

“The programme has a strong system of student guidance and country policy.”

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

BNB Global Citizenship and Development

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:

1. We strengthen the social positioning and the transition potential of the programme.
2. We redesign and adapt the curriculum, in line with the profile and societal challenges.
3. The BaNaBa reinforces the network in its international orientation (education & professional field) with local anchoring in N and S and strengthens its commitment to perform academic research and deliver services to society.
4. The programme is committed to blended learning and innovative ways of learning.

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



Gie Goris
Former editor-in-chief MO* Magazine



Mieke Schrooten
Odisee Hogeschool, Universiteit Antwerpen



Johanna Petursdottir
UCLL alumna



Sandra Martin
UCLL Research & Expertise



Tijs Van Meeuwen
UCLL O&S

Feedback dialogue committee

Dialogue committee members indicated that the BaNaBA provided a comprehensive and compelling analysis. They applaud the fact that the educational team considered the further incorporation of decolonial criticism as most urgent topic to work on. The dialogue committee recommends that further analysis should focus on the link to social work, a shift in the perspective of the teaching team and a socially diverse enrollment.

Some specific recommendations were formulated for each policy priority:

Social positioning and transition potential

- Consider to map out the impact of the course programme at the level of society or organizations where graduates end up.
- Inform schools that provide a large enrollment into the banaba about the new developments so that they too can help support student recruitment, both at home and abroad.
- In addition to actions on communication, consider if actions are needed to increase the agility of the banaba.

Curriculum development

- Consider providing more time for co-participation and co-creation in order to provide a mix of lecturers and international guest speakers.
- Strengthen networking and engagement in academic research and service to society delivery.
- Communicate more on the expertise of the BaNaBa.
- Facilitate the valorization of graduation projects by ensuring more continuity in topics and involving R&E staff.

Blended learning

- Put teachers (and their professionalization) more at the center of the goals around blended learning, so that a positive narrative can be built from the blended/hybrid education they want to achieve.

“The BaNaBA incorporates a huge amount of expertise on topics that are highly demanded in society and therefore this expertise has great potential for research and service to society delivery.”





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 **HYBRID LEARNING**

Members

 Jan Elen
KULeuven

 Steven Ronsijn
Sint-Lievenscollege Gent

 Sara Theuwen
UCLL O&S en R&E

 Steven Verjans
UCLL EBA Secondary Education

 Kiara Billiau
UCLL ICTO+

 Flo Witters
UCLL student

Feedback experts

The BaNaBa already has experience in creating opportunity-rich learning environments for its students. The policy framework provides tools to make education more hybrid. The four dimensions should be considered in this development process, both at the level of course units and at the level of the total programme. The objectives, the content and the target groups should guide this process.

A potentially interesting pedagogical concept for these students is the “flipped classroom”, where the “contact” moments can be organized online.

The educational team is also advised to evaluate which learning materials/lessons would be most interesting to record (from a sustainability perspective).

The expert panel advises the formulated preconditions to be taken into account when redesigning courses and teaching approaches.

The members of the expert panel wish the team success in meeting the future challenges.

“Students are ambitious and continuously challenge the educational team to find an appropriate hybrid approach.”





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 Faculty Director thanks the educational team for its preparation and appreciates the progress made on the various priorities (e.g. greater visibility in communication, strengthening networks, integrated graduate work, hybrid learning). The classification in the growth model show a process-oriented and/or system-oriented approach. They deliver good practices in terms of student guidance and clear assignment guidelines for students.

In order to further improve the programme, the following agreements are agreed upon after mutual consultation.

- Strengthen the visibility of the products that students create as part of their graduation project.
- Within the area of evaluation and assessing: maintain a balance between integration and obtaining a sufficiently concrete picture of the various competences.
- Develop a supported and feasible scenario to free up three study credits in order to focus on social issues.
- Continue to invest in the networking events organized by the Province of Flemish Brabant.
- Continue to invest in increasing synergies at campus and on UCLL level.
- Strengthen or update the documentation of the BaNaBa (e.g. evaluation system, internship policy plan).
- Set clear priorities with feasible phasing.

“The BaNaBA demonstrates good practices in working with external partners in the regions and should continue these investments in the future.”





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Present at the meeting



Caroline Detavernier
former Arteveldehogeschool



Griet Verschelden
HOGent



Greet Decin
UCLL Director of the Teacher Education Faculty



Timon Swillen
UCLL alumnus; student KULeuven



Joke Maes
UCLL Director of the Welfare Faculty

Most important conclusions

The committee identifies following strengths:

- The BaNaBa achieved good teamwork in a short period of time.
- The BaNaBa made a very strong SWOT with clear priorities.
- The BaNaBa has a strong system of student guidance in place and country policy.
- The educational team is alert to social trends that it needs to respond to.

The committee has seen a strong team that shows a lot of policy-making ability. In a period of time, this team has already achieved a lot, which gives confidence for the future. The programme has taken action on the agreements resulting from the internal coordination meeting, but had to do this very quickly. The BaNaBa is therefore able to develop towards a more systematic follow-up of the agreements, and the committee is confident that they will succeed. Because of the transfer to a new leadership team, the current policy plan lacks clarity. However, the team delivered many actions from the policy plan and the committee is confident that they will create a qualitative new policy plan. The classification in the growth model should be redone, but it is clear for now that the BaNaBa is addressing topics in a process oriented approach. The committee appreciates that the team is open to feedback. The BaNaBa needs to sustain the systematic way of working that has been started, and guard against the speed of wanting to address too many issues. 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 will reassess itself within the growth model and incorporates lessons learned into the reformulation of the policy plan.
- The team will draft a new policy plan based on the SWOT analysis and the classification within the growth model. This new policy plan will be completed by December 2023. The BaNaBa will use a results-oriented language in this plan and seek support from the quality department in formulating clear objectives and indicators.
- The BaNaBa will initiate meetings with the Postgraduate International Educating Class (PIEC) to establish a collaboration.
- The BaNaBa will review the concept of curriculum pathways and assess its implications for integrated assessments. It will further explore ways to develop an integrated graduation project.
- The team will consult an educational specialist to determine the steps and their sequence (formulation of OLR, evaluation).

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