



Master of Business Management (M.Sc.)

Wittenborg University of Applied Sciences

Report of Standards 10 and 11 of the extensive programme assessment

NVAO procedure number PA-1222

Table of contents

1. EXECUTIVE SUMMARY.....	3
2. INTRODUCTION.....	3
3. PROGRAMME	5
3.1 General characteristics.....	5
3.2 Institution	5
3.3 Programme.....	6
4. ASSESSMENT.....	6
4.1 Student assessment	7
4.2 Achieved learning outcomes	11
4.3 General conclusion	16
4.4 Recommendations	16
5. OVERVIEW.....	16
ANNEX 1 - PANEL	17
ANNEX 2 - DOCUMENTS.....	20

Table of figures

Figure 1: Abstract assessment “adequate to sound” and “good to very good”	10
Figure 2: Overview MBM Programme Outcomes vs Final Qualifications	13

1. Executive Summary

In this executive summary, the panel presents the main considerations, which led to the assessment of the quality of the Master of Business Management (M.Sc.) (in the following MBM) at Wittenborg University of Applied Sciences, which has been assessed according to the NVAO Assessment Framework.¹

Student assessment and achieved learning outcomes

The assessment system of Wittenborg University of Applied Sciences is explained in a convincing way. Various assessment types are used and follow the School's constructive alignment very well. The assessment is suited in format and content to ascertain the intended learning outcomes of the respective module. The requirements are in accordance with the desired Master qualification level. Therefore, in the view of the panel the learning outcomes are adequately checked. Overall, the panel came to the conclusion that the assessment system of WUAS for the MBM programme is valid, reliable, sufficiently independent, and has obviously been developed well in the last years.

WUAS also prepares its students adequately for the task of the Final Project. Students choose a project according to their individual interest and further career/study plans. A plausible system of supervising and marking of the Final Thesis is in place. The teaching body uses given standards and grading schemes as a daily routine. The assessment criteria are clear. They enable the markers to a proper assessment. The panel formed the view that the Final Projects of the MBM programme adequately check on the students' achievement of the programme's intended learning outcomes.

2. Introduction

A contract for the abbreviated accreditation report (standards 10 and 11) of the Master of Business Management (M.Sc.) was signed between FIBAA and Wittenborg University of Applied Sciences on 26th January 2022.

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

Prof. Ed Peelen (chair of the panel)

University of Amsterdam, the Netherlands
Professor of Content Marketing
(Marketing, Strategy, Economics)

Prof. Dr. Reinhard Bachmann

University of London, the United Kingdom
Professor of International Management
(Business Administration, General Management, International Management, Strategic Management, Business Ethics, Marketing, Human Resource Management, Sustainability, Business Systems, Entrepreneurship, Leadership, Organizational Behaviour, MBA-programs)

¹ Assessment framework for the higher education accreditation system of the Netherlands, September 2018, NVAO

Ilja Kogan

Wayfair GmbH, Berlin, Germany

Senior Product Manager

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

Marie-Luise Meier

Nova School for Business and Economics, Lisboa, Portugal

Student CEMS Double Degree in International Management (MIM)

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

Christiane Butler acting as the secretary was responsible for the process coordination and the drafting of the panel members' report.

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

The panel has based its assessment on the standards 10 and 11 described in the NVAO Extensive Accreditation Framework (September 2018).

The panel members studied the programme documents (see Annex 2). Their impressions were sent to the secretary, in order to outline these remarks within the accreditation framework. The first impressions were the basis for a discussion with the representatives of the Wittenborg University of Applied Sciences. The self-documentation of the HEI and the interview results led to the panel's assessment of standards 10 and 11.

The report was completed on 20.12.2022. The School's response to any factual inaccuracies in the report was received on 10.01.2023 and has been taken into account when finalising the report on 02.02.2023.

3. Programme

3.1 General characteristics

Institution:	Wittenborg University of Applied Sciences
Location:	Apeldoorn
Programme:	Master of Business Management (MBM)
NVAO number:	PA-1222
Type of study programme:	Master programme
Mode of study:	full-time (part-time possible)
Number of ECTS points assigned:	90 ECTS credits
Projected study time:	1.5 - 2 years
Initial start of the programme:	2019 ²

3.2 Institution

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

The institution based in Apeldoorn also offers programmes in Amsterdam and Munich, Germany (Bad Vöslau, Austria in the future). In total, 1.208 students (2022) with 116 different nationalities are enrolled in the degree programmes offered by the institution, the majority of whom study in Apeldoorn.

Wittenborg University of Applied Sciences offers one Bachelor and two Master programmes in the field of business administration, all with a range of specialisations. The Bachelor and the Master programmes have been accredited by NVAO and by FIBAA (the MBM programme is still being reviewed by FIBAA at the moment). The institution is in the process of preparing for the AACSB accreditation.

The Executive Board of Wittenborg University of Applied Sciences is responsible for the institution's strategy. The Education Board is in charge of the development and renewal of programmes. The Graduation & Examination Board has the authority to allocate credits and award degrees for all programmes.

All programmes of Wittenborg University of Applied Sciences are English-taught and attract Dutch and international students. Dutch students are now about 10 % of the total student population.

² The programme started in 2019 but is based on an existing MBA programme that started in 2014 and a joint M.Sc. with the University of Brighton (UK) that started in 2011.

3.3 Programme

The MBM (M.Sc.) programme was initially accredited by NVAO on 6th August 2020 (with eight specialisations/electives) with five conditions, which were fulfilled and confirmed by NVAO on 29th November 2021. The MBM programme now has nine specialisations/electives, where WUAS sees these as essential to enable students to choose a specific work placement and to carry out applied research as part of their Final Project.

The MBM is based upon the existing Master of Business Administration (MBA) programme at WUAS. The MBA is accredited by NVAO and FIBAA. The MBM has been developed to solve a number of challenges faced by WUAS in its master development, such as recruitment/enrolment limitation of the traditional MBA, international regulations for third country study and the political situation in the UK.

WUAS' MBM programme was designed based on the experience of the cooperation with the University of Brighton (UK). Therefore, as WUAS explains, the programme has been influenced by the best quality elements of the British higher education system, combining the best of both systems (UK and Dutch). For example, the use of external second markers as examiners for the final assignment is based on WUAS' UK experience.

Some modules are taken from the MBA, such as project weeks, research methodology and the final project, which follow the same format with the same requirements. Where the MBM differs from the MBA is that it has less focus on traditional MBA modules, and has more focus on general economics and management. The structure of the MBM allows students to follow four specialisation modules, two in the first semester and two in the second semester. The MBM also has an element of company/industry exposure with the opportunity for work experience as a module related to the final project.

WUAS' MBM programme has 30 graduates up to Block 7, 2022 and currently has 117 enrolled students.

Numbers of students:

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

4. Assessment

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

4.1 Student assessment

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

Findings

The Graduation & Examination Board (GEB) of WUAS has the authority to allocate credits and to award degrees for all programmes of the institution. The GEB is an independent body comprised of WUAS staff members and two independent external members. The Board appoints the examiners for the programme, randomly checks module examinations and approves Final Projects.

Examinations are prepared by the module examiners, and submitted to and reviewed by members of the Education Board, who reviews the format, weight and relevance of the examination and ensures that it is related to the module aims and objectives and hence, the final qualifications, to which the programme is mapped. For this purpose, answer keys are designed for the examinations, meant to ensure that the programme outcomes are covered in the modules. Moreover, the Education Board aims to ensure that there is a balance of different types of examinations across the programme, testing the aims and objectives of a module in a way that is conducive to learning and at a level in line with the academic requirements of an applied sciences MBM programme.

All examinations and assessments within this programme are rigorously reviewed and checked at multiple levels within the School. Each module has at least two co-teachers, and both are involved with the writing and maintaining of the examinations and assessments. In cases where the module is offered split site – Apeldoorn and Amsterdam, up to four teachers could be involved. The Module Leader is ultimately responsible for the examination/assessment criteria as specified in the module guides.

The GEB randomly (systematically) picks examinations and papers of students to review the assessments, as well as the structure of the assessments. From 2022, a selection of Final Projects has also been given to members of the Academic Advisory Panel to review, and give recommendations.

Another new measure instigated during the Covid-19 period to ensure moderation (review) of all examinations graded by module teachers, is the instigation of the Examination Moderation Committee. This committee consists of experienced examiners to carry out this review process. The committee also provides regular feedback with regards to the current state of the examinations, the grading and how they can be improved. While not all examinations are necessarily scrutinized as in the early days of Covid-19, WUAS has decided to maintain this process as an ongoing part of its quality process after the current pandemic. In addition, WUAS has put in place a system where each module is assigned a module leader. The module leader is expected to coordinate the activities of the module across the different specializations and campuses. They are to serve as a final check before examinations are sent to the Examination Review Committee. Module leaders in principle are experienced lecturers and examiners and serve as an additional quality check in the process.

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

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

The scope of the individual papers and the project assignments are defined and described in the module guide, developed by the academic staff in cooperation with the Education Board, and approved by the GEB. All module guides are fixed well in advance of the academic year and submission deadlines follow a clear structure (according to WUAS' block system) outlined in the EEG and the specific Module Guide. All examinations are held in the set exam weeks at the end of each teaching block, spread evenly throughout the year. Students cannot take an examination or submit a paper with a module attendance rate under 75 % (i.e. they can miss only two out of eight blocks in any taught module).

Re-take examinations are held in two blocks at the end of the winter and summer semesters. For all written examinations, WUAS has created an examination bank, for each of which there is one main examination, one retake, and one spare examination.

All written assignments are uploaded through Wittenborg Online using Turnitin, so that they are automatically checked for fraud or plagiarism. WUAS has clear guidelines and explanations in its Anti-Plagiarism Policies described in the EEG.

The assessment for the modules in semester 1 consists of a combination of examinations (open- and closed-book examinations) and paper-based assessment (submissions).

The assessment for modules in semester 2 consists of an assignment in two parts. Part one will generally be a group assignment graded on a pass/fail basis. Part two will be an individual paper graded on a percentage basis, resulting in a numerical grade, according to Dutch grading system.

Final project

During semester 1 and 2 students follow the core modules in Research Methods, which prepare them for their Final Project. The completion of this module in semester 2 requires the submission of their Final Project (Research) Proposal. Furthermore, students also complete three team project weeks linked to their final project. These relate to a business case with a company. The results of this project week are assessed by a report and a presentation.

In semester 3, students carry out the Final Project. The topic selected for the Final Project and the Final Project proposal are approved by the teachers of the Research Methodology module. For the Final Project itself, students are guided individually by the academic advisor. They meet three hours per week in the course of the Final Project (twelve weeks), from discussing the design until the completion of the final project. Students tend

to submit drafts of separate chapters of the project, to be commented on by the academic advisor. The academic advisor and the second, independent assessor assess the Final Project. Both first and second markers adhere to the same assessment criteria, which are mapped to the Final Qualifications.

The Graduation & Examination Board approves the Final Project prior to the oral defence by the student.

Assessment criteria for the final project:

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

See an excerpt of what constitutes an “adequate” to a “very good” assessment of a final project on the next page (above-mentioned assessment criteria in same order from left to right in this table).

<p>55 – 64% Adequate to sound</p>	<p>Adequate to sound research design and conceptualisation, which engages with theory. Standard to limited attempt to expand, redefine and/ or contribute to existing knowledge/ practice. Aims and objectives are grounded in the wider literature to an adequate / sound level. Design and conceptualization of the research demonstrates an adequate to sound critical approach within the confines of the project’s aims and objectives.</p>	<p>Adequate to sound understanding of and engagement with theory, frameworks and debates. Some contextualisation and recognition of seminal works, chronology and contested aspects of the wider literature but heavy reliance on a limited number of sources providing a standard grounding for the aims, objectives, research approach and methods of the study. Standard identification of gaps in knowledge.</p>	<p>A standard justification for and explanation of methods adopted with links made to the literature review and research questions. Standard recognition of limitations, potential bias and ethical issues.</p>	<p>Some but limited evidence of analysis, synthesis, evaluation and appraisal of the outcomes / findings of the research demonstrating some understanding of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings are discussed to a standard level within the context of the original aims and objectives of the project. Sound conclusions and/ or recommendations discussed to a standard level within the context of the outcomes / findings. Standard recognition of limitations and areas for further enquiry.</p>	<p>Suitable organisation, structure and presentation of the project. Sound written and/or visual communication. Standard compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Some minor grammatical errors and omissions in the references/bibliography.</p>	<p>Adequately structured presentation and communication of the core issues reviewed in the project. Basic delivery, clear tone, style and posture. Adequate choice of slides and slide structure. Sufficient command of the English language, leading to adequate grammar and vocabulary choices.</p>
<p>65-74% Good to very good</p>	<p>Good to very good research design and conceptualization, with potential to expand, redefine and/ or contribute to existing knowledge/ practice. Aims and objectives are grounded in the wider literature to a good to very good level and have generally been achieved to a good to very good standard. Design and conceptualisation of the research is at times ambitious with good evidence of a critical approach within the confines of the project’s aims and objectives.</p>	<p>Good to very good engagement with theory, frameworks and debates. Clear and at times insightful recognition of seminal works, chronology and contested aspects of the wider literature, providing a very good grounding for the aims, objectives, research approach and methods of the study. Good to very good identification of gaps in knowledge.</p>	<p>Good to very good justification for methods adopted, with clearly discussed and explained in the context of the literature review and research questions. Good to very good recognition of limitations, potential bias and ethical issues.</p>	<p>Good to very good quality analysis, synthesis, evaluation and appraisal of the outcomes/ findings of the research demonstrating very good level of reflectivity when drawing on appropriate theoretical and conceptual frameworks. Research outcomes / findings are discussed to a very good level within the context of the original aims and objectives of the project. Conclusions and/ or recommendations are discussed to a good to very good level within the context of the outcomes / findings. Good to very good, informed recognition of limitations and areas for further enquiry</p>	<p>Good to very good organisation, structure and presentation of the project. Good to very good quality written and/or visual communication. Good to very good compliance and adherence to established protocols for academic writing (e.g. Harvard referencing, bibliography). Few grammatical errors and isolated omissions in the references/bibliography.</p>	<p>Good structure, presentation and communication of the core issues reviewed in the project. Good delivery, clear tone, style and posture. Adequate choice of slides and slide structure. Sufficient command of the English language, leading to adequate grammar and vocabulary choices</p>

Figure 1: Abstract assessment “adequate to sound” and “good to very good”

In order to measure the effectiveness of the curriculum to reach the final qualifications, WUAS implemented an *Assurance of Learning (AoL)* system. Through the process of AoL, information is being collected from students, graduates and other stakeholders that feed into the system at programme level and into the development cycle. For this task an Assurance of Learning Manager has been appointed as part of the quality system management team.

Considerations

The panel is very pleased with the position, composition, responsibilities and activities of the Graduation & Examination Board (GEB). In the panel's view, the GEB ensures the quality of examinations and assessments of the programme. In this regard, the panel considers the quality assurance measures (Assurance of Learning system and manager) for the module examinations to be excellent. The quality assurance system for assessments (AoL) ensures alignment of module outcomes with the overall learning outcomes of the programme and the Professional Profile. The School's efforts to continuously improve on existing assessment measures has to be highlighted in particular (e.g. appointing an assurance of learning manager and continuously checking and aligning learning outcomes at different levels with the core qualifications and the Professional Profile).

The panel regards the quality and the level of the written examinations and assignments in the programme to be at master level. The Final Project supervision and assessment procedures are very good.

Conclusion

Overall, these considerations led the panel to assess this standard as satisfactory.

4.2 Achieved learning outcomes

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

Findings

The core final qualifications have been derived from the programme's Professional Profile and are industry and society oriented. As has been described previously, assessment at module level is evaluated to ensure it is in alignment with the Final Qualifications. This enables students to develop a body of knowledge, understanding and experience leading to graduation, which will ultimately demonstrate that the intended learning outcomes have been achieved.

To graduate, WUAS' MBM students are required to write an individual final project that challenges them to use research methodology that complies at least with the level of a Master's at a university of applied sciences. The Final Project has to be carefully structured, and students are given a clear timetable of submission based on the block system, which is described in Part 8 of the EEG – Graduation Assignment & Final Project Handbook.

The Final Project is always an individual piece of work, required to comply with internationally recognised standards of academic writing. WUAS requires students to use the "Harvard Method" of referencing and reporting. The project is intended to be a culmination of the students' work in the programme, reflecting as much as they know, using various different methods to research and explore an area of business or management within their chosen field (specialisation or minor).

All students are expected to allow their Final Projects to be made available online (anonymously) for future students via the online learning system Moodle.

Development: On the conditions of the 2015 NVAO auditing panel, WUAS improved the alignment and connection of the Final Project through Research Methods and the Project Weeks in semester 2. WUAS redefined the Final Qualifications, grouping them into five distinct qualification groups, which were benchmarked against other institutes, such as the Rotterdam School of Management (RSM).

The five Core Overall MBM Final Qualifications reflect the following:

1. Understanding (Body of Knowledge)
2. Adoption (Strategic Management Roles)
3. Communication (Skills)
4. Conduct (Research)
5. Continuously develop personal skills (Lifelong learning)

WUAS has set forth a comprehensive *Assurance of Learning* (AoL) process to assure successful student attainment of the competencies set in the programme, whereby the entire faculty is aware of their role and responsibility to bring about and adopt a culture of continuous improvement. AoL is a method of looking at the programmes from a holistic, educational and institutional point of view, whereby the success of the study and curriculum in relation to the students' learning is reviewed in such a way that students can be guaranteed to have achieved the learning goals.

The competency goals defined per each programme degree are mapped to the five core final qualifications, ensuring the competencies to be measured in the AoL process are consonant with the School's mission statement (see below MBM Programme Outcomes vs Final Qualifications).

Overview MBM Programme Outcomes vs Final Qualifications		1	2	3	4	5
Final Qualifications (horizontal)		Understanding a body of knowledge and applying these concepts and theory to the current business practice in an international and intercultural context	Being able to adopt appropriate management and leadership roles to strategic policy issues and change scenarios in an international and intercultural context	Possessing communication skills and critical analysis skills in order to improve effectiveness of business processes	Being able to conduct individual and group research in the area of international business or management practice	Possessing skills for personal development
Programme Outcomes mapping (vertical)						
1	HRM Policy					
2	HRM Development					
3	Marketing Strategy					
4	Marketing Research					
5	Strategy Development					
6	Economy					
7	Financial Investment					
8	Operations					
9	TQM					
10	Technology, Big Data & Analytics					
11	Sustainability					
12	Communication, Sustainability					
13	Strategy Implementation					
14	Intercultural communication					
15	Communication, Language					
16	Management, SME					
17	Create Opportunities					
18	Reorganize					
19	Innovation					
20	Critical Analysis					
21	Analyse Reports					
22	Ethical decision-making					
23	Statistical Research					
24	Research					
25	*Reached Level of Master* in line with Dublin Descriptors	Note: this Programme Outcome was removed by Dr Kaat during the NVAO accreditation, however is still listed. In principle, all Final Qualifications should lead to this Programme Outcome.				
26	Learning Skills					
	Final Project					

Figure 2: Overview MBM Programme Outcomes vs Final Qualifications

The MBM Programme Outcomes

In the following, the programme learning outcomes are presented. According to these, graduates:

1. are able to apply knowledge and theory in the correct international and intercultural context that will enable them to form an effective and efficient human resources policy within an organisation;
2. understand the development of business relationships, networks and chains and be able to enlarge and expand these, for themselves and their organisations, in order to support an effective human resource management policy;
3. are able to conceive and develop marketing strategies and policies within an international context that reflect a realistic approach to the size and capacity of the organisation and the international environment in which the organisation is positioned;
4. are able to make decisions on market research, product development, branding and market penetration and distinguish between an organization's longer-term strategic needs and its short-term operational needs;
5. are able to develop a critical capacity to distinguish between formal strategic processes and quests to apply generalized insights into today's strategic challenges to concrete settings;
6. are able to discuss economic issues and dilemmas with the knowledge of the global economy structures and develop professional skills to apply that knowledge;

7. are able to attract investment by presenting opportunities, justifying capital requirements, and demonstrating how risks can be minimised and critically analyse financial and economic reports, producing recommendations and action plans;
8. are able to apply knowledge and understanding of the concepts of supply chain management within a local or international context, in a manner that will increase efficiency and increase competitiveness;
9. understand the concept of total quality management processes and are able to instigate solutions that will improve the quality process beyond the benchmark;
10. are able to understand and apply new technologies, big data and analytics to transform business processes and more broadly how they are shaping and transforming the competitive environment across industries and the economy as a whole;
11. able to broadly understand the concept of corporate sustainability and what it implies for the management systems in the transformation processes towards sustainable enterprise;
12. able to effectively position, defend and communicate a company's sustainability programme both to internal and external stakeholders;
13. are able to instigate and execute strategic decisions regarding the positioning of the organisation within a local, national and international environment, based on local cultural requirements in a global setting;
14. are able to handle international business cases and situations with intercultural intelligence and are prepared to work in multi-cultural and diverse environments;
15. are able to assess others' linguistic communication skills at all business and governmental levels, offering solutions for overcoming communication gaps;
16. are able to manage small to medium sized businesses, companies in the non-profit sector and governmental organisations;
17. are able to improve the existing external business environment in order to create new opportunities and diminish restrictions;
18. are able to understand how to reorganise growing or stagnating organisations, from the entrepreneur to the established SME, depending on growth and environmental factors;
19. understand the processes of business innovation in small, medium and large organisations, in an international context, and understands the process of idea generation within the constraints of internal and external influences;
20. are able to critically analyse policies and structures and adapt and change these in order to improve effectiveness of business processes;
21. are able to critically review and improve analytical reports within an international environment;
22. are able to consider organizational issues and dilemmas in a professional and ethical manner, to be able to make decisions and act in the interest of the organization and key stakeholders that benefit both people and planet;

23. have an ability to use and present (both in tables and graphs) descriptive statistical data and indicators within the context of business planning and business research;
24. have an ability to design methodologically sound research proposals in the area of business research or similar research based on state-of-the-art conceptual models and quantitative and/or qualitative research methods;
25. have reached the academic level of Master in line with the recognized European standards as described in the Dublin Descriptors;
26. have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy, for instance on a Doctorate programme.

30 students have successfully graduated from WUAS' MBM programme. Reflecting on the kind of employment graduates are able to pursue, WUAS prides itself with the following employment successes of alumni: Corporate Credit Analyst at Credit Bank Europe N.V. in the Netherlands, Manager in Team Development at IKEA Group in Switzerland, Administration and Payroll Specialist in Poland, Data Quality Steward at Mercedes-Benz Financial Services in the Netherlands and others.

The panel has assessed 15 Final Projects during their assessment process.

Considerations

In the view of the panel, WUAS prepares its students adequately for the task of the Final Project via the module assessment (see Standard 10) and the Research Methods modules. It is ensured that each student has to work on his/her project individually. Regulation regarding the preparation time of the project and further organisational aspects is given.

The system of Academic Supervisors, who guide the students in the process and mark the project as first marker complemented by a second external marker benefits the quality of the assessment process. The involvement of the Graduation & Examination Board supports WUAS in achieving the required quality level and ensures fair and transparent assessment.

According to the panel, the selected final projects and the respective assessments by the first and the second marker showed that the teaching body uses the given standards. The assessment criteria are clear and enable the markers to a proper assessment. The presented alignment of the final project with the final qualifications was convincing.

The panel underlines that the final projects are mostly of a good quality and students chose very relevant topics. The literature studies in particular were of very high quality and the research methods meet the requirements of a University of Applied Sciences. However, they should be improved regarding the ambitions of the School to be more research focused. Students acquire methodological competences and are enabled to do scientific work on a master's level. But in the examinations and final theses the panel has reviewed, students were not fully able to reflect on why they chose one method over the

other (for instance qualitative over quantitative methods) and on correct application of a method (for example sampling was an issue).

The School acted upon critical remarks in the initial accreditation and decided to drop the business plan as one of the thesis formats to ensure better comparability of the thesis projects. The final projects showed that students put a lot of effort into them and they adequately reflect the students' achievement of the programme's intended learning outcomes.

Conclusion

Overall, these considerations led the panel to assess this standard as satisfactory.

4.3 General conclusion

Given the findings and considerations, the panel concludes that Standard 10 and 11 of the NVAO extensive framework are assessed as satisfactory.

4.4 Recommendations

Standard 10: –

Standard 11: With regard to the research methods used in the final projects, the panel recommends to improve on the research methodology courses and make sure students understand the advantages and disadvantages of qualitative and quantitative research methods and how to apply methods correctly (especially sampling).

5. Overview

Standard	Assessment
<i>10. The programme has an adequate student assessment system in place.</i>	Satisfactory
<i>11. The programme demonstrates that the intended learning outcomes are achieved.</i>	Satisfactory

Annex 1 - Panel

Name panel (incl. titels)	Short description of the panel member (e.g. current position; 1-3 sentences)
Professor Dr. Ed Peelen	Professor by special appointment of Content Marketing at the University of Amsterdam's (UvA) Faculty of Social and Behavioural Sciences.
Professor Dr. Reinhard Bachmann	Professor for International Management, Head of School of Finance and Management at University of London, UK.
Ilja Kogan	Lead Global Trade Strategy & Operations UK/EU with Wayfair Europe and CastleGate Forwarding.
Marie-Luise Meier	Currently enrolled in the CEMS Double Degree programme in International Management (MIM) at Nova School for Business and Economics, Lisbon, Portugal.

Secretary / coordinator:

Name	Certified?	
Christiane Butler, Programme Manager FIBAA	yes	

Annex 2 - Documents

MBM (MSc) Programme Specific Appendices

Self-Assessment NVAO MBM Accreditation 2020
NVAO Approval Report MBM June 2020
NVAO Report for MBM Initial Accreditation Approval 2020
NVAO - Meeting the MBM Conditions 2021 & Approval
NVAO Review Standards 10 & 11 MBM 2022
The Professional Profile (Business Manager & Administrator) (Master)
The MBM Programme Final Qualifications
Professional Profile versus Final Qualifications (MBM)
MBM Programme Final Qualifications in relationship with the Dublin Descriptors
MBM Programme Final Qualifications versus WUAS Domain Competencies
MBM Programme Final Qualifications versus Aims and Objectives of Modules
MBM Detailed Aims and Objectives of Modules versus Programme Final Qualifications
MBA Programme Competencies vs Final Qualifications, Programme Learning Objectives
Dublin Descriptors versus HBO and WO profiles from the NVAO
The MBM Programme Curriculum
MBM Programme EEG - Education and Examination Guide
Balance and Vertical and Horizontal Cohesion of the MBM Programme
MBM Programme Module Guides (Descriptors)
Teaching & Learning Methods (Master)
The Modular Construction of the MBM Programme Didactic Approach MBM
Work Placement Handbook for Master Students
The professions – Alumni Examples of Positions and Sectors / Alumni Overview (Master)
An Example of a (Team) Project Week (Master)
Internationality of Student Body - Master Programme
Internationality and Diversity of Staff Body - Master Programme
Statistical Charts of Cohort Development - MBM
Examples of Examinations & Assessments (Master)
Generic Marking Criteria for type 2 examinations - Postgraduate, Masters
Marking Criteria Master Final Projects (3 types)
MBM Final Projects & Assessments

Examples of Student Papers (Master)
Examples of Module Evaluations (MBM)

Institute related documents

The Strategic Plan
Current Programme Fact Sheet
The development of 5 Schools
WUAS Basic Organisation Chart
WUAS Year Reports
WUAS Full Financial Year Reports
Company Organisation Chart
AACSB Table 2.1 (Strategic Initiatives and Expected Source of Funds for the Next Accreditation Cycle.)
WUAS Financial Statement 2021
WUAS a history
Statistical Charts of Student Registrations WUAS
WUAS AACSB Eligibility Application
Code of Conduct of Language at WUAS
Erasmus+ Policy Statement
Erasmus Charter for Higher Education 2021-2027
WUAS AACSB Initial Self Evaluation Report (iSer Approved)
WUAS Advisory Board and Advisory Bodies
The Graduation and Examination Board
Graduation & Examination Board Reports
Student & Staff Representation Overview
Governance and Representation WUAS
Admission and Selection Procedures
The Admissions Process
Transparency of Admissions Decisions and Success Rates to all Stakeholders
Examples of Admission Study Agreement & Tutoring Study Agreement
The Education Board
Education Board Meeting Minutes
Programme Development Process
Ethics in Teaching and Learning at WUAS
Delivery Policy Blended Hybrid Teaching and Learning
AoL in the Programme Development Process
AoL Process Map
AACSB Table 5.1 AoL Assessment Plan - 1st loop 1st measurement
AACSB Table 5.1 AoL Assessment Plan - 1st loop 2nd measurement
Professional Field Panel Meeting Minutes
Introduction to the WUAS Quality System
Quality Handbook Complete in PDF
Report into the Quality of the Examination System at WUAS
Quality System Audit Report 2019
Example of Module Evaluation System
Plagiarism Detection Software at WUAS
Impact of Covid Pandemic
Academic & Operations Guide
Role and Responsibilities of Head of School
The Role of the VP Academic Affairs
The Role of the Director of Education
The Role of the Head of Research
Overall Staffing Figures at WUAS 2021
WUAS Faculty - Scholarly Academics 2021
WUAS Faculty - Practice Academics 2021
WUAS Faculty - Scholarly Practitioner 2021

WUAS Faculty - Instructional Practitioner 2021
WUAS Faculty - Non-business Faculty 2021
Overview of Teaching Staff Master Programmes
Process Tutor - Study Advisor Handbook
Postgraduate Certificate in Teaching & Learning in HE
The Role of the VP Corporate Affairs
External Guest Speakers
AACSB Table 3.1 – Current Academic Year
AACSB Table 3.2 – Current Academic Year
003_AACSB-iSER-WUAS_Standard 3'
Internationality of Student Body (Institute)
Internationality of Staff Body (Institute)
Current Academic Partnerships and Memberships
2nd Foreign Language Modules offered at WUAS
Overview of Internationalisation at WUAS
Strategy Policy Internationalisation
ECA Accreditation Report Internationalisation
Access to VLE & Online Literature, Journals and E-Books at WUAS
Programme Literature Examples
Overview of On-Site Library Resources
Facilities at NEC Munich Campus
AACSB Table 8.1 Intellectual Contributions
Developing the Research Centre at WUAS
Examples of Research & Student Involvement
Examples of Peer Reviewed Publications WUAS Lecturers 2014-2019
Ongoing Research Funding
Examples of Marketing Products
AACSB Table 9.1 Outcomes of Societal Impact Activities and Initiatives Across all Areas of the Standards
WUAS Legal Status

Overview of documents available on-site

Access to VLE & Online Literature, Journals and E-Books at WUAS
Programme Literature Examples
Examples of Research & Student Involvement
Examples of Student Papers
Examples of Final Projects
Examples of Module Examinations
Examples of Marketing Products
WUAS Year Reports
WUAS Full Financial Year Reports
Examples of Partnership Agreements
Information Regarding Academic Advisory Panel
Education Board Meeting Minutes
Graduation & Examination Board Reports
Postgraduate Certificate in Teaching & Learning in HE
Student & Staff Representation Overview
Developing the Research Centre at WUAS
Examples of Peer Reviewed Publications WUAS Lecturers 2014-2019
Review of 'ethics' as cross-disciplinary content in the curriculum
Study Advisor Handbook Master Programmes 2018-19
Overview of On-Site Library Resources
2018-2019 Academic Staff Handbook
Staff Rules and Regulations 2019
Quality System Audit Report 2019

Wittenborg University of Applied Sciences (WUAS)

Apeldoorn, Netherlands

FIBAA initial accreditation and abbreviated accreditation of Standard 10 (Student assessment) and 11 (Achieved learning outcomes) of the Extensive Framework for programme accreditation by NVAO



Master of Business Management (M.Sc.)

Site-visit on October 19th/20th, 2022

Project number (22/007)

<u>SCIENCE / CHAIR OF THE PANEL</u>	<u>SCIENCE</u>
<p>Prof. Dr. Ed Peelen University of Amsterdam, the Netherlands</p> <p>Professor of Content Marketing</p>	<p>Prof. Dr. Reinhard Bachmann University of London, the United Kingdom</p> <p>Professor of International Management</p>
<u>BUSINESS / INDUSTRY</u>	<u>STUDENT REPRESENTATIVE</u>
<p>Ilja Kogan Wayyfair GmbH, Berlin, Germany</p> <p>Senior Product Manager</p>	<p>Maire-Luise Meier Nova School for Business and Economics, Lisboa, Portugal</p> <p>Student CEMS Double Degree in International Management (MIM)</p>
<u>FIBAA PROJECT MANAGER</u>	
<p>Christiane Butler FIBAA</p>	

1 st Day: October 19 th , 2022	
12:30	Arrival at Wittenborg University of Applied Sciences (WUAS)
12:30 – 13:00 (H3.14)	Initial internal panel deliberation
13:00 – 13:45 (H3.03)	<p>Reception</p> <ul style="list-style-type: none"> - Introduction of the FIBAA Team - Introduction of the representatives of the WUAS <p><i>Short presentation (approx. 15 mins) on the WUAS and of the study programmes at hand in the overall structure of the School; possibly including a following discussion.</i></p> <p><u>Participants from WUAS:</u></p> <p>CEO (China) ██████████ is CEO at WUAS and a member of the WUAS Executive Board. As board member, her portfolio covers the Quality System, Facilities, Student Support & Administration, Student Housing, HRM, Local and Regional Government, Research Centre and importantly External Relations with the Professional Field. She has for the past 6 years been a jury member for the Apeldoorn Business Awards and in 2017 was runner up for Ethnic Businesswoman of the Year Award in the Netherlands. She has also been appointed as a Commissioner of RaboBank Apeldoorn & Region. This has led to her being able to support extensive business networks at regional and national levels. ██████████ naturally also manages WUAS' important relations with a number of Chinese Universities and government agencies in China.</p> <p>President and Director of Education (UK/Switzerland) ██████████ has been an entrepreneur since he was 17 and worked in the field of internationalisation of Dutch Higher Education since 1995, designing international programmes and recruiting international students initially to public Dutch HE and from 2002 to Wittenborg. ██████████ is Chair of the Executive Board of WUAS. As board member, his portfolio covers Education Development (including accreditation), Finance, IT & Data Systems, International and National Sales & Recruitment, National Government & Politics, Internationalisation, ██████████ also fulfils the role of Chair of the Education Board.</p> <p>VP of Academic Affairs (Netherlands) ██████████ joined WUAS as Vice President Academic Affairs in August 2018, after returning to the Netherlands from the UK, and is a member of the Education Board. ██████████ has held many senior positions at universities in the Netherlands and abroad and is a regular panel member / chair for AACSB, EFMD and AMBA and is also leading WUAS through these international accreditations (AACSB Eligibility is complete).</p>
13:45 – 14:30 (H3.14)	Internal panel deliberation – Snacks (preparatory discussion and insight of given materials (teaching and learning materials, examinations results))

<p>14:30 – 16:00 (H3.03)</p>	<p>Panel interview with the programme management (no presentation)</p> <p><i>Main topics:</i> <i>Goals and learning outcomes of the programme, curriculum (structure and content, professional skills), examination frequency and organisation, teaching and learning, support of students, programme administration, admission requirements</i></p> <p><u>Participants from WUAS:</u></p> <p>Head of School of Business (Pakistan/Netherlands) ■■■ is Head of the WUAS School of Business and has been with the institute since 2010. As a member of the Education Board, ■■■ has been actively involved in every aspect of the development of WUAS' programmes. He is also involved in various research programmes that WUAS participates in. ■■■ is also a member of the Graduation & Examination Board.</p> <p>MBM (MSc) Programme Coordinator (Nigeria/Netherlands) ■■■ holds an MBA and has been a senior lecturer at WUAS since 2010 and as a member of the Education Board he has also taken on the responsibility of maintaining and updating all module guides / descriptors for WUAS' programmes. ■■■ is currently also the Study Advisor for some MBA students. ■■■ is also a member of the Graduation & Examination Board.</p> <p>Assurance of Learning Manager (Hungary/Romania) ■■■ holds a Master in International Management from the University of Utrecht and has been with WUAS since 2017, assisting the management of education development & quality oversight, which entails a range of tasks that are linked to the cohesion between programme development and maintenance, also in relation to the overall final qualifications, the aims and objectives of modules, and the quality and relevance of examinations. ■■■ has the role of Assurance of Learning, Accreditations and Quality Manager. She is also the secretary of the Education Board.</p>
<p>16:00 – 16:15 (H3.14)</p>	<p>Break</p>
<p>16:15 – 17:15 (H3.03)</p>	<p>Panel interview with lecturers (full-time and part-time lecturers, at least three of each, one interview with all participants, no presentation)</p> <p><i>Main topics:</i> <i>Support of students, teaching content, didactics/methods, involvement in decision making, staff education and qualification</i></p> <p><u>Participants from WUAS:</u> <i>Names / Bio / Taught courses</i></p> <p>Lecturer 1 (Macedonia) ■■■ earned his doctorate in Economic Sciences from the University of St Cyril & Methodius in Macedonia, in 2011. He is an assistant professor and researcher at several different universities both in Macedonia and Kuwait. He has a combined teaching experience of 6 years, and a combined professional experience in 3 different industries of over 15 years working in Finance and Banking, Legal Affairs and Education. His professional interests include Banking and Finance, Sports Economy and Finance, Real Estate Economics, Financial Crisis</p>

and Impact. He specialises in financial crisis and its impact on several different aspects of everyday living. He holds two master's degrees in Corporate Finance and Banking, and Sport Management.

Some of the modules Bojan is teaching on MBM at WUAS are:

- The World Economy
- Research Methods (Final Project)
- Organisation Development & Change Management

Lecturer 2_(France)

■■■■■ gained her PhD from Trinity Business School, Dublin, and has an MSc from Pantheon-Sorbonne University in France in Business Administration. Her teaching experience is extensive with 18+ years, and she has been involved in developing curricula and courses, specifically in the fields of Strategy, International Business, and Management. She has taught classes to undergraduate and postgraduate students, and in multicultural environments. She also supervises master's dissertations and different research projects for undergraduates. ■■■■■ has been with WUAS since 2018 and her subject on the MBM programme has been:

- Globalisation Society & Culture

Lecturer 3 (Pakistan)

■■■■■ has been a lecturer at WUAS since 2014 and alongside his teaching is an active researcher. He has developed modules for the MBA and his subject in the Master programmes have been:

- Management Accounting & Finance
- Operations Management
- Supply Chain – Operations & Strategy

Lecturer 4 (Portugal, Brazil)

■■■■■ graduated in Tourism from UNIOESTE, Brazil and continued with a specialisation in Human Resources Management at the Federal University of Paraná, Brazil. She earned a master's degree in Tourism and Hotels Management at Universidad de Extremadura, Spain, and a PhD in Business Management at UP, Brazil. She also conducted post-doctorate research at NHL Stenden University of Applied Sciences in the Netherlands. ■■■■■'s academic experience of more than two decades as a lecturer has been devoted to technical, undergraduate, and postgraduate courses. She is a member of the Editorial Board on Journal of Tourism - Studies and Research in Tourism and a Member of the Reviewers' Committee for the International Journal of Academic Research in Management. ■■■■■ has been with WUAS since 2021 and her subjects on the MBM programme have been:

- Professional Based Learning
- International Hospitality Development
- Hospitality Operational Excellence
- Event Design & Management

Lecturer 5_(Pakistan)

■■■■■ has recently completed his PhD in Ethical Leadership from Radboud University in Nijmegen, the Netherlands, where he has also been teaching the subjects "Academic Skills" and "Qualitative Research Methods" to undergraduate students. He has joined WUAS in 2021 and he teaches the following module on the MBM programme:

- Strategic Human Resource Management
- International Talent Management
- International Labour Relations

	<p>Lecturer 6 (Hungary)</p> <p>██████ is an experienced senior business development professional with a demonstrated history of working in the high-tech industry, skilled in Business Development, Sales, Sales Management, Strategic Partnerships, and International Sales. ██████ has a strong academic background with a PhD focused on Interdisciplinary Telecommunications. Research interests include technology innovations, data science, and applied artificial intelligence. He joined WUAS in 2019 and his subject on the MBM programme has been:</p> <ul style="list-style-type: none"> • The Future of Integrated Digital Marketing: Video, Mobile & Artificial Intelligence
17:15 – 17:30 (H3.14)	Break
17.30 – 18.00 (H3.03)	Professional Field representatives/Company Supervisors interview (one interview, no presentation)
18:00 – 18:15	Internal panel deliberation
18:15	Transfer to Hotel Keizerskroon
19:00	Joint dinner of the panel at Hotel Keizerskroon Restaurant

2nd Day: October 20th, 2022

Until 9:00	Transfer to HEI – Spoorstraat 23
9.15 – 9.55 Spoorstraat 23 & Brinklaan 268	<p>Round tour through the facilities <i>(infrastructure; seminar rooms, computer cluster, library etc.)</i></p> <p><u>Participants from WUAS</u> CEO & President</p>
9.55 - 10.15	Transfer to HEI – Brinklaan 268
10.15 – 11:15 (H3.09)	<p>Panel interview with students and graduates (at least four of each) (one interview with all participants, no presentation)</p> <p><i>Main topics:</i> <i>Study structure, study process, study content, consultation and support for students, examination organization, working conditions, administration support, workload, involvement in decision making, evaluations)</i></p> <p><u>Participants from WUAS:</u> <i>Names / Student & Graduate</i></p> <p>Current Students:</p> <ul style="list-style-type: none"> • Student 1 • Student 2 • Student 3 <p>Graduates/Alumni:</p> <ul style="list-style-type: none"> • Alumnus 1 • Alumnus 2

	<ul style="list-style-type: none"> • <i>Alumnus 3</i> • <i>Alumnus 4</i> • <i>Alumnus 5</i>
11:15 – 11:30 (H3.14)	Break
11:30 – 12:30 (H3.03)	<p>Panel interview with the administration staff (one interview with all participants, no presentation)</p> <p><i>Main topics:</i></p> <ul style="list-style-type: none"> - support of students - programme organisation - staff policy - quality assurance - evaluation (results, taken measures) <p><u>Participants from WUAS</u> <i>Name / Bio / Role</i></p> <p>Associate Professor/Programme Coordinator (China/Netherlands) █████ holds a PhD in Education from Leiden University and joined WUAS as a full time academic in 2018, to support the development of its programmes, as a member of the Education Board. He has assisted on the development of modules in the MBA and the new MBM, has been tutoring MBM students Professional-Based Learning in the past two years, and coordinate academic supervisors for all master's students. █████ is also a member of the faculty and member of the Graduation & Examination Board as education specialist.</p> <p>Head of Operations (Sri Lanka/Netherlands) █████ graduated from WUAS in 2008 and worked for the institute as Education operations Manager until 2012. After which he studied for his MA and returned to Sri Lanka to help establish transnational degree programmes for universities such as LSE and Deakin University. In 2018, █████ returned with his family to the Netherlands to join the management team and lead education operations. He is member of the faculty and member of the Graduation & Examination Board.</p> <p>Processes & Quality Manager (China/Netherlands) █████ obtained her Bachelor of Business Administration in International Logistics Management at HAN University of Applied Sciences, the Netherlands. She then went on to complete her MSc in Event Management and a PGCert in Learning and Teaching in Higher Education, a joint programme with the University of Brighton, UK, and Wittenborg. █████ is a Fellow of the Higher Education Academy in the UK. With her Chinese teaching certificate, she taught Chinese at a language school in Amsterdam in 2013. She started working at Wittenborg as an intern in 2014 and became a full-time employee in 2015. █████ has managed Academic Partnerships and coordinated Academic Partnership Programmes with universities in Europe and Asian countries. █████ is also in charge of the China Desk.</p> <p>HR Manager (Germany) After graduating with honours with a Bachelor of International Business Administration (IBA) in Economics and Management from Wittenborg in</p>

	<p>2014, having worked a few years in the consultancy business, in 2018 [REDACTED] pursued a Master of Business Administration (MBA) in Hospitality and Service Management at Wittenborg. She obtained her MBA with honours in 2020. After working on an interim basis in the Human Resources Department, advising the executive, [REDACTED] has taken on a permanent role at Wittenborg as HR Manager.</p> <p>Student Registrar (Netherlands) [REDACTED] has worked in WUAS' Admissions and Registry department since 2015 and since 2019 has taken over the role of Registrar. [REDACTED] is responsible, on behalf of the Graduation and Examination Board, to admit all students to WUAS programmes according to admissions requirements in the EEG, the national guidelines and laws and the protocols in place at WUAS.</p>
12:30 – 13:00 (H3.14)	<i>Lunch</i>
13:00 – 15:00 (H3.14)	<i>Internal panel deliberation</i>
15:00 – 15:30 (H3.03)	<p>Final review / feedback from the panel</p> <p><u>Participants from WUAS:</u> Programme Management and all other interested parties.</p>
15:30 – 16:00 (H3.03)	<p>Development Dialogue regarding the further improvement of the study programme</p> <p><u>Participants from WUAS:</u> Programme Management and all other interested parties.</p>
Approximately 16:00	<i>End of site visit</i>