



WITTENBORG
University of Applied Sciences

Programme Committee Report

INSIGHT AND RECOMMENDATIONS

STUDENTS REPRESENTATIVES (BBA) AND STAFF

Programme Committee Report – 2024

BBA Programmes

Committee Members: Programme Coordinator HBA, Programme Coordinator BBA, Student 1, Student 2, Student 3

Introduction

The BBA Program Review Committee, composed of staff and student representatives, evaluated the Bachelor's programs at Wittenborg University of Applied Sciences. This review covered key aspects such as program content, teaching quality, assessment methods, and student outcomes. Drawing from observations, discussions, and feedback collected from bachelor's students, the following sections summarize the main findings along with relevant recommendations for future improvements.

Content of the program

Student feedback on the Bachelor's programs highlighted several concerns regarding the content. For example, 66% of students expressed dissatisfaction or neutrality with the logic and efficiency of their specializations. There were complaints from students in specific fields, such as Events Management and Fintech, that their curriculum lacked focus on their major. Events students felt that courses were overly hospitality-oriented, while Fintech students pointed out that there were only three specialized Fintech modules in the entire program.

Students also raised concerns about the sequencing of modules, with 27% expressing dissatisfaction and 46% expressing neutrality with the cohesion of the program. They cited cases where courses like advanced accounting were scheduled before introductory finance modules, causing confusion. To address these gaps, students called for better planning in the module sequences to ensure logical progression and a more integrated learning experience.

Additionally, there were calls for more practical learning opportunities. Some students suggested the inclusion of more project-based assignments and research-based assessments to apply theoretical knowledge in a real-world context. They also felt that industry-relevant content, such as the integration of digitalization and AI, should be included to better align the curriculum with current trends

2. Teaching of the program

Student feedback on teaching quality was varied. While some students appreciated the expertise of certain lecturers, concerns were raised about inconsistency in teaching quality. Not many students were satisfied with the teaching methods employed, and some noted that the more relevant a lecturer's qualifications were to the subject, the better the overall teaching experience. However, there was dissatisfaction regarding the variation in teaching techniques between lecturers, with some using less engaging, traditional lecture formats.

Additionally, students expressed the need for more interactive and hands-on learning opportunities. Many recommended the inclusion of group projects, case studies, and real-world scenarios to create a more dynamic learning environment. They also highlighted the need for better coordination among lecturers, as some modules showed overlap or a lack of continuity due to inconsistent teaching styles.

3. Assessment of the program

Student feedback on the assessment methods within the Bachelor's programs revealed several areas for improvement. While 64% of students expressed overall satisfaction with the assessments, 36% indicated dissatisfaction, highlighting concerns particularly related to transparency and consistency. Regarding transparency, 53% of students felt the assessments were only moderately transparent, while 47% rated them as not transparent at all. These concerns stemmed from frequent changes to exam guides and inconsistent information about assessment types.

Students also questioned the alignment between the exam formats and course content. Only 44% of students felt that the exam types were somewhat appropriate for their respective modules, while 37% found the alignment to be insufficient. Many students suggested incorporating more practical, project-based assessments, arguing that this would better reflect the applied nature of the university and help them develop skills needed in the professional world.

In conclusion, while 64% of students are content with certain aspects of the assessment, the lack of transparency and alignment with practical application remains a significant concern. Addressing these issues would improve both student satisfaction and the overall effectiveness of the program's assessments.

4. Outcomes of the program

Feedback from bachelor's students regarding program outcomes revealed both positive aspects and areas that need attention. Although some students were satisfied with their learning experiences, others expressed concerns, particularly about the preparation for professional life after graduation. When it came to the final projects, only few students felt that they sufficiently prepared them for future careers, while the rest saw significant room for improvement.

A recurring theme in the feedback was the need for more career-oriented support and practical learning opportunities. Students highlighted the importance of bridging the gap between academic knowledge and professional application, and many felt that Wittenborg could do more to provide employability, networking opportunities, and greater access to industry professionals. This would help them build the skills and connections necessary for entering the job market.

Furthermore, students pointed out that the curriculum lacked adequate practical applications, which they believe would better prepare them for employment. More exposure to real-world scenarios through projects was frequently suggested as a means to apply the knowledge gained through modules into real life and ensure they are job-ready upon graduation.

In conclusion, while the program has its strengths, students clearly expect more robust career development initiatives and hands-on learning experiences to enhance their preparedness for entering the professional world.