BACHELOR

International Tourism & Leisure

REPORT EDUCATIONAL MIRROR
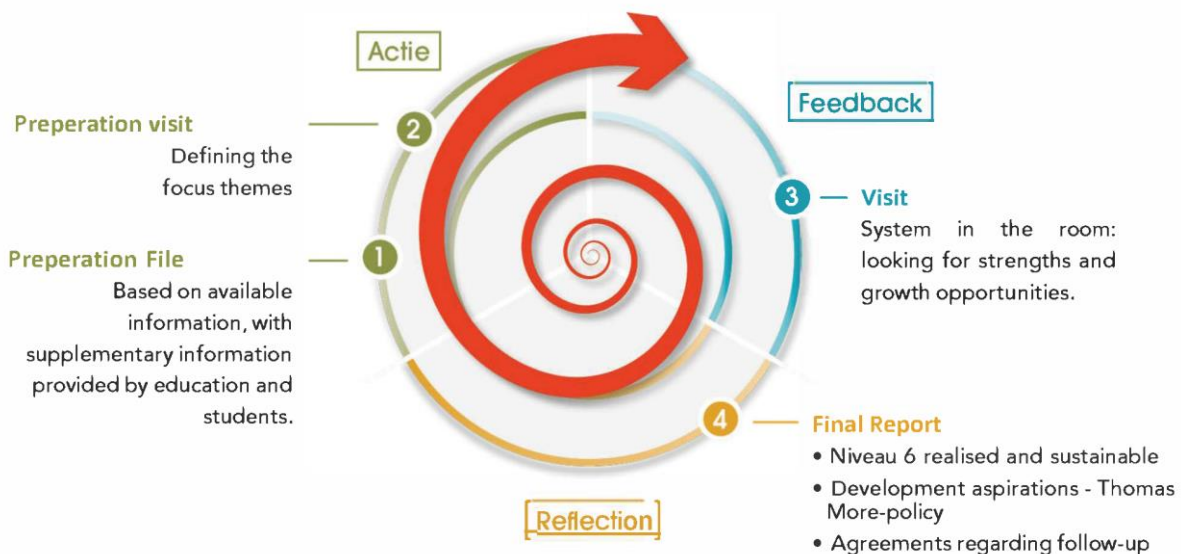
March **|** 2022

THOMAS
MORE

Inhoud

1. Structure of the educational mirror

Reading guide

The report starts, after a schematic representation of the educational mirror process (in section 1), with the general conclusions of the panel (section 2).

The discussion of each focustheme (section 3) helps to frame and substantiate these conclusions. Partly based on the results of the educational mirror, the programme has formulated its ambitions (point 4).

The annexes provide additional information on the composition of the panel, the programme of the visit and the way in which the panel assessed level 6 of the Flemish qualifications structure.

Actie	Feedback	Reflectie
Preparation file	**Visit**	**Final report**
Based on:	Date:	- Report: 19 April 2022
- Reader's guide	- 30 March 2022	- Discussion: 15 June 2022
- Documents Policy Compass		
- Further explanation: International Internship and Bachelor Thesis plus additional information	Panel:	
- Assessment products, bachelor level	- Frank Vonk	
- Dashboard Thomas More	- Bregje Peeters-Schrier	
- ECTS files	- Pascale Struyve	
Preparation visit	- Merel van Roy	
	- Quinten Verdonck	
- Themes: Profile of the student; Collaboration with the workfield; Internationalisation.		
- Level 6		

2. General conclusions of the panel

Upon completion of the visit, the panel has concluded that the programme achieves the final level (6) with the required professional orientation.

During the visit, the panel was impressed amongst others by:

- Highly committed teachers, students and industry partners.
- Lecturers and the professional field are looking to ignite the passion for the tourism & leisure industry and the international playground of tourism and leisure. The panel highly appreciates this.
- A dynamic programme. This is also reflected in today's positioning of the international study programme.
- The programme's ambition to work continuously on the development of its programme.

> *"I didn't expect that there would be so many different nationalities but there are people from all over the world. It's really good to already have a view of how the people are in the country because they represent their own country when they follow this programme." (student)*

An outline of the main conclusions of the conversations is provided.

Conversation partners agree on the importance of attitudes and (soft) skills in addition to knowledge. The professional field considers soft skills very important and sees opportunities to focus on them even more within the study programme.

Students see opportunities to practice these soft skills by means of practice-oriented course units in which theory and practice are directly linked. The panel acknowledges that the programme is already on track to bring theory and practice closer together and thus encourages to focus on these soft skills. The panel however stimulates the programme to look for and discover new ways of teaching these soft skills.

All stakeholders at the table are very committed to work together in a more structured and integrated way. All stakeholders, as well as the panel, see the idea of the programme to initiate labs as a good starting point to strengthen the cooperation with partners in the professional field. Teachers, too, see opportunities to bring themselves closer to the professional field.

The panel sees opportunities for the programme to broaden its practical orientation, in cooperation with partners from within the industry as a red line throughout the programme, which is also supported by the students. The panel considers the development of a clear framework so that all aspects are clear to all stakeholders an important requirement. The panel also sees the need for educational guidance in this matter.

The panel appreciates the efforts of the programme to invest more in internationalisation and to go beyond the focus on international mobility. The panel considers the use of the way the programme is structured (cf. different nationalities, very international focus, ...) as a strength to further shape this and as an opportunity to be taken by the programme. The panel requests that this be adequately supported by a framework and structure so that it can be woven throughout the entire programme.

Furthermore, the panel considers an exercise in the context of the impact on the learning outcomes of the programme as important to be able to realise the above.

3. Discussion of each theme

3.1 Level 6 and professional orientation

The panel concludes that the programme realises level 6 with the right professional orientation. This conclusion is supported by the following observations:

- All students acknowledged that the learning outcomes have been evaluated regarding the theoretical courses.
- The focus of the programme is matched with the DLR and OLR.
- Industry partners indicate that students are ready to start in the professional field as a beginning professional.
- Alumni and students state that they feel ready to start in the professional field as beginning professional.
- With regard to the guidance given to the students in the bachelor project. The programme focuses on the 'persona' of International Tourism & Leisure. This is also confirmed by all the industry partners.
- The incorporation of the jury in the bachelor's thesis and the view and judgement of the industry partners ensures a well-supported calibration point.

The panel has seen a number of **positive points** in terms of the sustainability of the final level. The panel appreciates that the programme is very dynamic. The panel also recognises that the programme has developed a good basis for the programme in only five years. As a result, the panel calls for the continuation of this course of action in order to make the programme more sustainable in the future as well. The panel believes in the power of the programme to achieve this. After all, the conversations show that the programme is continuously working on the development of its study programme.

> "[…] It takes time to develop, fine-tune, and then re-develop. We are always trying to find where the gaps are in the program. […] I believe the system is working well but there is always room for improvement. It's a work in progress." (lecturer)

In order to really realise the **sustainable character** of the assessment of the final level, the panel formulates some recommendations for the study programme.

During the conversations, the panel hears critical reflections from lecturers on whether they are on the right track when implementing certain topics and changes in the curriculum.

The panel sees opportunities for the programme and its lecturers to strengthen itself educationally (eg. didactic working methods that can support lecturers) and to be supported in this. In doing so, the panel asks to examine what is needed in this area to permanently embed existing frameworks, new frameworks and new ideas in a sustainable way in the curriculum.

In addition, to the panel it is important that in the educational strengthening of the curriculum, the programme does not lose sight of its dynamics, which already makes it strong.

In line with the advice above, the panel asks the programme to pay sufficient attention to the complexity and overlap in the courses and documents used to assess the final level. The panel sees opportunities to make the assessment policy more transparent at the level of the documents. After all, the panel has noticed that lecturers do succeed in making it transparent when explaining it to students and the professional field, but to a lesser extent concerning the underlying documents and evaluation system. Lecturers themselves dream of making the final project more clear for students and reduce complexities.

> "I dream of making it even more clear what the final project is for students. Also reducing the complexities based on talks from alumni, students, and staff." (lecturer)

The panel stimulates the programme to monitor this sufficiently and assess it regularly with all relevant stakeholders.

3.2 Focus theme: profile of the student

The programme aims to form students who are content-rich and flexible. Together with the panel, the programme searches for the ideal profile of the student.

From the conversations, it becomes clear that the profile of the ITL student should be a broad one. All stakeholders at the table agree that this profile should be framed as transparent and clear as possible for students from the very beginning.

In the context of a broad profile, teachers, students and the professional field notice that not only knowledge, but also certain attitudes are important. In addition, the professional field indicates that soft skills such as: conflict management, time management, agility and problem-solving skills are very important in the context in which the ITL professional operates. Furthermore, the professional field acknowledges that there can be more focus on the development of entrepreneurial skills, by encouraging students to reflect on specific course components from an entrepreneurial perspective. They ask for sufficient attention to be paid to this aspect both in the curriculum and the profiling.

> "[…] what I often lack to see […] is that it is not driven from an entrepreneurial side. Students need to be able to bring new ideas and a fresh positive mindset in the industry." (professional field)

The professional field sees opportunities for the study programme to focus much more on soft skills, as they often see a gap between the study programme and what the professional field expects in terms of soft skills.

> "The knowledge about the industry is there but the soft skills are not there. This is where the gap exists and this is challenging to teach. Teaching where to click or how to use an operation on a system is easy, but having the right soft skills isn't." (professional field)

Teachers also dream of a way to teach students soft skills structurally within the curriculum. They see opportunities to give this more substance in a course unit or as a pillar or red line throughout the curriculum. The panel recognizes the request of lecturers for more educational tools to teach soft skills to students within the course units. The panel asks the programme, as mentioned above, to strengthen its educational position and to find out what steps can be taken to achieve this.

Both, students and alumni dream of even more connections with the professional field; more specifically, the very practical side of the professional field. They see opportunities to work with projects, simulating situations taken from the professional field, observations, ... The professional field confirms this and is eager to contribute.

> "Students have more than sufficient theoretical background, but practice is what they need so: roleplaying, job shadowing, writing a simple email, CV, etc. is important" (professional field)

The panel recognises that the programme is already taking steps in this direction, and asks that it continues to do so. The panel is convinced that this will enable bridging this gap with regard to soft skills. In addition, the panel sees opportunities to review the curriculum in this exercise in order to bring theory and practice closer together.

3.3 Focus theme: collaboration with industry partners

The study programme would like to develop even more the cooperation with its partners (professional field, educational partners, etc.). Together with the study programme the panel comes up with ways in which the collaboration with the professional field can be additionally developed.

From the conversations, the panel concludes that the programme has a very practice-oriented focus. The programme uses approachable connections both with the professional field and the students. There is a strong focus on interdisciplinarity in the development of the programme and cooperation with the professional field. The panel appreciates the programme's commitment to this.

> "[Current ways of developing with the professional field?] That they get internships, get to go to different places. That we give them a lot of opportunities and introduce them to great, important guest speakers. While theory is important, collaboration with the industry is also valued." (Lecturer)

The panel also noted that the professional field is highly motivated to cooperate (closer) with the programme. After all, they want to be involved (even) more strongly and in a more structured way in the development of the study programme. During the discussion, the professional field already came up with various ideas as how the programme could do this. They consider the idea of the programme to work with labs, for instance, to bring the professional field into the curriculum in different ways, a strong first step. The panel encourages the programme to take this willingness even further and to explore, together with the professional field, how it can shape this cooperation within its curriculum. The professional field indicates that they consider interdisciplinarity and a strong structural cooperation as a win-win situation.

> "We [the professional field] need to invest. It's a plus for us to welcome these people and then have a pipeline to get more from them. We actually win more than they do because we get a lot and we also have to trust them." (professional field)

In addition to this topic, lecturers dream of a programme that is built together with the industry. A programme that goes beyond simply inviting industry partners to the classroom, but really going out in the professional field and shaping the programme together with them. This is also mentioned in the conversation about the bachelor level where a lecturer sees opportunities to 'have projects that are mixed between school and business'. The panel stimulates the programme to explore possible ways to develop a more mixed and integrated way in which students can get a broader and deeper taste of the industry where attention to mutual cooperation with the industry is central.

> "[…] Building a programme together with the industry. Really being there, not just inviting people to our classroom but rather the opposite: going there and seeing the environment." (lecturer)

Furthermore lecturers dream of a programme which not only brings the industry closer to the students but also closer to the body of teachers. Lecturers indicate that everyone has his or her own personal network, but these are not used systematically enough. Lecturers see opportunities to invest more in bringing lecturers and the professional field together in a more systematic way. As such they believe they can improve helping students and having a better understanding of the needs of students concerning the practical side of the programme and the professional field.

> "Do not only bring the sector closer to the students, but also to the body of teachers. We all have our own personal networks but we don't use them. Some of us are still in the field and some of us are not, although everyone follows and talks in the sector. But if we have more events about what's changing in the market, what do our students need, we can help our students." (lecturer)

Students and alumni, in turn, see opportunities for the programme to focus even more on practice as a red line throughout the curriculum. Students and alumni consider it important to get a taste of practice and the professional field at different times, already starting from phase 1, besides the internships. Students see the providing of (open) space within the curriculum to get to know the practice, as a way to discover the various possibilities of ITL.

> "A lot of these things can be addressed with practicality, 99 percent of things is theory but I don't learn it in a practical way. I would like to see it more integrated, theory and at the same time practice" (student)

Students and alumni acknowledge that the programme is already strongly committed to giving students a broad view of the practice and the professional field. However, they see opportunities to offer the linking of theory and practice in an even more integrated way within course units. They consider it crucial to develop a framework and to make certain forms of cooperation compulsory in order to link theory to practice.

The panel recognises the request of students to integrate theory and practice in the curriculum. During the conversations, the panel learned that the programme is already working on this. The panel encourages the programme to further develop this and to create a clear framework for it. The panel notes that, in line with the focus theme profile of the student, having a clear and transparent profile is an important condition for this.

3.4 Focus theme: internationalisation in the broad sense of the concept

Internationalisation is more than just mobility. The programme expresses its ambition to further develop the international character of its study programme. Together, the study programme is looking for ways to further shape this.

The panel concludes from the conversations that the study programme is already strongly committed to internationalisation. The programme already offers various opportunities for international mobility. Students, lecturers and alumni confirm this. The panel appreciates the various good examples it heard during the conversations. Besides this, the programme has a clear view of internationalization that not only focuses on mobility but also on cross-culturalism.

> "Internationalization does not always start with traveling to another country. By creating other learning opportunities within Thomas More and diversity of students, you can learn more about internationalization. There is another layer to the word in terms of cross-cultural communication. This interest in other countries and cultures does not always start at the airport—it starts right here." (lecturer)

This reflects in an ambition to further develop internationalisation in the broad sense of the word within its curriculum. All stakeholders at the table appreciate this ambition and see an enormous potential to further shape this from the way the study programme is designed. After all, the study programme attracts various nationalities and can therefore form heterogeneous groups and focus on the interaction and exchange between different cultures and customs.

> "I didn't expect that there would be so many different nationalities […] It's really good to already have a view of how the people are in the country because they represent their own country when they come to study tourism. So when you talk you learn more about the country." (student)

The panel sees the above as a unique opportunity and asks the programme to develop a structure within the programme and to sufficiently reflect on all aspects of the programme, to make a maximum use of the diversity and international character of the programme. The panel feels that this step is necessary to make internationalisation a 'total ingredient' of the programme.

> "I think that it is a big strength that there are so many international students and we have such a big mix." (student)
> "As an opportunity: maybe in our body of lecturers, there is still room for improvement as we aren't as international." (lecturer)

The panel sees the careful consideration of how the above can be given shape as an important opportunity. After all, the number of connections the programme has and can develop is an enormous strength. However, the panel sees an opportunity to give more structure to this in the total scope of the programme and also in its learning outcomes. The panel sees that there are opportunities to strengthen these connections within the total curriculum.

Both students and alumni see, from the ambition of the programme to offer more internationalisation besides the internship, opportunities to also focus on internationally oriented case studies, simulations, ... The panel urges the programme to examine how it can further shape this. Integrating it more and deeper in the learning outcomes of certain course units could be a first step.

Practice oriented education through collaboration with partners

Practical orientation, inseparable from the sector in the form of collaboration with the professional field

- The programme aims to be the trendsetter for an international tourism education by **embedding practical orientation** and **commercial strategic insights** into the curriculum, including through the sustainable development of (international) partnerships with the tourism industry. The demand from students is to put the most important soft skills and other skills into practice by means of practice-oriented education components in which theory and practice are directly linked. "After all, shaping education together creates opportunities to focus even more on today's realities and anticipate tomorrow's needs".

- Through the **input of industry partners**, students can work with authentic vocational concepts, sector driven questions and needs, and be coached by experts. Regarding this ambition: **the Partners in Education agreement** has not yet been sufficiently developed for English-language programs. The programme sees an opportunity to review the terms and layout of the current agreement so possible partners are less reluctant to a 'contract like' agreement, it should focus on a purely mutual beneficial put collaboration ideas in writing on paper in an official agreement, rather we should focus on long term, mutual beneficial relationship building and integrate a flexible foundation. A more sustainable policy is needed here; a key team of lecturers who actively work out these relationships, flanked by support structures are important to accomplish this ambition. The study programme particularly wants to develop sustainable relationships with specific partners, relationships that are based on mutual engagement, trust, common interests and long-term visions that converge. The programme has already started this year to build relationships with companies such as **Tui**, **Accor, Marriott, Meininger hotels, Contour Travel, OmniTravel, BCD Travel, Amex Corporate Travel, MPI Belgium/Luxembourg Chapter, ...** for the new lab courses.

Internationalisation in a broad sense

The playing field of the ITL programme and its partners is international and multicultural.

- The ITL programme will work towards being a trendsetter by actively pursuing a portfolio of hybrid & online **partner university collaborations** and **international university student challenges,** that go beyond the focus of an international mobility. Opportunities which will be further explored to participate in with students and embed on a sustainable basis in the programme: IMEX MCI/MPI Young Potential Leadership Programme; Accor University Challenge; EuroChrie University Challenge, ACEEPT International Project; Young Hotelier Summit- école hotelier de Lausanne, …

Graduates are Tourism professionals of Tomorrow

- We challenge each student to the maximum from a quality and dynamic learning environment where the focus is on 'design for all' as a foundation. We start from the intercultural diversity of our ITL students, as well as a diversity of interests within the tourism and hospitality sector. From this perspective, we want to stimulate our students through the three different lab courses to form a realistic picture of the sector today and in the future, its needs and

expectations, as well as to develop basic competencies to make a convincing decision about an internship.

- o In addition, we continue to focus on those **students who want to excel** in certain domains by encouraging and challenging them to participate in professional activities/challenges with an international character (cfr. MPI/MCI IMEX Young Leadership Summit, Young Hotelier Summit ism école Hotelier de Lausanne, Accor University Challenge).
- o The programme stimulates the **principle of lifelong learning**, with the support of our partners in education, More Seminars and by proposing extracurricular activities. The right motivation and expectation among students is crucial for students' study success.
- o In cooperation with professional partners, via **a semestrial/yearly 'advisory council'** we want to actualise the programme according to the needs of the industry. This results in concrete communication of industry expectations and how this related to the programme content offered.

Developing a sustainable educational framework	**A sustainable educational framework is our ambition.**

- o The programme **involves the professional field structurally** in the evaluation of the final criteria of the Bachelor project.
- o The programme will start an **industry advisory board** and will **evaluate** at the end of next academic year the concept **of the lab courses and the activity week** in terms of sustainability and transferability of student's taught competences to industry needs.
- o The programme will be **assessed with students and alumni** on a yearly basis. Here, particular attention is paid to complexity, overlap and study load in the programme, particularly these OPO's in which the final level is assessed, as well as the transferability of learning results to the sector.
- o The programme develops an assessment system in which the learning objectives of the **new lab courses** are evaluated in an integrated and transparent way.
- o The **competence matrix** is further used as a measuring instrument to visualize how competences are assessed. The existing OLR's will be linked to the new DLR's published.
- o The **evaluation (toets) matrix** and learning outcomes matrix are developed on this basis, as well as a clear line between the DLR and OLR and the professional roles.
- o At the request of alumni (students) and the professional field, the programme will develop a common thread for implementing the **practicing/teaching of professional soft skills** throughout the curriculum. (cfr. customer-oriented and solution-oriented thinking and acting, multidisciplinary attitude & multitasking, pro-active mindset, networking, giving feedback, dealing with difficult customers, handling complaints, feeling empowered,…) *The specific OPO components to be considered at first hand are*
- o *Phase 1 – SEM 1: Personal Development & English for International Tourism & Sales*
- o *Phase 1- SEM 2: Intercultural Communication in Tourism*
- o *Phase 2 – SEM 1: Hospitality Business & Experiences, Immersive Tourist Experience Lab, International Tourism project, Sales management*
- o *Phase 2 – SEM2: Business Communication, Strategic Hospitality Lab, Management Skills*
- o *Phase 3 – SEM 1: Corporate Social Responsibility, Corporate Travel Lab, Bachelor Project*
- o *Phase 3 – SEM 2: International Internship.*
- o ***Examples of soft skills to consider****: communicate with prospective clients, mentor your coworkers, lead a team, negotiate a contract, follow

instructions, and get a job done on time, excellent customer service skills, cultural awareness, and flexibility *: https://hospitalityinsights.ehl.edu/top-10-soft-skills-hospitality-tourism*

5. Annexes

5.1 Panel composition

For the educational mirror, Thomas More works with a panel consisting of a chairman, familiar with higher education, a domain expert, active (or having been) in the same or a related study programme, a representative of the industry, a student and an internal education expert.

The members of the panel are in any case independent of the study programme. They are neither involved in the programme as a supervisor/coach, nor as a teacher or evaluator, nor as a student. Composition of the panel for the programme of International Tourism & Leisure:

- Frank Vonck, chairman. Frank Vonk MA, PhD, philosopher and Germanisc scholar, works as a policy advisor for quality assurance in education and research. He regularly chairs panels for internal audits of various programmes at the University of Arnhem and Nijmegen (Netherlands), supervises research units in writing their Critical Reflections for external visitations and is a trained auditor according to the method of appreciative inquiry. He is also chairing board of examiners of the HAN Academy Organisation and Development. He still teaches the subjects ethics and intercultural communication and is a research methodologist.

- Bregje Peeters-Schrier, domain expert. Bregje Peeters-Schrier MA is teamlead for the Tourism Management programme at Inholland University of Applied Sciences, location Rotterdam. She studied English at Bath Spa University College and completed her Master at Leiden University. She taught English and communication courses for several years as well supervising students in their graduation phase. She has 20 years of experience in working in higher education and has been involved in several educational audits at Inholland University.

- Pascal Struyve, work field representative. Pascal Struyve is working for 30+ years in the travel industry of which the last 17 years as corporate travel manager. Currently he is working for Baker McKenzie as their EMEA Travel Services Manager. He is also serves as the President of BATM (Belgium Association of Travel Management).

- Merel Van Roy, student representative. Merel Van Roy is a student International Media and Entertainment business at Thomas more, before this short programme I finished my first bachelors in Event and projectmanagement in Leuven. Merel has experience as a student representative from several previous student councils and participating in POC meetings.

- Quinten Verdonck, internal educational expert. Educational developer, focussing mainly on digitalisation of course content, digital assessment & curriculum development together with programme teams.

5.2 Programme visit

- 08.30 - 09.00 | Preparation panel

- 09.00 - 09.15 | Introduction to the study programme (pitch)

- 09.15 - 10.15 | Profile of the student
  core: Within this focus theme, the core is about the student's profile. Together with the panel, the study programme looks for the ideal profile of the student. The study programme wants to aim for content-rich, flexible and stretchable students.
  - How do the various stakeholders of the study programme see this? (Students, professional field, alumni, ...)
  - What are their expectations in this regard?
  - How can the study programme present itself to the ideal student? What should the programme focus on specifically?

- 10.45 - 11.45 | Collaboration with partners (industry and educational partners)
  core: The study programme wants to develop even more cooperation with its partners (professional field, educational partners, etc.).
  - In which way can these collaborations be further developed? What could these collaborations consist of?
  - In what way does the professional field, alumni and students see this?
    In addition, the study programme wants to further strengthen the existing collaborations in the curriculum.
  - What opportunities are there in relation to (existing and new) course units and initiatives (e.g. labs, travel corporate lab, ...)?

- 12.00 - 13.30 | Lunch

- 13.30 - 14.30 | Internationalisation in the broad sense of the concept
  core: Internationalisation is more than just (student) mobility. What does the study programme (already) do nowadays and what possibilities are there, e.g. intercultural cooperation?
  - How can internationalisation (sustainability, globalisation, intercultural competences) be the sauce/thread of the programme?
  - How do the various partners see this? (students, teachers, professional field, alumni)
  - How can the study programme give shape and form to this, in a different way, in the curriculum? (e.g. building in debates, ...)
  - What opportunities do the stakeholders see with respect to internationalisation in the broad sense of the word? (students, professional field, teachers, alumni, ...)

- 15.00 - 16.00 | Achieved learning outcomes
  Core: Can the study programme guarantee the level 6 and professional orientation of its graduates? Are they prepared for the start as a starting professional?

- 16.00 - 17.30 | Internal consultation

- 17.30 - 18.00 | feedback

5.3 Assessment level 6 Flemish qualification structure and professional orientation

Thomas More monitors the final level of the study programme through different perspectives and thus involves all relevant stakeholders in this assessment.

Professional Field survey

This gives an indication of the satisfaction of the professional field about the graduates/students just before graduation. The survey measures the general satisfaction with the graduates as starting professionals; the professional knowledge and skills; the problem-solving capacity; the professional attitude and the degree to which the graduates keep up with the evolutions in the domain.

The programme specifies the way in which it assesses the learning outcomes and the final level of its students

The programme International Tourism & Leisure assesses the learning outcomes and the final level of its students by International Internship and Bachelor Thesis.

Review of the assessment by a staff member of the education team

In preparation of the visit, the education expert in the panel examines the available documents related to the assessment of the final level: e.g. the ECTS sheets, manual, evaluation forms, products of the final assessment. The most important findings from this preliminary investigation are:

- Final level
  - There is a learning outcomes matrix. According to this learning outcomes matrix, final assessment is found in the bachelor thesis and the international internship

- o OLR 8 is not filled in the learning outcome matrix. In the ECTS sheets it is marked at 'integration' level in both bachelor project & international internship
  - Bachelor project:
    - o There is a clear set of criteria to which the project should conform.
    - o These criteria are directly linked to the different 'parts' of the thesis.
    - o The link between the criteria and the OLR remains are unclear.
  - International internship
    - o There is a clear set of criteria to which the students behaviour should conform.
    - o The link between these criteria and the OLR are unclear.
    - o The process of how these criteria result into grades are unclear.

- Sustainable achieving of the final level
  - Internship
    - o 80% of the grade is determined by the mentor (internship), based on the criteria.
      - ▪ It's unclear how these grades are 'confirmed' by the programme. (according to the OER, the final responsibility for a student's grade is always on the programme's end)
      - ▪ It's unclear how the mentor is guided in scoring the student according to the expectations of the programme. What means e.g.: sufficient?
      - ▪ It's unclear what happens if the mentor and the programme don't agree about the performance of a student (i.e.: internship company is very happy about the student and grades very highly, but the programme believes the student doesn't perform at the expected proficiency)
  - Bachelor thesis
    - o 2 built-in intermediate feedback moments (that include a partial score) gives students good opportunities to adjust their work if necessary.

Assessment of the products in regard of the final level and discussion with recent graduates during the visit

The panel talked with
- recent graduates about their final assessment
- industry partners about their experiences with recent graduates;
- lecturers about the final assessment in general.

During the interview, the following aspects were discussed: guidance, effectiveness in function of the profession, experiences as a starting professional ...

The panel also reviewed products of the final assessment of a number of recent graduates.

5.4 Descriptors of the Flemish Qualifications Framework level 6

Knowledge and skills

- critically evaluate and combine knowledge and insights from a specific domain
- apply complex specialised skills linked to research results
- collect and interpret relevant data and use selected methods and tools innovatively to solve complex problems that are not familiar

Context, autonomy and responsibility

- act in complex and specialised contexts
- operate with full autonomy and initiative
- take co-responsibility for determining collective results

THOMAS MORE

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