

Quality screening of education – Bachelor of Business Management

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During the quality screening of education, a committee of critical friends reviews (a sample of) the study materials and the digital learning environment. This committee comprises a student, a representative from the professional field, and internal education experts. They individually complete an online screening tool, providing qualitative comments on the reviewed curriculum components, and then reach a collective judgment through a concluding group discussion. This document presents three strengths and three challenges identified in their evaluation. A more detailed report of the screening is available internally.

Strengths

The program is highly practice-oriented, with a strong emphasis on aligning with real-world application. The integration of practical experiences is evident throughout the entire curriculum. The program actively engages with the professional field, bringing it into the educational setting and allowing students to venture out into the field. This also applies to the evaluation process, which contributes to the authentic and engaging nature of the program for the students.

Ownership is clearly demonstrated in the internship component. Students have the autonomy to choose focus competencies, allowing them to personalize their individual internship experiences. The opportunity for collaborative learning is also present, particularly in the bachelor's thesis, where students have the choice to work in pairs.

In the Work Field and Business Project learning pathway, several ambitious criteria are already strongly evident. Students are expected to take control of their learning journey and engage in co-creative work with their peers.

Challenges

The information provided to students is consistently concrete and detailed, and there is a clear evaluation framework in place. However, the committee suggests that certain aspects could potentially be simplified. For instance, there may be an overload of information regarding the internship, and the scales used for evaluation are not always standardized.

During the evaluation process, there is sometimes confusion about the intended meaning of assessment levels. Additionally, it is not always transparent how the qualitative assessment of the program translates into a quantitative grade in the final evaluation.

The critical friends raise a question regarding the student's ownership within the evaluation process. They advise the program team to reflect on what feasible ownership means to them and consider the student's role in the evaluation process.

This synthesis is part of the VARIO cycle, which is the self-regulated quality assurance instrument used by Odisee. It provides a snapshot of the educational quality conducted by the Education and Quality Department, in addition to the ongoing development and improvement efforts of the program. For more background information, you can visit the following link: <https://www.odisee.be/en/quality-education>.

