

hbo-bachelor
International Teacher
Education Lower
Secondary
NHL Hogeschool

December 17th 2017

NVAO limited initial accreditation

Panel report

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	Not applicable.	Fout! Bladwijzer niet gedefinieerd.
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1 Executive summary

The Accreditation Organisation of the Netherlands and Flanders (NVAO) received a request for an initial accreditation procedure regarding a proposed professional bachelor degree programme International Teacher Education Lower Secondary (ITELS) at NHL Hogeschool. NVAO convened an expert panel, which studied the information available and discussed the proposed programme with representatives of the institution and the programme during a site visit.

The following considerations have played an important role in the panel's assessment.

The ITELs programme is based on a clear mission and vision. The panel agrees with the programme that it will unmistakably fulfil a need for adequately educated teachers in international secondary education. The panel established that the intended learning outcomes are of a sufficient level for a professional bachelor's degree programme as described in the Dublin Descriptors. This means that the intended learning outcomes indicate that graduates have knowledge and understanding on a level that can be expected of a professional bachelor and that the graduates can apply their knowledge and understanding in a manner that indicates a professional approach.

The curriculum is well thought-out and enables the students to achieve the intended learning outcomes. The panel has seen that the programme is structured around learning lines that progressively build up to a higher level. The curriculum is a coherent and well-ordered system based on an integrated approach of academic and professional development of the teacher students. The panel appreciates the concurrent model which enables the students in the ITELs programme ('student teachers') to grow into the profession of international teacher.

The panel established that the proposed teaching staff is qualified to teach this curriculum; according to the application file and the sessions during the site visit the English language skills of the staff are sufficient and their teaching skills and teaching qualifications are good. For each subject at least two qualified teacher educators will be involved. The teacher educators intend to engage in research. The panel advises the Board of NHL to explicitly facilitate the staff in this ambition.

NHL has an adequate assessment policy and assessment system. This system is also in place for the ITELs programme. The panel established that the Examination Committee fulfils its legal tasks. The panel finds it very positive that the ITELs programme uses a variety of assessment forms and established that the programme is transparent about the intended learning outcomes, how these are translated in learning goals per course and what their relation is with the assessments and the assessment criteria. The combination of assessment methods enhances the validity of the assessments.

ITELS prepares students to become teachers for the age group between 11 and 16. In most international schools the age group is referred to as Middle Years (MYP and IMYC). The title ITELs, therefore, could be confusing. In the application, the development team for the new programme suggests a new title: International Teacher Education for Secondary Schools (ITESS). The panel agrees with the development team that ITESS would be more appropriate and recommends to register the programme with this name in CROHO.

The panel comes to the conclusion that the programme meets all assessments standards. Given these considerations, the panel advises the NVAO to take a positive decision regarding the quality of the proposed programme International Teacher Education Lower Secondary at NHL Hogeschool.

The Hague, December 17th 2017

On behalf of the assessment panel convened for the initial limited accreditation assessment of the hbo-bachelor International Teacher Education Lower Secondary at NHL Hogeschool,

Nils-Georg Lundberg
(chair)

Barbara van Balen
(secretary)

2 Introduction

2.1 Procedure

NVAO received a request for an initial accreditation procedure regarding a proposed Professional Bachelor degree programme International Teacher Education Lower Secondary. The request was received on September 11th 2017 from NHL Hogeschool.

An initial accreditation procedure is required when a recognised institution wants to award a recognised bachelor's or master's degree after the successful completion of a study programme. The procedure for initial accreditation is slightly different as compared to the approach for programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. The programme becomes subject to the normal accreditation procedures once initial accreditation has been granted.

To assess the programme, the NVAO convened an international panel of experts (see also Annex 1: Composition of the panel). The panel consisted of:

Chair:

- Nils-Georg Lundberg, former dean of Pedagogical Studies, University College of Northern Denmark.

Panel members:

- Frans van de Kerkhof, director European School The Hague;
- Ines Hukic, lecturer Mathematics WIndesheim Hogeschool.

Student member:

- Myrthe Woddema, student Bachelor of Nursing at the Amsterdam University of Applied Sciences.

On behalf of the NVAO, Anne Martens, NVAO policy advisor, was responsible for the process coordination and the drafting of the experts' report.

The panel has based its assessment on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr 69458).

The following procedure was undertaken. The panel members prepared the assessment by analysing the documents provided by the institution (Annex 3: Documents reviewed). The panel organised a preparatory meeting on November 9th 2017, i.e. the day before the site visit. During this meeting, the panel members shared their first impressions and formulated questions for the site visit.

The site visit took place on November 10th 2017 at NHL Hogeschool Groningen. During this visit, the panel discussed the formulated questions and gathered additional information during several sessions (Annex 2: Schedule of the site visit). Afterwards, the panel discussed the findings and considerations and pronounced its preliminary assessments per theme and standard. At the end of the site visit, the initial findings were presented to the institution.

Based on the findings, considerations and conclusions the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On December 5th 2017 the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on December 11th 2017. All suggested corrections were adopted. Subsequently the final report was endorsed by the panel chair. The panel composed its advice fully independently and offered it to NVAO on December 17th 2017.

2.2 Panel report

The first chapter of this report is the executive summary of the report, while the current chapter is the introduction.

The third chapter gives a description of the programme including its position within the institution, NHL Hogeschool, and within the higher education system of the Netherlands.

The panel presents its assessments in the fourth chapter. The programme is assessed by assessing the themes and standards in the Initial Accreditation Framework. For each standard the panel presents an outline of its findings, considerations and a conclusion.

The outline of the findings are the objective facts as found by the panel in the programme documents, in the additional documents and during the site visit. The panel's considerations consist of the panel's judgments and subjective evaluations regarding these findings and their relative importance. The considerations presented by the panel are at the basis of a concluding overall assessment.

The panel concludes the report with a table containing an overview of its assessments per standard.

3 Description of the programme

3.1 Overview

Country	: The Netherlands
Institution	: NHL Hogeschool
Programme	: International Teacher Education Lower Secondary
Specialisations	: Mathematics, German, History
Degree	: Bachelor of Education
Location	: Groningen
Study Load (EC)	: 240 EC
Field of Study (CROHO)	: Education

3.2 Profile of the institution

NHL Hogeschool is an institution for higher education in the Netherlands. The school has more than 11000 students and 1000 staff members and is located in Leeuwarden, Groningen, Zwolle and West-Terschelling. On 1st January 2018, NHL will merge with Stenden University of Applied Sciences. The new university will be both rooted in its region and have its eyes on the wider world. International orientation is part of the key strategies of the new university of applied sciences which intends to educate its students to become global, competent citizens.

3.3 Profile of the programme

The bachelor programme International Teacher Education Lower Secondary (ITELS) is dedicated to educating teachers for the more than 8000 international schools across the world. Students in the ITELs programme ('student teachers') will experience and be exposed to different educational philosophies and educational systems. They will learn to teach students of different abilities, cultural backgrounds, values and assumptions. In their teaching, they will be able to communicate across cultures and have an international and global outlook without losing sight of local issues.

The programme will be realised in an international context and is constructed on a concurrent programme structure designed by an international group of partner universities. It will attract student teachers from across the world, who together with their teachers create an international learning environment.

ITELS prepares students to become teachers for the age group between 11 and 16. In most international schools the age group is referred to as Middle Years (MYP and IMYC). The title ITELs, therefore, could be confusing. In the application the development team for the new programme suggests a new title: ITESS (International Teacher Education for Secondary Schools). The panel agrees with the development team that ITESS would be more appropriate and recommends to register the programme with this name in CROHO. In this report, however, in line with the dossier the panel received, the title ITELs will be used. A related programme focused on primary education (International Teacher Education for Primary Schools; ITEPS) is offered by Stenden University of Applied Sciences. This programme was accredited in 2016.

4 Assessment per standard

This chapter presents the evaluation of the standards by the assessment panel. The panel has reproduced the criteria for each standard. For each standard the panel presents (1) a brief outline of its findings based on the programme documents, on documents provided by the institution and on the site visit, (2) the considerations of the panel and (3) the panel's conclusion. The panel presents a conclusion for each of the standards as well as a final conclusion.

The assessment is based on the standards and criteria described in the NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2016, nr. 69458). Fundamental to the assessment is a discussion with peers regarding the content and quality of the new programme.

Regarding each of the standards, the assessment panel gives a substantiated judgement on a three-point scale: meets, does not meet or partially meets the standard. The panel subsequently gives a substantiated final conclusion regarding the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

4.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Outline of findings

The ITELs programme wants to prepare its students ('student teachers') for a career in international education. This aim is based on the vision that there is an urgent need for an international perspective in teacher education, because increasing numbers of citizens are working outside their native countries. The management team convinced the panel that there is huge demand for the graduates of this programme and that several international schools actually urged NHL to develop a programme for teachers in international secondary schools. According to the management team the ITELs programme will be the first full bachelor programme in the world designed to train students to be teachers in international secondary schools. The application dossier contains endorsements from several international schools and during the site visit representatives of international schools confirmed this enthusiasm for the ITELs programme. Furthermore, the experiences of international schools were input for the design of the programme. For this purpose the development team explored the most common international secondary educational programmes.

During the site visit of the panel to the NHL location in Groningen the management team explained that it has learned from the experiences with the ITEPS (International Teacher Education Primary Schools) programme, a bachelor programme by Stenden University of Applied Sciences which was accredited in 2016. ITELs and ITEPS share not only several teacher educators but also the international approach, the principle of international citizenship and the general programme structure.

ITELS is a programme with a professional orientation, leading to the degree Bachelor of Education. The development team described the intended learning outcomes of the programme as competences, a combination of relevant knowledge, skills and attitudes. These competences are based on the seven competences of the 2005 Dutch law on educational professions with the addition of an eighth intercultural competence. The competences are elaborated in a competence guide in which an indication is given of the knowledge and skills underlying each competence. As described in the application and confirmed by representatives of the international field during the site visit, the ITEL programme covers the Middle Years Programme of the International Baccalaureate (MYP), the International Middle Years Curriculum (IMYC) and the National Curriculum of England. It is not the objective of the programme to qualify its graduates for teaching in the Dutch educational system, but NHL will provide the student teachers with an additional route (30 to 60 EC, possibly completed parallel to the ITEL programme) to a Dutch teaching license. This additional programme will be available in 2020.

The learning outcomes are in line with the Common European Principles for Teacher Competences and Qualifications and the Framework for Qualifications of the European Higher Education Area (FQHEA) as well as the Higher Education Framework in the Netherlands. The intended learning outcomes clearly indicate that the programme is aiming at the level that can be expected from a professional bachelor's programme.

Considerations

According to the panel, the ITEL programme is based on a clear mission and vision and the programme is well-documented. It will unmistakably fulfil a need for adequately educated teachers in international secondary schools and in the opinion of the panel this is one of the strengths of the programme. The intended learning outcomes are set out clearly and are in line with relevant qualification frameworks and profiles such as the MYP and the IMYC. The panel met with representatives of the professional field who had been clearly involved in the creation of the programme.

The panel established that the intended learning outcomes are of a sufficient level for a professional bachelor's degree programme as described in the Dublin Descriptors. This means that the intended learning outcomes indicate that graduates of the ITEL programme have knowledge and understanding on a level that can be expected of a professional bachelor and that the graduates can apply their knowledge and understanding in a manner that indicates a professional approach. Furthermore the graduates have the ability to gather and interpret relevant data to form judgements that include reflection on relevant social, scientific or ethical issues and they can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

The panel established that the graduates of the ITEL programme will be prepared for teaching in international schools. It noticed, however, that for some international schools they need additional qualification. The panel sees it as a strength of the programme that the representatives of the international schools it has spoken with, do not consider that a problem. They even see it as an asset that the students are trained in the didactics as offered by the programme.

Conclusion

The programme meets standard 1.

4.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Outline of findings

The application describes that the curriculum is designed to encourage student teachers to become agile in using acquired knowledge and skills in new situations. To ensure this, the curriculum is based on a concurrent model which fosters integration between the pedagogic, the didactic and the subject-specific elements of the programme. The curriculum has four major course domains: Educational Studies/Professional Identity, Teaching Practice, Research and the Main subject field. Students can choose out of three main subject fields: Mathematics, History and German. An extension to other main subject fields is under consideration for the future. The course domains return almost every year of the curriculum, providing continuity and deepening of knowledge and insight.

The panel has seen the programme guide for year 1, containing course descriptions, and a preview of the years 2 to 4. Over the four years of the curriculum the main subject field consists of 90 EC, Teaching Practice 35 EC, Educational Studies 35 EC and Research (including the bachelor thesis) 35 EC. 5 EC is allocated to a training in English in year 1 and 30 EC is scheduled for a semester abroad in year 3. The study load is equally spread over the years. The programme is ambitious, but according to the ITEPS students interviewed during the site visit, who follow a comparable programme with a comparable study load, doable.

The acquisition of the international cultural competence is integrated in the whole curriculum, as is the acquisition of English language. Students are expected to have achieved a CEFR C1 level by the end of year 1 (measured by a shadow CAE exam) and C2 by the end of the programme. They follow an intensive English course during the first year and the development of English language skills is furthermore integrated in the whole learning process according to the principles of CLIL (content and language integrated learning). Students are thus submerged in the English language. The experience with ITEPS leads to the expectation that most students who apply for the programme will have a very good English proficiency and that the needs of the students for further development of their skills will differ. ITELS will offer a support programme in English, containing a variety of lessons, workshops, supervision and material, according to the specific needs of individual students. This support programme is, although embedded in the system, not compulsory and does not lead to ECs.

The panel has established that the intended learning outcomes have been translated in the curriculum. The programme uses a common and consistent standard curriculum format in all subjects. The panel has seen that the programme is structured around learning lines that progressively build up to a higher level. The curriculum is a coherent and well-ordered system based on an integrated approach of academic and professional development of the teacher students. Units in the curriculum are meaningfully related to each other and to the intended learning outcomes.

The curriculum was constructed according to the concurrent model, where students gain experience in the professional field from the beginning of the programme (Teaching Practice). This structure ensures that students are submerged in an international

environment throughout the four years and gives students a chance to grow into the profession of international teacher. The ITEPS students the panel spoke to, have very positive experiences with the concurrent model. The institution provides students with a list of possible schools for teaching practice to choose from, but students can also suggest schools themselves.

The panel has noted that ITELs has contacts with several accredited international schools for the school practice of the students. It is the policy of ITELs (as is the practice in ITEPS) that during the first year students should not travel more than 600 km for their internships. The management team convinced the panel that within this radius there are enough internship places available. The team intends to visit the students at their practice schools, and when this is not possible supervision can be done by skype or other ways of communication. ITEPS has experience with organising this kind of supervision in a transparent and reliable way.

The didactic approach applied in the programme is described as design based education and contains educational activities based on John Hattie's Visible Learning Strategy. Collaborative learning strategies are promoted. ITELs also has a clear diversity strategy and international environment in which the programme and the students will operate. The study programme mirrors in fact the professional field wherein the students are going to teach. The panel has established that there is enough attention in the curriculum for developing different didactical approaches and for the ability to adapt these approach to different cultures.

ITELs has not developed a specific student recruitment policy; the recruitment activities that are foreseen are low-key. However, the entry requirements for students from different countries have been specified in accordance with Dutch requirements regarding professional bachelor programmes.

The international schools and future teacher educators were involved in the design of the curriculum. It is the intention of the management team to have an open eye for continuous improvement of the curriculum and to involve all stakeholders in this process. It is obvious to the panel that the programme management puts emphasis on collaboration and transparency. During the site visit, management, teachers and ITEPS students gave examples of how the management team is constantly seeking for improvement of the programme. Students are encouraged to participate in the programme committee and to contribute to the improvement of the curriculum.

It is the intention of the programme management to recruit teachers from different countries with a broad variety of expertise and experience. Formal requirements for teacher educators are clear. The panel has established that the management has a straight strategy for internationalisation of the teaching staff. The panel met the teaching staff which is already involved in the development of the curriculum. This team is really enthusiastic and eager to make the programme work. The panel also has seen the curricula vitae of the proposed teaching staff and is positive about their quality. The level of English required of the teacher educators is sufficient, as was confirmed by the students' and staff's experiences within ITEPS. They are quite aware of the fact that it is necessary to practice and have a proper level of English.

Teachers are willing to engage in research. It is part of the strategy of the programme and NHL to stimulate teachers to engage in research. Teaching staff will have the possibility to make arrangements and engage in studies of a lectorate in didactics. During the site visit it was also mentioned that the staff is involved in the development of a centre of expertise in co-operation with the University of Groningen. The panel encourages the Board of NHL to explicitly facilitate teaching staff to participate in research.

ITELS has its location in the NHL building on the Zernike Campus in Groningen. The NHL building accommodates bachelor and master programmes in teacher education and pedagogics and also the ECNO, the NHL regional education centre for primary and secondary schools. NHL is committed to making the international character visible in the exterior and interior of the building and to providing facilities in English. NHL shares the Zernike Campus with the University of Groningen and Hanze University of Applied Sciences. Students from the NHL location have access to general facilities at both other universities including the use of their extensive libraries.

Considerations

The panel is of the opinion that the curriculum is well thought-out and enables the students to achieve the intended learning outcomes. The panel has seen that the programme is structured around learning lines that progressively build up to a higher level. The curriculum is a coherent and well-ordered system based on an integrated approach of academic and professional development of the teacher students. Units in the curriculum are meaningfully related to each other and to the intended learning outcomes. The panel appreciates the concurrent model which enables the student teachers to grow into the profession of international teacher.

The panel appreciates the clear didactic approach, as well as the clear diversity strategy. The ITEL curriculum pays enough attention to the development of different didactical approaches and for the ability to adapt these approaches to different cultures.

The panel is convinced that there are enough schools available for the school practice of the students and that supervision of the students is organised in a transparent and reliable way. The facilities at the Zernike Campus meet the students' needs.

The teaching staff is enthusiastic and eager to start with this programme. The panel established that the proposed staff is qualified to teach this curriculum. For each subject at least two qualified teacher educators will be involved. The teacher educators intend to engage in research and the panel advises the Board of NHL to explicitly facilitate the staff in this ambition.

Conclusion

The programme meets standard 2.

4.3 Standard 3: Assessment

The programme has an adequate system of student assessment in place.

Outline of findings

The application dossier describes that assessment in ITELs is subject to NHL assessment policy. All NHL programmes have an assessment plan which describes the cycle of construction, implementation and evaluation of assessment. Assessments are constructed from templates with quality criteria including validity, reliability and transparency. Preferably two or more experts construct the assessment. If one assessor develops the assessment, there is always a check beforehand by a colleague using the agreed criteria. Assessors regularly evaluate their assessments as part of the assessment cycle, using input from the students. Every year there is a full evaluation of 20% of the assessments in combination with an evaluation of the relevant course units.

Every three years, the assessment system and a representative set of assessments is evaluated by the Examination Committee, external assessment experts and representatives of the professional field and of one or more partner universities. Every year, the complete sets of final assessments of a representative number of randomly selected graduates are evaluated by a committee of experts, including externals. The evaluations and their outcomes are made known to the Examination Committee who can give specific instructions and can ask its Assessment Committee to take part in the evaluation process.

ITELs and ITEPS will share the same Examination Committee. During the site visit the panel had an interview with representatives from the Examination Committee, which had not yet been involved in the development of the ITELs programme. The panel understood that this is related to the Examination Committee's independent position in the system. Evaluation and quality assessment is delegated to the Assessment Committee or external experts. At this stage of development of the ITELs programme, of course, the panel could not yet see results of monitoring and evaluation of assessments.

The panel, however, learned from the information in the programme guide that ITELs offers a variety of assessment forms, taking into account the different learning styles of the students. It also learned that the programme guide provides sufficient transparency of assignments, assessments and their relation to the learning goals. Furthermore, summative and formative assessment is an integral part of ITELs. The design of assessment within the ITELs programme is closely linked to assessment within ITEPS, where students highly value the variety in assessment forms.

Considerations

The panel established that NHL has a clear vision on the assessments and the assessment system, an adequate system of student assessment and a well-developed assessment policy. This system is also in place for the ITELs programme. The panel established that the Examination Committee fulfils its legal tasks.

The panel finds it very positive that the ITELs programme uses a variety of assessment forms and established that the programme is transparent about the intended learning outcomes, how these are translated in learning goals per course and what their relation is with the assessments and the assessment criteria. The combination of assessment methods enhances the validity of the assessments. At this stage of development it is not possible to assess the reliability of the assessments, but NHL's assessment system and experience from the ITEPS programme give the panel enough confidence.

Conclusion

The programme meets standard 3.

4.4 Standard 4: Achieved learning outcomes

Not applicable.

4.5 Qualification and field of study (CROHO)

The panel advises to award the degree Bachelor of Education to the International Teacher Education Lower Secondary programme. The panel supports the programme's preference for the CROHO field of study 'Education'.

4.6 Programme name

The panel endorses the programme's statement that the name International Teacher Education for Secondary Schools (ITESS) is more appropriate for this bachelor programme. After all, graduates are meant to teach pupils between ages 11 and 16, not only between ages 11 and 13 (generally considered to be 'lower secondary').

4.7 Conclusion

The panel gives the proposed programme International Teacher Education Lower Secondary a positive assessment. The intended learning outcomes tally with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements. The ITELS programme is based on a clear mission and vision and will fulfil a need for adequately educated teachers in international secondary education.

The curriculum is well thought-out and enables the students to achieve the intended learning outcomes. The curriculum is a coherent and well-ordered system based on an integrated approach of academic and professional development of the teacher students. NHL has an adequate assessment policy and assessment system. The position and tasks of the Examination Committee are in line with the law.

All in all, the panel assesses the quality of the programme as positive.

4.8 Recommendations

Based on the findings, the panel formulated the following recommendations:

- ITELS prepares students to become teachers for the age group between 11 and 16. In most international schools the age group is referred to as Middle Years (MYP and IMYC). The title ITELS, therefore, could be confusing. In the application, the development team for the new programme suggests a new title: International Teacher Education for Secondary Schools (ITESS). The panel agrees with the development team that ITESS would be more appropriate and recommends to register the programme with this name in CROHO.
- The teacher educators intend to engage in research. The panel advises the Board of NHL to facilitate the staff in this ambition.

5 Overview of the assessments

Standard	Assessment
<u>Intended learning outcomes</u> <i>Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements</i>	Meets the standard
<u>Teaching-learning environment</u> <i>Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i>	Meets the standard
<u>Student assessment</u> <i>Standard 3: The programme has an adequate system of student assessment in place.</i>	Meets the standard
<u>Achieved learning outcomes</u> <i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i>	Not applicable
Conclusion	Positive

Annex 1: Composition of the panel

Nils Georg Lundberg (chair)

From 2008 to 2012 Nils-Georg Lundberg was the dean of the Faculty for Pedagogical Studies, University College of Northern Denmark. He previously held different positions in teacher education, notably as rector of Teacher Education College Hjørring and assistant professor in Teacher Education in Aarhus. Lundberg is member of different international networks for education and since 2000 has been member of the Danish National Commission for UNESCO. Currently, Nils-Georg Lundberg is chairman of the governing board of Hjørring Gymnasium and member of the National Association for High School Governing Boards.

Ines Hukic

Since 2009, Ines Hukic works as a lecturer in Mathematics education at Windesheim University of Applied Sciences in Zwolle, the Netherlands. She also develops different international initiatives at Windesheim. Previously, she held positions as a teacher mathematics at secondary schools. She is a member of different international networks for education in mathematics and was a visiting lecturer at Petru Maior University in Romania and Universidad de Zaragoza in Spain. Her interests revolve around cultural and historical aspects of mathematics and gender differences in mathematics education.

Frans van de Kerkhof

Since 2015, Frans van de Kerkhof is director of the European School of The Hague, a multilingual and multicultural school for primary and secondary education leading to the European Baccalaureate diploma. He started his career in the classroom as a teacher and his professional career developed as a principal, teacher trainer and policy advisor for primary and secondary education. These roles were both in The Netherlands and abroad. After returning to the Netherlands, he became more and more involved in international education and for almost 18 years Frans van de Kerkhof travelled all over the world to visit and support Dutch international schools. Since 2000 Frans has been actively involved in European Schooling and has represented the Dutch Ministry of Education in the Board of Governors of the European Schools.

Myrthe Woddema (student member)

Myrthe Woddema is a student in the bachelor's programme Nursing at Amsterdam University of Applied Sciences. Previously, she finished the bachelor's programme Applied Psychology at University of Applied Sciences Leiden and followed a premaster programme at University of Humanistic Studies, Utrecht.

This composition reflects the expertise deemed necessary by NVAO. All panel members signed a statement of independence and confidentiality.

On behalf of the NVAO, Anne Martens, NVAO policy advisor, was responsible for the process coordination. Barbara van Balen drafted the experts' report.

Annex 2: Schedule of the site visit

The panel visited NHL Hogeschool on November 10th 2017 as part of the initial external assessment procedure regarding the International Teacher Education Lower Secondary.

08:45 – 09:20	Reception and preparatory panel meeting	
09:20 – 09:40	Introductory Presentation	
09:45 – 10:45	Management	
	Jan van Iersel	Board Member NHL Stenden
	Willem Eikelenboom	Director Teacher Education
	Alex van der Stouwe	Project leader ITELS
	Peter Elting	Programme manager ITE consortium
11:15 – 12:15	Teaching staff	
	Nico van Loo	Teacher educator, Educational Studies
	Jeanine Mysliwicz	Teacher educator, English
	Claudia Gronau	Teacher educator, German
	Gerrit Rozema	Teacher educator, History
	Stephanie Siersma	Teacher educator, Mathematics
	Marcel Haagsma	Teacher educator, Research
12:15 – 13:15	Panel meeting	
13:15 – 13:45	Examination Committee and Participation Council	
	Douwe-Jan Douwes	Secretary Examination Committee ITEPS/ITELS
	Gerard Steenhagen	Secretary Examination Committee Dutch Teacher Education Secondary
	Koos Romkes	Member Participation Council of the Institute of Education
	Anne van der Werff	Member Central Participation Council NHL
13:45 – 14:15	Professional Field	
	Mike Weston	Director International School of Groningen
	Catherine Evans	International School of Bremen
	Anda Eckman	British International School of Ljubljana
	Boris Prickarts	Amsterdam International Community School
	Len Robertson	International School Rijnlands Lyceum
14:15 – 14:45	Students	
	Melina Knispel	ITEPS student
	Chiara Bernardi	ITEPS student
	Vlad Coraci	ITEPS student
	Olivia Niekrawietz	ITEPS student
15:00 – 16:45	Panel meeting	
16:45	Presentation of initial findings	

Annex 3: Documents reviewed

Programme documents presented by the institution

- Information dossier
- Appendices to the information dossier:
 1. ITELS Mission, Vision, Strategy
 2. Competence Guide ITELS (Final qualifications of the programme)
 3. ITELS Programme Guide
 4. Letters of endorsement by the professional field
 5. Teaching and Examination Regulations
 6. List of documents available at the site visit
 7. CVs Teaching staff

- Documents made available during the site visit
 1. Application Initial Accreditation ITELS
 2. ITELS Mission, Vision, Strategy
 3. ITELS Competence Guide 2018-2019
 4. ITELS Matrix Competences Dublin Descriptors
 5. ITELS Matrix Competences - Course domains
 6. ITELS Programme Guide
 7. ITELS Assessment Plan
 8. ITELS Format Rubric and grades
 9. ITELS Profile of a student teacher
 10. ITELS Admission Procedure
 11. ITELS General descriptions main subject fields
 12. ITELS Course Unit Guides for every domain in year 1.
 13. ITELS Summary of outcomes in professional preparation years 1-4
 14. ITE Memorandum of Understanding with Teaching Practice Schools
 15. ITE Teaching Practice Agreement (tripartite: school, student teacher, university)
 16. ITE Minutes of meetings and annual conferences
 17. ITE Diagram of the consortium organisation
 18. ITE Quality Assurance
 19. ITE Survey of contacts; network of international schools and organisations
 20. NHL / Stenden Merger Document
 21. NHL Kader kwaliteitszorg onderwijs (NHL Quality Assurance; Dutch)
 22. NHL Toetskader 2016-2019 (NHL Assessment Framework; Dutch)
 23. NVAO Decision on Institutional Accreditation of NHL University of Applied Sciences (Dutch)
 24. NVAO Decision on Accreditation of International Teacher Education for Primary Schools (Dutch)
 25. Dutch National Qualifications Framework for Higher Education (NVAO)
 26. Common European Principles For Teacher Competences and Qualifications
 27. Common European Framework of Reference for languages
 28. European Tuning Project and Reference Points
 29. Framework for Qualifications of the European Higher Education Area (EHEA)
 30. OECD: Comparative Teacher Education (Organisation for Economic Co-ordination and Development)
 31. Ministerial Decision on the macro-efficiency of a start of the ITELS programme (Dutch)
 32. ITELS application for a national efficiency test by the Committee Efficiency Higher Education (Dutch)

33. Hobeon Research Report on prospective ITELS students (Dutch)
34. Hobeon Labour Market Research Report ITELS incl. work field interviews and questionnaire (Dutch)
35. Summary of Feedback Session on ITELS programme by professional field
36. International Baccalaureate Learner Profile
37. Middle Years Programme (International Baccalaureate)
38. MYP Mathematics
39. MYP Individuals and Societies
40. MYP Language Acquisition
41. National Curriculum in England SECONDARY
42. International GCSE - syllabus Mathematics (National curriculum in England)
43. International GCSE-syllabus German (National curriculum in England)
44. International GCSE -syllabus History (National Curriculum in England)
45. IMYC brochure: general information
46. Other literature and sources for the ITELS programme in general and for specific course units.

Annex 4: List of abbreviations

CAE	Cambridge English: Advanced
CEFR	Common European Framework of Reference
EC	European Credit
EER	Education and Examination Regulations
IMYC	the International Middle years Curriculum
ITELS	International Teacher Education Lower Secondary
ITEPS	International Teacher Education Primary Schools
ITESS	International Teacher Education Secondary Schools
MYP	Middle Years Programme of the International Baccalaureate
NVAO	Accreditation Organisation of the Netherlands and Flanders

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