



Conclusions after thorough analysis by external experts:

Dialogue committee



“The committee praises the programme for its personal study and student guidance and counselling.”



MEMBERS

Luc Driesen
Ewals Intermodal (now: Move)



Mirjam Vermaut
BIBF



Annemie Steegen
Acquisitie & Vastgoed LRM



Lut Cuppers
UCLL, education policy



Kathleen Thijs
KBC insurance



Kurt Stas
UCLL, alumnus



Jan Theunis
Constitutional Court
UHasselt



Experts thematic quality control



“The experts appreciate the great number of authentic cases the students can set to work on.”



MEMBERS

Jan Elen
KU Leuven



Didi Griffioen
Hogeschool Amsterdam



Petra Cremers
Hanze University of Applied Sciences



Frans Kamps
Zuyd Hogeschool



Strengths

- The personal study and student guidance and counselling; the low threshold between students and lecturers.
- The quality of the programme.
- The practical orientation at the right level.
- The added value of ICT use in training.
- The internationalisation tracks (consolidation).
- The attention to integrated language training.

Points of improvement

The system of tiered quality assurance encompasses a continual process suggesting points of improvement. As such, the following points of improvement were identified by the programme/students/sector heads at the time of the dialogue commission in January 2016.

- Deciding on and vigorously carrying out the programme's USPs (Unique Selling Proposition).
- Making better use of the alumni as ambassadors.
- Establishing an appropriate HR policy meeting future needs.
- Daring to prioritise and chart goals on a timeline.
- Communicating with students in a timely and appropriate manner.

Working on points of improvement in the programme is a continuous process.

Theme: Interconnecting education, research and services

The experts praised the programme for the great number of authentic cases the students can set to work on. Also the inclusion of the two staff profiles of lecturer/researcher and researcher/lecturer is an important step towards the integration of research in education. The strategic and systematic collaboration with (EU) regional partners is a plus.

The experts furthermore recommend that the programme develops a more pronounced vision of research and services in education and to set clear objectives in this regard. Also, the added value of stakeholders' contribution to the quality education must be better charted.

An analysis leading to a policy plan

Policy priorities

In order to safeguard the quality of the programme permanently, the following policy priorities were stipulated in the policy plan:

- Optimising the curriculum as a dynamic process.
Quality assurance in the programme starts with optimising the curriculum. We regard this as a dynamic process because we are continuously evaluating whether the subject matter of the course units is sufficiently innovative and up-to-date.
- Programme profile.
Our programme is set in a continuously changing society: not only is the content subject very important, but also the acquisition of soft skills and digital skills is a priority. We also believe it self-evident to put this in an international context.
- Safeguarding existing internationalisation initiatives while keeping an eye out for new opportunities.
Because of the broad international context of our programme, we have the opportunity to create new forms of collaboration with our international partners. We are always looking for opportunities for our lecturers and students.
- Interconnecting research and services in education.
We add value to the programme by the cross-fertilisation between research and services in an international context.
- Motivation and manageable workload.
We ensure that the challenging job of our staff remains manageable while not compromising on quality.

Key innovations

Several innovations were introduced to the programme based on the feedback of the dialogue commission and the group of experts. This is a continuous process. The constant search for a more integrated **collaboration** with companies, institutions, etc. that can take various shapes. In this regard, the **SME routes** – now a brand – are a very attractive concept within the programmes (<http://www.kmo-routes.be/>). These routes offer an opportunity to collaborate not only within the programme but also across programmes. This may form the foundation for further inter- and multidisciplinary collaboration. The first route, **Innovation Lab**, a collaboration between Business Management and Applied Informatics, was introduced this academic year ('16-'17). The concept has turned out to be a hit, even internationally. There are collaborations not only within Europe (various partners in France, Turkey, Finland, etc.) but also in America and, as of the '17-'18 academic year, in South Africa. A similar interdisciplinary collaboration is taking place in the **Small Business Projects** and the concept of the **Pop-Up Stores**. <https://www.ucll.be/nieuws/2016/01/21/%E2%80%98innovatief-ondernemen%E2%80%99-door-yves-servotte-voor-het-innovationlab-en-de-sbp> Both offer a strong combination of interconnecting education and services. They offer the possibility of being plugged into the workspace and turning profession-specific and general competencies into practice. <https://www.ucll.be/samenwerken/innovatieve-projecten/pop-stores> Another choice of traineeship projects is one that includes **market research**. These authentic assignments (in collaboration with companies) again offer opportunities to promote our service package. <http://www.kmo-routes.be/routes.php?id=6> All these examples contribute to the accomplishment of our policy priorities but fit just as well in the strategic priorities of the university college.

Conclusions after thorough internal assessment

The study programme committee has reviewed the programme based on the mission statement, vision, and strategic priorities of UCLL, the NVAO quality features, the policy plan and key figures of the programme, and the internal and external developments. The study programme discussed its conclusions with external partners and during a management interview between the programme and the senior staff of the faculties of Management and Technology.

Strengths

- Diversity embedded in integrated projects spanning several disciplines. Collaboration between students of various programmes and graduating options.
- Close ties between research & expertise and education is highly present in the curricula, thus strengthening the quality of education.
- The large number of students who focus on making the right study choice (choice of graduating options and study tracks based on the student's interests and talents).
- The relentless commitment of staff who consider students to be the number one priority.
- The strong and innovative use of hybrid learning in a diverse yet limited number of courses.

Challenges

- Using the policy plan as a policy instrument and improving its implementation in day-to-day operations.
- All aspects of the Moving Minds DNA project must be customised to suit staff and students.
- The steps to be taken for bringing curricula of the regions together must be formulated in a more explicit way.
- Hybrid learning must be implemented by staff at a larger scale in order to move the entire programme to the next level.

Conclusions of the topic-based quality assurance

“International Innovation Lab is an excellent example of development of competences at international level, during which Business Management students in collaboration with students from Finland and Latvia conceive and implement creative solutions to solve a concrete business problem.”

MEMBERS

Michael Joris
Chair

Margreet Riemersma
Hanze University of Applied Sciences

Raf Sluismans
Cresco, VKW Limburg

Yassin el Attar
City of Leuven (diversity & equal opportunities)

Sara De Bruyn
UCLL student



Topic: International competences (ICOMs)

The jury of experts values the numerous efforts made to integrate ICOMs in the curricula. The study programmes of Marketing (BBM) and Business Management across Europe (BME), taught entirely in English, demonstrate a very strong belief in the international way of thinking and its benefits. Both programmes were made possible thanks to the excellent and intensive cooperation in the **Network of International Business Schools** and **Businet** in which the programme assumes an active role. In addition, the jury of experts recommends to develop a distinct ICOMs vision which is reflected in the programme's vision, thus conveying the importance of above initiatives to students and staff. Based on such vision, policy decisions can be better defined and structurally integrated.

Modifications to the policy plan

The study programme will maintain the current **policy priorities**.

The study programme will formulate the next **new goals**.

For the policy priority “optimising the curriculum into a dynamic process”

- Thoroughly assessing the curriculum.
It is the programme’s goal to establish a curriculum in such a way to respond swiftly and flexibly to society’s new developments.

For the policy priority “a study programme’s profile”

- Cooperation with associate degree programmes.
The programme will pay particular attention to building partnerships with the associate degree programmes.
- Making education more hybrid.
Beginning to develop a distinct vision that will be communicated to students and staff.
- Continuing to implement the UCLL vision on education, the Moving Minds DNA, in the various programme tracks.

For the policy priority “maintaining existing internationalisation initiatives while being attentive to new opportunities”

- Integration of International Competences (ICOMs) in the curriculum.
Defining a future-oriented and consistent vision is the starting point of continued implementation.

For the policy priority “close ties between research & expertise and education”

- Formalising and reinforcing consultations and cooperation with R&E (Research & Expertise).

Information

More figures about the study programme:

<https://data-onderwijs.vlaanderen.be/opleiding-in-cijfers/>

Extra background information about quality control in UCLL:

<https://www.ucll.be/over-ucll/organisatie/kwaliteitszorg-over-ucll>