



**WITTENBORG**  
University of Applied Sciences

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## Programme Committee Report

INSIGHT AND RECOMMENDATIONS

STUDENTS REPRESENTATIVES (MBA/MSC) AND STAFF

## Programme Committee Report – 2023

### MBA/MSc Programmes

Committee Members: Head of School of Business, Deputy Head of School of Business, Lecturer 1, Lecturer 2, Student 1, Student 2, Student 3

### Introduction

The committee, formed by the above Staff and Students Representatives, evaluated the MBA and MSc programmes at Wittenborg University of Applied Sciences (WUAS) in the aspects of content, teaching, assessment, and outcomes. Based on the observations and discussion, we highlight the key insights in the following sections along with recommendations.

#### 1. Content of the programme

In last year's report, we expressed an expectation that the programme content for each specialisation would be streamlined and designed realistically, with student learning experiences throughout their studies focusing more heavily on practical industry and real-world scenarios.

This year, the programme content has been updated to better align with current industry practices. However, students still desire the introduction of more specialised modules from the very first semester. In addition, they request the inclusion of software commonly used in workplaces, such as analytical tools for financial management within the Management Accounting and Finance module. We hope that the quality, structure, and content of the modules will not be compromised due to the limited number of students in a few specialisations, despite the provision of directed study as an option for individualised learning.

#### 2. Teaching of the programme

In last year's report, we recommended that the quality of teaching and education be considered an ongoing priority for Wittenborg. To enhance student engagement and learning during classes, we propose the implementation of more creative and interactive activities. Course content should be streamlined and better structured, with clear highlights and key focus areas. Aligning teaching activities with assessments would better equip students to achieve module aims and objectives, while also alleviating pressure associated with meeting submission deadlines. For example, providing regular (weekly) assignments related to the final exam would be highly beneficial. This would allow lecturers to offer feedback for improvement before the exam, rather than after.

We acknowledge some positive developments in the programme's teaching, such as informing students about exam question types and providing relevant practice exercises and updating course areas with selected materials and streamlined content. However, we still advocate for a more practical approach to teaching the modules, improved time management within classes, and the incorporation of professional training sessions into the curriculum, rather than solely relying on textbook-based instruction.

### 3. Assessment of the programme

In both last year's report and the one before, we emphasised the importance of transparency in assessment criteria and feedback. We also sought transparency regarding the conditions and procedures for applying to take the exam without a first attempt under mitigating circumstances. Additionally, we expressed hope that participation in class activities and weekly assignments could be considered during module assessments.

We have observed some progress in the past year regarding improved transparency in assessment, the provision of feedback to students' work, and support for students who need to take the exam without attendance under mitigating circumstances. Lecturers typically provide assessment information during the first module session, including sample questions or mock tests. Students who miss the exam due to mitigating circumstances can take it during the retake weeks with the assistance of their study advisors.

The rationale behind relying solely on the final exam is justified by the practical need for perfection in the business world. However, aligning the final exam with classroom practices could better prepare and support students. We hope that reflection and analysis of in-class activities will be incorporated into more Type 1 exams. Furthermore, the estimated time for students to complete the exam and the types of questions (e.g., case studies, multiple-choice questions) should be more reasonable and evidence-based, drawing on empirical research. An exam orientation session is necessary for all students before their (first) exams.

### 4. Outcomes of the programme

In our previous year's report, we recommended an increase in student-faculty member activities to enhance communication and transparency regarding information dissemination and decision-making processes. Examples included the relocation of classes, timetable changes, the collection of personal information, and the implementation of feedback surveys by lecturers without anonymity. We further proposed the establishment of a readily accessible code of conduct for all lecturers.

We are pleased to observe improvements in these areas. The relocation of some specialisations has significantly reduced the need for frequent classroom relocations. Also, the departure of a specific lecturer led to the end of non-anonymous personal information and feedback collection. The code of conduct is available in the EEG and AOG systems. Work experience preparation modules are offered twice annually to all students, supporting their career development.

Moving forward, we aim to provide more opportunities for students to build connections and network with professionals and entrepreneurs in the Netherlands, thereby increasing their employment prospects. In terms of maintaining and improving the quality of education, we believe in transparency regarding actions taken in response to student feedback provided through module evaluations.