

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor Creative Technology van de Universiteit Twente

Gegevens

datum	Naam instelling	: Universiteit Twente
30 september 2015	Naam opleiding	: wo-bachelor Creative Technology (180 EC)
onderwerp	Datum aanvraag	: 30 maart 2015
Besluit	Graad opleiding	: Bachelor of Science
accreditatie wo-ba	Variant opleiding	: voltijd
Creative Technology	Locatie opleiding	: Enschede
Universiteit Twente	Datum goedkeuren	
(003809)	panel	: 10 november 2014
uw kenmerk	Datum locatiebezoeken	: 15 en 16 december 2014
CvB UIT - 1066/S&B	Datum visitatierapport	: 24 februari 2015
ons kenmerk	Instellingstoets kwaliteitszorg	: ja, positief besluit van 2 mei 2015
NVAO/20152510/ND		

bijlagen

Beoordelingskader

- 2 Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

Standard 1 Intended learning outcomes

The bachelor's programme Creative Technology wants to challenge students to use the latest technology to develop interactive applications geared towards users' health, convenience and enjoyment. Its aim is for students to learn to understand and use smart technology, new media and creative thinking to influence people and improve their everyday lives. The panel is keen on the profile of the programme as it describes the essence of the education provided. In addition, it allows all students to further define their identity as a creative technologist.

Students are familiarised with research methodology and the panel considers this of crucial importance to the academic nature of the programme. It therefore advises the programme

Inlichtingen

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Pagina 2 van 6 management to closely guard its research orientation. The panel states that the intended learning outcomes are well described at the correct academic bachelor's level.

However, the current domain-specific framework of reference as presented in the critical reflection, is too long and complicated and therefore unsuitable as an exploration of the domain. The panel suggests that the programme develops a T-shape model as its basis, in which creativity and technology are on the x-axis and y-axis. By drawing a T-shape model, the positioning of Creative Technology within the academic and educational domain can be explained in a visual and comprehensible manner.

Standard 2 Teaching-learning environment

According to the panel, the majority of the intended learning outcomes is adequately embedded in the modules and it particularly appreciates the way in which project work is applied. Project oriented education directly results from the TOM (Twents Onderwijsmodel/ Twents Educational Model) principle that students should have freedom to follow their own interests and to acquire knowledge independently. The panel encourages the programme management to further implement and optimise TOM. It finds the four pillars of the Creative Technology teaching concept well defined and adequately carried out. The teaching methods match the teaching concept as well as the TOM principles, and the measures against 'free-riding' in group assignments are proven to be effective.

Due to the introduction of TOM, the curriculum of Creative Technology had to be restructured. At the moment of writing, the details of the third year of the new curriculum have yet to be concretised. The first and second year of the curriculum, however, consist of relevant and coherent modules covering a broad range of disciplines. Although the panel is enthusiastic regarding the new curriculum, it advises the programme management to emphasise its research orientation and user-focus.

From 2009 onwards, the student intake grew rapidly. Since 2014, matching activities (to investigate the match between the programme and the talents and motivation of prospective students) are obligatory and primarily conducted by tutors. The tutor guides students the first two years of the programme. The panel is particularly pleased with these matching and tutoring activities. The feasibility of the programme is ensured by the monitoring and guidance of tutors, the student advisor and student assistants.

The programme management is advised to develop a perception on internationalisation and ventilate it clearly. Although the bachelor's programme is taught in English and has an international student population, an explicit internationalisation strategy is absent. The panel recommends to actively stimulate students to participate in internships, conferences and minors abroad.

Quality wise, the panel believes that the programme houses excellent teaching staff. Quantity wise however, the panel finds the situation worrying. Currently, the programme has a shortage of core teaching staff members and deals with a fragmentation of the total number of available fte (6.8 fte spread over 54 staff members). For 2014-2015 the ratio is expected to be 1:33. The panel urges the programme management to carry out its plans to expand the core teaching staff and to identify the staff-student ratio as its priority concern.

The panel finds the programme-specific quality control adequate. The Programme Committee is well-informed and involved in educational affairs. It communicates with the

Pagina 3 van 6 CREative technology Evaluation Committee (CREEC) and the Director of Education. The panel advises to further formalise the quality control procedures and to systematically implement feedback sessions. It is enthusiastic about the participation of students in the quality control cycle.

Standard 3 Assessment and achieved learning outcomes

The panel is pleased with the diversity of assessments, such as assignments, multiple choice assessments, essays, papers, et cetera. However, the panel observes three areas for improvement regarding the current assessment system. First, oral feedback has to be conducted systematically to ensure that sufficient feedback is provided. Second, students should include in-depth reflections in their project-based work and final project reports. Third, the Board of Examiners should adopt a more proactive attitude.

The panel concludes that the overall level of the theses is what one would expect of an academic bachelor's programme. According to the panel, a clear and transparent thesis assessment procedure is missing and consequently it graded the majority of the theses lower than the examiners did. Nevertheless, there was no doubt that all productions were of sufficient quality. In most of the selected theses, there was a logical and consistent line of reasoning, the work contained a demonstration of adequate knowledge of literature in the field, and there was innovative input from the author. The panel argues that the majority of the theses was well written.

From the interview with alumni, the panel observed an admirable positivism regarding the bachelor's programme. The majority of the graduates continue their education at the University of Twente. Creative Technology also allows students to enter the labour market upon graduation. The panel confirms that students of the bachelor's programme Creative Technology achieve the intended learning outcomes upon graduation.

General conclusion

The panel was pleased to assess the bachelor's programme Creative Technology. Based on the critical reflection, it initially had concerns regarding the content and structure of programme. However, during the site visit the panel discovered that many protocol documents were available on the spot, and it was pleasantly surprised by the variety and content of projects. In addition, it met a group of highly motivated and dedicated lecturers and students, who truly embody the soul of the programme. The study association PROTO has an important role in providing substance to the curriculum and is crucial to the functioning of the quality control cycle. The programme has an internationally appealing profile, and the panel points out that the Faculty basically possesses a diamond in the rough: the content of the programme has a tremendous future potential. It hopes that the programme will be valued by the Faculty for its interdisciplinary character and excellent focus on societal relevance. The panel describes the bachelor's programme Creative Technology as a precious programme of which its management should be proud. However, the panel notes that it is also quite vulnerable. In order to maintain the programme's quality and unique identity and character, its management should closely guard and express its vision, and urgently invest in additional teaching staff.

Conclusion

The panel assesses the bachelor's programme Creative Technology as 'satisfactory'.

De NVAO onderschrijft de aanbevelingen van het panel, in het bijzonder deze ten aanzien van de beperkte beschikbaarheid van kerndocenten en de ongunstige student-docentratio, en een meer proactieve opstelling van de examencommissie.

Besluit

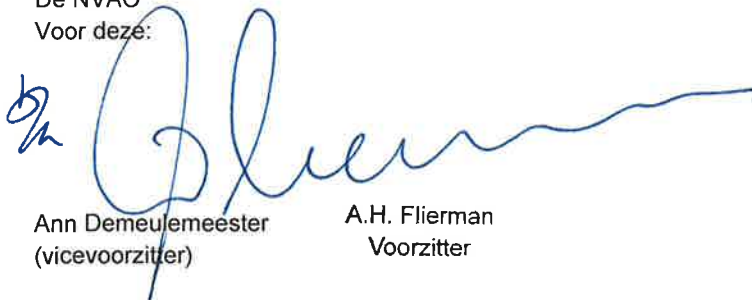
Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Universiteit Twente te Enschede in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 31 augustus 2015 naar voren te brengen. Bij e-mail van 7 september 2015 heeft I. Boomkamp namens het college van bestuur ingestemd met het voornemen tot besluit.

De NVAO besluit accreditatie te verlenen aan de wo-bachelor Creative Technology (180 EC; variant: voltijd; locatie: Enschede) van de Universiteit Twente te Enschede. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 30 september 2015 en is van kracht tot en met 29 september 2021.

Den Haag, 30 september 2015

De NVAO
Voor deze:



Ann Demeulemeester
(vicevoorzitter)

A.H. Flierman
Voorzitter

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.

Standaard	Formulering Standaard	Beoordeling door het panel
1. Beoogde eindkwalificaties	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	Voldoende
2. Onderwijsleeromgeving	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	Voldoende
3. Toetsing en gerealiseerde eindkwalificaties	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	Voldoende
Eindoordeel		Voldoende

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent. Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

Pagina 6 van 6 **Bijlage 2: Panelsamenstelling**

- Prof. dr. ir. B.J.A. (Ben) Kröse, chairman, Professor Ambient Intelligence, University of Amsterdam, and Scientific Manager Create-IT Applied Research, Amsterdam University of Applied Sciences;
- Ing. R. (Rik) Leenknecht, MSc, Strategic Director of the educational programme Digital Arts and Entertainment, University College West Flanders;
- D.M. (Daphne) Heeroma, Director/Dean Academy for Digital Entertainment, NHTV Breda University of Applied Sciences;
- dr. ir. M.S. (Maaïke) Kleinsmann, Associate Professor Product Innovation Management, Delft University of Technology;
- P. (Pepijn) Verburg, BSc, student MSc Industrial Design, Eindhoven University of Technology.

J.J. Krooneman MSc, ondersteunde het panel als secretaris (gecertificeerd).