

## **PUBLIC INFORMATION ON THE QUALITY OF THE DEGREE**

### **PROGRAMME: TOEGEPASTE INFORMATICA AND APPLIED COMPUTER SCIENCES**

#### **Abstract based on the degree programme review, December 2021**

*Degree programme: Dutch and English professional bachelor's degree*

In December 2021a review panel existing of independent internal and external peers and experts examined the quality of the degree programme based on KdG's Quality Framework for Education which is in line with NVAO's eight Quality features and the Standards and Guidelines for Quality Assurance in European Higher Education Area (ESG). They met with programme leaders, students, lecturers, alumni, and representatives from the professional field to discuss the quality of the degree programme.

The review panel assesses the intended final FQF-level as satisfactory.

The review panel identifies these strengths among others:

- A dynamic, motivated, collaborative, supportive and welcoming team
- HILL as a source of inspiration for the programme's educational approach
- Assessment aligned with the required levels of proficiency
- A broad and solid foundation of knowledge and skills
- Strong attention to AI and soft skills throughout the curriculum
- TI-BL tailored to the needs of working students
- Authentic, real-world cases and projects
- Well-organised internships, with clear guidance and follow-up
- Strong alignment with professional practice through company evenings, conference days, integration projects and the Programme Advisory Board
- A strong focus on constructive feedback
- Assessment involving multiple perspectives to support fair and balanced evaluation
- Use of peer assessment as an integral part of the learning process

The review panel formulates an urgent working point, meaning the degree programme will prioritise actions to meet this working point:

- Align the programme with the intended learning outcomes (OLR) and EQF Level 6.
- Strengthen ACS in terms of organisation and communication, coordination between lecturers, and the level of English proficiency.

The review panel makes these recommendations:

- Ensure the HILL model is applied appropriately.
- Implement change processes in a well-considered way.
- Strengthen the programme's quality assurance cycle.
- Review which learning content should be covered and to what extent.
- Strengthen the evaluation of internships.
- Provide more effective feedback on students' learning processes.
- Explicitly teach students how to work and learn independently.

- Evaluate the effectiveness of coaching.
- Reconsider the approach to group work.
- Investigate students' workload.
- Use clear and valid assessment criteria.
- Clearly specify the prior knowledge expected for ACS.
- Investigate the reasons why students discontinue the programme.

## APPENDICES

### Internal quality management system

The Conduct Quality of Education of KdG consists of three processes: the Yearly check of learning and evaluation materials, the Degree programme review, and Assurance programme quality and communication.

A programme undergoes a review every five years. A panel of internal and external peers and experts evaluates the programme's quality based on programme information, course materials and evaluation materials. The panel also consults internal and external stakeholders – students, alumni, lecturers and working field partners – to gather and validate perspectives on the programme.

The programme is evaluated against KdG's Quality Framework for Education, KdG's operationalisation of the European Standards and Guidelines and KdG's education policy. This includes assessing how the programme implements the Yearly Check process within the prescribed framework and how outcomes from the overall quality management system are safeguarded and communicated in line with the process Assurance programme quality and communication.

The panel provides meaningful feedback, which the programme uses to maintain and further enhance its quality.

<https://www.kdg.be/kwaliteitsvol-onderwijs#rapportage-opleidingskwaliteit-content>

### Composition of the review panel

| Role in the panel           | Full name       | Position, organisation                                                                    |
|-----------------------------|-----------------|-------------------------------------------------------------------------------------------|
| Voorzitter                  | Ludo Heylen     | Directeur van het Centrum voor Ervaringsgericht Onderwijs, KuLeuven                       |
| Student                     | Stijn Janssen   | Student graduaat Internet of Things, KdG                                                  |
| Peer                        | Kees Rijsenbrij | Hoofddocent HBO-ICT, Hogeschool van Amsterdam                                             |
| Werkveld-vertegenwoordiger  | Tom Decan       | Projectmanager IBizz                                                                      |
| Interne onderwijsdeskundige | Raf Canters     | Onderwijsondersteuner Multimedia en Creatieve Technologie, TE-learner Campus Hoboken, KdG |

Reporter: Marijke Michiels, staff member Educational Development, KdG

### Process

The panel prepared for the programme review by thoroughly analysing the programme documentation and self-reflection. Based on their assigned roles and the materials provided, panel members developed tailored questions for each interview group.

The panel met with the programme coordinators and reviewed course and assessment materials. It then explored, verified, and deepened its findings through discussions with students and recent graduates, lecturers, alumni, and representatives of the professional field.

The panel subsequently identified strengths, recommendations, and any urgent working points, if applicable. To assess the intended learning outcomes, it reviewed the final-level examinations and marking schemes. The panel's findings, judgement, and recommendations were

incorporated into the draft report. Following a feedback dialogue with the programme coordinators, the draft was refined into the final report and this abstract.