

“The programme’s vision presents a strong and clear narrative that has connections to both UCLL’s strategic priorities and to the MM DNA quality characteristics.”

[click here for more information regarding this feedback](#)

PBA International Business Management

POLICY PERIOD 2021-2025

**THEMATIC
QUALITY CONTROL**

POLICY PLAN

Dialogue committee

click on the boxes
for more information

2021

Feedback from experts

2022

Internal coordination meeting

2023

Management meeting

2024

Feedback from experts

**ANALYSIS ON
NEW POLICY PLAN**

2025

Dialogue committee

VALIDATION OF POLICY PLAN

POLICY PLAN

To ensure continued educational quality, the programme focuses on following policy priorities for the period 2021-2025:

The PBA strongly believes in its qualities, which can be translated in six Unique Selling Points (USPs): strong support in a programme that feels like home and which incorporates internationalisation in its many aspects, attention to the hands-on learning journey of students starting from self-awareness and taking into account individual interests.

Based on these USPs, the bachelor aims to offer a diverse curriculum that strives for quality and excellence and focuses on future-oriented transferable skills. They continuously do this in consultation with various stakeholders.

All this is reflected in the four educational policy priorities listed below, each supporting certain aspects of the UCLL vision.

To ensure the continued quality of its educational programme, the team committed to the following policy priorities for the period 2021-2025.

1. Building a flexible, future-proof educational programme, inspired by a changing world in an international context.
2. Providing differentiated, integrated, and hybrid education.
3. Developing a study and student policy that responds to the needs, talents, and well-being of students.
4. Creating a stimulating and inspiring working environment for every staff member.

The information in this quality sheet will be completed incrementally

MORE INFORMATION:

Background information regarding quality assurance in UCLL 

Data regarding the programme:
<https://www.ucll.be/en/about-ucll/quality-assurance>



To inspire the educational team and encourage reflection, a dialogue committee is established, consisting of internal and external peers. The dialogue committee provides feedback on the SWOT analysis the educational team provides in preparation of their policy plan.

Members dialogue committee 2020

 Kathy Dewitte
Artevelde Hogeschool

 Manon Niesten
Zuyd Hogeschool

 Lieselot Ignoul
UCLL student

 Pieter Jan Cauwelier
UCLL alumnus

 Tanja Ceux
UCLL R&E

 Leen Van Den Broeck
UCLL SRW

 Els Castelein
UCLL O&S

Feedback dialogue committee

The members of the dialogue committee state that:

- The PBA has positioned itself with openness and self-criticism, and has engaged in a constructive dialogue.
- With the selected policy priorities and their associated objectives, the PBA will certainly provide answers to the stated challenges.
- Specific actions must be carefully chosen to facilitate a feasible development path that offers perspectives and can inspire employees.
- The educational themes discussed are relevant and constitute building blocks for a solid, appealing, and sustainable curriculum.
- The lecturers must continually ask themselves 'what form of hybrid education provides pedagogical value?' and involve students in its further development of hybrid learning.

“The committee congratulates the management programmes for their collective approach to important educational themes. Even though each policy plan emphasizes different aspects, the overall unity is clear.”





Each programme runs a **thematic quality control process** and performs an analysis which is reviewed by internal and external experts in order to continue developing and improving this specific theme. The chosen themes are core topics from our university colleges mission & strategy. The programme chose the following theme:

Theme **HYBRID LEARNING**

Members

 Andy Thys
KU Leuven

 Sven Breugelmans
GO! Scholengroep Huis 11

 Steven Verjans
UCLL EBA Secondary Education

 Bart Boelen
UCLL PBA Nursing

 Tori Vets
UCLL ICTO+

 Maja Busidotti
UCLL student BASO

 Sara Theuwen
UCLL O&S and R&E

Feedback experts

The expert panel appreciates the various initiatives the PBA already deploys to 'activate' students in their learning process. The programme specifically pays attention to develop students' self-regulation within the ever evolving hybrid way of learning.

The expert panel confirms that obtaining the right balance between providing structure and freedom is essential. It is recommended not to provide too much structure, continuous assessment, tests, etc., but to think carefully and critically about the purpose for which a particular provision is offered as education. They advise to explore alternatives (take-home exams, integrated evaluation at specific 'milestones,' allowing students to determine their evaluation moments/forms, etc.) that provide more room for lecturers' creativity, are potentially less time-consuming, and, moreover, encourage students to achieve self-regulation.

To further develop hybrid learning, the expert panel advises involving students, both in redesigning course components as well as on general programme level.

The expert panel wishes the team success in its further development and recommends tackling all challenges one by one, and using the support provided by UCLL.

“It’s great to see that the developments within hybrid education are being used to enhance active learning.”





Twice in the policy cycle, the educational teams engage in discussions on the follow-up of their policy plan and the internal quality assurance processes. During an **internal coordination meeting** only internal participants are present (including the director of the faculty); during a **management meeting** also independent external parties are involved. To prepare these meetings, the educational team provides an accurate state of affairs on the actions agreed in the policy plan and a follow-up on actions agreed upon during former internal coordination or management meetings.

In addition, the educational team maps out their own performance with regard to each of the **MM DNA/quality characteristics** by using a growth model. Within this growth model four phases of development are distinguished (activity oriented, process oriented, system oriented and externally oriented). We support the educational teams in evolving towards a systematic approach on each of the quality characteristics.

Most important conclusions

Preparing for the internal coordination meeting between the PBA and the faculty director is based on an assessment of the policy plan's status, its classification within the growth model for the MM DNA quality characteristics, and the follow-up of the agreements made during former management meetings.

The faculty director appreciates how the policy plan is being executed by a strong and motivated team, which enhances confidence for the future. More specifically, they strongly appreciate the coordinated management of a large, complex educational programme that covers two regions in a single policy plan. The implementation of the education quality cycle is a significant step in systematically addressing educational innovation.

The developed vision statement "Evaluating in PBA Management" is a powerful example of collaboration and vision development, which will serve as a guideline within the domain of evaluation in the near future.

To further improve, the following focuspoints have been identified through mutual agreement:

- The PBA should pay more attention to the "check and act" phases of the PDCA cycle when executing educational processes and should make this explicit for both staff and students. Additionally, the programme should provide the necessary supporting documentation.
- The PBA should focus on "student participation" as a means to evolve towards a more process-oriented approach during the current policy period.
- The PBA should concentrate on "hybrid learning" and carefully plan the proposed actions, potentially supplemented with additional actions, for the next two academic years.
- The PBA should explore the extent to which it is possible to formulate and plan objectives and associated actions within the current policy period on "inclusive higher education."
- The PBA should continue to invest in promoting the overall well-being of staff, and pay attention to internal communication.

"The PBA succeeds in bringing unity in policymaking with a wide variety of specialisations."





Twice in the policy cycle, the educational teams engage in discussions on the follow-up of their policy plan and the internal quality assurance processes. During an internal coordination meeting only internal participants are present (including the director of the faculty); during a management meeting also independent external parties are involved. To prepare these meetings, the educational team provides an accurate state of affairs on the actions agreed in the policy plan and a follow-up on actions agreed upon during former internal coordination or management meetings.

In addition, the educational team maps out their own performance with regard to each of the [MM DNA/quality characteristics](#) by using a growth model. Within this growth model four phases of development are distinguished (activity oriented, process oriented, system oriented and externally oriented). We support the educational teams in evolving towards a systematic approach on each of the quality characteristics.

Present at the meeting



Wim Leemen
KBC



Raf Sluismans
VKW Limburg



Kim Plevoets
UCLL Director of the Management Faculty



Joke Maes
UCLL Director of the Welfare Faculty



Brecht Vandormael
UCLL alumnus & Atlas Copco

Most important conclusions

The committee expresses its appreciation for the clever and honest meeting preparation, which facilitates a good understanding of the programme despite its complexity. The programme's vision presents a strong and clear narrative that has connections to both UCLL's strategic priorities and to the MM DNA quality characteristics. The committee believes that the policy plan is well constructed and that the policy priorities with their associated goals and actions are well chosen. The committee appreciates the systematic approach of the policy plan and - more specifically - the educational quality and the elaboration of the internationalisation theme. The committee appreciates the efforts the PBA has made to improve study and student guidance.

There was a good follow-up on the agreements of the previous internal coordination meeting. The PBA involves students, staff and the professional field in its policy-making. The process-oriented classification with system-oriented accents is a fair classification that invites further growth. The committee also appreciates the cross-regional approach and way of working of the PBA.

All of this leads the committee to conclude that they are confident in the PBA meeting the conditions to work in a qualitative way on each of the topics pointed out, or that they are capable of further improving the quality of their work.

In addition, the committee agrees upon the following:

- Setting up a more structural cooperation with R&E will be started this policy period.
- Within this policy period, the theme of 'inclusive higher education' will be explored in order to develop this further in the next policy period. The aim is to develop a coherent story in which the other educational challenges are automatically addressed and framed. It will be important to include all lecturers in this exercise.
- The PBA envisages an approach to systematically grow towards a system-oriented way of working, on the specific items where this ambition was expressed. Student participation should be strengthened. Within this policy period, the PBA will formulate the objectives regarding student participation for each official meeting group. From the next policy period onwards strengthened student participation will be clearly on the agenda.
- The team is taking initiatives to create frameworks (additional or within the UOTR) to keep the division of tasks and workload between staff in balance, in cooperation with the HR department.
- The team explores opportunities to strengthen the resilience of colleagues in the rapidly evolving world, in collaboration with the HR department.

“The programme’s vision presents a strong and clear narrative that has connections to both UCLL’s strategic priorities and to the MM DNA quality characteristics.”

