

The logo for AeQui, featuring the letters 'AeQui' in a purple, sans-serif font. A light blue, brush-stroke-like line loops around the letters, starting from the top left, passing behind the 'e' and 'Q', and ending at the top right.

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**Bachelor  
International Teacher Education for Primary Schools  
(ITEPS)  
NHL Stenden University of Applied Sciences**

*Report of the limited programme assessment  
12/13 April & 22 September 2023*

Utrecht, The Netherlands  
October 2023  
[www.AeQui.nl](http://www.AeQui.nl)  
*Assessment Agency for Higher Education*

## Colophon

### Programme

NHL Stenden University of Applied Sciences  
Bachelor International Teacher Education for Primary Schools (ITEPS)  
Location: Meppel  
Mode of study: fulltime  
Croho: 35514  
Result of institutional assessment: positive (5<sup>th</sup> July 2020)

### Panel

drs. G.M. (Mariëlle) Klerks, chair  
drs. F.A.N. (Frans) Kranenburg, domain expert  
drs. M.K. (Marieke) Folkers, domain expert  
J.J.H. (Joris) Hahn, BSc, student  
drs. T. (Tineke) Kleene, secretary

The panel was presented to the NVAO for approval.

The assessment was conducted under responsibility of  
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## Summary

On 12/13 April and 22 September 2023 a panel of AeQui visited the Bachelor programme International Teacher Education for Primary Schools (ITEPS) of NHL Stenden University of Applied Sciences (NHL Stenden) in Meppel. The panel judges the programme meets the requirements for all standards and the quality of the programme is **positive**.

### Intended learning outcomes

The intended learning outcomes (ILO's) are based on international and national requirements, frameworks and profiles and were developed in co-creation with the professional field. The panel commends the programme with its Advisory Board, that is very actively involved in the programme. The programme aims to educate open-minded, inclusive education professionals, who are comfortable with the learning needs of world citizens in international contexts. The panel appreciates this choice as well as the addition of an intercultural competence and intercultural sub-competences to the profile.

The ILO's and competences suit the level and orientation of a bachelor programme of a university of applied sciences. The ILO's consist of a combination of Programme Learning Outcomes (PILO's), Course Intended Learning Outcomes (CILO's) and competences. The panel is supportive of the fact that the team has already started the process of reviewing the ILO's and has the ambition to integrate the competences into the PILO'S. The panel thinks this will contribute to the transparency of the ILO's.

In view of the ambitions to develop towards an ITE expertise centre together with ITESS, the committee supports ITEPS' intentions to develop a shared common understanding and use of terminology together with the ITESS programme. This will contribute to a clear ITE profile, as it will enhance the transparency of the relationship between the intended learning outcomes of both programmes. Moreover, it will facilitate collaborations between the programmes.

There is an increased cooperation with the international education partners and the panel thinks IB authorisation would be a valuable matter for ITEPS and the IB community.

The panel assesses that the intended learning outcomes **meet the standard**.

### Teaching-learning environment

The programme covers all the intended learning outcomes (PILO's) and competences. It has a strong shared base in year 1 and 2 and more flexibility in year 3 and 4. The programme is well-balanced and aimed at development. The focus on the HOW of teaching enables students to become professionals who can adapt and adjust to different environments and educational systems and develop into the type of teacher the programme envisions them to be. The programme offers many opportunities for students to tailor the content to their own interests.

The curriculum is based on the principles of Design Based Education (DBE) which runs through the veins of the curriculum. Students regard the programme as challenging and feel well-supported, by teachers as well as by their fellow students. Consistency in communication is a point of attention.

ITEPS is a small, close-knit community. There is an extensive and well-organised coaching system for students in place. The onboarding programme is much appreciated and makes students feel at home. Admission of students from Berufskolleg Bleibergquelle in Velbert, Germany is adequately regulated. Staff have the appropriate background and qualifications to offer the ITEPS programme and are supportive, ambitious, passionate and flexible which sometimes leads to a high workload. The programme is aware of this, and the panel recommends keeping a close eye on this.

The panel appreciates the way in which both management and lecturers are continuously focussed on improvement and establishes that there is a genuine quality culture. The fact that students conduct both research and Teaching Practice (TP) in every year of the programme as well as the enormous network of

TP schools (which ITEPS shares with ITESS) are great assets.

The panel establishes that the teaching-learning environment **meets the standard**.

#### **Student assessment**

At ITEPS, assessment is an integral part of the teaching and learning process. There is a good balance between formative and summative assessments. Students often work on authentic projects, which enhances motivation and prepares the students well for the professional field. The panel appreciates that in many courses, students can, within certain limits, choose their own way of showing they master the objectives of a module.

ITEPS has an extensive structure of quality assurance of assessments in place which is transparent for all stakeholders. In the Teaching Practice (TP) students are assessed by the ITEPS supervisor in consultation with the TP school mentor (four-eyes principle). Mentors are informed about the grading methods of ITEPS.

As rubrics have been formulated in an open way, lecturers regularly calibrate to align their way of interpreting the criteria. The panel appreciates these calibration sessions and the fact that both the examination board and test committee are involved. The examination board closely monitors the quality and achievement of the learning outcomes of years 1 and 2 of the Bleibergquelle programme. The examination board (together with the test committee) performs its legal responsibilities with respect to safeguarding the quality of assessment. The panel praises both committees on their proactive way of working.

The panel establishes that the programme **meets this standard**.

#### **Achieved learning outcomes**

ITEPS graduates are ready to teach independently and are really wanted in the field. The panel strongly believes that being able to hand out qualifications to teach in international school in the Netherlands would add a lot of value to the diploma and hopes

it will be possible for ITEPS to award this qualification in due time.

The combination of TP and research suits the character of the programme. The traditional academic thesis is being replaced by a more practical challenge requiring students to deploy their research skills while focussing on a practical problem in the international field of education. The research results in a so-called DBE thesis. The panel thinks that the new type of thesis ties in well with the didactical vision of the programme.

The panel reviewed 15 traditional academic theses and eight DBE theses of the most recent cohort. The panel is satisfied by the demonstrated end level and is particularly enthusiastic about the quality of the DBE theses and the way they are assessed. Furthermore, the panel was impressed by the quality of the feed-back on the new forms. The panel is of the opinion that the grading form used for the thesis, also the one for the DBE thesis, could still be made more transparent. In addition, the panel recommends making explicit on the form how assessors arrive from criteria to a grade. As grading tends to be somewhat generous, the panel suggests continuous calibration.

All TP portfolios were regarded to be up to standard and the panel is very positive about the feedback. The panel is positive about the fact that ITEPS intends to set up an alumni network and get alumni involved in a systematic way.

The panel establishes that the programme **meets this standard**.

#### **Recommendations**

For further improvement of the programme, the panel recommends the programme:

- to keep a close eye on the workload of the very ambitious and small team;
- to consider paying more attention to classroom management, long term planning, lesson planning and learning outcomes for the future classroom to meet the needs of the students;
- To further improve and simplify the assessment form of the thesis;

- To clearly describe on the assessment form of the thesis how assessors get from assessment criteria to a grade;
- To continue the process of calibration in order to safeguard consistency in the interpretation of the assessment criteria for the thesis as well as consistency in grading.

All standards of the NVAO assessment framework (2018) are assessed positively, the panel therefore awards a **positive recommendation** for the accreditation of the programme.

On behalf of the entire panel,  
Utrecht, October 2023

Drs. G.M. (Mariëlle) Klerks  
Chair

Drs. T. (Tineke) Kleene  
Secretary

## Introduction

### The institute

NHL Stenden University of Applied Sciences (NHL Stenden) is firmly rooted in the northern part of the Netherlands, while at the same time maintaining a strong international focus. At all campuses and with its international network, NHL Stenden is always looking for new ways to successfully integrate education, research and the latest developments in the professional world. Students, lecturers and researchers work together in small teams on real-life assignments and share their innovative ideas in practice.

NHL Stenden aims at educating enterprising and resourceful professionals who know how to translate their knowledge into innovative solutions and who have the vision and courage needed to look beyond their own professional field.

### The programme

The ITEPS programme, which started in 2016, is a 240 EC bachelor programme taught in English. As English is an essential element for teacher training within the international schools' environment the panel considers the use of English at the school and the English name of the programme justified. ITEPS trains teachers for international primary schools all over the world. ITEPS is located in Meppel. The programme offers a double degree opportunity for students from Berufskolleg Bleiberg Quelle in Velbert, Germany (ITEPS+e). Students who have completed the first two years in this German programme, can opt to continue their studies in Meppel, where they follow the third and the fourth year of the ITEPS programme. Upon completion of the ITEPS programme they obtain an ITEPS diploma as well as a diploma from Bleiberg Quelle.

Together with the Pabo, the Academic Pabo (AOLB) and Masters in Educational Leadership and Learning & Innovation, ITEPS is part of the Academy of Primary Education (APO).

Together with the Bachelor International Teacher Education for Secondary Schools (ITESS) of NHL Stenden and an upcoming specialized Master track in International Teacher Education (MITE), ITEPS forms the ITE consortium.

ITEPS mainly collaborates with the professorship multilingualism and literacy and to a lesser extent with the lectorate early childhood.

The ITEPS & ITESS programmes set up a shared Programme Committee, Examination Board, Test Committee and an Advisory Board. Both programmes offer a pathway for students to obtain the IB (International Baccalaureate) Educator Certificate in teaching and Learning (PYP Primary Years Programme) and, at the time of the site visit, the programmes were conjointly working on obtaining the teaching qualification for both ITEPS and ITESS. Furthermore, Teaching Practice (TP) coordinators work closely together as both ITESS and ITEPS have one network of TP schools. The ambition for the future is to intensify the collaboration between ITEPS and ITESS further with the ultimate ambition to become the expertise centre of International Teacher Education in Europe and to play a leading role in the development of international school education.

### The assessment

NHL Stenden assigned AeQui to perform a quality assessment of the ITEPS programme. In close cooperation with the programme management, AeQui convened an independent and competent panel. A preparatory meeting with representatives of the programme was held to exchange information and plan the date and programme of the site-visit.

In the run-up to the site visit, the panel studied the self-evaluation report on the programme and reviewed a sample of student final works, i.e. teaching practice (TP) reports and theses. The findings were input for a preparatory internal

panel meeting and for the discussions during the site visit.

The site visit was carried out on 12 and 13 April and on 22 September 2023 according to the programme presented in attachment 2. By the end of the site visit in April, the panel concluded that standards 1, 2 and 3 met the requirements, but that, to come to a careful judgement of the current situation with respect to the achieved learning outcomes (Standard 4), it needed to expand its selection of final works, including the newly developed DBE theses. Therefore, in consultation with the ITEPS programme management, it was decided that the panel would study the final works of eight additional graduates from the June 2023 cohort who had been graduated with a DBE

thesis. This made that the panel studied the final works of 23 graduates in total (fifteen plus eight). An extra online session was held on 22 September 2023 to communicate the panel's findings with respect to the final work as well as the panel's final judgement with representatives of the programme (cf. Appendix 2). The panel has assessed the programme in an independent manner.

In this document, the panel is reporting on its findings, considerations, and conclusions according to the 2018 NVAO framework for limited programme assessment. A draft version of the report was sent to the programme management team for a check on factual inaccuracies; its reactions have led to this final version of the report.



## 1. Intended learning outcomes

The intended learning outcomes (ILO's) are based on international and national requirements, frameworks and profiles and were developed in co-creation with the professional field. The panel commends the programme with its Advisory Board, that is very actively involved in the programme.

The programme aims to educate open-minded, inclusive education professionals, who are comfortable with the learning needs of world citizens in international contexts. The panel appreciates this choice as well as the addition of an intercultural competence and intercultural sub-competences to the profile.

The ILO's and competences suit the level and orientation of a bachelor programme of a university of applied sciences. The ILO's consist of a combination of Programme Learning Outcomes (PILO's), Course Intended Learning Outcomes (CILO's) and competences. The panel is pleased to read and hear that the team has already started the process of reviewing the ILO's and has the ambition to integrate the competences into the PILO'S. The panel thinks this will contribute to the transparency of the ILO's. In view of the ambitions to develop towards an ITE expertise centre together with ITESS, the committee supports ITEPS' intentions to develop a shared common understanding and use of terminology together with the ITESS programme. This will contribute to a clear ITE profile, as it will enhance the transparency of the relationship between the intended learning outcomes of both programmes. Moreover, it will facilitate collaborations between the programmes.

There is an increased cooperation with the international education partners and the panel thinks IB authorisation would be a valuable matter for ITEPS and the IB community. The panel assesses that the intended learning outcomes **meet the standard**.

### Findings

According to the Critical Reflection (CR) ITEPS encourages future teachers from diverse backgrounds to be excellent open-minded, inclusive education professionals, who are comfortable with the learning needs of world citizens in international contexts.

The programme is based on eight programme learning outcomes (PILO'S) which are similar to the learning outcomes in the International Teacher Education (ITE) framework which was developed by the consortium of ITE programmes (ITEPS and ITESS). Students are able to:

1. Connect contemporary theories and good practice in international classrooms and schools;
2. Create safe, productive learning environments.
3. Plan for, implement, evaluate and enhance teaching and learning;
4. Create a collaborative learning environment;
5. Continuously and systematically reflect on their knowledge, skills and attitude as well as

develop new knowledge as a result of being lifelong learners;

6. Design and carry out research and produce academic texts in English;
7. Conduct well-rounded assessment of, as and for learning;
8. Contribute to learners' safety and well-being fostering learner's self-expression, ownership and resilience.

The PILO'S are linked to eight competences (see alignment Course Document) that students have developed at graduation:

1. Intercultural
2. Interpersonal
3. Pedagogical
4. Subject knowledge and methodology
5. Organisational
6. Collaboration with colleagues
7. Collaboration with working environment
8. Reflection and development

The ITEPS competences are defined in correspondence with The National Dutch requirements

for the Dutch teacher training (OLB). Appendix 4 of the programme's Course Document shows the relationship between OLB and the 8 competences. One specific competency was added: the intercultural competency. Within the other seven competences intercultural sub-competences have been added (based on the European principles for teacher competences and qualifications, 2005).

The programme's Course Document contains an overview of the alignment of the PILO'S and competencies with the Dublin Descriptors. At course level the PILO's have been translated into Course Intended Learning Outcomes (CILO's).

Both the PILO'S and the competences were developed in co-creation in an iterative process with school leaders and educational experts. The professional field was systematically consulted in several ways, such as interviews, surveys, meetings, presentations and school visits. At the site visit this was confirmed by several stakeholders.

The programme has an extensive network in the professional field and collaborates with reputable international education partners. This collaboration helps ITEPS to stay abreast of developments in international education. Twice a year designated ITEPS staff and students meet with the International Advisory Board. Another way the programme gains input from (developments in) the international field is by visiting the TP schools and talking to mentor-teachers and pre-service teachers.

Currently, an ITEPS staff team is in the process of mapping all programme ILO's with the course intended learning outcomes of the mandatory courses (CILO'S) to get an overview of curricular strengths and areas of development. Furthermore, a review of the 8 competences and whether these can be incorporated into the PILO's is a further step in the process of developing a more transparent overview of the expectations of the graduates.

### Considerations

The panel concludes that the ILO's of the programme are based on international and national requirements, frameworks and profiles and have been developed in co-creation with the professional field. The panel is impressed by the way the Advisory Board is actively involved in the programme. There is an increased cooperation with the international education partners and the panel thinks IB authorisation would be a valuable matter for both ITEPS and the IB community.

The programme has made some clear choices regarding the type of teacher it wants to educate open-minded, inclusive education professionals, who are comfortable with the learning needs of world citizens in international contexts. The panel appreciates this choice as well as the addition of an intercultural competence and intercultural sub-competences to the other competences.

The ILO's and competences suit the level and orientation of a bachelor programme of a university of applied sciences. The fact that the ILO's consist of a combination of Programme Learning Outcomes, Course Learning Outcomes and competences makes the ILO framework somewhat complicated. The panel is supportive of the fact that the programme has already started the process of reviewing the ILO's and has the ambition to integrate the competencies into the PILO'S. The panel thinks that the integration will make the ILO framework more straightforward and contribute to the transparency of the intended learning outcomes.

In view of the ambitions to develop towards an ITE expertise centre together with ITESS, the committee supports ITEPS' intentions to develop a shared common understanding and use of terminology together with the ITESS programme. This will contribute to a clear ITE profile, as it will enhance the transparency of the relationship between the intended learning outcomes of both programmes. Moreover, it will facilitate collaborations between the programmes.

Based on the above the panel establishes that the intended learning outcomes **meet the standard**.

## 2. Teaching-learning environment

The programme covers all the intended learning outcomes (PILO's) and competences. It has a strong shared base in year 1 and 2 and more flexibility in year 3 and 4. The programme is well-balanced and aimed at development. The focus on the HOW of teaching enables students to become professionals who can adapt and adjust to different environments and educational systems and develop into the type of teacher the programme envisions them to be. The programme offers many opportunities for students to tailor the content to their own interests.

The curriculum is based on the principles of Design Based Education (DBE) which runs through the veins of the curriculum. Students regard the programme as challenging and feel well-supported, by teachers as well as by their fellow students. Consistency in communication is a point of attention.

ITEPS is a small, close-knit community. There is an extensive and well-organised coaching system for students in place. The onboarding programme is much appreciated and makes students feel at home. Admission of students from Berufskolleg Bleibergquelle in Velbert, Germany is adequately regulated. Staff have the appropriate background and qualifications to offer the ITEPS programme and are supportive, ambitious, passionate and flexible. The programme is aware of the fact that this may lead to a high workload, and the panel recommends keeping a close eye on this.

The panel appreciates the way in which both management and lecturers are continuously focussed on improvement and establishes that there is a genuine quality culture. The fact that students conduct both research and Teaching Practice (TP) in every year of the programme as well as the enormous network of TP schools (which ITEPS shares with ITESS) are great assets.

The panel establishes that the programme **meets this standard**.

### Findings

ITEPS offers an international, open-minded community to students and staff, in which people feel included, safe and welcome. This was confirmed by the student chapter and the students the panel talked to at the site visit. Students say they regard ITEPS as an open-minded family where people do not judge each other. The international community is very inclusive. Teachers are very approachable and enforce the sense of community.

Students take an active role in the community inside and outside the campus. The programme models the international education environment, so students experience what it is like to be part of such an environment. According to the student chapter and the conversations during the site visit students appreciate the international environment very much.

### Contents

The PILO'S and competencies are operationalised in the learning outcomes of the projects (Course Intended Learning outcomes - CILO'S). By working on the learning outcomes of the projects, students work on the development of the PILO's and the competences, with increasing levels of complexity throughout the 4 years of the course. According to the student chapter students appreciate the projects, as projects give them the opportunity to use their creativity and research skills.

#### *Core programme*

The 240 EC programme consists of 8 semesters (30 ECs). Each semester consists of teaching and learning weeks and assessments.

The programme was built on the ITE consortium's principle "less is more" and therefore focusses on English and maths which are the core courses of all international schools. As schools across the world vary in curricula, teachers' behaviour and

skills, the focus in the curriculum is more on the “how” of teaching than on the “what”. The programme integrates knowledge and skills from art, social studies and science in the assignments and gives the students the possibility of deepening/specialising in the electives.

The curriculum is deep instead of wide. The subjects, Educational Studies (ES), Democratic Citizenship (DC), English as an International Language in the Primary Classroom (EILPC), Research and Mathematics, which are integrated into several projects and Teaching practice (TP), prepare the student for a job as an international primary school teacher. Students in years 1 & 2 follow the same core projects. As students work through the steps of the design thinking process, research is integrated in every project. However, in year 3 and 4, research has a more prominent part in the programme for all students. In year 4 students combine their final TP with research inspired by the professional field of international teaching that they use to write their bachelor’s thesis. The foundation for the research within the thesis is developed over the course of the whole programme, with specific focus on the Research module in year 3. The international and intercultural dimension is embedded throughout the entire programme both through the contents as well as through the teaching methods.

The integrated compulsory subjects in the projects of the programme and annual recurrent TP make the programme coherent, with an educational continuum that demonstrates that the programme is built from a basic starting level to the final qualification level.

The students interact in extracurricular activities in Years 1 and 2 during the ‘Wednesday Programme’. The year 1 coordinators have also set up opportunities for the students to meet each other in informal extra-curricular clubs centred around a variety of interests.

In the student chapter students indicate they would like to have more subjects added to the

core programme, like geography, history and sciences. Now they can only take electives on these subjects. The panel discussed this topic with the team and learned that the team believes that it prepares its students better for their future careers by preparing them to adjust and adapt to various international educational systems, while, at the same time, equipping them with the professional skills and attitude to fill gaps in their knowledge on specific subjects when needed. Furthermore, the panel noted that classroom management, long term planning, lesson planning and learning outcomes for the future classroom are currently addressed in the programme, but that the students would appreciate it if even more attention was paid to these topics.

#### *Electives*

In years 3 and 4 students can choose from a broad range of 30 EC electives. The programme has room for two electives. Students can also use this space to study abroad, to participate in a ‘Grand Tour’ at one of the other NHL Stenden locations in South Africa, Bangkok or Bali or opt to do a minor through the ‘Kies op Maat’ programme.

#### **Orientation**

Throughout the whole programme Teaching Practice (TP) is an integral and vital part of the ITEPS course. There are TP opportunities in about 35 different countries. All TPs are offered in bilingual or international schools. Students take part in TP every study year and the length, distance and responsibilities for their role in the classroom is increased every year. ITEPS has a Teaching Practice coordination team that works full time to acquire, maintain and support relationships with TP schools. The covid pandemic caused large scale disruption to the relationships with TP schools. These relationships have now been re-established.

#### **Educational concept**

The ITEPS curriculum was built up according to the principles of the Design Based Education (DBE) teaching and learning approach. DBE empowers the learning process of all stakeholders in

(higher) education: a dialogical process between students, the professional field and lecturers. Actual and complex issues are faced via iterative processes to bridge the gap between a current situation and an intended situation. DBE consists of five facets:

1. Multidisciplinary collaboration
2. International and intercultural
3. Design thinking
4. Personal leadership
5. Sustainable education

The Course Document explains what the five elements of DBE entail and how they are translated into the ITEPS programme.

Based on the principles of DBE, the ITEPS programme is characterised by the integration of real-world issues in international education into the course work, which consists of Design Based learning engagements/projects and assessments. Students deliver multiple products during the course (such as a math tool, inclusiveness workshops and a children's book), which they develop using the steps of the design thinking process. Coursework and assignments are related to the practical field whenever possible.

### **Incoming students**

Prospective students need a diploma at minimum NLQF 4/ EQF level. These requirements are supplemented by the requirement that English proficiency is at least at B2 level. In addition, ITEPS employs an intake procedure. This procedure consists of an online intake interview and a diagnostic test if international students are far away from the Netherlands. For applicants in the Netherlands or international students who live just across the border, ITEPS organises an assessment day several times a year with the same components supplemented with a group assignment. Prior to the intake interview, all applicants are asked to send a resume, motivation letter and intake form provided by the programme. These documents form the basis for the interview.

The intake not only serves to get to know the applicants personally and provide additional information, but also to advise potential students.

ITEPS collaborates with Berufskolleg Bleibergquelle in Velbert, Germany. The collaboration is regulated and laid down in a cooperation agreement between NHL Stenden and Bleibergquelle (signed in 2018) and makes it possible for students to enrol in the ITEPS programme alongside pursuing the German *Erzieherinnen* qualification. During the site visit, the panel learned that students who have followed the first two years in Velbert and complete the 3<sup>rd</sup> and 4<sup>th</sup> year at NHL Stenden ITEPS in Meppel get a double degree. According to the Examination Regulations, the first two years of the Velbert programme have the same learning outcomes as the first two years of the ITEPS programme. Based on that, students entering the ITEPS programme in the third year, are granted a 120 EC exemption. The panel discussed the double degree path with different stakeholders, such as the Exam Board (EB), and studied some additional information on the contents of the Velbert programme.

### **Staff**

The team is assembled based on lecturers' specific expertise and/or experience as an international teacher. All team members have undertaken professionalisation activities and almost all team members have a teaching qualification (BDB) and/or examination qualification (BKE). All staff have or are working towards Masters' Degrees. Four staff members have PhD's. About half of the staff is international, that means, either with substantial experience abroad and/or of a non-Dutch background. The student chapter is very positive about the staff. Teachers can create a "growth mindset" environment.

Many staff have experience with teaching in international education environments and with a variety of international curricula and in different subject specialisations. Hiring of qualified and experienced staff from more non-Western backgrounds is a challenge.

Several professionalisation activities take place, in collaboration with ITESS, like the ones in which staff are being trained in concept-based and inquiry-based learning. Staff members are experienced with the DBE approach and inquiry-based learning.

Staff have access to professional development opportunities, both domestic and abroad. After covid these initiatives are being re-developed.

### **Language**

The programme runs in English. The use of English is an essential element for teacher training for the international schools' environment, and therefore crucial for the quality of the programme and its students. Students need to master a high level of English to be able to use this in their future professional working environments and classrooms. In the panel's view, the abovementioned also justifies the English name and language of the programme.

Most staff have been educated in either Dutch or English and are either Dutch or English native speakers, all with an academic proficiency in English. The English proficiency level of the staff is minimal C1 level.

### **Infrastructure**

The programme is located at the Meppel campus which has two teaching buildings. The main building has several standard classrooms, a music room, art room, cafeteria, library & student support office. The building contains an elaborate Science Technology Engineering & Mathematics (STEM) lab with many of the latest technological tools such as 3D printers, VR sets, and Lego Robotics tools.

The additional building has been converted into a flexible teaching environment with a large stage (80 people) and smaller rooms and spaces for classes and break out groups downstairs. Student housing is upstairs. One of the larger classrooms can be used by students for evening gatherings

and other events outside class hours. There are also informal seating areas.

Recently, the programme has appointed a librarian on location, involved in reviewing the on-site physical collection as well as coordinating with the university libraries at the other locations. There is also a dedicated exchange coordinator available for the Academy of Primary Education who supports staff and students regarding international collaboration and international exchange matters.

An important step will be taken in the coming academic year. ITESS will move into a building next to ITEPS, creating an ITE campus.

### **Tutoring and student information**

Student support is offered throughout the programme. There are formalised support sessions and more informal ways of support. A psychologist is part of the team and organises activities and workshops on topics like anxiety and homesickness. There is an open-door policy which makes lecturers very approachable. During the site visit this was confirmed by the students.

Student support in the form of coaching by staff tutors is a structural and inherent part of the ITEPS course. Tutors do not only focus on course related issues but also on personal issues. Additionally, students of year 1 to 4 have their own year coordinator who supports the tutor and students in diverse ways. During the site visit, students shared with the panel that they feel very well-supported by their tutors and teachers.

### *Supervision of Teaching Practice (TP)*

During their Teaching Practice, students are supervised by an ITEPS lecturer who establishes contact with the TP school mentor and student, and actively engages during their TP. According to the midterm review panel, the quality of supervision in the TP schools was a point of attention. During the site visit, the panel learned that NHL Stenden is monitoring this quality since with a

survey and is setting up a training course for (starting) supervisors in the TP schools.

#### *Information provision*

All students have access to the blackboard online learning platform on which information about the courses is shared (handbooks, assessment etc). According to the student chapter communication could be improved.

Many projects in the programme are set up with the flipped classroom method, in which students study materials outside of class and work with the information from these materials in the classroom through (group) assignments and discussions. The programme disseminates information online for students to look up whenever they need it (just-in time information) in addition to the projects of the course.

#### **Recent developments**

During covid ITEPS was seriously disrupted, as many international students and teachers were isolated from their home and many students were not able to go on TP, although some of them still were (either physically or online). ITEPS developed new ways of teaching and went to great lengths to keep on delivering the programme the best it could. Teachers managed to keep in personal touch with the students. Apart from this, a psychologist was appointed and coaching was intensified. Not only education at ITEPS was disrupted, but also the many relationships with TP schools across the world. These relationships have now been restored.

#### **Considerations**

The programme covers all programme intended learning outcomes (PILO's) and competences. It has a strong shared base in year 1 and 2 and more flexibility in year 3 and 4. The programme continuum is coherent and well balanced and aimed at development. The panel appreciates the choice to focus more on the HOW than on the WHAT of teaching. This enables students to become professionals who can adapt and adjust to different

educational environments/systems and their requirements and develop into the type of teacher the programme envisions them to be. Although the focus is on the HOW, there is also enough content in the programme for students to develop further once they have entered the labour market. The programme may consider paying more attention to classroom management, long term planning, lesson planning and learning outcomes for the future classroom to meet students' wishes.

The programme offers different opportunities for students to match the contents of the programme to their own interests. Furthermore, there are two 30 EC programme parts which can be used by following an ITEPS elective, a minor or by going abroad. As within many other parts (e.g. assignments) of the programme, students have opportunities to add a personal touch.

The curriculum is based on the principles of Design Based Education (DBE). This runs through the veins of the curriculum. Students regard the programme as challenging; in the projects they are constantly thriving with opportunities to get out of their comfort zone and they feel challenged to use their creativity and research skills. They feel well supported, by teachers as well as by their fellow students. Staff is trained in concept-based and inquiry-based learning.

ITEPS is a small, close-knit community in which students and staff members are always ready to help each other. The onboarding programme for students is really appreciated and makes students feel at home both at the school and in Meppel. There is an extensive support system in place. Just like the students, the staff have a very diverse background. Staff is not only supportive, but also ambitious, passionate and flexible, which sometimes leads to a high workload. They really care about the students and have an eye for their well-being. The programme is aware of the occasional high workload, and the panel recommends keeping a close eye on this.



The overview of staff shows staff members have the appropriate background (level, education and experience) to deliver the ITEPS programme.

The panel regards the fact that students have both research and Teaching Practice (TP) in each year of the programme as a strong characteristic. Also, the enormous network of TP schools (which ITEPS shares with ITESS) is a great asset.

The small community and the tutoring system provide a low threshold for seeking help. Students feel they are listened to.

The ITEPS buildings contain everything that is needed to offer the programme and for students and lecturers to meet and entertain.

Based on the above the panel establishes that the programme **meets this standard**.

### 3. Student assessment

At ITEPS, assessment is an integral part of the teaching and learning process. There is a good balance between formative and summative assessments. Students often work on authentic projects, which enhances motivation and prepares the students well for the professional field. The panel appreciates that in many courses, students can, within certain limits, choose their own way of showing they master the objectives of a module.

ITEPS has an extensive structure of quality assurance of assessments in place which is transparent for all stakeholders. In the Teaching Practice (TP) students are assessed by the ITEPS supervisor in consultation with the TP school mentor (four-eyes principle). Mentors are informed about the grading methods of ITEPS. As rubrics have been formulated in an open way, lecturers regularly calibrate to align their way of interpreting the criteria. The panel appreciates these calibration sessions and the fact that both the examination board and test committee are involved. The examination board closely monitors the quality and achievement of the learning outcomes of years 1 and 2 of the Bleibergquelle programme. The examination board (together with the test committee) performs its legal responsibilities with respect to safeguarding the quality of assessment. The panel praises both committees on their proactive way of working. The panel establishes that the programme **meets this standard**.

#### Findings

##### *View on assessment*

ITEPS regards assessment as an integral balanced and coherent component of the educational programme. The focus is on how a variety of tests and feed up, feedback and feedforward moments can structurally contribute to, and stimulate, learning and aid the reflection of students' experience and development (formative assessment).

##### *Formative assessment*

Formative assessment plays an important role in the assessment programme of ITEPS. It is part of every project. At scheduled feedback moments students receive feedback from their lecturers as well as from the professional field and their peers. ITEPS stimulates students to take an active role in collecting feedback and using diverse sources.

##### *Assessment methods*

Assessment in the programme can be divided into three categories.

1. Product assessment
2. Performance assessment
3. Knowledge test

There is one summative assessment per module which may consist of more than one element. In

many projects the emphasis is on product and performance assessments (except for 3 exams in Y1).

To encourage students to take ownership of their learning, in several assignments and projects, the students, within certain limits, are free to choose a way to demonstrate what they have learned.

##### *Assessment of teaching practice (TP)*

The assessment of Teaching Practice (TP) is carried out by the ITEPS supervising lecturers in consultation with the TP school mentor to adhere to the four-eyes principle. The ITEPS lecturer attends at least one lesson given by the student (in person, online or by video submission). Students are holistically evaluated for their professional behaviour against specified criteria, in line with the respective ITEPS competences for their year. The successful completion of TP requires multiple officially documented observations, with one additional observation by the ITEPS supervising lecturer, and a sufficiently passed portfolio that is evaluated by the year 4 tutor on a pass/fail basis.

A current initiative is underway which aims to survey mentors of TP schools, with a subsequent possible review of the TP handbooks and forms.

This initiative is aimed at improving transparency and ease of use. A further ambition is to develop mentor training materials to refine the validity of the TP assessment.

#### *Quality assurance of assessments*

The quality of assessments is ensured in different ways.

Construction of assessments is the responsibility of the teaching team. Assessments are based on authentic situations and include the requirements, assessment criteria, and standards with which the professional products must comply. Whenever possible, input from the professional field and students is used.

Students and staff are informed about the task, learning outcomes, assessment rubrics and formative assessment opportunities through course handbooks. In information meetings at the beginning of every project the students are informed about the form of assessment and the assessment criteria. The course catalogue also provides information on the competences, learning outcomes and the assessment. In all cases, the assessment grading criteria are shared with students beforehand in the form of descriptors and rubrics. According to the student chapter, students appreciate the open-ended rubrics as they allow them to show personality and their creative side.

ITEPS uses the four-eyes principle in assessment construction as well as in grading. Written tests are given to colleagues for feedback, assessments of assignments are carried out by two teachers where possible, especially when a student appears to be failing the assignment.

The programme provides room for calibration and moderation sessions to increase the validity and reliability. When students hand in an assignment, two or three of these are assessed by the team of lecturers involved in the course and discussed during a meeting, before grading the whole group. Members of the test committee and Examination Board regularly join these sessions.

According to the student chapter, however, coaches and assessors can differ on how they assess, because coaches are familiar with the development of students and assessors are not.

Systematic evaluations of the assessment of all projects are part of the semester assessment and panel meetings with students. Significant changes in learning outcomes and/or assessment forms are submitted to the Programme Committee (PC) and, when necessary, the Exam Board. All projects have rubrics in which the underlying subjects are made transparent.

One of the safeguards for the quality of the assessment programme is that ITEPS validates the courses externally by professional experts. ITEPS establishes this by:

- collaborating actively with the ITE consortium as well as the programme for Dutch National Teacher Training (OLB).
- developing the curriculum in close consultation with the Advisory Board.
- inviting active participation of an external member in the Examination Board.
- collaborating with the work field (mentor-teachers) on the assessment of TP.
- engaging in ongoing review and validation activities designed in collaboration between the Examination Board and the test committee.

#### *Examination board and test committee*

ITEPS shares an examination board (EB) with the ITESS programme. Together with the test committee (TC) the EB ensures the quality of assessments. In this context, the TC undertakes several specific actions every year. Last years, the TC reviewed the rubrics and at the thesis evaluation procedure, developed some new (more mentor friendly) TP evaluation forms and elaborated the descriptors for the thesis. Every year, the EB looks at a selection of theses, especially the ones with lower grades, to see if every student deserves the diploma. Other tasks of the EB are to approve minor programmes, act in cases of fraud, exempt

students from course units and check other assessments of non-final works within the ITEPS programme. The EB works proactively and gives suggestions to the Programme Committee (PT).

The test committee (TC) works commissioned by, under supervision of and in collaboration with the EB to ensure the validity and reliability of assessment within the programmes. Together, both committees agree on a set of focus points for the year. The TC meets once a month and periodically gives the EB updates. At the end of the year, the test committee provides a summary of their findings and recommendations to the EB for approval.

The EB ensures that the students entering the programme in the 3<sup>rd</sup> year after following the first two years at Berufskolleg Bleibergquelle in Velbert, Germany have reached the same learning outcomes as the ITEPS students at the end of the 2<sup>nd</sup> year. To that end and in line with the cooperation agreement, the EB carries out audits in Germany to monitor the quality and the achievement of the learning outcomes of years 1 and 2 of the Velbert programme. The panel learned from the audit report (2022) and the conversation with the EB during the site visit, that the EB discovered some points of attention and formulated specific recommendations for improvement. In the course of 2023, the EB will evaluate the follow-up of the recommendations.

The Course Document contains an overview of all stakeholders in the assessment organisation together with their responsibilities.

### **Considerations**

The panel appreciates the fact that ITEPS regards assessment as an integral part of the teaching and learning process. The Design Based Education (DBE) cycle is explicitly visible in the assessment programme, as feedback and formative assessment play a very important role. There is a good balance between formative and summative assessments.

The panel is positive about the fact that students often work on authentic projects in which the emphasis is on product and performance assessment. The authenticity of the assessment tasks ensures motivation of students and prepares them well for the professional field.

The panel also appreciates the fact that students, in several cases, within certain limits, can choose their own way of showing they master the objectives of a module. This stimulates students to take their own responsibility and contributes to becoming self-sufficient lifelong learners.

ITEPS has an extensive structure of quality assurance of assessments in place. For the development as well as for grading of assessments the four-eyes principle is used. Assessments, including criteria, rubrics, etc. are worked out in detail and included in student handbooks. This makes the assessments transparent for all stakeholders.

As rubrics have been formulated in quite an open way lecturers regularly calibrate in order to align their way of interpreting the criteria. The panel appreciates these calibration sessions and the fact that both the examination board and test committee are involved in this as well. Since students notice differences in the way coaches and assessors assess, the panel advises the programme to continue this good practice.

In the assessment of Teaching Practice (TP) the four-eyes principle is used as well: students are assessed by the ITEPS supervisor, who consults the TP school mentor. Mentors are informed about the grading methods of ITEPS.

The panel praises the EB and the TC for playing a very proactive role in safeguarding the quality of assessment in the programme. The panel is also satisfied by the way the EB ensures that exemptions for the first two years of the ITEPS programme to students of Berufskolleg Bleibergquelle are granted on valid grounds. The EB closely monitors the achievement of the learning

outcomes of years 1 and 2 of the German programme and takes appropriate action when needed.

The panel has noticed that, just like in the other aspects of the programme, there is a strong quality culture regarding assessment. Lecturers and students do not only talk about the quality of assessment (and how that can be approved) at for-

mal moments, but also informally a lot of information is shared and discussed. This has already led to different adjustments enhancing the quality of assessments.

Based on the interviews and examination of the underlying documentation, the panel establishes that the programme **meets this standard**.

## 4. Achieved learning outcomes

The achieved learning outcomes are demonstrated in the Year 4 Teaching Practice (TP) and the thesis. The combination of TP and research suits the character of the programme well. The traditional academic thesis is being replaced by the so-called DBE thesis, a more practical challenge requiring students to deploy their research skills while focussing on a practical problem in the international field of education. The panel thinks that this new type of thesis ties in well with the didactical vision of the programme.

The panel reviewed 15 final works of a selection of graduates. In addition, it studied eight DBE theses produced by the most recent cohort. The panel is satisfied by the demonstrated end level and is particularly enthusiastic about the quality of the DBE theses. In general, the panel commends the programme on the quality of the feedback provided on the thesis assessment form. The panel is of the opinion that the grading form used for the thesis, also the one for the DBE thesis, could benefit from further simplification to make it more transparent. In addition, the panel recommends making explicit on the form how assessors arrive from criteria to a grade. Furthermore, the panel noticed that grading tends to be somewhat generous and suggests continuous calibration.

All TP portfolios were regarded to be up to standard and the panel is very positive about the feedback.

The panel is positive about the fact that ITEPS intends to set up an alumni network and get alumni involved in a systematic way. ITEPS graduates are ready to teach independently and are really wanted in the field. The panel strongly believes that being able to hand out qualifications to teach in international school in the Netherlands would add a lot of value to the diploma and hopes it will be possible for ITEPS to award this qualification in due time. The panel establishes that the programme **meets this standard**.

### Findings

The graduation programme consists of two parts:

1. Bachelor Thesis (20EC)
2. Year 4 Teaching Practice (10EC)

#### *Bachelor thesis*

Students can choose the theme of the thesis freely, but preferably the theme is studied in the practical environment of an international school during the last TP.

Students are assigned two lecturers for the duration of their thesis project. The first is a coach which guides the student during the whole process. The second one is an assessor who provides the second pair of eyes (four-eyes principle) to assess the work.

Calibration sessions are organised for the bachelor thesis assessment. Both assessors are present, and members of the EB participate as well. In addition, the full ITE Examination Board reviews sample theses to ensure their quality.

As the bachelor thesis until academic year 2022/2023 was an academic endeavour without the explicit need for a practical element, a staff team has been working on developing and implementing a pilot DBE bachelor thesis project as an additional alternative this year. This meets the advice of the midterm panel which recommended to adjust the focus of the thesis.

In the pilot phase students 'request' to participate in the pilot project. In the academic year 2023-2024, the goal is to make the DBE thesis option available to all students.

#### *Year 4 Teaching practice (TP)*

In the final Teaching Practice year 4, the students are assessed on all 8 ITEPS competences. During their final TP, students are assessed three times by their TP school mentors. The ITEPS lecturer is responsible for deciding the final grade in the role of examiner in consultation with the TP mentor.

Feedback on the final products and the assessment of the final products is provided at semester

evaluations and panel meetings in which lecturers, field assessors and students participate.

Since the panel learned that several adjustments had been done in the thesis trajectory and a new style of thesis (DBE-thesis) was developed, the panel felt the need to gain a better insight in these recent developments in order to be able to come to a fair judgement regarding the achieved end level of students.

#### *Teaching qualification possibility*

Students currently graduating from ITEPS do not obtain a (Dutch) teaching qualification. NHL Stenden offers a one-year supplementary programme for obtaining the Dutch teaching qualification for primary education. A good command of the Dutch language is essential in this programme.

Many students find jobs before the end of their studies. Schools often hire several students in consecutive years such as Salto Rise International School in Eindhoven, GSV in Groningen and Amity International School in Amstelveen. According to the application the professional field is very content with the graduates.

The results of an alumni survey show that alumni think ITEPS prepared them well for their job in an international school. They indicate that ITEPS helped them with cultural diversity in the classroom and creating meaningful teaching.

During the site visit, members of the Advisory Board stated that graduates are independent, have an idea of pedagogy, are flexible and have class management skills. They have a good idea about what it is to be amongst people from different countries and this makes them compassionate toward the children in their class.

#### *Alumni policy*

The programme keeps in touch with the alumni via LinkedIn. Alumni also participate in ateliers and are hired as guest lecturers. In the future ITEPS wants to intensify the connection with the

alumni and to build a structured network, e.g. by distributing the newsletters to them (and to the TP schools). Alumni are willing to stay connected and involved. Many alumni ask final year students to join their respective schools. A new magazine was developed to inform the international field and alumni about the programme. The panel thinks the magazine gives a broad overview of the quality of the programme using stories written by students about their learning journey at ITEPS. ITEPS intends to draw up a formal alumni policy together with ITES.

#### **Considerations**

The panel establishes that ITEPS graduates are ready to teach independently and are really wanted in the field; many of them find a job soon after (and sometimes even before) graduation. Students are perceived as valuable new international teachers by the professional field. The fact that graduates do not get a teacher qualification to teach in the Netherlands does not seem to hinder most graduates. Students are aware of this when they start the programme. However, the students are eager to get such a teaching qualification. This is needed as acknowledgement for the study they completed. The panel agrees with the management that this qualification would add a lot of value to the diploma and hopes it will be possible for ITEPS to award this qualification to teach in international schools in the Netherlands in due time.

The combination of TP and research in the final phase of the programme suits the character of the programme well. The traditional academic thesis is being replaced by a DBE thesis, a more practical challenge, requiring students to deploy their research skills while focussing on a practical problem in the international field of education. The research results in a so-called DBE thesis. The panel thinks that the new type of thesis ties in well with the didactical vision of the programme. It enables students to practice the DBE cycle in their research and will therefore be a natural outcome of the programme.

The panel concludes that the final works demonstrate that the graduates achieve the programme's intended learning outcomes. The panel is satisfied by the overall quality of the theses. The panel commends the programme on the quality of the DBE-theses in particular. They are characterized by a systematic research approach that is very well-implemented.

As for the assessment of the theses, the panel is of the opinion that the quality of the feedback is commendable. The panel noticed that the quality of the feedback was even better on the new DBE assessment forms. The panel considers the grades awarded to be rather generous considering the criteria on the form. It therefore stresses the importance of continuous calibration. Furthermore, the panel is of the opinion that the assessment form itself, also the new DBE assessment form, could benefit from further simplification to make

it more transparent. The panel also urges a clear description of how assessors come from the assessment criteria to a grade. This could be done, for instance, by including a final grade descriptor on the assessment form.

The panel was satisfied with all TP portfolios and very positive about the feedback which is given on the TP forms of the final works which the panel has reviewed.

The panel is positive about the fact that ITEPS intends to set up an alumni network and get alumni involved in a systematic way. The programme is still young, but the panel is confident that it will manage to keep alumni involved.

Based on the interviews and examination of the underlying documentation, the panel establishes that the programme **meets this standard**.



## Attachments

## Attachment 1 Assessment panel

drs. G.M. (Mariëlle) Klerks, chair

Mariëlle Klerks is an NVAO-trained chair at AeQui and active as an educational advisor

drs. M. (Marieke) Folkers

Marieke Folkers is Head of School of the International School Utrecht

drs. F.A.N. (Frans) Kranenburg

Frans Kranenburg is lecturer/ teacher trainer at the Amsterdam University of Applied Sciences, institutional trainer at (Esprit) schools in the Amsterdam region and chair of the TTO-audits and global citizenship expert at Nuffic

J.J.H. (Joris) Hahn BSc, student-member

Master's student Spatial Economics at the Vrije Universiteit Amsterdam. Before this studied Business Economics at the Rijksuniversiteit Groningen

The panel was supported by drs. T. (Tineke) Kleene, external secretary certified by NVAO and independent educational consultant in higher education in the Netherlands.

## Attachment 2 Program of the assessment

April 12 and 13, 2023

Arrival & Preparation Panel – Meppel April 11 <sup>th</sup>	
Hotel te Meppel	
17.00 - 17.15	Arrival panel Check in hotel
17.15 – 19.15	Panel meeting
As from 19.15	Diner

Day 1 – NHL Stenden Meppel, April 12 <sup>th</sup>	
9.15	Welcome panel
9.30 – 10.00	Preparation meeting panel & documents
10.00 – 10.30	Presentation ITE
10.30 – 11.30	Panelmeeting Management ITE
11.30 – 11.45	Break
11.45 – 12.30	Presentation ITEPS by students & lecturers
12.30 – 13.30	Lunch break
13.30 – 14.30	Panelmeeting ITEPS lecturers, incl graduation examiners
14.30 – 14.45	Break
14.30 – 14.35	<i>Meeting chairperson &amp; contactperson</i>
14.45 – 15.45	Panelmeeting ITEPS students
15.45 – 16.00	Break
16.00 – 17.00	Panel meeting workfield and alumni ITE
17.00 – 17.15	Break
17.15	<i>Q&amp;A possibility panel with e.g. management, lecturers</i>

Eind dag 1 reizen op eigen gelegenheid naar Groningen  
Hotel van der Valk Groningen/Hoogkerk

Day 2 – NHL Stenden Groningen, April 13 <sup>th</sup>	
8.15	Welcome panel
8.30 – 9.00	Preparation meeting panel & documents
9.00 – 9.15	Presentation ITESS by students
9.15 – 10.00	Panel meeting ITESS lecturers – general course
10.00 – 10.15	Break
10.00 – 10.05	<i>Meeting chairperson &amp; contactperson</i>
10.15 – 11.00	Panel meeting ITESS lecturers – specialisations
11.00 - 11.15	Break
11.15 – 12.30	Student fair Panel talks with students
12.30 – 13.15	Lunch & Panelmeeting
13.15 – 14.15	Panelmeeting ITE examination Board and Test committee
14.15 – 16.00	Panel reflection
16.00 – 16.30	Feedback panel ITEPS and ITESS
16.30 – 16.45	Break
16.45 – 17.45	Development Interview

22 September 2023

<b>Digital meeting</b>	
16.00	Feedback by the chair of the panel

## Attachment 3 Documents

1. Course Document ITEPS
2. Strategic plan 2019-2024
3. Strategic Education Policy 2019-2024
4. Teaching and Examination Regulations (TER)
5. Teaching Practice Guide
6. Course Catalogues
7. Handbooks (per module, semester or elective)
8. Bachelor thesis guide
9. Course Catalogue year 1
10. Course Catalogue year 2-4
11. Overview ITEPS staff
12. Study Guide
13. Curriculum Schedule (Leerplanschema) ITEPS (Appendix 4 TER)
14. Assessment Policy APO
15. Diploma Supplement ITEPS – Paragraph 4.4
16. Bachelor Thesis Guide
17. Teaching Practice Guide
18. ITE magazine Vo 1 and Vo 2
19. Explanatory statement Regarding Collaboration with Bleibergquelle
20. Cooperation Agreement ITEPS & Bleibergquelle
21. Genehmigungsbescheid Bildungszentrum Bleibergquelle 9-7-2020
22. Genehmigungsbescheid Fachschule Bleibergquelle van 7-3-1994
23. Abschlussprüfung 2020-2021 Aufgabenstellung (six versions)
24. Example Decision Letter Examination Board 2021-2022
25. Example Decision Letter Examination Board 2022-2023
26. Example exemption request by student
27. Table of incoming students by Velbert 2021-2022
28. Table of incoming students by Velbert 2022-2023
29. Final Report Examination Board ITE – Velbert Audit
30. Course book modules ITEPS + e Bleiberg Quelle Velbert
31. 23 graduation works of students who graduated in 2022 and 2023