

Report development dialogue

Part of the visitation

The development dialogue forms part of the visitation of an existing study programme. During this dialogue, the programme engages in a discussion with the external panel (or a part of the panel) about the most important developments and areas for future improvement. The panel ensures that the development dialogue provides a safe environment in which dilemmas and possible directions for further development can be discussed without these being subject to formal judgement. The outcomes of the development dialogue are documented in a separate report and the educational institution is required to publish these outcomes externally.

The report of the development dialogue will be published in the year of the visitation on the website of NHL Stenden University of Applied Sciences.

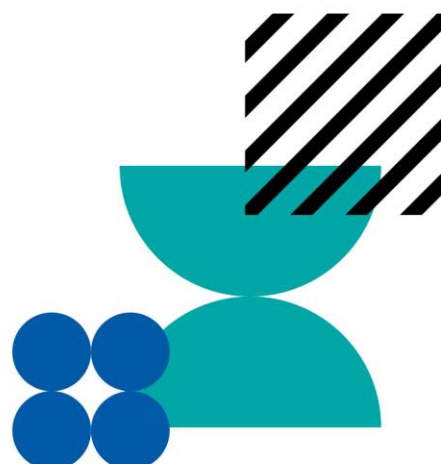
Academy	Tech & Design
Programme(s)	Master Computer Vision & Data Science
Date visitation	16 april 2026
Date development dialogue	16 april 2026
Participants (roles/positions) ¹	Panel (alternate chair of the panel, 1 panel member, 1 student panel member), secretary NQA, programme coordinator CV&DS, team leader CV&DS, professor CV&DS, 1 senior lecturer CV&DS, process coordinator visitation (notes)

Theme development dialogue

The discussion focused on a key educational challenge within the master's program: how much structure should be provided to students in their portfolios without undermining their independence, ownership, and master's-level development.

Outcomes development dialogue

¹ Due to privacy considerations, no names may be mentioned in this field. Therefore, please enter only roles or job titles.



The teaching team observes that many students, especially international students, struggle with creating portfolios. A significant amount of time is spent learning how the portfolio should be structured, where evidence belongs, how learning outcomes should be demonstrated and how the educational framework itself is set up.

The team is considering introducing more templates and structure to reduce confusion and allow students to focus more on reflection and learning rather than portfolio mechanics. During the discussion several arguments were made in favor of more structure. Participants in the discussion identified the following potential benefits:

- Students would spend less time figuring out formatting and organization.
- Feedback could focus more on learning and reflection rather practical aspects such as placement of evidence within the portfolio.
- Assessment and review would become easier because portfolios would be more consistent.
- International students, who are often unfamiliar with DBE-education, would receive more guidance.
- Structured templates could support the collection and use of feedback throughout the semester.

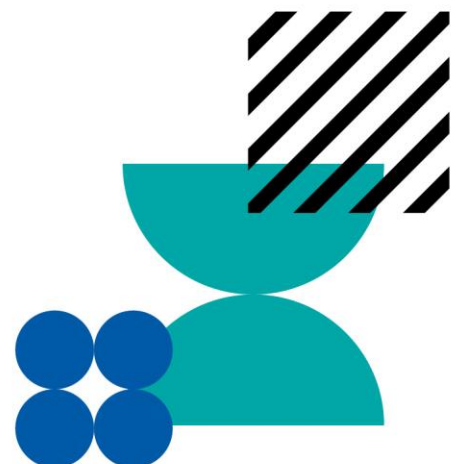
However, there were also a few concerns voiced about too much structure. The programme was cautioned by the panel members against over-structuring. Portfolio creation itself can be a valuable learning process. Students learn to translate abstract learning outcomes into concrete evidence and arguments, which mirrors professional and academic practice. Excessive templates risk turning portfolios into checklist exercises rather than meaningful reflections. As a result, ownership may decrease if students merely fill in predefined sections.

A recurring theme was that the struggle itself may contribute to student growth, even if it appears inefficient. Some ideas were shared on how to find a middle ground between having the students struggle to much and over-structuring:

- Provide a clear structure similar to scientific papers or grant proposals.
- Standardize where information belongs, but not the content of students' arguments.
- Preserve freedom in how students demonstrate and justify their learning.
- Use templates as guidance rather than checklists.
- One other suggestion was to provide more structure for concrete learning outcomes and less for more abstract outcomes, such as professional development.

Also some additional ideas were discussed:

- Show examples of successful portfolios to help students understand expectations.



- Introduce peer review or collaborative portfolio exercises so that students can help each other and learn from each other for their own portfolio.
- Encourage students collectively to define what a good portfolio should look like.

All in all, the panel agreed that the issue is real and complex. While additional structure could improve clarity, feedback quality, and accessibility, the programme should be wary of removing opportunities for students to develop independence and the ability to connect abstract learning outcomes to concrete evidence. The preferred direction appears to be a carefully designed template that supports organization while preserving intellectual ownership and reflection.

The development discussion ended with some brief comments and concerns about AI and the possible impact on writing the portfolio. The programme team already knows that students do sometimes use AI for some components of their study, like writing and generating materials. The challenge is not AI use itself, but ensuring students genuinely understand and can explain what is submitted. Oral discussions, supervision meetings, and questioning students about their work are seen as increasingly important ways to verify understanding.

