

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-master Industrial Design van de Technische Universiteit Eindhoven

	Gegevens	
datum	31 oktober 2014	Naam instelling : Technische Universiteit Eindhoven
onderwerp	Besluit	Naam opleiding : wo-master Industrial Design (120 ECTS)
accreditatie wo-master	Industrial Design van de Technische Universiteit Eindhoven (002497)	Datum aanvraag : 23 december 2013
uw kenmerk	CvB2013/1495800	Variant opleiding : voltijd
ons kenmerk	NVAO/20143741/ND	Locatie opleiding : Eindhoven
bijlagen	3	Datum goedkeuren panel : 14 oktober 2013
		Datum locatiebezoeken : 14 en 15 november 2013
		Datum visitatierapport : 14 maart 2014
		Instellingstoets kwaliteitszorg : ja, positief besluit van 6 mei 2014

Beoordelingskader

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.

Bevindingen

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

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

Standard 1: Intended learning outcomes

The Industrial Design (ID) programmes of TU/e aim to deliver industrial designers of intelligent systems, products and related services with a clear vision of how they want to transform society through their designs. Graduates are meant to be self-directed and continuously learning designers for the transformation economy, i.e. an economy where stakeholders work together on local solutions for local issues that stem from greater global issues.

The committee appreciates that the programme has a clear focus (intelligent systems) and is aiming for a new profile of industrial designers.

Pagina 2 van 6 It finds that the intended learning outcomes of the master's programme are adequately described in terms of level and orientation. They are in line with the DSR and are a suitable translation of the target profiles. The committee greatly values the way the learning outcomes have been integrated into the frequently updated competence framework, and appreciates the focus on personal development. However, because a new type of designer is being introduced, it is of the utmost importance that the faculty remains in close and constant contact with its stakeholders.

The committee noted that the programme distinguishes five stages of growth and feels there is room for improvement with regard to the description of what is expected from the students at the different growth stages for the different competences, in particular the growth stages at the master's level. It also noticed that the bachelor's and the master's programmes are being considered as a continuum. It suggests that the programme should monitor student mobility, in this case external students entering at the master's level.

Standard 2: Teaching-learning environment

The ID programmes at TU/e use a competency-centred educational model with self-directed learning as its key didactic concept. Students are put in the driver's seat of their education from day one. Their PDP forms the basis of their evolution. The committee greatly appreciates that the ID programmes at TU/e have chosen a radically different educational model to align the learning process with their holistic view, an endeavour that requires vision, drive and considerable effort, in both planning and execution. It was enthusiastic about the translation of the educational concept into a curriculum that allows for choice and for self-reflection. It ascertained that checks and balances are foreseen in order to ensure that the self-directed learning of the students results in a coherent individual curriculum, as is evident from the competence teams and Themes, and from the support students receive in setting goals in their PDP. It applauds the amount of feedback students receive throughout the year. But as feedback is a key element in the didactical concept, it finds that there is room for improvement in increasing the consistency of feedback students receive with regard to growth in competencies, designed products and the design process.

The committee was impressed with the tight-knit, reflective, involved staff, but also asks that the work pressure be monitored to ensure that the staff can concentrate on teaching and research. It found that the master's programme aims to continue improving constantly. It noted that the points that require further attention are clearly and consistently on the radar of all bodies involved in the programme.

The committee looked into a selection of curricular activities and was very pleased with their quality. Students particularly appreciated the modules, which involve working with others, but had doubts as to whether they could do a design project on their own. A better balance of team and individual work is recommended.

Standard 3: Assessment and achieved learning outcomes

The committee is of the opinion that the assessment system is adequate and matches the educational concept. It ascertained that the quality control required by this specific system is evident and especially values the peer-review system to calibrate the final verdicts. Nevertheless, it thinks that this peer-review system should be better documented and that more transparency is needed regarding the elements students are assessed on. Also, the balance between feedback on learning on the one hand, and on the process and product on the other, needs to be applied consistently. The committee finds this lack of transparency an

Pagina 3 van 6 important point of improvement for the programme. The assessment is a crucial part of the didactical concept and has major consequences since only two assessments are planned each year.

The committee read a selection of master theses. In its opinion, the final projects meet the requirements with regard to level and orientation. It was very impressed with the level of motivation and independence of the alumni.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel en in het bijzonder de aanbevelingen over de aanscherping van de beschrijving van de competentieniveaus, de verhoging van het percentage docenten met een BKO en de versterking van de inhoudelijke feedback aan studenten.

Besluit

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Technische Universiteit Eindhoven te Eindhoven in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 8 september 2014 naar voren te brengen. Bij e-mail van 13 oktober 2014 heeft de instelling gereageerd op het voornemen tot besluit. Dit heeft geleid tot aanvulling van bijlage 2 in het definitieve besluit.

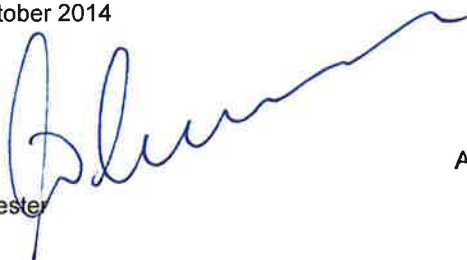
De NVAO besluit accreditatie te verlenen aan de wo-master Industrial Design (120 ECTS; variant: voltijd; locatie: Eindhoven) van de Technische Universiteit Eindhoven te Eindhoven. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 31 oktober 2014 en is van kracht tot en met 30 oktober 2020.

Den Haag, 31 oktober 2014

De NVAO
Voor deze:

Ann Demeulemeester
(vicevoorzitter)



A.H. Fierman
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.

Onderwerp	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	Goed
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

Tabel 1: Rendement.

Cohort	2009	2010	2011
Rendement	68%	51%	51%

Tabel 2: Docentkwaliteit.

Graad	Ma	PhD	BKO
Percentage	88%	55%	9%

Tabel 3: Student-docentratio.

Ratio	1:23,2
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Tabel 4: Contacturen.

Studiejaar	1	2
Contacturen	16	12

- Prof. L.T.M. (Lucienne) Blessing (chair), Professor of Engineering Design and Methodology, Université du Luxembourg;
- Prof. P.J. (John) Clarkson, FREng, Professor of Engineering Design, Director of Cambridge Engineering Design Centre, Cambridge University, UK;
- Prof. I. (Ilpo) Koskinen, Professor of Industrial Design, Aalto University School of Art and Design, Helsinki, Finland;
- Prof. A. (Albert) Pilot, Emeritus Professor of Curriculum Development and Professor of Chemistry Education, Utrecht University;
- Prof. (emeritus) M. (Markku) Salimäki, Director (em.) of International Design Business Management, Aalto University School of Business, Helsinki, Finland;
- F.R. (Ruben) van den Hout, BSc (student member), Master's student Industrial Design, University of Twente.

Het panel werd ondersteund door dr. J. de Groof, secretaris (gecertificeerd).