Development Interview

Master Facility and
Real Estate Management
22nd December 2022

Introduction

The assessment framework for accreditation in higher education[1] includes a development interview. The purpose of the development interview is for the programme and the panel to discuss as peers the ambitions and development potential of the programme. This development interview took place on 22nd December 2022 as part of the external review of the Master Facility and Real Estate Management.

Participants	
Visitation panel	Saxion
Chairman	Course director
Expert	Lecturer 1 – member of Study Programme Committee
	Lecturer 2 – member of Study Programme Committee

This report was prepared by the management of the programme, then submitted to the participants for approval. After this approval, the report was published on the website of Saxion University of Applied Sciences.

Topics and advice

The development interview is based on the results as described in the visitation report. The programme management would like further explanation and advice in response to a few points for improvement. Therefore, three topics were on the agenda of the development interview:

A.   Integration: advice on design of integrative nature in the programme;
B.   Internationalisation: advice on design of internationalisation in the programme;
C.   Formative evaluation: advice on shaping this without creating extra workload

A. Integration: advice on design of integrative nature in the programme

The first topic discussed how the integrative nature of the programme could be further shaped within the Master Facility and Real Estate Management.

The first important remark made by the representatives of the panel: integration is a broad concept with many possible interpretations. In addition, it is paramount to realise that the programme concerns Master level. Key question is: what do we think students should be able to do that graduate from this master? What should they be able to do in reflecting on integration? A model could be made: on which aspects do you want to integrate? Do we expect the students to reflect on the integration of all three core subjects (Facility Management, Building Management, Asset Management, ed.) or on intersections of two subjects. Where do we find the natural overlap in subjects and where does the professional field see or seek applied value of integration?

In the thesis, it is important to be careful that there is not a single focus on one aspect, that a silo is created. At the same time, it may be questioned how realistic it is to get on all three aspects integration. Perhaps this may be possible in certain subjects and in other subjects the integration may take place at two intersections.

---

[1] https://www.nvao.net/files/attachments/.139/Assessment_Framework_for_the_Higher_Education_Accreditation_System_of_the_Netherlands_2018.pdf

It is also important that the student reflects, delves into and can look for integration between the core topics and can convincingly substantiate it. That overlap between the core subjects that's where integration is. Integration is an important topic and logical if you look at it from what is happening in the

market. In current developments, you have to go along with that integrative view. It is important to consciously seek the intersections of topics. And also, to step back and learn to look at the intersections from a distance. This is a competence that is more broadly applicable, and not just at the core of this programme. The themes at play require a broader view. Perhaps we could move from subjects to themes in which that integral nature can emerge. And, subsequently, include integration in the test forms because this is precisely the Master perspective that we expect of the students. Another point to think about is employing integration in test forms, such as a management game. In any case, gamification is suitable for integration. And students are amenable to innovative didactic forms. Is both an integration tool and a differentiation tool from a marketing perspective.

At the same time, you should be less prescriptive about reflection on integration. This should be more the responsibility of the professional to flesh it out. After all, it says something about the competence of the professional. Is the person able to see and find alignment between asset, facility, building and the overall strategy? In addition, one can look at the starting point: is there strategic alignment or not? If you want to develop a new service, you need to know the customer, but also, for example, the accommodation. And then you have to do research in all those areas. And so there are many examples within the field where integration or overlap can be found.
So, on the one hand, consciously look for integration. Make students think or force them in their reporting or test forms also to name that integration. This says something about a master's perspective. Then you move with the development of the field, and then you automatically come across integration in literature and articles.

Finally, an opportunity is seen in combining the content modules with academic skills, so that people start applying academic skills directly in the profession. With this, you train more often and more the integrative perspective.

B. Internationalisation: advice on design of internationalisation in the programme

In this subject, advice was sought for specifically working out internationalisation in the programme. From the discussion on gamification, a link was made to internationalisation. Here, perhaps a management game could be developed in cooperation with EUROFM. A game with a competition between schools and e.g., leading to a research symposium. That could be an interesting educational addition to bring Saxion's partner (University of Greenwich) and Saxion closer together, for example, precisely because of that competitive element. Collaborative Online International Learning (COIL) could add an interactive learning moment here.

A second point concerned that it is important to look in one's own kitchen (what do you already have in-house at Saxion) and to scale up and improve from one's Saxion's own strengths. Here, it is important to link relevant external parties afterwards.

Finally, professional skills can also be looked at. How do you define internationalisation and what does this mean for the professional skills that graduates should be able to demonstrate. With regards to internationalisation there could also be an emphasis placed on a certain subject, such as sustainability. Here, a chance might be to approach EUROFM as well as there is a COIL project for this subject.

C. Formative evaluation: advice on shaping this without creating extra workload

The final subject concerned formative evaluation. Advice was sought to shape formative evaluation while at the same time not increasing extra workload. Workload is an important subject when considering the learning environment.

Formative assessment is the evaluation of a student's progress towards one or more learning outcomes. It is not an end point, but a measuring point with information that will benefit a teacher and a student in the further learning experience.

One of the participants in the discussion mentioned modelling, where you can work with certain forms of integration. You can then steer through feedback and feedforward towards the desired integration point. This way of working can lead to more workload for teachers. Here, at the programmatic level, you can look at the number of summative tests so that this could ease the workload. Programmatic testing is another subject that could contribute to this: more extensive tests where the process emphasises formative testing or evaluation.

This produces greater student and teacher engagement and ensures closer cooperation between teacher and student in the learning process. At the end, this yields a higher pass rate because students are better guided and directed in their learning experience.

So, formative assessment integrates didactics and testing, and this can be done at the smallest level by asking whether someone has understood. In addition, formative assessment can be integrated into peer-to-peer learning, such as the home groups applied by Saxion. What is essential here is that students (and teachers, ed.) are trained in feedback and feedforward skills.