

“The committee is convinced that the BaNaBa operates with a high level of quality and improves and monitors quality in a thorough and data-driven manner.”

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THEMATIC QUALITY CONTROL

POLICY PLAN

Dialogue committee

click on the boxes for more information

2021

2022

2023

2024

2025

Feedback from experts

Feedback from experts

Internal coordination meeting

Management meeting

ANALYSIS ON NEW POLICY PLAN

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:

- 1. Profiling the educational programme to all stakeholders**
 The market is becoming more competitive at regional, national, and international levels. Therefore, it is important to clearly define the distinctive character and offer of the Banaba. Definitely at regional level, we aim to create added value through education, academic research, and services to society.
- 2. Optimizing the student journey**
 It is our responsibility to guide students and make them aware on all possibilities in their education career from Bachelor, to Banaba, potentially Masters, and further continuous education, in order to narrow the gap between education and the labour market. In doing so, we contribute to UCLL's success in education and the job market.
- 3. Embedding quality assurance**
 We want to continuously monitor the quality of our educational programme by responding to changes in enrolment, satisfaction and study results of both students and other stakeholders, in order to create an inspiring learning, working, and living community for all students.
- 4. Strategically strengthening internationalisation through the ICOMs framework**
 We are convinced that active global citizenship is very important in an increasingly globalised society.

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 alumna

 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 BaNaBa has positioned itself as open and self-critical and has engaged in a constructive dialogue.
- With the chosen policy priorities and corresponding objectives, the team will certainly provide answers to the stated challenges.
- Carefully selecting concrete actions is necessary to enhance a feasible development path that offers perspective for success and will inspire employees.
- The educational themes are relevant and serve as building blocks for a solid, appealing, and sustainable curriculum.
- The willingness to involve students more in policymaking demonstrates great openness that will undoubtedly contribute to an inspiring quality culture.
- Within the area of student participation, a high-quality onboarding of new students is an important key to success.

“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 College's mission & strategy. The programme chose the following theme:

Theme **INCLUSIVE HIGHER EDUCATION**

Members



David van Bunder
HoGent



Pravini Baboeram
Randstad Nederland



Elke Emmers
UHasselt



Annet Devroey
UCLL Banaba's LER



Liesbeth Lenie
UCLL O&S



Lisa Waals
UCLL O&S



Annelore Ponsaerts
UCLL student

Feedback experts

The expert panel congratulates the team for successfully bringing the theory of inclusive education into practice, and implementing numerous actions with evidence-based support. They also appreciate that the BaNaBa has set ambitious goals for itself with a clear focus.

The emphasis on the student journey and the SDGs (Sustainable Development Goals) is seen as an added value by the expert panel. They also positively evaluate the involvement of the professional field and the central role of the module manager in guiding both study progression and graduation. Additionally, the use of role models and ambassadors are important boosters, as well as is the personalized approach from the start (through intake, crash courses, etc.), where both students and teachers are not treated as mere numbers.

The expert panel advises the BaNaBa to put even greater emphasis on showcasing their best practices: everything related to comprehensive basic care (e.g., how they handle reasonable accommodations) or universal design could be made much more visible in the communication and branding of the programme.

To further promote diversity, the expert panel recommends that the BaNaBa invests even more in student consultations to obtain better understandings. They also suggest explicitly linking quality to diversity. The expert panel supports the team's ambition to continue promoting diversity within the teaching staff.

“The personal guidance of each student throughout the entire educational journey is a strong asset.”





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

The preparation for the internal coordination meeting between the educational team and the faculty director is based on an as-is assessment of the policy plan, its classification within the growth model for the MM DNA quality characteristics, and the follow-up on the agreements and conclusion from the previous management meeting.

The faculty director appreciates the way how the policy plan is carried out by a strong and motivated team. This enhances confidence for the future.

Some specific strengths of the BaNaBa include:

- A clear educational vision that is embraced by lecturers and is present in internal and external communication.
- A focus on the student journey throughout the educational programme.
- An extensive and active network of business partners that are connected to the BaNaBa.
- The realisation of practice-based education through methods such as guest lecturers and the Junior Consulting Project.
- A commitment to put inclusive education into practice.
- The adoption of the ICOMs framework for the development of intercultural competencies.
- A positive continuation of students to Master programmes, both nationally and internationally (as part of lifelong learning).

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

- Staying informed on of developments in lifelong learning.
- Providing input for the development of an adapted quality assurance system for non-regular educational programmes.
- Offering input to establish a stakeholder policy for all management programmes.

“Working with guest lecturers and the Junior Consulting Project are a guarantee of realistic and practice-based education.”





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Present at the meeting



Wim Leemen
KBC



Raf Sluismans
VKW Limburg



Kim Plevvoets
UCLL Director of the Management Faculty



Joke Maes
UCLL Director of the Welfare Faculty



Maxiem Merckx
UCLL alumnus & Uncrowned Kings

Most important conclusions

The committee expresses its appreciation for the excellent and truthful preparation which provides them with a good understanding of the programme. In particular, the committee appreciates the offered internationalisation opportunities to student, the stakeholder management, and collaboration with guest lecturers, students, and the labour market. The committee also states that the educational vision - which addresses current trends - and its visual representation to be recommendable. The committee notes and values that the policy plan is a living document. The committee appreciates the efforts done in implementing the customer journey and in the way how this is done. The efforts made by the BaNaBa to involve guest lecturers in the educational journey and guide them through various tasks, as well as the follow-up done by the key module managers, enhances confidence. The committee is convinced that the educational programme runs with high quality and that they improve and monitor quality in a solid and data-driven manner. The educational team has made an accurate assessment that is primarily system-oriented with external-oriented aspects. The team ensures systematic follow-up of the agreements from the previous internal coordination meeting.

All of this leads the committee to conclude that they are confident in the BaNaBa 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..

The committee agrees upon the following:

- The BaNaBa states concrete goals for their enrollment policy and approach, getting inspired by other internal and international educational programmes.
- The BaNaBa invests in setting up a strong student community and alumni network, where graduates can share knowledge and experiences with pride.
- The BaNaBa investigates whether the use of a Moving Minds score, which students can obtain during their academic journey, can contribute to internalising the Moving Minds philosophy.
- The BaNaBa leverages its excellent internationalisation initiatives as an asset to increase the programme's visibility and, hopefully, attract more students.
- During the current and following policy period, the BaNaBa works on enhancing student participation and strives to implement the evaluation policy in a more coherent manner, with attention to the associated categories (as in the growth model).

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