

# Student Representative Report - May 2019

## Student Representatives:

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The evaluation was done on the basis of the discussions between all of the representatives of WUAS Amsterdam and Apeldoorn Campus. A few important points have been highlighted on behalf of all student representatives along with recommendations. Some points have already been discussed during the representation conference in March and have been (partly) dealt with. Nevertheless, all points are covered in the report for the sake of formality and completeness.

## 1. Amsterdam and Apeldoorn Campus

According to students from Amsterdam campus, there is a need to improve the approach of the Amsterdam campus compared to Apeldoorn Campus.

The key insights that have been highlighted on behalf of Amsterdam students:

- Implement more de-centralized approach to facilitate decision-making; Apeldoorn and Amsterdam should be treated equally and receive the same resources and dedication
- Some teachers are believed to have a lack of communication skills in English hence would be advised to undergo training before they start teaching regular classes. Also, there should be systematic trial lessons for new hires (the same should be implemented in Apeldoorn for potential new teachers)
- Book lending systems should be improvised as sometimes students receives books after the lectures starts.

## 2. Dutch Lessons (Masters)

In the job market of the Netherlands, the employers are seeking for students who have a minimum B1- B2 level of Dutch proficiency. Unfortunately, the intensive course that is provided to the master's level students are A1 which barely meets the requirements in the job market of the Netherlands. Hence, if students are provided with at least A2 level Dutch lessons then it would be an added advantage for the master's students. Consider offering continuous courses next to intensive. Offer to master students to attend bachelors language courses in addition.

### 3. Exam Review

In the exam review, students expect to review their exam paper which means they want to be able to identify their mistakes. Hence, it will benefit students if WUAS helps to provide the exam papers to students during exam review along with an answer or marking sheet to see expected answer components, and their mistakes highlighted in the paper. Those actions will further motivate students and also would help them to achieve better results in the next exam. In addition, it would be helpful if teachers would be present for reviews. This could potentially be implemented by scheduling reviews using prior registration.

### 4. Guidance, Counselling & Process Tutors

There should be some extra guidance from process tutors. Sometimes students are introvert and they do not want to go to their process tutors to receive reviews of their performance. However, it would encourage students automatically to receive their performance reviews if there is a mandatory one to one session between process tutors and students every block or every 2 blocks. A hands-on approach and communication of process tutors should be encouraged and implemented. In addition, more counselling with regard to personal or mental problems should be available to students. The reps recommend hiring a professional psychologist or counsellor available for personal and mental health concerns. Furthermore, the introduction days need to be more structured and organized and there should be a clear and focused introduction to the Netherlands and the school. The student reps highlighted the approach previously taken by Renske as very suitable and effective.

### 5. Work Placement

In WUAS, international students are struggling to find jobs specially the ones who are eager to stay in the Netherlands after completion of their study. Regrettably this is happening due to a lack of social connections. It would benefit all the students if WUAS have a career department which can help students to look for internships and also build some connections with the companies in Netherlands. Specifically, maintaining relationships with companies currently employing Wittenborg students as part of a work placement and ensuring that new students can fill the internship position once the previous student has completed the internship, are recommended. In addition, the reps recommend a directory of companies that have previously facilitated internships for WUAS students to help students to find work placements. Furthermore, students (and staff) should be encouraged to open and use their network to actively enable internships, summer jobs, guest speakers, etc. and thus further build the professional network of the school.

### 6. Final Graduation Assignment

A lack of connection and communication between the students and academic supervisors was highlighted. WUAS should explore ways to better guide the process and perhaps link students to academic supervisors at an earlier stage.