

## Besluit

### Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-master Educational Science and Technology van de Universiteit Twente

	<b>Gegevens</b>	
datum	Naam instelling	: Universiteit Twente
30 november 2017	Naam opleiding	: wo-master
onderwerp		Educational Science and Technology (60 EC)
Besluit	Datum aanvraag	: 27 juli 2017
accreditatie wo-master	Varianten opleiding	: deeltijd, voltijd
Educational Science and	Tracks/specialisaties	: Educational Design and Effectiveness
Technology van de		Human Resource Development
Universiteit Twente	Locatie opleiding	: Enschede
(005945)	Datum goedkeuren	
uw kenmerk	panel	: 22 augustus 2016
CvB UIT - 2804/S&B	Datum locatiebezoek	: 9 februari 2017
ons kenmerk	Datum visitatierapport	: 23 mei 2017
NVAO/20172853/AH		
bijlagen		
2	Instellingstoets kwaliteitszorg:	ja, positief besluit van 2 mei 2014

#### Beoordelingskader

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2014, nr 36791).

#### 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.

#### *Intended learning outcomes*

The master's programme Educational Science and Technology targets educational processes and systems at the micro- and meso-levels, and capitalizes on intentional learning in public and private settings. At both levels, themes are addressed from a multidisciplinary perspective that combines insights from psychology, educational design, computer science, and business administration. The programme aims to support the development of educational designers, researchers, and consultants with a strong scientific

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The panel studied the intended learning outcomes and concluded that they are in line with national and international requirements, although the learning outcomes could reflect the master's level more explicitly. It appreciates the technology- and design-based orientation of the programme. This orientation fits the technical characterization of the university and is quite distinctive within the field of educational science. However, the panel also established that the learning outcomes are quite generic and do not reflect this technology- and design-based orientation very clearly. It encourages the programme to elaborate the profile and the learning outcomes so they more adequately reflect the programme's aims and distinct character.

#### *Teaching-learning environment*

The panel concludes that the programme, the staff and the programme-specific facilities enable the master's students to realise the intended learning outcomes. It appreciates the two focal areas of the programme, HRD and EDE, and the many electives. They make the programme attractive to students. The panel ascertained that, with the exception of the final project, all intended learning outcomes are cross-matched to the different components of the programme in the critical reflection. Yet it also concludes that it is rather difficult to determine exactly how the intended learning outcomes are realised in the programme. This is partly due to its flexible structure, as the students' choices influence the extent to which the intended learning outcomes are addressed. It is also due to the generic formulation of the relationship between the learning objectives and content of the courses and the overall learning outcomes. The panel advises specifying more clearly how the learning outcomes are realised. It suggests paying extra attention to the linking of the 'Trending topics in educational science and technology' course and the final project with the overall learning outcomes. It also suggests considering whether the design and advice competencies are sufficiently covered by the HRD and EDE focal areas, respectively.

The panel is satisfied with the design of the programme. The two focal areas are helpful to students in composing their own study path. However, according to the panel, the coherence could be improved by elaborating the choices and consistency between the courses in the focal areas. The panel is satisfied with the content and design of the individual courses and the variety of teaching methods. It is pleased to note that even after the termination of the bachelor's programme, the master's programme has been able to maintain its intake of students.

Although the panel is convinced that the low success rates are related to the student population and not to any impediments within the teaching and learning environment, it established that there is room for improvement. It is reassured that the programme already

Pagina 3 van 6 has taken some measures, like the introduction of the 'Research Proposal' course. It nevertheless advises continuously monitoring the success rates and, if necessary, taking further steps.

The panel is positive about the scientific and didactical quality of the staff. It noted that the staffing of the HRD focal area is somewhat vulnerable in terms of quantity and experience. However, this is a high priority for the management, and appropriate measures have already been taken. The panel appreciates the informal and open atmosphere at the programme. There are staff meetings held in which organisational and quality aspects of the programme are discussed. Within the Education Advisory Committee, topics are discussed in a constructive manner. The panel found that the different meetings largely focus on short-term and course-oriented issues although they could also be fruitful platforms to discuss and develop a long-term vision for the programme.

#### *Assessment*

The panel concludes that the programme has an adequate assessment system in place. The programme uses various forms of assessment that suit the learning outcomes, content and didactical design of the courses. The content and scientific level of the course assessments are up to standard. Safeguarding the quality of the final project receives sufficient attention, and the panel is satisfied with the transparent and thorough assessment of the final project. It concludes that the Examination Board is sufficiently in control. The Board ensures a properly functioning quality assurance system for individual assessments and final projects. However, the Board could strengthen its role with respect to the quality assurance of the assessment at the programme level. The panel advises examining the assessment system at the programme level, particularly with respect to the achievement of the overall intended learning outcomes.

#### *Achieved learning outcomes*

The panel concludes that the overall quality of the theses is satisfactory, and graduates of the master's programme achieve the required level. It nevertheless found a great variety among the theses studied with respect to subject, size, style and degree of in-depth analysis and reflection. It advises taking a close look at this. In particular, the systematic use of the scientific literature deserves attention. The panel noted that in some cases a thorough theoretical analysis was absent. It also reviewed the job positions of graduates. Although no hard figures are available, it concludes based on the materials provided and the interviews held during the site visit that the programme is a good starting point for the professional careers of its graduates in different roles such as educational designers, researchers and consultants.

Pagina 4 van 6 **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 18 september 2017 naar voren te brengen. Bij e-mail van 1 november 2017 heeft de instelling van de gelegenheid gebruik gemaakt om te reageren. Dit heeft geleid tot een aanpassing.

De NVAO besluit accreditatie te verlenen aan de wo-master Educational Science and Technology (60 EC; varianten: deeltijd, voltijd; locatie: Enschede) van de Universiteit Twente te Enschede. De opleiding kent de volgende specialisaties: Educational Design and Effectiveness, Human Resource Development.

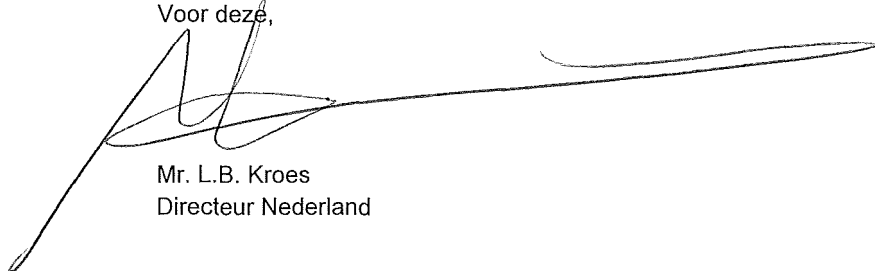
De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 30 november 2017 en is van kracht tot en met 29 november 2023.

Den Haag, 30 november 2017

Namens het bestuur van de NVAO

Voor deze,

A large, stylized handwritten signature in black ink, extending across the width of the page. The signature is written over the printed name and title of the signatory.

Mr. L.B. Kroes  
Directeur Nederland

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
<b>1. Beoogde eindkwalificaties</b>	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen.	<b>Voldoende</b>
<b>2. Onderwijsleeromgeving</b>	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor <i>de instromende studenten</i> mogelijk de beoogde eindkwalificaties te realiseren.	<b>Voldoende</b>
<b>3. Toetsing</b>	De opleiding beschikt over een adequaat systeem van toetsing.	<b>Voldoende</b>
<b>4. Gerealiseerde eindkwalificaties</b>	De opleiding toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	<b>Voldoende</b>
<b>Eindoordeel</b>		<b>Voldoende</b>

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

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- Jan Elen (voorzitter), Professor at the University of Leuven;
- Regina H. Mulder (vice-voorzitter), Professor Pedagogy/Educational Sciences at the University of Regensburg, Germany;
- Dominique Sluujmans (panellid), lector Professional Assessments at the Zuyd University of Applied Sciences;
- Fleur van Gils, (student-lid) student of the Research Master Educational Sciences of Utrecht University. She has experience as a student-auditor at the IPABO University of Applied Sciences (2015).

Het panel werd ondersteund door Renate Prenen, secretaris (gecertificeerd).