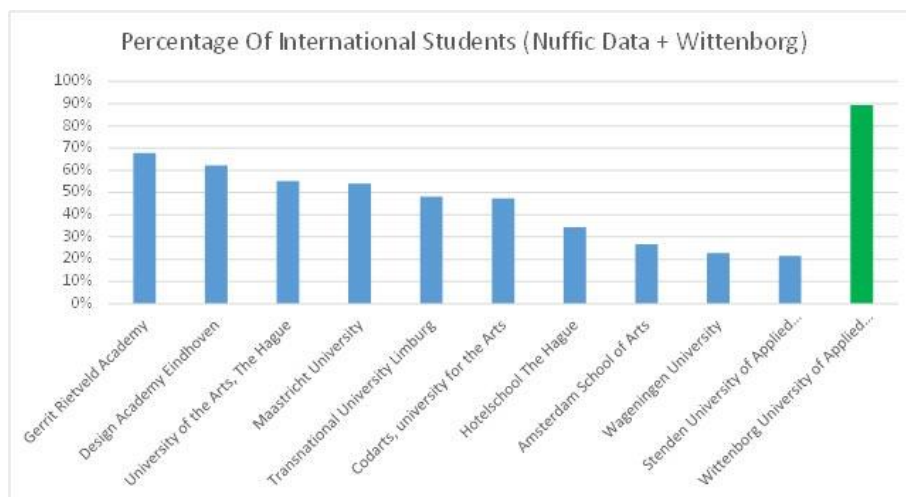


Official Language at WUAS

English is the Official Language at WUAS. All WUAS' programmes are offered entirely in English to students of whom the majority do not have English as a native language. All daily communication at WUAS is carried out in English, however Dutch is used when dealing with external third parties regarding non-essential matters. WUAS maintains a Code of Conduct Language WUAS as part of its EEG, in compliance with the Act of Higher Education: See download at [PART 12b - Code of Conduct Language WUAS](#)

Internationality

Internationality at WUAS is its main and driving characteristic. The international student body and international staff body has grown again in 2018. From figures maintained by Nuffic, in percentage of student body WUAS remains the most international higher education institute in the Netherlands. The table below represented 2017-2018.



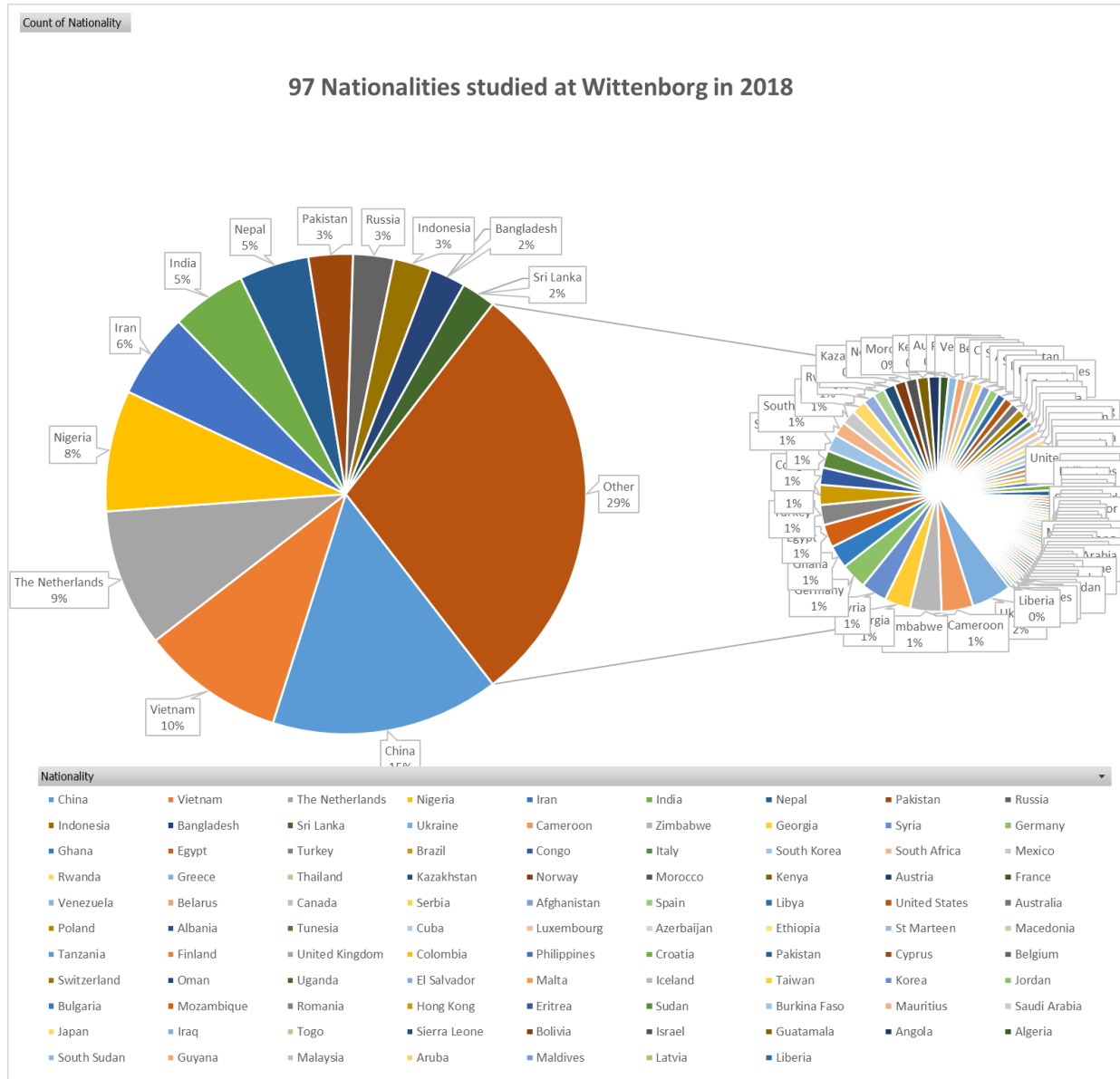
Nuffic makes no difference in EU students (fully tax-payer funded) and non-EU (fee paying) students in its figures. Looking at Nuffic's figures in examples of University of Maastricht (7963 EU Students versus 769 non-EU Students in 2017-2018), and Saxion University of Applied Sciences (2078 EU Students versus 403 non-EU Students) in comparison to WUAS (81 Dutch, 55 Other EU versus 733 non-EU Students) one can conclude that WUAS' diversity and internationalisation is high. It should be noted that WUAS also receives NO funding for its Dutch and EU students and therefore its internationalisation costs the Dutch tax payer nothing.

In the past 5 years, WUAS has over 100 nationalities study at the institute and more than 30 different nationalities in its staff. In 2018 WUAS taught 97 Nationalities.

WUAS is a small institute, and the international mix of its students and staff has a fundamental impact on its functioning, the content of its programmes, learning materials, the discussions and debates, its teaching methods (ranging from the traditional to the modern), on its ethics, and its ability to absorb intercultural differences and allow its students and staff to flourish and achieve.

97 Student Nationalities enrolled in 2018

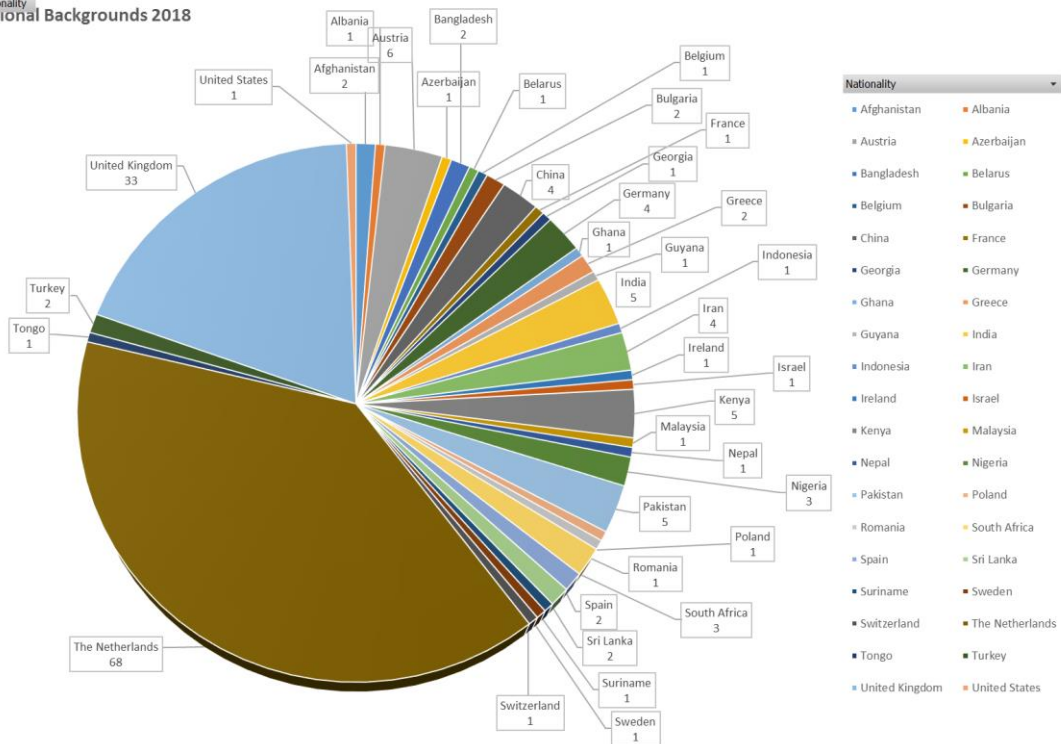
WUAS is statistically the most international University of Applied Sciences in the Netherlands. In 2018 - 97 Student Nationalities were studying at one time, non-Dutch making up 91% of the student population



Diversity & Internationality of Staff

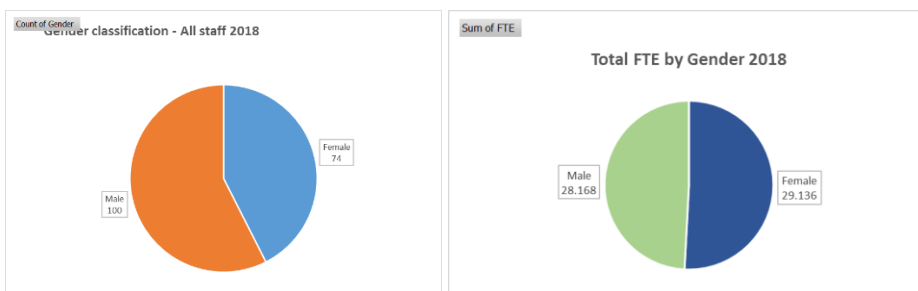
In relation to the size of its staff, Wittenborg is truly an international and intercultural institute. Its management and current regular (employed) teaching and tutoring staff in 2018 represented 38 different nationalities:

Count of Nationality
International Backgrounds 2018



Staff Gender ratios:

WUAS' Executive Board comprises of 2 women (Chinese & Dutch nationality) and one man (Swiss/British Dual National). This mix is reflected downwards throughout the organization.



Figures on overall staffing at WUAS (2018)

In 2018 the following numbers of staff worked at WUAS:

Members of the Executive Board / Management	3
Members of the Advisory Board	6
Academic Staff Employed	52
Academic Staff Self Employed	21
Academic Staff Vienna	8
Academic Staff University of Brighton	25
Academic Staff Exam Board	8
Support & Administration Employed	34
Support & Administration Self Employed	7
Support & Administration Internships	12
Total Number of Persons Working at WUAS in 2018	176
FTE Management Boards	3.4
FTE Academic Staff	21.31
FTE Support Staff	20.53
FTE Interns	12
Total FTE	57.24

The above reflects a total of around 57 FTE for the calendar year 2017, up 9 FTE compared to 2017.

During 2018, WUAS has achieved an increased level of staff qualification, both in its teaching and non-teaching staff, only employing master's and PhD qualified teaching staff:

All but 1 of its lecturers on the bachelor's programmes have a master's degree qualification.

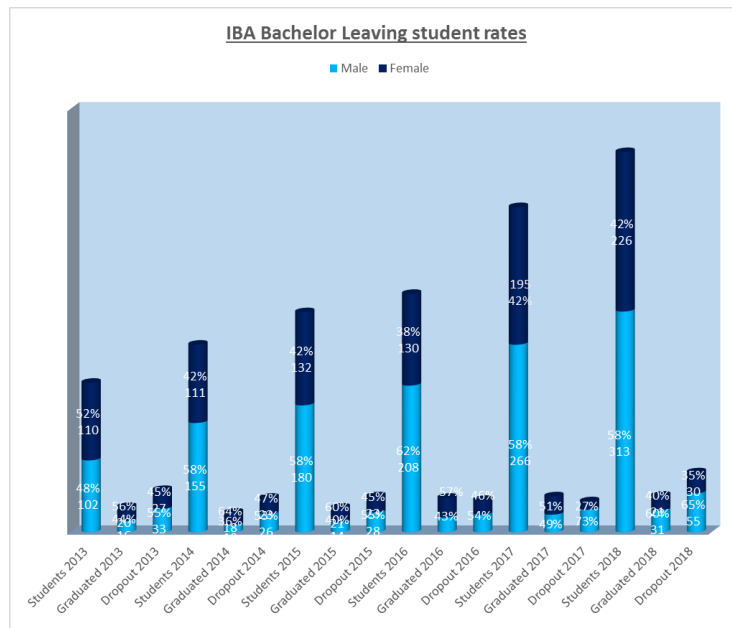
- 99.5% of all modules in the bachelor's programmes are taught by (at least) master's qualified lecturers.
- 35% of all lecturers at WUAS have a PhD or Doctorate.
- All lecturers on the master's programmes have master's degree, 50% a PhD, or are following one.
- At least 95% of support and administration staff have (at least) a bachelor's degree, over 70% are masters qualified.

Student Numbers, Graduation and Dropout Statistics (Success Rates)

Bachelor Programme Student Success Rate Statistics

Bachelor Success rates		2013-2018 (6 years)					
	Total	F	M		F	M	
Students End 2013	212	110	102		52%	48%	
Graduated 2013	36	20	16		56%	44%	
Dropout 2013	60	27	33		45%	55%	
Students End 2014	266	111	155		42%	58%	
Graduated 2014	28	18	10		64%	36%	
Dropout 2014	49	23	26		47%	53%	
Students End 2015	312	132	180		42%	58%	
Graduated 2015	35	21	14		60%	40%	
Dropout 2015	51	23	28		45%	55%	
Students End 2016	338	130	208		38%	62%	
Graduated 2016	49	28	21		57%	43%	
Dropout 2016	46	21	25		46%	54%	
Students End 2017	461	195	266		42%	58%	
Graduated 2017	51	26	25		51%	49%	
Dropout 2017	44	12	32		27%	73%	
Students End 2018	539	226	313		42%	58%	
Graduated 2018	52	21	31		40%	60%	
Dropout 2018	85	30	55		35%	65%	
Bachelor Students	Total	F	M		F	M	
Enrolled Since 2013	1125	496	629		44%	56%	
Leaving since 2013	586	270	316		46%	54%	
Graduated since 2013	251	134	117		53%	47%	
Dropout since 2013	335	136	199		41%	59%	

	<u>2013</u>			<u>2014</u>			<u>2015</u>			<u>2016</u>			<u>2017</u>			<u>2018</u>		
<i>(Statistics presented per calendar year)</i>	All	E	M	All	E	M	All	E	M	All	E	M	All	E	M	All	E	M
Graduates (IBA)	36	20	16	28	18	10	35	21	14	49	28	21	51	26	25	52	21	31
Dropout (IBA)	60	27	33	49	23	26	51	23	28	46	21	25	44	12	32	85	30	55
Total Leaving	96	47	49	77	41	36	86	44	42	95	49	46	95	38	57	137	51	86
Students in the programme (ALL) (END OF THE YEAR)	212	110	102	266	111	155	312	132	180	338	130	208	461	195	266	539	226	313

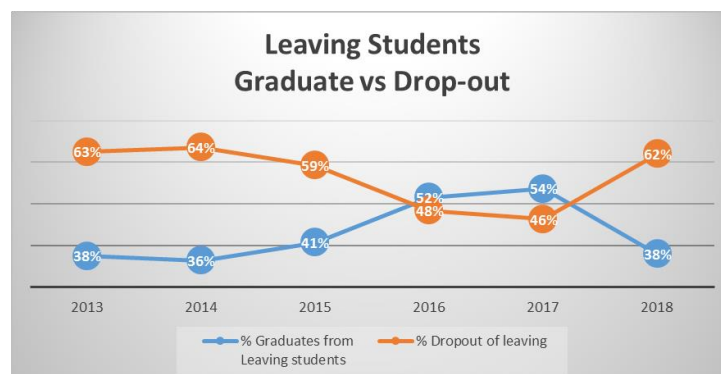


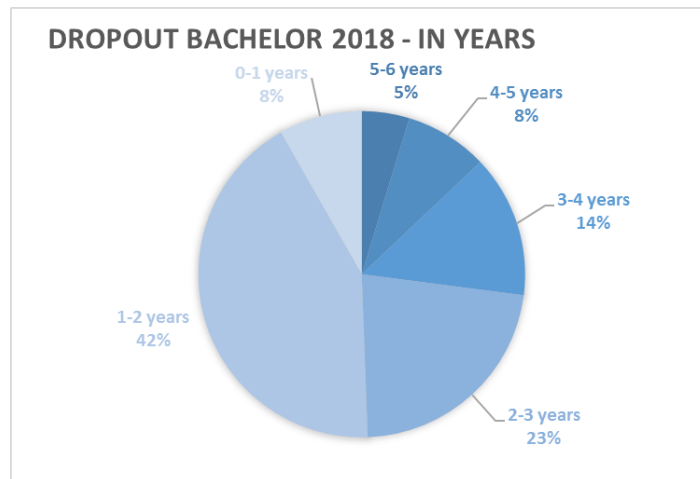
More male than female students dropped out of the programme in the past six years.

Most dropouts occur in Year 1 of the study programme, however, Year 2 also sees a high percentage of overall dropouts. WUAS attempts to document the reasons for dropout, and these are generally closely related to the international character of WUAS students. Reasons include:

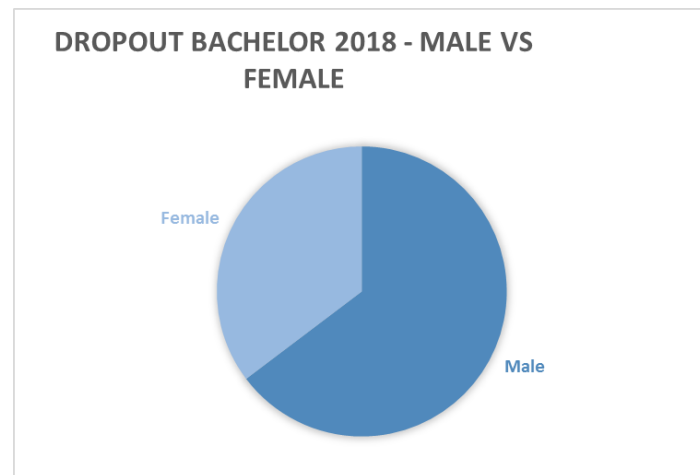
- Returned home due to personal reasons;
- Failed to gain a visa to enter the Netherlands, or continue to stay;
- Switched to another institute with credit transfer;
- Failed to gain enough (immigration) credits and switched to another institute;
- Health issues;
- Gained Dutch nationality and switched to another cheaper institute;
- Gained a scholarship from a state institute and switched to that other institute;

In 2018, an increase in dropouts (mainly Dutch students) was seen in the EBA programme in Amsterdam after the move to the new campus at the Dali Building in Amsterdam South East.



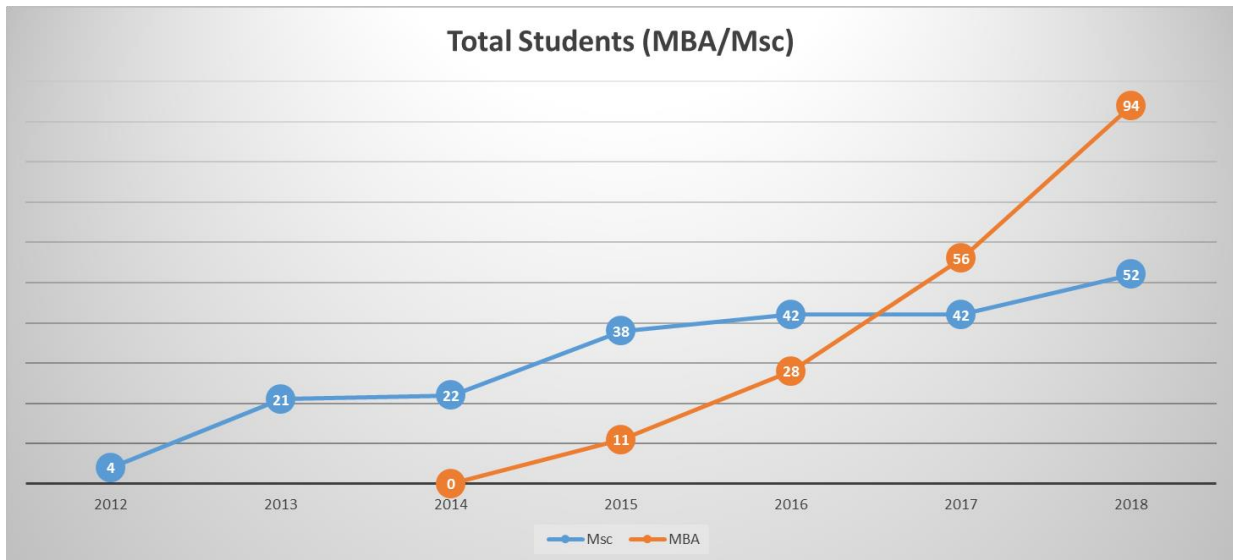


In comparison to reported dropout rates at similar programmes at other Dutch Universities of Applied Sciences, rates at WUAS are at least comparable, if not lower.

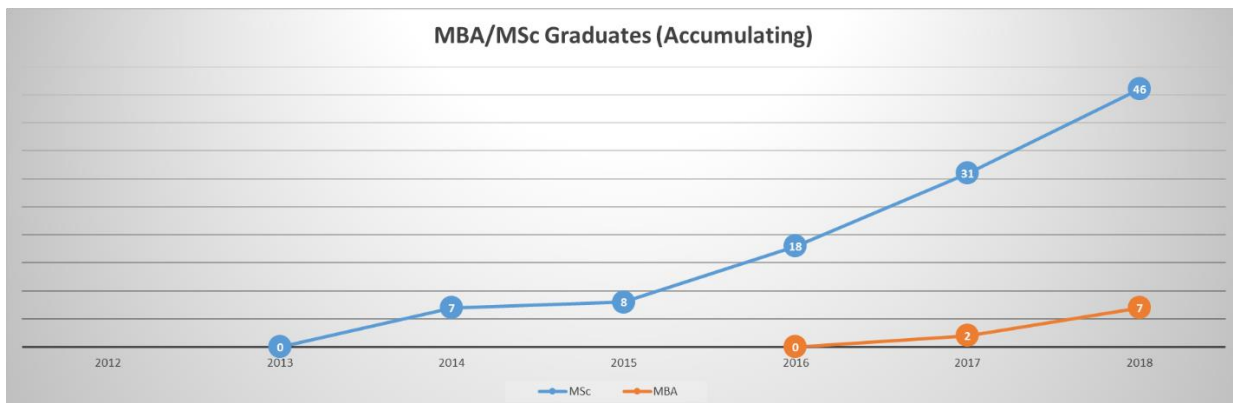


Master Programme Success Rates

The two tables below give a summary of the Master student numbers 2018. Dropout rates at Master level are much lower than Bachelor – around 2-3 a year. The tables show that the new MBA programmes are attracting more students than the joint MSc (University of Brighton) programmes.



Graduates in the MBA programme are still low at the end of 2018, however are expected to pick up in 2019 as first cohorts finish their studies.



Instruments of Quality Assurance

Please see the description of the Quality System in the previous year reports. The system has been updated in the course of 2018. Through the extensive 2017 FIBAA and NVAO accreditation approved in 2018, as well as audits by the University of Brighton, the WUAS quality system has been evaluated and found satisfactory in 2018.

National Student Survey (NL)

Results (mainly bachelors but also the first masters) in 2018 were good.



CONTENT			
2018	2017		national
3.95	3.94	The level of your study programme	▲
3.77	3.82	How well the content of your study programme meets your expectations	◀
3.81	3.79	The match between your prior education and your programme	▲
3.86	3.88	How motivating you find your programme to be	▲
3.85	3.91	The match between the content of your programme and current professional/academic developments	◀
3.91	3.94	The connection between the various components of your programme	▲
3.85	3.94	The learning methods used in your study programme	▲
3.84	4.04	The quality of the study materials	▲

GENERAL SKILLS			
2018	2017		national
3.94	4.16	Critical thinking	▲
3.90	4.01	Problem solving	◀
3.94	4.02	Justifying your conclusions	▲
4.16	4.28	Communication skills (e.g. oral presentations, conversation)	▲
4.08	4.10	Teamwork	◀
3.90	4.08	Debating/reasoning skills	▲

PRACTICAL SKILLS			
2018	2017		national
4.00	4.11	Analytical thinking	▲
3.92	4.03	Critical assessment of practical (applied) research	▲
3.85	4.07	Reporting on practical (applied) research in writing	▲
3.83	3.98	Methods and techniques of practical (applied) research	▲
3.87	4.01	Conducting practical (applied) research	▲

PREPARATION PROFESSIONAL CAREER/ RELEVANCE PROFESSIONAL PRACTICE			
2018	2017		national
3.79	3.93	Acquiring skills for professional practice	◀
3.77	3.87	The focus of your study programme	◀
3.70	3.85	The link to professional practice (e.g. work placements/internships, guest speakers, assignments for external organisations)	◀

TEACHERS			
2018	2017		national
3.96	4.18	Your teachers' subject expertise	◀
3.91	4.20	Your teachers' teaching skills	▲
3.72	4.00	Your teachers' availability outside contact hours	◀
3.97	4.16	Your teachers' sense of interaction with their students	▲
3.89	4.17	Quality of guidance your teachers provide	▲
3.83	4.12	Quality of feedback your teachers provide	▲
3.79	4.00	The way your teachers inspire you	▲
3.96	4.24	Your teachers' understanding of professional practice in their field	◀
4.29	4.41	Your teachers' command of the English language (for students who are taught in English)	▲

ACADEMIC GUIDANCE/ COUNSELLING			
2018	2017		national
3.68	4.03	Opportunities for receiving guidance/counselling	◀
3.63	3.91	Quality of guidance/counselling provided	◀
3.66	3.98	The initiative your study programme shows in providing you with support or guidance	▲

EXAMINATIONS AND ASSESSMENT			
2018	2017		national
3.77	3.89	The transparency of the criteria used to assess your academic work and progress	▲
3.85	3.87	The suitability of examinations and assessment to the content of the programme	▲
3.96	3.97	Quality of examination on knowledge	▲
3.81	3.98	Quality of practical examinations	▲

AVAILABILITY OF INFORMATION			
2018	2017		national
3.80	3.88	Information about your academic progress	◀
3.73	3.88	Information about rules and procedures	▲
3.81	3.86	Information about the organisation of your study programme (such as majors, minors, studying abroad)	▲
3.47	3.84	Timely publication of examination and assessment results	▲

PROGRAMME SCHEDULES			
2018	2017		national
3.69	3.84	The timely publication of study programme schedules	▲
3.47	3.84	The timely notification of schedule changes	▲
3.74	4.00	Practicality of study programme schedules (with regards to factors like times and locations)	▲
3.91	3.92	The number of teaching hours planned	▲

STUDY LOAD			
2018	2017		national
3.84	3.89	The distribution of the study load across the academic year	▲
3.81	3.98	The feasibility of deadlines	▲
3.78	3.93	The ability to take the preferred courses without encountering a study delay	▲
3.90	3.96	How much credits (ECs) correspond to the actual study load	▲

GROUP SIZE/CLASS			
2018	2017		national
3.91	4.17	Tutorial group size (project groups)	◀
4.10	4.22	Lecture group size (classes)	▲
3.98	4.25	Your study programme's ratio of large-group learning versus small-group learning	▲

DETAILED
REPORT



INTERNSHIPS AND STUDY PROGRAMME			
2018	2017		national
4.01	3.54	Supervision of your internship provided as part of your programme	▲
4.02	3.61	Being prepared for your internship as part of your programme	▲

INTERNSHIP EXPERIENCE			
2018	2017		national
4.12	3.98	Supervision you received at the company or organisation where you did your internship	◀
4.36	4.18	Knowledge or skills you acquired during your internship	◀
4.14	3.75	The link between internships and the rest of your programme	▲

LEARNING FACILITIES			
2018	2017		national
3.96	4.25	Suitability of classrooms	▲
3.70	4.00	Suitability of workstations (e.g. quality of computers and study rooms)	▲
3.58	3.97	The availability of workstations (e.g. sufficient number of workstations)	▲
3.49	3.77	The library/resource centre	▼
3.52	3.77	IT facilities	◀
3.76	3.92	The digital learning environment	▲

QUALITY EVALUATION			
2018	2017		national
3.70	3.75	Evaluation of education and learning based on student feedback	▲
3.64	3.89	Information about evaluation outcomes	▲
3.65	3.89	The way your study programme uses evaluation outcomes	▲
3.51	3.74	The way your study programme deals with complaints and issues	▲

PURSUIT OF EXCELLENCE			
2018	2017		national
3.88	4.01	Being challenged or invited to give your very best	▲
3.76	3.92	Being given opportunities to pursue your own interests	▲
3.82	3.89	Being encouraged to explore deeper into the curriculum material	▲
3.81	3.83	Students challenging and inspiring each other to perform to a higher level	▲

INTERNATIONALISATION			
2018	2017		national
3.90	3.99	Encouragement to study abroad	▲
4.20	4.26	Encouragement to learn about other cultures	▲
4.19	4.32	Focus of your programme on international subjects	▲
3.95	4.13	Opportunities offered to you to study abroad or complete a work placement abroad	▲

1.00 Score significantly HIGHER compared to last year | 1.00 NO significant difference compared to last year | 1.00 Score significantly LOWER compared to last year | ▲ Significantly HIGHER compared to national | ▼ Significantly LOWER compared to national | ◀ NO significant difference compared to national

WUAS' Development: Opportunities and Threats

Rapid Growth & Organisation Development

In 2013, it was stated that without careful consideration, rapid growth could be a threat. The figures, stability and organisation management that has occurred since then shows that this threat has clearly been addressed, WUAS is growing steadily however not in a way that is unmanageable. However with the expansion of the organisation to Amsterdam, Vienna and possibly further in 2019 (WUAS is in discussion with a partner school in Munich), the same care and due diligence will be required. Putting key management figures in place, and organisation of HRM and the deployment of staff remain the essential success factor in a growing WUAS. Maintaining quality of teaching staff and commitment to WUAS' strategy and vision, aims and objectives will remain a priority. New programme pathways and increased master level students will ensure the possibility to attract new PhD qualified researchers to the teaching body.

Programmes

Accreditation, Validation, Government Inspection, National Student Reviews; all these instruments of external quality control must be continually passed at a high level of achievement. WUAS will continue to face these challenges with tight managerial control on quality systems and audit procedures.

International Accreditation has become a key focus at WUAS. Its programmes are currently all double accredited, by NVAO and the German FIBAA. Some of its programmes are further validated by the University of Brighton, with whom it also offers 4 joint-taught Master programmes. WUAS also holds ECA accreditation for the internationalisation of its bachelor's programmes.

In the coming years, WUAS intends to progress through AACSB accreditation, also, AMBA / BGA accreditation, and at the same time FIBAA institutional accreditation.

Especially AACSB accreditation will have a resounding impact on the development of academics, quality systems, and overall vertical and horizontal cohesion of processes, programmes and people within the university.

Partnerships

In 2018, WUAS strengthened its existing partnership with its strategic partner, the University of Brighton, by coming to an agreement to offer split-site PhD programmes in Apeldoorn. These three-year (full time) doctoral studies will be offered in Apeldoorn, with students expected to spend some weeks in the UK. Supervision will be jointly provided with a WUAS academic providing the second supervisor. The Doctorate will be awarded by the University of Brighton.

This Doctoral College part of the Brighton Partnership is part of WUAS' ambitions to raise its research output and numbers of associated academics.

In 2018, the fears of a no-deal Brexit resulted in further discussions with University of Brighton, to establish a policy regarding staffing of Brighton programmes in the Netherlands in the case that staff are not permitted to work in the Netherlands. It was agreed that WUAS would deliver more of the programmes in that case.

Another possible impact on the WUAS' partnership with University of Brighton is change of management, especially at the Business School in Brighton. The new Dean at University of Brighton Business School has been appointed specifically to guide UofB through AACSB accreditation. As AACSB is concerned with the complete Scope of all degree programmes with Business or Management, also at external campuses this could have had an effect on the partnership. WUAS has committed to its own AACSB accreditation journey, which will resolve this partnership issue.

In 2018 WUAS also started developing new agreements with some reputable institutes, in China, Russia, Australia and hopes that these will start developing into fruitful partnerships in 2019. Partners include the Higher School of Economics (Moscow), the Russian Financial University, and Deakin University in Australia. These partnerships have threefold ambitions, students exchange, staff exchange and joint programmes.

WUAS' ambition in the coming 5 years is to expand its university partnerships, especially concentrating on AACSB accredited partners.

Expansion at external campuses

Satellite campuses and TNE always bring a certain risk in that guaranteeing the same quality of programme delivery and student experience is complex and difficult. WUAS has experience of how the University of Brighton has managed this at the Apeldoorn campus and WUAS is learning to manage this at its Amsterdam and Vienna campuses.

In 2018, after the change of management in 2017, the Amsterdam campus moved locations to the Dali Building in Amsterdam South East, and WUAS made a considerable investment in infrastructure. The result is a bespoke WUAS campus in Amsterdam, operating quality of teaching and learning. All programmes in Amsterdam are tightly integrated into WUAS 'system' including; Education Board, Graduation & Examination Board, Student Representatives and Staff representation.

The Vienna location on the other hand remains very small, and it is still to be seen if Vienna will be able to grow larger given the current political climate in Austria. By keeping overhead down, location costs to a minimum and sharing with another business school there, WUAS is able to maintain a good study abroad experience for its students there. At the present moment there is a clear indication that WUAS can only register EU students in Vienna.

Student Housing

International students need affordable housing that they initially pay for through their package fee. Dutch students can stay at home, but prefer to live near school. Student Housing remains a factor, however all students thus far have been placed and WUAS believes that student housing success and development has been shown in the critical numbers: when there is a market, then housing has been realized quickly.

WUAS has had the opportunity to invest in Student Housing, and in 2018 owns 8 four-room apartments (40 beds) and a 34 bed student housing complex in the centre of Apeldoorn. Also, 100 beds are supported at a complex on the edge of Apeldoorn (FSG). WUAs also rents other accommodation, and currently houses around 200 students directly.

International Crisis / Events

Risks also include sickness such as SARS, Bird Flu, and incidents such as Earthquakes and Tsunamis are all aspects of risk within International education. 9/11 type events also. Examples in 2018 are the national reactions to international relations with Iran and international relations with China.

By continuing to aim at a wide recruitment base of Dutch, EU and International students, and playing into the part-time home markets for working people, WUAS hopes to minimize the effect of one market crashing.

Political Change

A heavily right wing anti-foreigner government could be a threat, however Wittenborg is 'protected' by the shield of more than 50 state Universities who recruit over 40,000 international students per year to the Netherlands and form an extremely strong lobby group.

The Brexit remains a concern, and WUAS has held high level talks with the University of Brighton to guarantee its partnership and programmes, and the activities of UofB in Apeldoorn and Amsterdam. WUAS will undertake to ensure independence of UofB if need be, by accrediting the UK Master programmes in NL.

Annual Financial Report

The Annual Financial Report is available on request.

WUAS Notes:

As a not-for-profit organization WUAS does not pay dividend, however strives to reserve funds for the following year's education. As a Dutch Limited Company, the operations 'BV' however also falls under Dutch Tax regulations.

In 2018, the operating company made an after-tax profit of Euro 2.243

The overall WUAS profit in 2018 was Euro 248.938 with share results other participations. Explanation:

WUAS continued to invest in student housing through two companies (Wittenborg Real Estate and University Campus BV), which resulted in a property portfolio of 8 apartments and one student accommodation complex (34 rooms), the 2017 management takeover in Amsterdam resulted in a profit for Wittenborg University Amsterdam BV in 2018.

End 2018, WUAS had reserves of Euro 3.5 million for Education Operations in **2019**.

An end of year financial report for 2018, completed by Chartered Accountants Visser & Visser has been delivered and approved.

Approval of Year Report

This report has been formally adopted by the Stichting Wittenborg University Executive on Thursday June 27th 2019

Signed on behalf of the Wittenborg University Executive Board

Peter Birdsall, M.A.Ed.

Chair

Wittenborg University of Applied Sciences

Apeldoorn

June 27th 2019