External Reflection Business Management

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Date	**Monday 8 and Tuesday 9 May 2017**
Commission	
Chair	Peter Van Petegem, full professor education, Faculty of Social Sciences, University of Antwerp
Members of the commission	<u>Monday 8 and Tuesday 9 May 2017</u> - Hein Roelfsema, teacher and researcher at Utrecht School of Economics, University of Utrecht, The Netherlands - Karel Balliauw, Director at Katoen Natie - Anne Devesse, Head of Education Medische beeldvorming Odisee - Stijn Pinkhof, student Toegepaste informatica Odisee <u>Monday 8 May 2017</u> - Hugo Pole, KBC Verzekeringen (voor financie- en verzekeringswezen) - Nathalie Nuelant, accountant (voor accountancy-fiscaliteit) <u>Tuesday 9 May 2017</u> - Dries Debbaut, PwC Enterprise Advisory (voor marketing) - Nadine Hendrickx, Kuehne en Nagel (voor logistiek management) Els Alaerts, medewerker dienst Onderwijs en Kwaliteit Odisee
Report	

Opleiding	
Monday 8 May 2017 Speeddate Business Management, "accountancy-fiscaliteit" en "financie- en verzekeringswezen"	<u>Director, heads of education and coördinating staff</u>: Walter Roossens, Genoveva Ravijts, Katrijn Claes, Els Tryssesoone, Kristien Bouchaert, Ria Van den Bossche, Katleen Dirickx, Alea Fairchild <u>Teachers:</u> Walter Himpe, Muriel Kesteleyn, Joris Van Hecke, Bruno Coessens, Paul Dom, Bart Hensen, Wouter Broekaert, Inge Callebaut, Hadewych Delbaere, Wouter Thielemans, Sabine Demeulenaere, Saskia Vanden Eede, Hein Desloovere <u>Students</u>: Tirsa Loubin, Maxime Leurquin, Mohamed Adahchourt, Jonas Wellens, Karel-Jan De Potter <u>Alumnus</u>: Mathias Germeau
Group talk "financie- en verzekeringswezen"	<u>Coördinator</u>: Katrijn Claes <u>Teachers</u>: Muriel Kesteleyn, Joris Van Hecke, Hans Denruyter, Geert Soetewey <u>Students</u>: Bram Vanlulle, Rukiye Yücesan, Baudouin Veldekens, Davut Gümüstekin, Sydney Wybou <u>Working field/alumni</u>: Marc Coene, Oskar Eryatmaz
Group talk "accountancy-fiscaliteit, afstandsonderwijs"	<u>Coördinators</u>: Kristien Bouchaert, Els Tryssesoone, Leo Jansegers <u>Teachers</u>: Liesbeth Vancuyck, Nicolas Delie, Liesbet Raus, Patrick Vanderperre, Paul Dom, Hein Desloovere, Johan Coppieters <u>Students</u>: Tirsa Loubin, Maxime Leurquin, Julie Van Houtte, Rachid Bentajar, Tom Berger <u>Working field/alumni</u>: Mathias Germeau, Kelly De Baerdemaeker, Mali De Vuyst, Mathias Menschaert, An Maes

Tuesday 9 May 2017

Speeddate marketing en "logistiek management"	<u>Director, heads of teaching, coördinators</u>: Walter Roossens, Genoveva Ravijts, Katrijn Claes, Ria Van den Bossche, Katleen Dirickx, Alea Fairchild <u>Teachers</u>: Ignace Dermaux, Katrien Van Den Broecke, Sanne Marien, Wouter Thielemans, Saskia Vanden Eede, Bart Hensen, Tine Casteele, Myriam De Wolf <u>Students</u>: Elira Macula, Laura Korving, Akgedik Ceren
Group talk marketing, distance learning, Englishspeaking programme	<u>Coördinators</u>: Ria Van den Bossche, Genoveva Ravijts, Alea Fairchild, Leo Jansegers <u>Teachers</u>: Ignace Dermaux, Tine Casteele, Séline Van Helleputte, Myriam De Wolf, Inge Callebaut <u>Students</u>: Philip Coucke, Nico Eeckhout, Ann Joly, Margot Nogales Ruiz, Jeroen Callens <u>Working field/alumni</u>: Marie Martens, Jürgen Neysens
Group talk "logistiek management"	<u>Coördinators</u>: Katleen Dirickx, Katrijn Claes <u>Teachers</u>: Jacques Vanwyck, Jort Van Schil, Birgit Van Vreckem, Ariane Van Tichelen, Sanne Marien <u>Students</u>: Clara Smet, Alice Oleran-Dubois, Lobke De Jong <u>Working field/alumni</u>: Alexander Bailleul, Siegfried Desmalines
Group talk "bedrijfs-management"	<u>Director</u>: Walter Roossens <u>Heads of education</u>: Genoveva Ravijts, Katrijn Claes <u>Coördinators</u>: Els Tryssesoone, Ria Van den Bossche, Kristien Bouchaert, Katleen Dirickx, Alea Fairchild <u>Teachers</u>: Wouter Broekaert, Inge Callebaut, Joris De Lee, Myriam De Wolf <u>Student</u>: Tirsa Loubin

1. Introduction

The external reflection is part of the quality control of the training program within Odisee, under its own management: the so-called ASTOR trajectory (Audit, Study Material, Test Committee, Training Evaluation, and Reflection). The external reflection concludes the ASTOR trajectory. An independent commission, supervised by the quality control department of VLUHR, verifies whether the practices of the program correspond to the program's vision, align with Odisee's mission and priorities, and meet certain quality criteria.

The external reflection for Business Management takes place over two days and includes the following elements:
- Desk research, in which commission members review the quality records of the program and the corresponding supporting materials.
- Speed dating, in which commission members can ask questions during individual conversations with representatives from policy makers, faculty, students, and the field/alumni.
- Group discussions between the commission and representatives of the program (policy makers, faculty, students, field/alumni).
- A final meeting in which the commission records the main conclusions for each quality characteristic.
- A concluding moment in which the main findings are communicated to the program head and the study area director.

The report contains the commission's findings on several quality characteristics, along with some recommendations for the future. As a conclusion, the commission can identify a good practice that was particularly appreciated by the members and/or present a critical question with which the commission wants to challenge the program.

2. Findings on each Quality Characteristic

2.1-Profile, learning outcomes and programme

Quality Characteristic
The program has a clear, specific profile that aligns with the educational vision of the study field as well as the mission and strategic focus areas of the institution. Evidence from the actions of the Strategy and Operational Plan and other informative or demonstrative materials (such as reports from the core team) demonstrates that the program implements essential elements of the educational vision in its educational practice.   The learning outcomes of the program provide a clear and specific interpretation of the internationally and nationally validated domain-specific learning outcomes. The learning outcomes are specified in core objectives, linked to course components, and with the desired level of mastery as described in the Odisee competency model. This is verifiable in the ECTS descriptions and in a matrix that shows the relationship between the core objectives of the program and the course components.   The program's curriculum aligns with the most recent developments in the field, in the workplace, and is socially relevant. Current subject matter is covered in the core disciplines of the program's study materials. The involvement of the workplace in the evaluation and development of the curriculum is documented (e.g., reports from the resonance council, focus conversations with instructors on structural interaction with the workplace). The impact of research and service activities on education is demonstrated through examples.

The program offers a solid graduation program with several strong features, including a focus on languages, alignment with developments in the field, practical orientation, and an emphasis on entrepreneurship. The talent project is the start of a unique trajectory, the full implementation of which still requires further attention. The field is satisfied with the quality of the graduates. Students have the opportunity to obtain additional certificates and diplomas during the program. The commission noticed the team's self-reflection on the quality of the program and its seeking attitude. The program has already formulated concrete suggestions for improvement and change for various areas of concern. The commission believes that in this way, the program itself conveys what it aims to achieve with its students.

Recommendations for the future

   - The commission advises the program to continue to pay attention to the alignment between the program and new developments in the field.

   - Regarding the bachelor thesis, there is already a good guide available for students and teachers. The commission found that the program is still exploring the format of the bachelor thesis. The further implementation of the bachelor thesis, according to the commission, should also be linked to the talent project and entrepreneurship.

2.2-Learning environment and evaluation

Quality Characteristic
The learning environment encourages students to play an active role in the learning process and contributes to a smooth progression of their studies. Where necessary, improvement actions have been initiated based on the assessment of study materials by students. The inventory of didactic teaching methods demonstrates variation and alignment with the different phases of the program. An exemplary showcase demonstrates the alignment of the learning environment with the diversity of the student population, talent development, and interaction with the professional field. Overall, student evaluations reflect satisfaction with the learning environment. Student assessment reflects the learning process and specifies the intended learning outcomes. The inventory of evaluation methods in the program demonstrates variation that accommodates diverse learning styles in the student population. The program achieves an adequate balance between developmental feedback (formative) and final assessment of students (summative). The reports of the assessment committee indicate that level 6 was achieved and that other recommendations from the assessment committees are being followed up on.

The learning environment offers a nice variety of different teaching methods, such as (interdisciplinary) projects, assignments with a link to the professional field, etc. Teaching methods used in distance learning also provide inspiration for face-to-face education, such as study guides (which can be used to increase student self-reliance) and the development of the digital learning environment. The talent story is visibly present in the learning environment, such as in the support provided by coaches. The evaluation criteria for internships and bachelor theses are clear. Regarding student evaluation, there is still room for improvement. Within the learning paths, there is visible alignment regarding evaluation. However, this alignment can be improved across the majors and learning paths.

Recommendations for the future
- The committee advises the program to translate the Odisee vision statement on evaluation to the level of the program and/or majors.
- The further development of the talent project presents a challenge for Campus Brussels: finding ways to get everyone on board with the story, to clarify what is intended and then to show that what needed to be achieved was effectively achieved.
- From the discussions, it became clear that the program has a clear view of the needs regarding the use and layout of classrooms, for example, in terms of interactive work. The committee advises the program to make this vision known at a higher level within the institution, possibly in consultation with other programs (university-wide).
- The committee asks the program to consider ways to increase student self-reliance, for example, regarding the use of ICT applications. The program can pay more attention to the attitudes towards lifelong learning that graduates need to have.

2.3-Information, facilities and student's guidance

Quality Characteristic
The program provides complete and easily readable information about all stages of the study path. Students can find correct and clear information on, among other things, program structure, the education and examination regulations, study path guidance, and examination results at appropriate times on the student portal or website. Student evaluation of the program shows general satisfaction with the information provided.
A concise description of the program-specific facilities in the areas of library, ICT, infrastructure, and social facilities indicates that they are easily accessible and adequate in relation to the ambitions of the study domain and the program. The program has (measurement) data on study (path) guidance and the intake, progression, and outflow of students, and has initiated improvement actions where necessary. Student evaluation of the program shows general satisfaction with the infrastructure and guidance.

The program provides students with adequate information, including on complex topics such as internships and the bachelor's thesis. Students are satisfied with this. The program makes a lot of effort to support students, including in the context of talent development. Students appreciate the individual approach and support, as well as the efforts of the teachers in this regard. This individual guidance is also provided to distance students.

Recommendations for the future
- Address student feedback regarding certain facilities, such as slow computers, insufficient power outlets in classrooms, and providing classrooms for group work.
- Students have noticed that not all purchased textbooks are being used. The committee advises the program to evaluate the necessity of purchasing learning materials.
- Continue to pay attention to the structural integration of student participation in the program (see also 2.4). Look for quick wins in terms of student participation, such as explicitly informing students about how their feedback and concerns were addressed.

2.4-Stakeholder-involvment and expertise

Quality Characteristic
The teachers employed by the program offer students the best possible opportunity to achieve learning outcomes. The CVs of the teaching staff match well with the assigned teaching tasks. The student survey on the didactic actions of the teachers (BOLA's - evaluation of teaching and learning activities) shows general satisfaction and/or improvement actions initiated. There are customized professional development programs that stimulate education development and innovation in the study area. The program encourages involvement of internal and external stakeholders, independent peers, and experts in education and quality assurance. The program provides recent examples of active and embedded participation of student representatives. The collaboration between field representatives/other partners and the program has added value for both parties.

The commission met a strong team of teachers with great involvement within the different majors and variants. The teams from both campuses are willing to learn from each other and share good practices. The links from the teaching team to the field of work are in order. Moreover, some teachers are still active in the field of work themselves. Students are satisfied with the contacts with the field of work throughout the education (company visits, guest speakers, project week, etc.). The education built an interesting network, both nationally and internationally, which is used to keep the finger on the pulse in function of, among other things, curriculum and internship positions.

Recommendations for the future:

-    Although attention is already paid to student participation, the commission believes that improvement can still be made in this area, for example, the presence of student representatives on the core teams.

2.5-Focus: practice-oriented research

Quality Characteristic
The dossier on practice-oriented research shows that the interaction between the program and practice-oriented research has added value for both parties.

The education's view on practice-oriented research is good, particularly the use of research in education to strengthen it. The education plays a pioneering role in the research focus on entrepreneurship, with a balanced program that links research and education. The education still needs to further invest in the research focus on sustainability. The committee sees it as a challenge for the education to further deepen practice-oriented research.

Recommendations for the future:

- Although the program already plays a pioneering role in entrepreneurship, the committee believes that the visibility of this focus could still be increased both within Odisee and towards the outside world.
- The sustainability focus requires more attention, such as strengthening research on sustainability, but also systematically integrating sustainability into the curriculum or setting it out in a learning line.
- The committee believes that fostering research skills among students can be further developed. The optimization of the bachelor's thesis offers opportunities and challenges in this regard.

2.6-General

The commission identified two good practices:

- The implementation of the talent project represents a significant investment for the Business Management program, but it has yielded interesting results. The commission advises the program to continue with the chosen approach and to implement it in the program while also making it visible to the outside world.
- The explicit focus on entrepreneurship is not only visible in the applied research but also in the different specializations and specific courses. The program could make this more visible across the entire university of applied sciences.

The commission finally wishes to challenge the program towards the future with regard to diversity on various levels. There is still much room for working on diversity within education, especially in Brussels as a specific biotope for diversity. The diversity within the team also requires attention (role models).

ATTACHMENT: Group Talk 3 – major Marketing (M), included distance learning and Englishspeaking program (1u15)

The commission is curious about the **exemption policy** within the program, both for languages and other competencies. For language courses, new students take a proficiency test and have a short interview. Based on this, a distinction is made in terms of proficiency level and groups are assigned. In the Dutch-language program, the starting level for languages is the basic level after secondary education. French-speaking students can participate in an oral test and may be exempted from some classes based on that, but they still take the same exam as other students. Students who have already obtained credits for subjects like French or English elsewhere can apply for an exemption according to the Prior Learning Assessment (PLA) policy. This is done through the program advisor and based on the necessary evidence. Due to the diverse intake in the English-language program, placement is based on proficiency level. Distance learning students (HAO) take a proficiency test for language courses at the beginning of the first year. If a certain level can be demonstrated, those students can proceed directly to the next subject. HAO students can also apply for an exemption for (part of) the internship based on certain work experience through the Recognition of Prior Learning (RPL) procedure.

The program pays a lot of attention to **languages**. However, the diverse student population and the fact that many students find languages very difficult pose challenges. First-year students can participate in tutoring sessions every two weeks for French and English, among other subjects, for extra guidance and practice. The initiative to participate lies with the students themselves. It has been observed that only a limited number of students attend the tutoring sessions and it is not always the students who need it the most who actually participate. Students are addressed and reminded about this by the teachers. The language policy within the field of study focuses on the different study tracks. The tutoring sessions are organized per study track.Graduates present indicate that a certain level of proficiency can be expected for languages. According to them, Dutch and French are necessary to work in Belgium, and English is necessary for the business world.

Students have the opportunity to choose for dual certification (Dutch and French, in collaboration with EPHEC) and can thus obtain two professional bachelor's degrees in three years. Information about this is provided during the information days. Due to the languages, this is also encouraged by the professional field. Students can also choose to do an internship abroad.

The students are asked how and within what timeframe they receive **feedback** on papers and group assignments. For group work, peer evaluation is used, which is also taken into account for the final score. Feedback is usually given immediately after presentations, including for HAO students. For papers, students generally receive their feedback shortly before or during the exams. Students believe that it would be better to receive feedback faster for some subjects, for example, to take it into account when preparing for exams. HAO students mention that group work is not easy for them, partly because the fellow students do not know each other well and arrangements need to be made mostly online. HAO students are satisfied with the smooth email communication with teachers and the feedback they receive in that way. There are some differences between teachers in this regard. In the English-language program as well, students can easily approach teachers and coordinators. Efforts are made to provide students with prompt feedback on papers, for example. This feedback is based on a matrix with evaluation criteria.

Teachers indicate that due to the shift from teaching to **coaching**, more coaching sessions need to be incorporated. Students need to receive regular informative feedback for guidance and support. Encouraging feed-forward is also important, as reflected in the reflective reports. In Aalst, work is done in small groups, both through individual and group discussions. The same approach is followed in Brussels, with small group work and weekly feedback. To provide efficient feedback to large numbers of students, efforts are being made to find ways to digitally support the process. HAO students appreciate the fact that they can use their own work environment and experience for assignments, after consultation with the teacher. This allows them to integrate their daily practice into their studies whenever possible.

When asked how students address **problems and suggestions** and with whom, they indicate that they initially approach the respective teacher. Students feel that teachers usually listen to them and that raised issues are taken into account. As an example, students mention a situation where too many tasks were scheduled simultaneously. They raised this concern, it was discussed, and adjustments were made. HAO students can also directly approach their teachers. In the first semester, according to HAO students, there were some communication problems. These were discussed with the coordinator, and a working group was formed to address the issues. Solutions were sought for the second semester. HAO students use a closed Facebook group where questions and issues are gathered and subsequently discussed with the coordinator. An HAO graduate mentions that over the years, several innovations and adjustments have been made based on student feedback. Due to practical reasons, there is no representative of HAO students in the core team, but information flows to them.

The program aims to evolve towards opportunities for **workplace learning**. This avenue of learning through experience is still in its early stages and will be further developed in the future. Conscious consideration is given to the students' own workplace for HAO students. However, experiences gained in a familiar environment can also be limiting. Therefore, for certain assignments, students are explicitly instructed to step outside their work environment and comfort zone to seek more challenges.

It is noted that graduates in marketing often have insufficient understanding of the sales reality and the financial and analytical aspects in the workplace. The program is aware of this and states that the curriculum is gradually focusing more on these aspects. In the second year, a new course is introduced with an emphasis on analytical and marketing strategic topics. Based on a case study, students explore the data needed and how to interpret that data. There is also an increased emphasis on ICT in this regard. Teachers work on raising students' awareness of numerical aspects, for example, by addressing the use and interpretation of numbers in various lessons, including marketing-related and general subjects. Additionally, the curriculum already includes a significant amount of numerical knowledge, such as Excel, Access, SPSS, calculations, and so on.

Lastly, the program observes that the incoming students generally have a decreasing level of numerical knowledge.

The preparation of students for their **bachelor's thesis** is done through bachelor thesis sessions, where various topics are covered, including: what is a bachelor's thesis, how should a bachelor's thesis be structured, how to analyze and interpret quantitative and qualitative data, and what tools are available for that purpose, etc. The students present believe that they receive a lot of knowledge and skills to successfully complete their bachelor's thesis.

External reflection Business Management

When asked about the added value of the bachelor's thesis for students and the program, students provide the following answers:

- Knowledge of a specific topic.
- Taking initiative and stepping out of their comfort zone, such as approaching people and making contacts.
- Increased proficiency in SPSS through the analysis of quantitative data.

When students and alumni are asked about the main reasons for studying Business Management in Brussels or Aalst, they provide the following responses:

Regular program:

- Variety of subjects.
- Business-oriented approach, including internationalization, case studies, and English language.
- Emphasis on practical work.

English-language variant:

- Stepping out of their comfort zone due to the international student body and faculty, different teaching methods, and diverse backgrounds of students and teachers.

HAO variant:

- Motivation of distance learning students.
- Intake interviews and raising awareness about combining work and studies.
- Individual scheduling flexibility.
- Ability to combine entrepreneurship and studying.

Alumni:

- Guidance and coaching.
- School's connection with alumni.
- Encouragement from teachers to achieve goals, such as pursuing international work experience.

Finally, when asked about their proudest accomplishments, the **teachers** mention the following:

- The HAO variant allows students to earn a bachelor's degree even at a later stage in life, extending the expertise of teachers beyond traditional students.
- Graduating marketing students have the opportunity to approach their studies in various ways, such as choosing specific internships and shaping project activities according to their personal interests.