

De Haagse Hogeschool
College van bestuur
Postbus 13336
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Besluit

Besluit strekkende tot een positieve beoordeling van een aanvraag om accreditatie van de opleiding hbo-bachelor Chemische Technologie van De Haagse Hogeschool

datum	Algemene gegevens:	
6 januari 2012	Naam instelling	: De Haagse Hogeschool
onderwerp	Naam opleiding	: hbo-bachelor Chemische Technologie (240 ECTS)
Besluit	Datum aanvraag	: 14 april 2011
accreditatie hbo-bachelor	Variant opleiding	: voltijd
Chemische Technologie	Tracks/specialisaties	: Chemical Technology Engineering en Food Technology Engineering
(#5135)	Locatie opleiding	: Den Haag
De Haagse Hogeschool	uw kenmerk	
	11-995/PD/EV/hb	Naam VBI : Hobéon Certificering B.V. (Hobéon)
	ons kenmerk	Datum visitatie : 14 september 2010
	NVAO/20120025/AH	Datum VBI-rapport : 18 maart 2011
	bijlage	
	1	Beoordelingskader:
		Accreditatiekader bestaande opleidingen hoger onderwijs [hbo-bachelor] van de NVAO (Accreditatiekader; Stct. 2003, 120). Op grond van het toepasselijke Accreditatiekader wordt een opleiding beoordeeld aan de hand van zes onderwerpen, te weten: doelstellingen opleiding, programma, inzet van personeel, voorzieningen, interne kwaliteitszorg en resultaten.

Samenstelling Hobéon-panel:

- Fred de Bruijn, partner bij Hobéon (voorzitter);
- A.J. Kowalski, Royal Society Industry Fellow, Department of Chemistry, University of Liverpool; Honorary Professor, School of Chemical Engineering and Analytical Sciences, University of Manchester; Science Leader for Systems, Process and Device Engineering, Unilever plc. (werkvelddeskundige/vakdeskundige);
- S. Purwono, Vice Director, Graduate studies, Department of Chemistry, Gadjah Mada University, Yogyakarta, Indonesie (vakdeskundige);
- J.L. den Hollander, Senior Scientist Down Stream Processing in DSM Biotechnology Center, Delft.(werkvelddeskundige);
- J. Aalders, derdejaars student HBO Chemische Technologie, Hogeschool Utrecht;
- J.G.J. de Gooijer, adviseur bij Hobéon.

De NVAO heeft per e-mail van 12 juli 2011 aanvullende informatie opgevraagd bij het bureau van Hobéon over de aantallen contacturen in de verschillende curriculumjaren, het

Pagina 2 van 8 opleidingsniveau van de docenten, de docent/student-ratio en het oordeel van het panel over het aangetroffen niveau van toetsing. Het bureau van Hobéon heeft de gevraagde informatie toegezonden per e-mails van 26 juli 2011 (contacturen, opleidingsniveau docenten en docent/student-ratio) en 16 november 2011 (het niveau van toetsing). De NVAO heeft deze aanvullende informatie in haar oordeel betrokken.

Bevindingen:

Doelstellingen opleiding

Het panel komt tot de volgende bevindingen en overwegingen.

The panel concludes that the management and curriculum committee have succeeded in defining and introducing a largely modified set of enhanced objectives, based on the existing Chemical Technology objectives and programme, with a broad vision towards developments in society, supported by and in cooperation with major international companies. New demands in production technology, food related issues and the new functional food specialisation promise to meet the demands of today's society. The set of competences to be achieved is aiming considerably higher than the standard set as defined in the set BAS (Bachelor of Applied Science) competences, i.e. both wider and deeper. The international character of the Process and Food Technology programme (PFT) is evident, has a good basis in the general approach of The Hague University (THU) towards internationalisation and has the support of experts from major international companies in the advisory board.

After analyzing the referenced documents the panel concludes that the range and depth of the aims and objectives (i.e. the intended learning outcomes) fully reflect the bachelor indicators the Dublin Descriptors refer to. Regular revision on a national level guarantees actuality and relevance of the competence set.

After considering job positions suggested in the programme the panel concludes that goals and intended results provide a good match with possible job positions.

De NVAO stelt vast dat in het VBI-rapport deugdelijk en kenbaar is gemotiveerd op welke gronden Hobéon dit onderwerp positief heeft bevonden.

De NVAO beoordeelt derhalve het onderwerp 'doelstellingen opleiding' als voldoende.

Programma

Het panel komt tot de volgende bevindingen en overwegingen.

The panel concludes that the basis of the course is broad and provides a good entry to the rest of the course. A mix of broad and in depth treatment of subjects, projects based on industry related problems, internships related with industrial partners, provide a thorough knowledge base and competence development. For each project an industrial partner is required, coordinators play an important and active role in this. Recent and relevant study books and literature as well as lectureships from industrial speakers provide connection to recent developments. This way the programme has a solid basis in the professional field. Relevance is maintained throughout and results in an ambitious vision on development of the programme for the next years.

Pagina 3 van 8 In the design of projects and courses both the level descriptions and corresponding procedural indicators are taken into account. In this way a direct connection between objectives, competences to be achieved, intended learning outcomes and teaching and learning activities is established. Also the company internship plays a key role in achieving the intended learning outcomes. The programme has a good balance between theory and practice, with logical and continuous development of knowledge and competences.

The panel concludes that the body of knowledge and development of competences, in combination with the industry-related projects prove to be properly tuned, balanced and interrelated. The theme blocks (subjects and topics) give a wide perspective but are still sufficiently deep. Students are mostly well equipped to fulfil their tasks in the internships. In discussions with the panel students were quite positive about the mix of theory and practical training (laboratory and projects).

Next to the regular 4 year track for students with a GCSE (HAVO for Dutch students) or suitable Dutch MBO-4 background, there is also a three year track (PFT-3) for students with an A-level (VWO for Dutch students) background and a special 1 year track: PFT-1, for students in double degree exchange programs. In the panel's view the demands in terms of development of competences are high, yet no marked impediments appear to be present in the study. Also the 3 year fast track programme with an even higher workload is not seen as excessively heavy by these students. In part this can be attributed to the high motivation of the students who choose this programme. This view is supported by a relatively low number of drop-outs for the PFT-3 track. The average number of programmed weekly contact hours in PFT-4 are 29 (yr. 1), 25 to 29 (yr. 2; minor not included), 12 to 18 (yr. 3; minor and internship not included) and 17 to 25 (yr. 4; graduation work not included). The average number of weekly contact hours in PFT-3 are 35 (yr. 1), 25 in block 3 and 12 to 18 in block 4 (yr. 2; minor and internship not included) and 17-25 (yr.3; graduation work not included). The numbers for PFT-1 coincide with year 3 of PFT-3.

For both the 3 and 4 year programme as well as the PFT-1 double degree track the admission requirements are well defined, which is supported by relatively low numbers of drop-outs. Mastering the English language, based on international standards, is an important requirement for both Dutch and foreign students (taking up to about 50% of the influx). The actual level needed for the PFT-programme and the expected level show a good match. Adequate measures are taken to support individual students when needed.

All PFT programme tracks (PFT-4, PFT-3 and PFT-1) meet the legal requirements regarding the range of credits ECTS needed for a hbo-bachelor programme.

The panel concludes that a clear set of aims is defined, most of which are translated into a rather practical approach with an emphasis on production technology, supported by sufficient theory. The blocks are the binding factor between all relevant aspects for learning and make connections between theory (knowledge growth), in-school practical training, projects, internships (competence growth) and finally the final thesis. Different parts within blocks support each other, but some improvements need to be made. Plans for these exist. Alignment of the programme on the theme block level is assured by the educational concept of company projects: students are directly involved in industrial problems right from the programme's start and are assessed by their project activities in the student team, the report writing and team presentations.

Pagina 4 van 8 The panel concludes that a wide variety of appropriate assessment methods is used, both summative and formative, showing the progress in terms of competence development of individual students. This is done with active involvement of experts from the work field, for marking projects, internships and final thesis. This means that the intended learning outcomes, teaching and learning methods and assessment methods are well in line with the achieved learning outcomes. During the visit the panel reviewed a number of tests on all levels (as well as a number of final tests). All test were reviewed by at least one member of the panel. Any questions arising could be adequately answered by the staff present. This led the panel to the conclusion that the tests reviewed were of an adequate level.

De NVAO stelt mede op grond van de ontvangen aanvullende informatie vast dat in het VBI-rapport deugdelijk en kenbaar is gemotiveerd op welke gronden Hobéon dit onderwerp positief heeft bevonden.

De NVAO beoordeelt derhalve het onderwerp 'programma' als voldoende.

Inzet van personeel

Het panel komt tot de volgende bevindingen en overwegingen.

At the management level and at the level of the PFT-team, there proves to be an active and wide (international) professional network. Both internal as external lecturers bring in their expertise into the programme. The connection with the professional field is strengthened through the frequent input from visiting lecturers (work field experts).

The number of staff is considered as sufficient to realize the desired quality of the PFT-programmes in terms of quantity. The present student / staff ratio of 21 :1 is within generally accepted terms. The contribution of guest lecturers further increases the effective size of the staff deployed.

The quality of the staff deployed amply meets the desired quality for the Process & Food programme. Some shortcomings in the food related expertise are noted but adequate measures are taken to compensate for this. Adequate measures are taken to acquire the expertise needed in innovative Functional Food specialisation by research fellowships. The highly educated staff allows for this. More than 90% of the teaching staff possess a relevant master degree or comparable higher education. Five of the eight lecturers have a PhD and one has a double master degree. Three of the eight lecturers have more than 20 years business experience and eight have a higher education didactic certificate. Students are very positive about the quality of teachers.

De NVAO stelt mede op grond van de ontvangen aanvullende informatie vast dat in het VBI-rapport deugdelijk en kenbaar is gemotiveerd op welke gronden Hobéon dit onderwerp positief heeft bevonden.

De NVAO beoordeelt derhalve het onderwerp 'inzet van personeel' als voldoende.

Voorzieningen

Het panel komt tot de volgende bevindingen en overwegingen.

The panel has visited all relevant facilities within THU. The panel concludes that housing, laboratory facilities, IT and library are adequate.

Pagina 5 van 8 Students are satisfied with the Student Career Counselling (SCC), though a vacancy in 2009 caused a drop in satisfaction. This situation should be solved now with new and more staff performing SCC. In the discussions with the panel the students prove to be satisfied with the present situation for SCC.

Surveys show that students are dissatisfied with the late publication of schedules and frequent changes in the schedules. PFT is working on a better planning of projects and scheduling, and timely communication of projects, schedules and changes. Study progress is administrated in the grade administration system OSIRIS. A timely and correct establishment of grades appears still to be difficult. As a result students are not satisfied with marking administration in OSIRIS.

De NVAO stelt vast dat in het VBI-rapport deugdelijk en kenbaar is gemotiveerd op welke gronden Hobéon dit onderwerp positief heeft bevonden. De NVAO stelt wel vast dat de opleiding hoge prioriteit dient te geven aan verbetering van de informatievoorziening aan de studenten.

De NVAO beoordeelt derhalve het onderwerp 'voorzieningen' als voldoende.

Interne kwaliteitszorg

Het panel komt tot de volgende bevindingen en overwegingen.

The panel has spoken with management, staff, tutors and students. It comes to the conclusion that all relevant parts of the programme are subject to regular evaluation. Target figures are defined in the TISH (Academy of Technology, Innovation and Society The Hague) policy plan 2010. Plans and procedures for evaluations are formulated and carried out accordingly. The panel notes that these procedures describe in sufficient detail why, when and how evaluations are carried out.

The panel concludes many signals are taken serious and actually do lead to improvements. Systematic planning however is not present. The panel notes that all points for improvement are highly relevant, but little or no written documentation in the form of quality improvement planning or equivalent can be provided. Complaints are dealt with on an ad hoc basis rather than through a formal circuitry of paperwork. This is explained by the informal way the team (staff and lecturers) operates.

The panel comes to the conclusion that the PFT team actively involves all stakeholders in order to get the required feedback on the quality of the PFT-programme. No employee satisfaction surveys are carried out. Student evaluations show however that they want to be more involved in quality planning, they want to receive more information about quality aspects, not just filling in forms. As far as the involvement of the external stakeholders is concerned, the feedback process should be more structured than it is now. Feedback from alumni has been very limited so far.

De NVAO stelt vast dat in het VBI-rapport deugdelijk en kenbaar is gemotiveerd op welke gronden Hobéon dit onderwerp positief heeft bevonden. De NVAO brengt de door het panel gesignaleerde verbeterpunten onder de aandacht van de opleiding.

De NVAO beoordeelt derhalve het onderwerp 'interne kwaliteitszorg' als voldoende.

Het panel komt tot de volgende bevindingen en overwegingen.

The panel has evaluated most of the final theses. Focus was on the minimum level (graded as a 6), higher graded levels (with the focus on the consistency of the markings), relevance of the subjects and literature references. The panel comes to the conclusion that the minimum level set by the PFT standards is clearly met, that the minimum level grades reflect an adequate pass and that those theses that had received a higher mark actually reflect a higher level reached. Remarks are made concerning the literature references. Students have to be more critical when referencing, find peer reviews or reviewed articles/literature. Drop out figures are low for both PFT-4 and PFT-3 tracks. Propedeuse throughput figures for the PFT-4 track are also promising and are above target figures with 84%. For the PFT-1 track a overall throughput of 100% was realised for the first three years (cohort 2007, 2008 and 2009). The panel comes to the conclusion that success rate figures are well above TISH targets and are higher than all other TISH programmes.

De NVAO stelt vast dat in het VBI-rapport deugdelijk en kenbaar is gemotiveerd op welke gronden Hobéon dit onderwerp positief heeft bevonden.

De NVAO beoordeelt derhalve het onderwerp 'resultaten' als voldoende.

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Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van De Haagse Hogeschool te Den Haag in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 29 november 2011 naar voren te brengen. Van deze gelegenheid heeft het college geen gebruik gemaakt.

De NVAO besluit dat accreditatie wordt verleend aan de hbo-bachelor Chemische Technologie (240 ECTS; variant: voltijd; locatie: Den Haag) van De Haagse Hogeschool te Den Haag. De opleiding kende ten tijde van het visitatiebezoek de volgende afstudeerrichtingen: Chemical Technology Engineering en Food Technology Engineering.

Dit besluit treedt in werking op 5 juli 2012 en is van kracht tot en met 4 juli 2018.

Den Haag, 6 januari 2012

Nederlands-Vlaamse Accreditatieorganisatie



Guido Langouche
(vicevoorzitter)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

Onderwerp	Facet	Beoordeling door VBI
		<i>voltijd</i>
1. Doelstellingen	1.1 domeinspecifieke eisen	G
	1.2 niveau bachelor	G
	1.3 oriëntatie hbo	G
Beoordeling onderwerp		V
2. Programma	2.1 eisen hbo	G
	2.2 relatie doelstellingen – programma	G
	2.3 samenhang programma	G
	2.4 studielast	G
	2.5 instroom	G
	2.6 duur	voldaan
	2.7 afstemming vormgeving en inhoud	G
	2.8 beoordeling en toetsing	G
	Beoordeling onderwerp	
3. Inzet personeel	3.1 eisen hbo	G
	3.2 kwantiteit personeel	G
	3.3 kwaliteit personeel	G
Beoordeling onderwerp		V
4. Voorzieningen	4.1 materiële voorzieningen	V
	4.2 studiebegeleiding	V
Beoordeling onderwerp		V
5. Interne kwaliteitszorg	5.1 evaluatie resultaten	V
	5.2 maatregelen tot verbetering	V
	5.3 betrokkenheid medewerkers, studenten, alumni en beroepenveld	V
Beoordeling onderwerp		V
6. Resultaten	6.1 gerealiseerd niveau	G
	6.2 onderwijsrendement	G
Beoordeling onderwerp		V
Eindoordeel		Voldoende

De facetten krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E), met uitzondering van het facet "Duur" (2.6), waarvoor geldt: "voldaan" of "niet voldaan". De onderwerpen krijgen het oordeel voldoende of onvoldoende