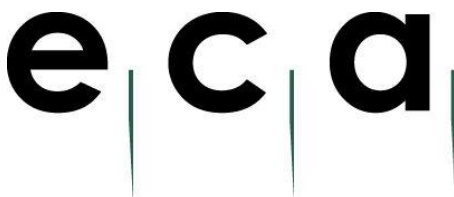# Bachelor Creative Technology
The University of Twente

Certificate for Quality in Internationalisation

eca

european consortium for accreditation

Assessment report

Bachelor Creative Technology

Table of content

1. Executive summary

The Bachelor Creative Technology programme of the University of Twente was assessed by the assessment panel on 25 March 2021. At the invitation of evaluation agency Certiked, the assessment panel studied the self-evaluation report and annexed documentation, and conducted the online site visit on 25 March 2021.

In general terms, the panel would like to compliment programme management on their strong commitment to the international and intercultural dimensions of the programme. All elements supporting these dimensions are adequately to more than adequately covered in the programme. To continue strengthening the international and intercultural dimensions of the programme, the panel advises programme management to work on the further integration of these elements.

The panel found the internationalisation goals for the programme to be clear. They are shared and supported by both internal and external shareholders. The internationalisation goals have been translated into verifiable internationalisation objectives, which allow programme management to monitor the achievement of these goals. An important number of these goals relate to teaching and learning. The programme meets the generic quality for this standard. The programme shows an acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be met. The panel found no serious shortcomings in any of the underlying criteria. The panel therefore assesses *Standard 1. Intended internationalisation* as satisfactory.

The panel found the intended international and intercultural learning outcomes to meet the internationalisation goals of the programme. The panel sees the methods used for the assessment of students as suitable for measuring the achievement of the intended international and intercultural learning outcomes. The panel regards the graduates to achieve these learning outcomes. The programme meets the generic quality for this standard. The programme shows an acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be met. The panel found no serious shortcomings in any of the underlying criteria. The panel therefore assesses *Standard 2. International and intercultural learning* as satisfactory.

The panel found the curriculum, teaching methods and learning environment of the programme to exhibit strong international and intercultural features, allowing students to achieve the intended international and intercultural learning outcomes. The panel found the programme to surpass the generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be more than appropriately met. The panel found no shortcomings in any of the underlying criteria. The panel therefore assesses *Standard 3: Teaching and Learning* as good.

The panel found the staff composition, staff experiences, knowledge and skills and services provided for staff members to be very much in line with the international and intercultural dimensions of the programme. The panel found the programme to surpass the generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be more than appropriately met. The panel found no shortcomings in any of the underlying criteria. The panel therefore assesses *Standard 4. Staff* as good.

The panel found the student composition and student experiences as well as the services provided to students to correspond strongly to the international and intercultural dimensions of the programme. The panel found the programme to surpass the generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be more than appropriately met. The panel found no shortcomings in any of the underlying criteria. The panel therefore assesses *Standard 5.* Students as good.

The panel advises the European Consortium for Accreditation (ECA) to award the Bachelor Creative Technology programme of the University of Twente the ECA Certificate for Quality in Programme Internationalisation.

2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

The panel of experts who were convened, was composed of the following members:

- Prof. B.A.M. Schouten PhD, BA, Full Professor Playful Interactions, Eindhoven University of Technology; Lector Play and Civic Media, Amsterdam University of Applied Sciences, the Netherlands (panel chair);
- Prof. L. De Marez PhD, Associate Professor, Department of Communication Studies; Head research group for Media, Innovation and Communication Technologies, Ghent University, Belgium (panel member);
- Prof. P. Marti PhD, Associate Professor, Department of Social, Political and Cognitive Science, University of Siena, Italy (panel member);
- Prof. D.A.N.M. Kruijt PhD, Professor Emeritus of Development Studies, Faculty of Social and Behavioural Sciences, Utrecht University, the Netherlands (panel member, in particular for the Certificate for Quality in Internationalisation);
- S.C. Jongerius BSc, student Master Industrial and Applied Mathematics, Eindhoven University of Technology, the Netherlands (student member).

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in *Annex 1: Composition of the assessment panel*. All panel members signed a statement of independence and confidentiality. These signed statements are available from Certiked upon simple request. The procedure was coordinated by W. Vercouteren MSc at Certiked evaluation agency.

The assessment panel studied the self-evaluation report and annexed documentation provided by programme management before the site visit. (*Annex 2: Documents reviewed*) The panel organised the internal, preparatory meeting on 24 March 2021. The site visit took place on 25 March 2021. (*Annex 3: Site visit programme*).

Seeing the continuing spread of Covid-infections in the Netherlands and the measures taken by Dutch government to counter the spread of infections, programme management proposed the site visit to be organised online. All panel members agreed to the online site visit.

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit, building upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report. This draft report was then sent to Bachelor Creative Technology programme management for them to check the report for factual mistakes. Some issues were reported. The panel amended the report, where necessary. The panel approved the final version of the report on 16 April 2021.

3. Basic information

Qualification:	Bachelor Creative Technology
Number of credits:	180 EC
Specialisations (if any):	N.A.
ISCED field(s) of study:	N.A.

Institution:	The University of Twente
Type of institution:	Publicly funded

QA / accreditation agency:	Certiked
Status period:	1 May 2021 (deadline for accreditation request at NVAO)

4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

Unsatisfactory	The programme does not meet the current generic quality for this standard.
	The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.
Satisfactory	The programme meets the current generic quality for this standard.
	The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.
Good	The programme surpasses the current generic quality for this standard.
	The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.
Excellent	The programme systematically and substantially surpasses the current generic quality for this standard.
	The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.

5. Assessment criteria

Standard 1:   Intended internationalisation

Criterion 1a: Supported goals

> *The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.*

Findings

The Bachelor Creative Technology programme is one of the programmes of the Faculty Electrical Engineering, Mathematics and Computer Science of the University of Twente.

The internationalisation goals of the programme specify maintaining and promoting high levels of student and staff cultural and ethnical diversity, educating students to become global citizens, training students to identify and analyse issues of global and cultural significance, training students to engage in open and effective interactions across cultures, and training students to work in international and intercultural teams. The internationalisation goals of the programme are laid out in the programme self-evaluation report, presented to the assessment panel.

The internationalisation goals of the programme are derived from the mission statement of the University of Twente which explains the University aiming to provide sustainable solutions for society. These sustainable solutions are translated by programme management into the internationalisation goals mentioned, which specify, among others, the notions of students as global citizens and students identifying and analysing issues of local, global and cultural significance.

As the internationalisation goals of the programme correspond to the mission statement of the University of Twente, they are fully supported by the University as contributing to achieving the University's mission statement.

In drafting the internationalisation goals, programme management discussed these with external stakeholders. These stakeholders are businesses and other organisations in the professional field. The assessment panel was given the chance to meet with a number of external stakeholders. They indicated to be in agreement with and to support the internationalisation goals of the programme.

Conclusion and recommendations

The panel concludes the internationalisation goals of the programme to be stated in clear and unambiguous terms. The goals have been well documented. The internationalisation goals are shared and supported by internal and external stakeholders from the University of Twente and organisations where students may be employed. The panel recommends programme management to expand the programme internationalisation goals further and to go further beyond goals related to sustainability.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

Findings

The internationalisation objectives of the programme have been articulated to allow programme management to check whether the internationalisation goals are achieved. These objectives are directly derived from the programme internationalisation goals. The internationalisation objectives are included in the self-evaluation report, presented to the assessment panel.

The internationalisation objectives have been stated in precise and concrete terms. They include, among others, all students to actively participate in intercultural workshops, all students to complete projects on global problems, and all students gaining experience with working in international and intercultural groups. In addition, the internationalisation objectives specify for the coming years the programme to attract 30 % of international students in 2025, to have 30 % of the students participating in exchange programmes in that year, and to employ 60 % of programme staff having international experiences.

The internationalisation objectives of the programme are challenging but reasonable, as they may be expected to be achieved. Each of the objectives contains qualitative or quantitative elements.

Conclusion and recommendations

The panel concludes that the internationalisation objectives of the programme have been stated clearly and that these objectives are verifiable. They allow monitoring the achievement of the programme internationalisation goals.

Criterion 1c: Impact on education

The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.

Findings

The internationalisation goals of the programme include a number of measures which relate to teaching and learning. The goals referring to learning and teaching are educating students to become global citizens with knowledge of cultural differences and skills to communicate with people from other cultures, training students to have the capacities to address issues of global and cultural significance, enabling students to engage in open and effective interactions across cultures, training students to work in international and intercultural teams, staff members to teach with intercultural sensitivity, and staff members to teach in the international classroom.

An important number of the internationalisation goals of the programme refer to teaching and learning. The definition of quality of teaching and learning by programme management is the extent to which students are enabled to achieve the goals and the intended learning outcomes

of the programme. Therefore, the internationalisation goals contribute to the quality of teaching and learning in the programme. The internationalisation goals allow students and staff to include international and intercultural aspects in their teaching and learning, which adds to the value of teaching and learning.

Conclusion and recommendations
The panel concludes a substantial number of the internationalisation goals relate to teaching and learning. The measures included in these goals contribute to the quality of teaching and learning.

Overall conclusion regarding Standard 1. Intended internationalisation
The panel found the internationalisation goals for the programme to be clear. They are shared and supported by both internal and external shareholders. The internationalisation goals have been translated into verifiable internationalisation objectives. These allow programme management to monitor the achievement of the internationalisation goals. An important number of these goals relate to teaching and learning. The programme meets the generic quality for this standard. The programme shows an acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be met. The panel found no serious shortcomings in any of the underlying criteria. The panel therefore assesses *Standard 1. Intended internationalisation* as satisfactory.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

> *The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.*

Findings
The intended international and intercultural learning outcomes of the programme are part of the overall intended learning outcomes of the programme. The intended international and intercultural learning outcomes of the programme as part of the programme intended learning outcomes are included in the Education and Examination Regulations of the programme, which were presented to the assessment panel.

The programme internationalisation goals have been translated into the intended international and intercultural learning outcomes of the programme. Each of the internationalisation goals is represented by one or more intended international and intercultural learning outcomes.

The intended international and intercultural learning outcomes include students being able to use technology for international audiences, to be aware of intercultural differences, to perform in international markets, and to work in international and intercultural teams.

Conclusion and recommendations
The panel concludes the intended international and intercultural learning outcomes to correspond to the internationalisation goals of the programme.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

Findings
The assessment methods in the programme, which test the intended international and intercultural learning outcomes, include individual reflective reports, individual assignments, group assignments, and individual tests.

The assessment methods are listed in the descriptions of the courses of the programme, which were presented to the assessment panel.

The intended international and intercultural learning outcomes are assessed not on their own, but mainly as part of regular course assessments. Most assessments are included in the projects in the programme. The assessments are included in the project assessment forms. Some of the intended international and intercultural learning outcomes are assessed in separate assessments.

The assessments to verify whether students have achieved the intended international and intercultural learning outcomes include, among others, assessments of intercultural communication knowledge and skills, international and intercultural aspects of projects, and international and intercultural business. In addition, students are individually tested in the Intercultural Readiness Check to establish their level of intercultural awareness. The approach of these assessments is geared towards this programme and is less of a general nature.

Conclusion and recommendations
The panel concludes that the methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

Findings
The achievement of the intended international and intercultural learning outcomes by the programme's graduates is demonstrated in the programme by means of the assessments, students are to pass.

Programme management demonstrated the modules of the curriculum to meet all of the intended international and intercultural learning outcomes of the programme. In all of the modules, learning activities and assessments are scheduled addressing these intended international and intercultural learning outcomes.

The learning activities and assessments in the modules include participating in international and intercultural teams, mastering international and intercultural aspects of projects, and doing business in international and intercultural contexts.

On the basis of the assessments in the courses and modules in the programme, the panel has been able to establish the intended international and intercultural learning outcomes to be achieved by the programme's graduates.

Conclusion and recommendations
The panel concludes that the graduates achieve the intended international and intercultural learning outcomes.

Overall conclusion regarding Standard 2. International and intercultural learning
The panel found the intended international and intercultural learning outcomes to meet the internationalisation goals of the programme. The panel sees the methods used for the assessment of students as suitable for measuring the achievement of the intended international and intercultural learning outcomes. The panel regards the graduates to achieve the intended international and intercultural learning outcomes. The programme meets the generic quality for this standard. The programme shows an acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be met. The panel found no serious shortcomings in any of the underlying criteria. The panel therefore assesses *Standard 2. International and intercultural learning* as satisfactory.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

Findings
The contents and the structure of the curriculum have been described in the self-evaluation report and in the course and module formats, presented to the panel.

Programme management presented a table to demonstrate the curriculum meeting the intended learning outcomes of the programme, among which the intended international and intercultural learning outcomes. All intended international and intercultural learning outcomes are shown to be covered in the programme curriculum.

The international and intercultural parts of the curriculum have been organised in the learning lines *intercultural skills* and *global competence*. These learning lines run through all of the modules of the curriculum. International and intercultural knowledge and skills are addressed in the modules and courses, which are part of these learning lines. Through these learning lines, the international and intercultural parts of the curriculum are structured in a coherent way. The learning lines allow students to proceed through the international and intercultural

parts of the programme and to attain the intended international and intercultural learning outcomes.

In the curriculum, students are trained in, among others, intercultural communication, working in international teams, managing international and intercultural features of projects, and doing international and intercultural business. Students also attend intercultural workshops and do the Intercultural Readiness Check. The workshops and the Intercultural Readiness Check teach and test students on intercultural sensitivity, intercultural communication, building commitment and strengthening self-awareness.

Conclusion and recommendations
The panel concludes that the curriculum meets the intended international and intercultural learning outcomes and provides the contents and the structure for achieving the intended international and intercultural learning outcomes.

Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

Findings
The teaching methods have been described in the self-evaluation report, presented to the assessment panel.

The educational concept of the programme is the Twente Educational Model. In line with this educational concept, the curriculum has been divided into twelve modules. In the modules, the focus is on projects, which embody specific themes or challenges. Within the modules, courses are scheduled, in which students acquire specific knowledge and skills required to complete the projects.

The teaching methods which have been adopted in the programme, are lectures, tutorials, lab sessions, guided or non-guided self-study and supervised or non-supervised projects.

All of the projects and, in addition, many of the courses are done by students in groups. In these groups, the international and intercultural composition of students is assured. All students are required to participate in these groups. Within the groups, all students are exposed to all of the international and intercultural learning activities of the programme. Consequently, all students attain all of the intended international and intercultural learning outcomes of the programme.

Conclusion and recommendations
The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

Findings
The learning environment has been described in the self-evaluation report of the programme, presented to the assessment panel.

The learning environment in the programme is international and intercultural, as students from a range of countries participate in the programme and interact in the teaching and learning processes in the programme.

Projects constitute a major part of the programme. In project groups, students are trained in international and intercultural competencies. Students also work in groups in tutorials and lab sessions. In their professional development trajectories, which run in parallel to the projects and courses, students work on their international and intercultural skills. Students are guided in their professional development by specially recruited mentors. Intercultural workshops and the Intercultural Readiness Checks are part of the professional development trajectory. In workshops, students are taught, among others, to analyse and apply cultural differences in the context of technology solutions. Mentors are certified to give feedback on the intercultural competencies of students.

Conclusion and recommendations
The panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes.

Overall conclusion regarding Standard 3: Teaching and Learning
The panel found the curriculum, teaching methods and learning environment of the programme to exhibit strong international and intercultural features, allowing students to achieve the intended international and intercultural learning outcomes. The panel found the programme to surpass the generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be more than appropriately met. The panel found no shortcomings in any of the underlying criteria. The panel therefore assesses *Standard 3: Teaching and Learning* as good.

Standard 4: Staff

Criterion 4a: Composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

Findings
Nearly 50 lecturers are involved in the programme, with five of them working full-time in the programme. The students-to-staff ratio is about 15 (120 students and on average 8 lecturers per module). Students are lectured in small groups and have ample opportunities to meet and

discuss with lecturers. In addition, five mentors have been recruited to assist students in achieving their international and intercultural competencies. Researchers, visiting professors and PhD students are active in the programme as well. The support staff of the programme, being composed of the programme director, programme coordinator and study advisor, are available to assist students.

The lecturers have backgrounds in the disciplines constituting the pillars of this inter-disciplinary programme, such as electrical engineering, computer science, design, social sciences and entrepreneurship. The lecturers do international research. The proportion of lecturers in the programme with PhD positions is 79 %. The proportion of lecturers being UTQ-certified is 50 % (UTQ means Dutch University Teaching Qualification). Some of them have more advanced teaching qualifications. Another 15 % of the lecturers are pursuing the UTQ-certificate and 30 % of them have been exempted, on the basis of long careers in education. In the student chapter in the self-evaluation report, students expressed being very pleased with the lecturers.

Conclusion and recommendations
The panel concludes that the composition of the staff does indeed facilitate the achievement of the intended international and intercultural learning outcomes.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

Findings
About 17 % of the lecturers come from abroad, both from European countries and from countries on other continents. About 40 % of the lecturers have the Dutch nationality, but have been living abroad in the course of their careers. All lecturers are involved in international research, publishing internationally, participating in international research consortia and visiting international conferences on a regular basis.

The lecturers are proficient in the English language. No less than 92 % of the lecturers have the C1 or C2 qualification in English (Cambridge English Scale).

Lecturers in the programme are trained on intercultural sensitivity to allow them to teach in the international classroom. The core lecturers in the programme participate in intercultural workshops. The mentors as well as programme management, being the programme director, programme coordinator and study advisor, are certified to assess the intercultural competencies of students.

The support staff assisting programme management in promoting and maintaining the international and intercultural features of the programme are the Head of Internationalisation and the Exchange Coordinator of the Faculty Electrical Engineering, Mathematics and Computer Science of the University of Twente. These support staff members have ample internationalisation experience.

Conclusion and recommendations
The panel concludes that staff members have sufficient internationalisation experience, intercultural competences and language skills.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

Findings
Lecturers are given the opportunity to take language, communication or cultural courses at the University of Twente Centre for Training and Development. Lecturers in the programme are on the basis of University regulations entitled to a number of days to be spent on training.

The lecturers in the programme are being trained on intercultural aspects. They may therefore, teach students in international and intercultural groups and classrooms. The mentors in the programme have been trained in assessing the intercultural competencies of students. Programme management, in particular the study advisor, are also trained in this field.

Conclusion and recommendations
The panel concludes that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experiences, intercultural competences and language skills.

Overall conclusion regarding Standard 4: Staff
The panel found the staff composition, staff experiences, knowledge and skills and services provided for staff members to be very much in line with the international and intercultural dimensions of the programme. The panel found the programme to surpass the generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be more than appropriately met. The panel found no shortcomings in any of the underlying criteria. The panel therefore assesses *Standard 4. Staff* as good.

Standard 5:   Students

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.

Findings
The student population in the programme is quite diverse, with students coming from about 15 different countries across the globe. Nearly 73 % of the students has the Dutch nationality. Some of these students have lived in different countries prior to enrolling in the programme. The international students, who make up little more than 27 % of the student body, come from

a range of countries in Europe, Asia and Africa. Countries include Germany, Poland, Bulgaria, South Korea, Indonesia, Malaysia, and Cameroon.

In the groups of students working on the projects in the programme, the international and intercultural composition of students is taken into account.

The diverse student population composition in terms of nationalities and cultures mirrors the intended international and intercultural learning outcomes of the programme.

Conclusion and recommendations
The panel concludes that the composition of the student group in terms of national and cultural backgrounds is in line with the programme's internationalisation goals.

Criterion 5b: Experience

The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.

Findings
Students in the programme interact intensively with students with other nationalities and from other cultures. In the programme, students very frequently work together in groups and these groups are composed internationally and interculturally diverse. This way, students gain substantial internationalisation experience. Dutch students are not allowed to speak Dutch with fellow students.

The courses and projects in the programme address international and intercultural knowledge and skills, linked to the subjects covered. In their professional development trajectories, students are specifically trained in intercultural competencies. All of the learning activities mentioned are mandatory for all students.

About 10 % to 20 % of all students in the programme take internships abroad in the first semester of the third year. The proportion of students going abroad is for this programme substantially higher than for the other programmes in the Faculty of Electrical Engineering, Mathematics and Computer Science of the University of Twente.

Conclusion and recommendations
The panel concludes that the internationalisation experience gained by the students is in line with the internationalisation goals of the programme.

Criterion 5c: Services

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.

Findings
Incoming international students are especially welcomed by programme management and receive information on, among others, finances, academic culture and classroom interaction.

Students with whom the panel met, expressed having experienced this reception as very warm.

Programme management intends to create an international and intercultural student community and to accomplish all students feeling at home in the programme. In the programme, students from all backgrounds work intensively together on the projects they have to complete. Outside of the programme, the study association of the programme plays a major role in fostering students' community feelings by scheduling presentations and organising cultural events.

In the programme, students are offered a series of services. Students are informed about the options to spend part of their study abroad. Each semester, so-called pre-departure meetings are scheduled to allow incoming exchange student to inform outgoing exchange students. The study advisor and the mentors are available to guide students through the programme.

Programme management provides International Diploma Supplements, stating the name, academic nature, level, contents and study load of the programme.

Conclusion and recommendations
The panel concludes that the services provided for students are very much up to standard.

Overall conclusion regarding Standard 5: Students
The panel found the student composition and student experiences as well as the services provided to students to correspond strongly to the international and intercultural dimensions of the programme. The panel found the programme to surpass the generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be more than appropriately met. The panel found no shortcomings in any of the underlying criteria. The panel therefore assesses *Standard 5.* Students as good.

6. Overview of assessments

Standard	Criterion	Level fulfilment standards (un-satisfactory/satisfactory /good/excellent) (see chapter 4)
1. Intended internationalisation	1a. Supported goals	Satisfactory
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	Satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

Overview panel requirements

Panel member	Subject	Internat.	Educat.	QA	Student
• Prof. Schouten PhD, BA	X	X	X	X	
• Prof. De Marez PhD	X	X	X		
• Prof. Marti PhD	X	X	X		
• Prof. Kruijt PhD		X	X	X	
• S.C. Jongerius BSc		X		X	X

Subject: Subject- or discipline-specific expertise;
Internat.:   International expertise, preferably expertise in internationalisation;
Educat.:   Relevant experience in teaching or educational development;
QA: Relevant experience in quality assurance or auditing; or experience as student auditor;
Student: Student with international or internationalisation experience;

Chair: Full name, position, institution/company

▪ Prof. B.A.M. Schouten PhD, BA has the position of Full Professor Playful Interactions in the Department of Industrial Design of Eindhoven University of Technology, the Netherlands. Prof. Schouten also has the position of Lector Play and Civic Media at Amsterdam University of Applied Sciences, the Netherlands. Prof. Schouten has ample international experience in the programme domain, among which chairing international conferences and memberships in international editorial boards.

Full name, position, institution/company

▪ Prof. L. De Marez PhD has the position of Associate Professor in the Department of Communication Studies of Ghent University, Belgium. Prof. De Marez is the Head of the research group for Media, Innovation and Communication Technologies of Ghent University, Belgium. Prof. De Marez is responsible for the Digimeter project of IMEC, the well-known research institution in Belgium specialised in, among others, digitalisation.

Full name, position, institution/company

▪ Prof. P. Marti PhD has the position of Associate Professor in the Department of Social, Political and Cognitive Science of University of Siena, Italy. Prof. Marti is the Director of the Santa Chiara Fab Lab of University of Siena. Previously, prof. Marti had the position of Full Professor in the Department of Industrial Design of Eindhoven University of Technology, the Netherlands. Currently, she is Visiting Professor in this department.

Full name, position, institution/company

- Prof. D.A.N.M. Kruijt PhD has the position of Emeritus Professor of Development Studies in the Faculty of Social and Behavioural Sciences of Utrecht University, the Netherlands. Prof. Kruijt conducted an extensive number of international, scientific projects, especially projects in countries in Latin America. Prof. Kruijt worked abroad as an advisor for the Dutch Ministry of Foreign Affairs. In 2017, prof. Kruijt took the CeQuint Training.

Full name, position, institution/company

- S.C. Jongerius BSc is student of the Master Industrial and Applied Mathematics programme of Eindhoven University of Technology, the Netherlands. Ms. Jongerius is student in this very international programme, which attracts students from a wide range of countries, among which Italy, Greece and Russia.

Coordinator: Full name, position, QA agency

- W. Vercouteren MSc, process coordinator/secretary, Certiked evaluation agency.

Annex 2.   Documents reviewed

- Self-evaluation report on internationalisation features of the programme
- Appendices to the self-evaluation report, comprising, among others, the domain-specific reference framework, intended learning outcomes, figures on intensity of education, and student success rates
- References in the self-evaluation report, comprising, among others, education and examinations regulations, educational model, admission procedures, module descriptions, international and intercultural parts of the curriculum, staff composition and international experiences, student experiences in the programme, study abroad procedures, student evaluations outcomes, and international projects by students
- Student chapter in the self-evaluation report
- Examinations and assignments of various modules of the programme
- Programme Committee minutes and annual reports
- Examination Board annual reports
- Theses of programme graduates of the last two years

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Annex 3.   Site visit programme

Overview

Date: 25 March 2021

Institution: International Institute of Social Studies, Erasmus University Rotterdam

Programme: Bachelor Creative Technology

Location: Online site visit

Programme

09.00 - 09.45   Meeting with Dean and programme director

Full name	Position
• Prof. J. Kok PhD	Dean Faculty Electrical Engineering, Mathematics and Computer Science
• A. Schaafstal PhD	Programme director

10.00 - 10.45   Meeting with programme management, core lecturers, study advisor

Full name	Position
• A. Schaafstal PhD	Programme director
• K. Zalewska PhD	Programme coordinator, module coordinator, lecturer
• T. de Kluijver MSc	Study advisor, Professional Development coordinator
• R. van Delden PhD	Lecturer, Programme Committee
• E. Faber PhD	Module coordinator, lecturer
• M. Poel PhD	Lecturer, Programme Committee
• G. Englebienne PhD	Programme Committee

11.00 - 11.45   Meeting with Examination Board

Full name	Position
• Prof. D. Heylen PhD	Chair Examination Board
• H. Scholten PhD	Member Examination Board
• W. Eggink PhD	Member Examination Board

11.45 - 12.45   Lunch panel (closed session)

12.45 - 13.30   Meeting with lecturers and final project examiners

Full name	Position
• R. Bults MSc	Coordinator graduation semester, final project examiner

•	R. Klaassen PhD	Lecturer, module coordinator, final project examiner
•	C. Epa Ranasinghe PhD	Lecturer, module coordinator, final project examiner
•	A. Fehnker PhD	Lecturer, final project examiner
•	D. Okonga-Halman MSc	Mentor professional development

13.45 - 14.30   Meeting with external stakeholders and internationalisation staff

	Full name	*Current position/company*
•	B. Brinkman	Industry representative
•	U. Brinkmann PhD	Industry representative
•	B. Marechal MSc	Campus and facility management, University
•	A. Kamilaris PhD	Head international centre of excellence
•	J. Rijken MSc	Exchange coordinator, Faculty
•	J. Rademaker MSc	Head of Internationalisation, Faculty
•	K. Zalewska PhD	Programme coordinator

14.45 - 15.05   Presentations by students

Full name

•	M. Sudjito
•	B. Pompe

15.05 - 15.30   Meeting with students and alumni

Full name

- M. Hilebrand (student fourth year)
- D. van Meggelen (alumnus, student Master Interaction Technology)
- M. Sudjito (student, fourth year)
- S. Slebos (alumnus, student Master Embedded Systems)
- M. Marcetic (student, second year)
- R. Kapoor (alumnus, student Master Interaction Technology)
- M. Bui (alumnus, student Masters Interaction Technology/Electrical Engineering)

15.30 - 17.00   Panel deliberations (closed session)

17.00 - 17.30   Presentation of findings by panel chair to programme management

17.30 - 18.00   Development dialogue between panel and programme management to elaborate on panel recommendations

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