

**Joint programme hbo-bachelor International Teacher**

**Education for Primary Schools (ITEps)**

**Stenden University of Applied Sciences,**

**University College of South East Norway and**

**University College Zealand (Denmark)**

9 May 2016

NVAO initial accreditation according to the European Approach for  
Quality Assurance of Joint Programmes

Panel report

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## 1 Executive summary

This report is issued by the panel appointed by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and assesses the conditions for initial accreditation of the professional bachelor programme International Teacher Education for Primary Schools (ITEPS) as submitted by Stenden University of Applied Sciences on behalf of the ITEPS consortium which also features University College of South East Norway and University College Zealand (Denmark).

The application concerns a joint English-language bachelor degree of 240 European Credits which is offered as a full-time four-year programme in the Netherlands, Norway and Denmark. Given these specific features, the panel based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area of October 2014, approved by the EHEA ministers in May 2015, which in turn are based on the European Standards and Guidelines for Quality Assurance.

The ITEPS programme offers a teacher education curriculum for the international market, training students to become teacher in international primary schools all over the world. Compared to national teacher education programmes, ITEPS also features intercultural and international competencies among its learning outcomes. The curriculum offers both compulsory and elective subjects, includes yearly teaching practice placements and leads to a bachelor degree in international education.

The application, the extensive programme materials on site and the discussions with highly motivated delegations have provided the panel with a comprehensive view of the programme. According to the panel, the ITEPS programme meets each standard of the assessment framework. Consequently, the panel assesses the overall quality of the entire ITEPS programme as positive.

The panel is particularly positive about the relevance of the programme: ITEPS is doing pioneering work to the benefit of both future teachers and international schools. Students are motivated to study an innovative programme in order to prepare properly for a career at international schools, while placement schools say that they need teachers who are trained at an international teacher education programme.

The ITEPS consortium wants to offer a recognised international teaching qualification, which as such does not yet exist. The panel considers that the programme contains all elements for such qualification and therefore endorses the ambition of the consortium to set a standard for an international teaching qualification in future.

Furthermore, the panel considers that some of the programme strengths are due to its joint design with consortium partners being represented equally and involving staff, students and the professional field.

The panel is also positive about the assessment system, and in particular the variety of assessment forms featuring different kinds of formative testing.

Student support is another strength of the programme: ITEPS offers students studying at home and abroad a comprehensive package of administrative, academic and personal services which are invariably student-centred and, due to the limited number of students, highly personalised.

Whilst there is some concern with the panel about ITEPS not preparing for a national teaching qualification, students clearly indicated that they first and foremost want to teach in international schools. Students graduating from ITEPS can anyway obtain such qualification after a limited and tailored set of complementary courses.

Given these considerations, the panel advises NVAO to take a positive decision regarding the quality of the proposed hbo-bachelor programme International Teacher Education for Primary Schools at Stenden University of Applied Sciences, University College of South East Norway and University College Zealand.

Without affecting its overall positive appreciation of the programme, the panel has noticed a number of issues that require further attention. It encourages ITEPS to address:

- the quality of the course descriptions ensuring a similar level of detail and precision across all subjects;
- the inconsistency in the calculation base for the average study load per credit;
- the limited hands-on experience of lecturers in teaching at international schools;
- the selection of placement schools by setting quality criteria to be fulfilled before entering into an agreement.

Finally, the panel acknowledges the intention of Stenden University of Applied Sciences to register the ITEPS programme under the Croho domain “education”. The panel considers this an adequate request and advises NVAO to accept the proposal.

The Hague, 4 April 2016

On behalf of the Initial Accreditation panel convened to assess the hbo-bachelor programme International Teacher Education for Primary Schools at Stenden University of Applied Sciences,

Prof. N. Lundberg  
(chair)

M. Delmartino, MA  
(secretary)

## 2 Introduction

### 2.1 The procedure

On 30 November 2015, the NVAO received a request for an initial accreditation procedure regarding the bachelor programme of professional orientation (hbo-bachelor) International Teacher Education for Primary Schools (ITEPS). As this concerns a joint programme issued by three higher education institutions in Norway, Denmark and The Netherlands, this request was submitted on behalf of the ITEPS Consortium by Stenden University of Applied Sciences.

Given the particular features of this application, the NVAO convened an international panel of experts consisting of:

- prof. Nils-Georg Lundberg, retired dean of Pedagogical Studies, University College of Northern Denmark;
- drs Frans Kranenburg, assistant professor Education and Pedagogy, University Utrecht;
- dr. Ove Edvard Hatlevik, researcher at the Norwegian Centre for ICT in Education;
- Eline Leo, student Educational Sciences (onderwijskunde), University of Amsterdam.

The composition of the panel reflects the expertise deemed necessary by NVAO for this initial accreditation exercise. The panel composition is also in line with the procedural requirements in the European Approach for Quality Assurance of Joint Programmes (C.2. Review Panel), Short CV's of the panel members are provided in annex 1. On behalf of NVAO, ir. Lineke van Bruggen was responsible for the coordination of the assessment process. The external secretary, Mark Delmartino, drafted the panel report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

The panel based its assessment on the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA), issued in October 2014 and approved by the EHEA ministers in May 2015. This European Approach for Quality Assurance of Joint Programmes should be applied for quality assurance of international joint programmes if some of the cooperating higher education institutions require external quality assurance at programme level. The standards to be assessed are based on the Standards and Guidelines for Quality Assurance in the EHEA (ESG).

The panel members studied the application documentation of the proposed programme and reported on their preliminary findings, which the secretary collected and processed in view of the preparatory meeting in Zwolle on 3 March 2016. At this meeting, the panel discussed the preliminary findings, identified the most important issues for discussion on site and prepared the sessions with the delegations.

The site visit took place on 4 March 2016 at the Meppel branch of Stenden University of Applied Sciences. The panel discussed with the management of the institution, the consortium and the programme, as well as with lecturers, students and the professional field. The schedule of the visit is available in annex 2. Annex 3 lists the materials made available by the programme either before or during the site visit.

Immediately after the discussions, the panel formulated its considerations and preliminary conclusions per standard. These are based on the findings of the site visit and build on the assessment of the programme documents.

The external secretary then drafted the advisory report and circulated it to all panel members for review and feedback. The comments of the members were incorporated in a final version, which was validated by the chair on 4 April 2016, and submitted on behalf of the panel to NVAO.

## **2.2 Panel report**

The first chapter of this report is the executive summary, while the current chapter is the introduction. The third chapter describes the programme and its position in the consortium between Stenden University of Applied Sciences, University College of South East Norway and University College Zealand, as well as within the higher education system of the Netherlands, Norway and Denmark. The panel presents its assessments in the fourth chapter. For each standard the panel describes its findings and considerations and issues a conclusion. Findings are the objective facts as found by the panel in the programme documents, in the complementary materials and during the site visit. Considerations are the panel's interpretation of these findings and their respective importance. Panel considerations logically lead to a concluding assessment per standard. The panel concludes the report with an overall judgement on the quality of the programme and a table containing an overview of its assessments.

### 3 Description of the programme

#### 3.1 Algemeen

Country	: The Netherlands, Norway and Denmark
Institution	: Stenden University of Applied Sciences (Netherlands) University College of South East Norway (Norway) University College Zealand (Denmark)
Programme	: International Teacher Education for Primary Schools
Level	: bachelor
Orientation	: professional (hbo)
Specialization	: N.A.
Degree	: Bachelor of International Education
Location	: Meppel (+ South East Norway and/or Zealand region)
Study Load	: 240 EC
Field of Study	: Education

#### 3.2 Profile of the institution

The application is filed by a consortium of three higher education institutions in three countries: University College of South East Norway, Stenden University of Applied Science in The Netherlands, University College Zealand in Denmark. The consortium partners signed a joint programme agreement in June 2013.

Stenden University of Applied Sciences (further: Stenden) is a medium sized institute for vocational training with several branches in the Netherlands and abroad. It offers a variety of degree programmes in the areas of economy, education, behaviour & society and technology. The programmes are concentrated in seven schools, with ITEPS belonging to the School of Education.

University College of South East Norway (HSN) is a very new institution and results from a recent merger between two university colleges in the South-Eastern part of Norway. With more than 16000 students it is now one of the largest higher education institutions in Norway. One of the merging institutions, Buskerud University College, signed the ITEPS cooperation agreement. The College is professionally oriented and established research cooperation and teaching affiliations with international, regional and local industries and institutions.

University College Zealand (UCSJ) is one of the biggest higher education institutions in the Danish region of Zealand. It offers 10 bachelor programmes and 10 related diploma and master degrees in a variety of subjects. By law it is obliged to focus on the development of the region and therefore its programmes help secure the needs for a qualified workforce in both public and private sector. UCSJ views internationalization as an important strategic priority that contributes positively to its educational tasks. Due to recent political and legal changes in Denmark, UCSJ will offer only some elective subjects instead of the full programme. Its formal status and role in the consortium is under discussion at the time of this initial accreditation procedure. In the academic year 2015-2016, UCSJ is still a full member of the ITEPS consortium.

### **3.3 Profile of the programme**

According to the vision of ITEPS, teacher education programmes are deeply rooted in the history and culture of the nations in which they are developed. In a globalized world there is a growing need for a certain level of globalization of the primary elements of the educational system. ITEPS has been developed in recognition of this need. The ITEPS vision has been translated in a teacher education curriculum for the international market, training students to become teacher in one of the many international primary schools all over the world.

The ITEPS programme has been designed to reflect the local curriculum, as well as the International Primary Curriculum, the International Baccalaureate Primary Years Programme and the British National Curriculum. The intended learning outcomes of the joint programme have been formulated as competencies at bachelor level, in line with the Dublin Descriptors. Intercultural and international competencies are integrated in all ITEPS subjects, as is practitioner's research. Students must study abroad at one of the consortium partners for at least one semester and in addition have to do a placement abroad. Throughout the programme, the language of instruction is English.

The programme consists of a four-year full-time study programme and amounts to 240 study points (EC).

According to the application document, ITEPS is unique in the sense that it is the first complete bachelor programme focusing on international education and integrating the intercultural competency in all subjects. According to the ITEPS consortium, no other institution of higher education in the Netherlands (or for that matter in Norway or Denmark) offers a programme with a similar profile. In so far as Stenden is concerned, the current programme grew out of a special track of the Education in Primary Schools programme, the regular teacher education curriculum for primary school teachers in the Netherlands.



## 4 Assessment per standard

In this chapter the panel assesses the ITEPS programme according to the standards of the European Approach for Quality Assurance of Joint Programmes in the EHEA. The criteria for each standard are mentioned. Per standard the panel presents a brief outline of its findings, as well as the considerations that led the panel to a concluding judgement on a three-point scale: the programme either meets, partially meets or does not meet the standard. At the end of this chapter and based on its judgements on the individual standards, the panel issues an overall conclusion on the quality of the entire programme. This conclusion can be either positive, conditionally positive or negative.

### 4.1 Standard 1: Eligibility

#### 4.1.1 Status

*The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.*

#### *Outline of findings*

ITEPS is a programme featuring intensive cooperation between three higher education institutions in three countries. Each partner has been accredited at institutional level and the respective national frameworks enable the institutions to participate in the programme.

University College of South East Norway (HSN) is entitled to issue a Bachelor of International Education degree. It disposes of self-awarding powers; by means of an internal procedure with an international panel, the ITEPS programme has been accredited in Norway. While Stenden can offer the full ITEPS programme, it can only award the degree upon external accreditation. University College Zealand (UCSJ) is entitled to offer some elective subjects and has decided not to apply for accreditation of the ITEPS programme.

The ITEPS consortium aims to offer the programme as a joint degree. At present ITEPS is first and foremost a joint programme run by three higher education institutions. When the programme is accredited by NVAO, Stenden and HSN will be able to award ITEPS graduates a single degree, the Bachelor of International Education. Students graduating at UCSJ will receive a Danish Bachelor of Education diploma with a diploma supplement stating which ITEPS competences they have achieved.

During the visit, it became clear that the degree offered by ITEPS does not automatically lead to a national teaching qualification. In all three partner countries, ITEPS graduates will have to follow an additional programme in order to obtain the regular national teaching qualification. In the Netherlands for instance, ITEPS graduates with sufficient knowledge of the Dutch language need complementary courses with a study load of about one semester to qualify for teaching assignments in Dutch primary schools. The consortium ensured the panel during the visit – and this message was confirmed by students – that it properly informs current and future ITEPS students about this situation. However, several interlocutors – management, lecturers, students and professionals – mentioned that students

enrolling for ITEPS do not necessarily want to teach in 'regular' primary schools but aim at a career in international schools.

#### *Considerations*

The panel considers that the partners who offer the ITEPS programme are entitled to do so and that completing the programme will lead to a recognised and accredited bachelor's degree of professional orientation. ITEPS first and foremost wants to offer students a high quality professionally oriented higher education degree at bachelor level with a clear international focus. According to the panel, this is exactly what the Bachelor of International Education is doing.

Whilst students are spending considerable time during the programme on teaching practice in order to become primary school teachers, the panel is concerned that the respective legal frameworks do not allow ITEPS graduates to automatically obtain a national teaching qualification. ITEPS graduates will, however, have the chance to teach at international schools, and that is according to the understanding of the panel, the key ambition of most students enrolling in this programme.

Although it is the ambition of the ITEPS consortium to offer a recognised international teaching qualification, such qualification does not yet exist in the higher education landscape. The panel considers that the ITEPS programme contains all elements for such qualification and therefore endorses the ambition of the consortium to set a standard for an international teaching qualification in future.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 1.1, status.

#### **4.1.2 Joint design and delivery**

*The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.*

#### *Outline of findings*

The ITEPS programme originated in a project supported by the EU Lifelong Learning Programme in 2007. At that time, higher education institutions from six countries wanted to develop an integrated teacher education programme culminating in a bachelor's degree that would be recognised in the participating countries. As a follow-up to this project, the three ITEPS consortium members decided to jointly organise a European programme for teachers in primary school.

The ITEPS consortium developed the programme jointly from scratch. Each partner has its own traditions and implements the programme with respect for the systems and regulations at home, but operates always within the common framework of ITEPS.

There are several shared elements in the ITEPS programme: the eight competencies to be fulfilled by an ITEPS primary school teacher; the description of the subjects/courses on the basis of a common format and including common learning goals, assessments and suggested reading; the use of modules within the courses; the integration of didactical, practical and academic elements in the subjects; the learning environment which accounts for students' potential and individual learning style; the teaching practice in each of the four years of study; and the bachelor thesis.

The ITEPS programme is carried out at each institution in such a way that the compulsory subjects are executed in HSN and Stenden and the elective subjects are offered by those institutions who are expert in the study field concerned. To ensure programme consistency in all participating countries, the lecturers who teach a particular subject in their respective institutions meet regularly in so-called subject groups to enhance the design, delivery and assessment of their course. Although the responsibility of delivering the different subjects lies with the institution concerned, lecturers from different partner institutions take part in teaching the programme. Moreover, in the final assessment of a subject, ITEPS employs the four-eye principle: all final tests are assessed by two lecturers, preferably from two different institutions.

Each partner has its own staff, services, systems, structures and facilities in place to ensure the delivery of 'regular' programmes and puts these at the disposition of the ITEPS programme and students. In addition, the ITEPS consortium has developed its own contact network including a variety of relevant public and private bodies. Moreover, it created some specific services, such as the ITEPS internal quality assurance system featuring an International Advisory Board.

#### *Considerations*

The panel considers that ITEPS is a truly cooperative endeavour whereby the three consortium partners have indeed jointly developed the programme from scratch and have adequate provisions in place to roll-out and implement the programme together. In this respect, the panel thinks particularly highly of the subject groups as a nucleus for course design, development, implementation, assessment and evaluation. The panel, moreover, noticed that both formal and informal cooperation between the partners is good and happens at all levels and on an equal footing.

According to the panel, the consortium partners have developed ITEPS into a joint programme with a clear framework and a strong basis. This clarity and strength will facilitate the possible involvement of other institutions as full or associated partners in future.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 1.2, joint design and delivery.

### **4.1.3 Cooperation Agreement**

*The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:*

- *Denomination of the degree(s) awarded in the programme*
- *Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)*
- *Admission and selection procedures for students*
- *Mobility of students and teachers*
- *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

#### *Outline of findings*

In 2013 the three partners signed a cooperation agreement, which builds on the Declaration of Intent from 2010. In the agreement it is stated that the consortium aims to execute the programme in the form of a joint degree.

At present ITEPS is a joint programme offered by three higher education institutions. Upon accreditation by NVAO, graduates of the programme will be awarded a single degree.

Whilst the various elements of the agreement were announced in the application, the cooperation agreement itself was put at disposition of the panel on site. A review of the document showed that the agreement covers indeed the necessary terms and conditions to set up and implement a joint programme.

Article 2 of the agreement covers timing and termination of the programme. ITEPS started in September 2012 and partners enter the programme for an indefinite period of time. The agreement may be terminated by mutual consent or by one partner giving six months written notice to the other partners. Although it has not formally withdrawn from the consortium, the Danish partner decided at the end of 2015 not to apply for accreditation in Denmark and only teach some subjects in the framework of ITEPS. During the site visit, all three partners emphasised that this decision was taken for in-country political reasons but that it did not affect the implementation or the accreditation of the joint programme by the other partners.

For now, the Danish partner is maintaining its commitment to the programme by delivering the elective courses as planned and will do so at least until the end of the academic year 2015-2016. The consortium partners are now considering whether and how to involve the UCSJ in ITEPS afterwards. Although no decision has been taken yet, it could be an option to change the status of UCSJ to associated partner, which would enable the Danish partner to continue teaching subjects.

Partners also indicated that this possible withdrawal by UCSJ has no consequences for the students who are currently enrolled and that the consortium will ensure that students are not negatively affected by this change. The cooperation agreement anyway clearly stipulates that students who have commenced the programme must be enabled to round off the full programme in a regular manner without extra costs.

The cooperation agreement contains a cost settlement, i.e. the principles for financial agreements within the consortium. Moreover, the investments required for the development, roll-out and implementation of the ITEPS programme will be relatively limited as each partner is already offering 'national' teacher education programmes for primary schools. According to the application, the consortium partners have stated that all necessary investments will be made and that initial losses will be guaranteed by the respective boards of the institution. This message was confirmed during the site visit by the vice-chairman of Stenden's Executive Board.

#### *Considerations*

The panel considers that the cooperation agreement is clear and comprehensive. When reading the application, the panel was concerned about the future of the consortium given the position of the Danish partner. However, the discussions on site have convinced the panel that the consortium is adopting an adequate approach aimed at containing and solving the problem with due attention to the position and opportunities of the students enrolled. The panel also acknowledges the reassuring statements made in the documents and confirmed during the visit with regard to the financial provisions for ITEPS and the graduation guarantee for students.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 1.3, cooperation agreement.

## 4.2 Standard 2: Learning Outcomes

### 4.2.1 Level [ESG 1.2]

*The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).*

#### *Outline of findings*

The ITEPS programme aims to provide students with an academic, educational and practical foundation for their future work as primary school teachers. The programme is designed in such a way that by the time of their graduation students will have demonstrated the competencies at bachelor level. In order to ensure that the competencies are indeed of such level, the programme has formulated the competencies taking into account the Dublin Descriptors and the national teacher education competencies of the Netherlands (the so-called SBL competencies set by the Dutch Stichting Beroepskwaliteit Leraren, association for the professional quality of teachers). The panel reviewed the matrix in the application materials indicating how each of the competencies reflect the five Dublin Descriptors.

Given the vision of ITEPS focusing on the globalization of teacher education, the seven SBL-competencies are enlarged with an additional competency featuring intercultural knowledge, skills and attitude. Moreover, the standard formulation of the competencies has been adjusted, where relevant, with specific notions on the international dimension ITEPS teachers are trained for. This results in a set of intended learning outcomes, which are formulated as eight competencies which students should achieve gradually throughout the four-year programme by meeting the learning goals of the respective subjects.

- Intercultural competency
- Interpersonal competency
- Pedagogical competency
- Subject knowledge and methodological competency
- Organisational competency
- Competency of collaboration with colleagues
- Competency for collaboration with the working environment
- Competency of reflection and development

#### *Considerations*

The panel considers that the intended learning outcomes are formulated adequately for a higher education programme at bachelor level. The competencies ITEPS graduates have to demonstrate by the time of their graduation are aligned with the Dublin Descriptors, fulfil the requirements set by the European Higher Education Qualifications Framework as well as the respective frameworks in the Netherlands, Norway and Denmark for an education programme at level 6.

The panel moreover considers that the vision of ITEPS on teacher education in general and the primary school teacher in particular is reflected properly in the specific attention of the programme to intercultural and international competencies. By doing so, the programme clearly adds a dimension to the knowledge, skills and attitudes of its students and to their competencies as future teaching professionals.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 2.1, level.

#### 4.2.2 Disciplinary field

*The intended learning outcomes should comprise knowledge, skills and competencies in the respective disciplinary field(s).*

##### *Outline of findings*

When outlining the ITEPS profile, the consortium partners have taken into account several well-known teacher education profiles such as the International Primary Curriculum, the International Baccalaureate Primary Years Programme and the British National Curriculum. In addition, they took as a basis for the formulation of the learning outcomes the competencies set by the Dutch association for the professional quality of teachers. During the development of the programme, several external stakeholders have been consulted and these professionals continue to advise the consortium.

The learning outcomes which ITEPS students should achieve at the end of the four-year programme are described in eight competencies featuring knowledge, skills and attitudes for primary school teachers. The competencies form the basic principles for the ITEPS programme and are integrated in the subjects and their respective modules. The panel reviewed a matrix in the application material indicating in which subjects and modules the competencies are addressed. The body of knowledge is particularly reflected in the compulsory subjects and their related literature.

##### *Considerations*

The panel considers that the learning outcomes / competencies of the ITEPS programme contain an adequate mixture of knowledge, skills and attitudes. These competencies are reflected in the learning goals of modules and subjects throughout the programme. The body of knowledge offered in the (compulsory) subjects is adequate for a bachelor programme in international education.

Moreover, the panel considers that the ITEPS consortium has paid and continues to pay good attention to involving the professional field in developing the programme and keeping the competencies up-to-date.

According to the panel, students graduating from the ITEPS programme will not only be educated to bachelor level but have also demonstrated the mastery of adequate knowledge, skills and attitude to start a career as teachers in international primary schools.

##### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 2.2, disciplinary field.

#### 4.2.3 Achievement [ESG 1.2]

*The programme should be able to demonstrate that the intended learning outcomes are achieved.*

##### *Outline of findings*

ITEPS started in September 2012. At the time of the accreditation procedure, the students of the first cohort were in the fourth and final year, but had not yet reached the stage of the so-called 'master proof'. The panel spoke with one student who is now in her fourth year and about to start the research for her bachelor thesis.

At the very end of the ITEPS programme, students have to demonstrate their mastery of all competencies. This 'master proof' consists of a bachelor thesis and a final teaching practice. The topic of the bachelor thesis should relate to a one or more teaching subjects, while students are also assessed on their reflection on the taught subjects in the final teaching practice.

#### *Considerations*

The panel is not yet in the position to establish whether the intended learning outcomes are effectively achieved upon graduation. However, the ITEPS programme is very clear on the outputs it expects from students and on the basis of which it will assess the full range of competencies. According to the panel, the intended approach is adequate.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 2.3, achievement.

### **4.2.4 Regulated Professions**

*If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account*

#### *Outline of findings*

Whilst the consortium has the ambition to set in future a standard for an international teacher qualification and thus for a regulated profession, the current ITEPS programme does not (yet) lead to a teaching qualification.

#### *Considerations*

According to the panel, this standard is not relevant for the assessment of the programme.

#### *Conclusion*

The panel issues no conclusion as standard 2.4, regulated professions, is **not applicable**.

## **4.3 Standard 3: Study Programme [ESG 1.2]**

### **4.3.1 Curriculum**

*The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.*

#### *Outline of findings*

The ITEPS programme consists of a four-year curriculum with compulsory (180 EC) and elective (60 EC) subjects. Compulsory subjects are: English, Mathematics, Democratic Citizenship, Education Studies, Teaching Experience, Research and academic methods, and the Bachelor Thesis (20 EC). There are six elective subjects: Intercultural understanding, Art and culture, Natural science, life science and technology, Physical education and health, Inclusive education, History and social geography.

Some compulsory subjects such as education studies, teaching experience and research methodology are taught in different years. Students have some freedom in setting their own programme as they can decide when (years 2-4) and where (home or guest university) they take the mathematics course and the two elective courses.

Students enrol officially either at Stenden or at HSN and take compulsory subjects at their home university while travelling to the partner institution of their choice for the elective courses.

The contents of the individual subjects are described according to a format that was developed by the European Tuning project. Per subject, information is provided on competencies, learning goals, didactic approach, assessment, etc. A separate booklet with the description of all ITEPS subjects was provided to the experts before the site visit. The panel noticed that all subjects had been covered but that there was little coherence in the description. Some subjects were described in very good detail, while others were rather vague. Moreover, it was difficult to establish whether the subjects required a study load that was in line with the allocated credits. During the site visit lecturers acknowledged this diversity in the subject descriptions and pointed to the bottom-up and incremental approach in completing these formats. They also referred to the individual course descriptions for students, which were made available for the panel on the information table.

#### *Considerations*

The panel considers that the curriculum structure is adequate for a bachelor programme in international teacher education. The combination of compulsory and elective subjects, the engrained flexibility and the mobility requirements are an appropriate reflection of the joint character of the programme and its focus on the international and intercultural dimension of teacher education.

The panel also subscribes to the combination of the four continuous learning pathways: educational studies, teaching experience, research and academic working methods, and tutoring.

The topics covered are relevant for future primary school teachers and their respective learning goals are adequate. The panel is convinced that students who pass successfully all subjects will in the end achieve all eight competencies.

Nonetheless, the panel had considerable doubts with regard to the adequacy of the subject descriptions. The discussions with lecturers and students and the consultation of the most recent course outlines have reduced this doubt. It is clear that all lecturers are working towards the same learning goals, but may differ in their approach how to arrive at these goals. However, the initial unease with the very divergent way in which the template for subject descriptions was completed is not taken away fully. The panel therefore encourages the programme to monitor the quality of the subject descriptions ensuring that a similar level of detail and precision is upheld across all subjects.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 3.1, curriculum.



#### 4.3.2 Credits

*The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.*

##### *Outline of findings*

The ITEPS curriculum consists of a limited number of courses with clear indications of the respective credits. Credits follow the EC system and are awarded following the fulfilment of all learning goals of the subject.

The combination of compulsory and elective courses amount to 240 EC, spread equally over the four-year programme. The study load per credit differs across Europe and ranges between 25 and 30 hours. According to the application, the allocation of credits at Stenden (25 study hours per credit) is different from what is customary in the Netherlands (28 study hours). Confronted with this finding, the programme representative at Stenden indicated that Stenden follows the national requirements and that each credit therefore corresponds to a study load of 28 hours.

##### *Considerations*

The panel considers that the ITEPS programme applies the ECTS properly with regard to the overall programme and the respective subjects that can be followed in each of the four years.

Regarding the study load connected to each credit, the panel acknowledges the explicit statement of the Stenden representative at ITEPS that every credit corresponds to 28 hours of study. Given the confusion that arose when reading the application document, the panel urges the programme to check all official documents and take away any inconsistency in this regard.

##### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 3.2, credits.

#### 4.3.3 Workload

*A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified. The workload and the average time to complete the programme should be monitored.*

##### *Outline of findings*

The ITEPS is a full-time bachelor's programme with a total workload of 240 EC, spread equally over four years of study.

The workload is based on the total number of learning activities that the student is expected to complete in order to achieve the learning outcomes. Students have an important role in monitoring and determining whether the estimated workload is realistic. The workload is controlled systematically through student evaluations and as part of the quality assurance system.

In line with the finding under 'curriculum', the panel was not always in a position to establish on the basis of the subject descriptions whether the effective learning activities were commensurate with the envisaged study load of the subject.

Comparing the description of some (elective) subjects, the workload seemed to differ considerably whilst a similar amount of credits was allocated to the respective subjects. Students – and lecturers - indicated during the visit that certainly at the start of the programme, the workload for some subjects was too high. However, both interlocutors also indicated that these excesses were reported and that the workload has been reduced accordingly.

#### *Considerations*

The panel considers that the size of the programme is in line with the legal requirements for a bachelor programme and that the study load is spread equally over the four years.

The particular set-up of the programme makes it difficult to ensure a consistent and feasible study load across partners, subjects and study periods. Whilst the feasibility of certain individual subjects was limited in the past, the ITEPS programme has put in place sufficient mechanisms to monitor the study load and, where necessary, adjust it accordingly. The discussions with both students and lecturers have convinced the panel that these mechanisms are also effectively used and its ensuing adjustments implemented rapidly.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 3.3, workload.

## **4.4 Standard 4: Admission and Recognition [ESG 1.4]**

### **4.4.1 Admission**

*The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.*

#### *Outline of findings*

According to the ITEPS cooperation agreement, the selection, admission and registration of students for the ITEPS programme is conducted in accordance with the regulations applicable at the home university.

Minimum entry requirements are a diploma at level 4 according to the European Qualifications Framework and a valid visa to enter and study in the partner universities. Where national legislation allows, students should have English language competencies equivalent to level B2 of the European Common Framework. An intake interview is part of the application procedure and looks among other things at the motivation and the international mindedness of the candidate.

The selection differs considerably at the two home universities: in Norway, only a limited number of places are offered (about 25), while in the Netherlands, all Dutch students with a secondary school degree who pay the tuition fee have to be accepted. The English language requirement and the outcome of the interview can merely deter, though not exclude Dutch nationals with a level 4 degree from enrolling. Admission in Norway is highly competitive with less than 10% of applicants being successful.

All students are aware of the fact that the English level must be high enough to successfully finish the ITEPS programme. After year 1 students have to demonstrate that they have obtained level C1 and before graduation level C2.

#### *Considerations*

The panel considers that the admission and selection procedure for ITEPS is organised adequately. The limitations set by the legislator in the respective countries lead to a very different quantity and quality of student intake in Norway and the Netherlands. Moreover, the geographical composition of the cohorts also differs per home university.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 4.1, admission.

### **4.4.2 Recognition**

*Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.*

#### *Outline of findings*

According to article 3 of the ITEPS cooperation agreement, credits awarded to ITEPS students are directly transferable between the partner institutions and are recognised by the consortium partners as credits awarded by their own university. The recognition of qualifications and of periods of study is handled by the student's home university according to its regulations. Upon graduation, students receive a Diploma Supplement. A draft diploma supplement is developed jointly but still needs to be approved by the consortium partners. According to Stenden's Teaching and Examination Regulation, possible recognition of prior learning is not applicable to ITEPS.

#### *Considerations*

The panel considers that the mutual recognition of credits obtained in ITEPS subjects is provided for adequately. In case other higher education institutions decide to join the programme, this recognition will be an important element in the agreement.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 4.2, recognition.

## **4.5 Standard 5: Learning, Teaching and Assessment [ESG 1.3]**

### **4.5.1 Learning and teaching**

*The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.*

#### *Outline of findings*

The eight competencies form the basic principles for the ITEPS programme and are integrated in the subject descriptions. The development of students' competences is supported by connecting specific subject contents (such as mathematics, democratic citizenship or art & culture) with practical teaching experience.

The progress is documented in the student portfolio and reflects the role of the student as teacher throughout the four-year programme from inquisitive participant over active player and independent organiser to starting professional. Each programme year constitutes a phase in the development of competences: from year one to four, the student is educationally competent, fundamentally competent, practice school competent and qualification competent.

Students mentioned during the interview that they not only view a clear progress in their own competencies, but also noticed a growing complexity in the substance of the courses and the respective assignments.

The panel noticed that exposure to professional practice plays an important role in the ITEPS curriculum. A considerable amount of credits (10 per year) is allocated to teaching practice and the bachelor thesis (20 EC) is spent on practice-related research. Moreover, during teaching practice, students are introduced to different curricula used in international schools. Finally, teaching practice support leads to close contact between the student, the professional field and the programme.

The variety of cultural backgrounds is a key element for the ITEPS programme. As future professionals in international schools it is imperative that the students understand and embrace a multicultural setting. Moreover, consortium provisions allow for regular staff exchange which in turn leads to a growing understanding of different systems and cultures among lecturers. The panel noticed during the visit that the ITEPS programme in general and its stakeholders in particular breath this intercultural and international dimension.

#### *Considerations*

The panel considers that the didactical approach underpinning the delivery of the ITEPS curriculum is well developed and highly adequate. Such teaching and learning environment supports students in achieving the subject learning goals and eventually the programme competencies.

Moreover, the panel thinks highly of the way teaching practice is integrated in the different stages of the curriculum and connected to other subjects.

Finally, the panel noticed during the site visit that there is an extensive dialogue between lecturers and students. Students in all their diversity feel respected and create together with the lecturers an atmosphere for intercultural teaching and understanding.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 5.1, learning and teaching.

### **4.5.2 Assessment of students**

*The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.*

#### *Outline of findings*

The purpose of ITEPS assessment is to guarantee that students master all competencies through the attainment of the required knowledge, skills and attitude in the different subjects. In the assessment of subject modules, special attention is paid to evaluating the international and intercultural competencies. During the discussion on site, students indicated that the production of study guides has considerably improved the transparency of assignments, assessments and their relation to the learning goals of the subjects.

Assessment is an integral component of the educational programme and ITEPS integrated vision of assessment is derived from its competence-oriented education. Assessment is not only used as an instrument to test the student's level (summative assessment) but the variety of assessment activities also stimulates learning and reflection on the student's

experience and development (formative assessment). Both students and lecturers indicated that considerable attention is paid to formative assessments, such as self-evaluation, peer review and feedback on portfolio and presentations.

In order to guarantee the consistency of the assessment, ITEPS adopts as much as possible the four-eye principle. During the visit both staff and students have provided several concrete examples of how such assessment is organised, notably when students and assessors are not all in the same place. Where possible and relevant, summative assessments involve examiners from different partner institutions.

Further to the different legislative frameworks, only Stenden needs an examination board. The panel learned during the discussion that it consists of five members and an external member from NHL in Leeuwarden. It fulfils all regular duties as any other Dutch examination board.

#### *Considerations*

The panel considers that the provisions for assessment in the ITEPS programme are adequate. Assessment constitutes an integral component of the programme and is in line with the competence-oriented education.

The discussions on site, moreover, convinced the panel that the assessment principles described in the application are also put in practice: students belonging to both Stenden and HSN are aware of the requirements and feel assessed properly. Moreover, the additional materials the panel reviewed on site provide evidence of the variety of assessment types. Finally, the panel considers the importance given to formative assessment as a particular strength of the programme's approach to assessment.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 5.2, assessment of students.

## **4.6 Standard 6: Student Support [ESG 1.6]**

*The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students*

#### *Outline of findings*

Students are supported throughout the programme: during orientation and registration, during the completion of the programme at both home and guest university, and during teaching practice.

Personal and professional coaching consists of both timetabled and informal counselling. Study coaches support students to resolve content-related questions by themselves and/or recommend that students contact subject specialists. Study guidance is offered mostly in group contexts during scheduled lessons. Study coaches also act as personal coaches. The small scale character of the tutoring system means that the student remains visible and the thresholds for students seeking help with problems are significantly lowered.

The guest institution offers ITEPS students a similarly extensive support package covering administrative support (registration, accommodation), tutoring, teaching practice guidance and supervision of the bachelor project.

#### *Considerations*

The panel considers that student support services are extensive and of high quality. A wide variety of services is provided to a relatively small group of students, which allows to tailor the services and follow-up on individual cases. The services make student life much easier, notably when they go abroad and can make use of a similar offer at the guest university.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 6, student support.

## **4.7 Standard 7: Resources [ESG 1.5 & 1.6]**

### **4.7.1 Staff**

*The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.*

#### *Outline of findings*

According to the application, ITEPS has sufficient and properly qualified staff to deliver the programme. The lecturer-student ratio varies between 1:20 (Denmark) and 1:29 (Stenden).

Staff operating in the ITEPS programme usually belongs to the personnel of one of the consortium partners and may have (had) different assignments (before). The demands set by the ITEPS programme to their staff in terms of level of education and English knowledge are quite high. The panel noticed from the short CV's in the application that several lecturers at Stenden are not (yet) educated to master level and/or assess their English language skills to be below the (high) level demanded by ITEPS. During the visit, management and lecturers indicated that some staff are following master's programmes and that staff have three years to enhance their level of English from C1 to C2. In the near future, moreover, it is planned that staff at Stenden will also follow the Dutch basic teaching qualification for higher education (BKO) as well as Dutch the basic assessment qualification (BKE).

In general the core body of ITEPS lecturers participates in a programme for staff development. A budget is set aside every year to ensure that staff continues to perform at a high level. Moreover, all staff members are assessed annually by their supervisors during an appraisal interview.

The competencies expected of all staff members are expert and academic knowledge and skills, educational and pedagogical competencies, and coaching skills. During the visit, students indicated they were satisfied with the didactical and academic quality of their lecturers, and thought the English language skills of staff were adequate.

It is ITEPS policy that all lecturers should establish and maintain links with the teaching practice at schools. Moreover, when recruiting new lecturers, partners pay attention to the familiarity of the candidate with the professional field. Whilst overall satisfied with the competencies of the ITEPS staff supporting the teaching practice, students did indicate that lecturers have little practical hands-on knowledge of the international schools.

All lecturers are member of an ITEPS subject group: this group monitors the relevance of the study materials (including literature), coordinates the assessments and where necessary develops new modules. Group members meet at least once per year, possibly at an international conference. Meeting at academic events is particularly useful as ITEPS is currently developing a roadmap to bring more academic and research-based cooperation into its subject groups. Moreover, at least every three years lecturers spend a teaching period abroad, often exchanging teaching duties with a fellow group member.

#### *Considerations*

The panel considers that ITEPS has an adequate staff policy in place. The establishment of subject groups is a strength of the programme and so are the efforts of the ITEPS partners towards staff development and teaching staff exchange. The number of lecturers is sufficient and the overall quality is appropriate.

The panel noticed a considerable difference in the education level of staff in Norway and the Netherlands, but understands that this is due in part to national requirements and traditions. Moreover, the panel appreciates the efforts of Stenden to enhance the qualifications of its staff.

Whilst it initially had some doubts about the quality of the mentors at the placement schools, the panel considers that the agreements made between ITEPS, practice schools and students will ensure the quality of the school and its mentors. Moreover, the explicit ITEPS policy to only work with accredited schools is reassuring. Nonetheless, the panel advises the consortium to set its own quality criteria for placement schools and check the schools' compliance with these criteria before an agreement is signed.

Most lecturers fulfil the quality criteria set by ITEPS in terms of knowledge, skills and professional practice. The panel nonetheless encourages existing staff to gain expertise at international schools and suggests the consortium to consider international school practice experience as an important criterion when recruiting new staff. Additionally, the panel recommends staff to attend international teacher workshops for IPC, IBPYP and ECIS as part of their professional development and expertise in these curricula.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 7.1, staff.

### **4.7.2 Facilities**

*The facilities should be sufficient and adequate in view of the intended learning outcomes.*

#### *Outline of findings*

ITEPS students have access to all facilities at the institutions of the consortium partners, including libraries. Most study-related information can be found on the digital e-learning environment.

During the site visit lecturers mentioned that ITEPS is considering setting up virtual forums per subject. As many contacts are happening through skype, the programme intends to make more use of video conferencing for administrative and organisational purposes, and in a later stage also for didactic purposes.

#### *Considerations*

Based on the information in the application and the discussions with students and lecturers, the panel considers that the facilities made available by / for ITEPS are adequate.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 7.2, facilities.

#### **4.8 Standard 8: Transparency and Documentation [ESG 1.8]**

*Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.*

#### *Outline of findings*

Students can find all necessary information, shared documents and guidelines on the ITEPS website. All documents specific to one partner are published on the website of the individual institution. On the home universities' website, the student can find the Teaching and Examination Regulations (TER), the study guide, the specific teaching practice information, class lists and specific assessment forms.

#### *Considerations*

The panel noticed during the site visit that a lot of information on ITEPS was available in a systematic way. In this regard the panel considers that the ITEPS programme is well documented and transparent.

Nonetheless, the panel noticed some inconsistencies in the application documents, notably with regard to the study load and the description of the subjects. Reviewing some of these documents would increase their quality and notably enhance their transparency.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 8, transparency and documentation.

#### **4.9 Standard 9: Quality Assurance [ESG 1.1 & part 1]**

*The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.*

#### *Outline of findings*

The internal quality assurance system of ITEPS builds on existing quality assurance and control processes of the three consortium partners. ITEPS uses the Plan-Do-Check-Act cycle, which ensures that the quality of the work is consistent and that essential information is provided, analysed and reported to an adequate level of management. Currently, ITEPS is developing a shared policy for quality assurance taking the existing documents as a basis, combining the information and adding improvements and supplements. This policy will be discussed with all stakeholders in 2016-17 in order to implement the new policy the year after.

The responsibilities for quality assurance are defined at four organisational levels: executive boards, steering committee, international advisory board and the programme council. At consortium level, a joint quality agenda has been developed showing which quality surveys are to take place, who is responsible for the execution, what are the target figures, etc. Once a year quality issues and outcomes are an explicit discussion focus of the Steering Committee, the Programme Council and the International Advisory Board.



The quality assurance system explicitly foresees the involvement of different stakeholders, including staff, students, alumni and the professional field. Students contribute to quality assurance through course evaluations (including staff appraisal, workload, assessment) and by providing their opinion on student support and infrastructure. Moreover, students are represented in the programme council. During the site visit, students indicated that they feel respected and heard; lecturers and management are keen to continuously improve the quality of the programme.

The subject groups are an important body for staff to monitor programme quality. Lecturers mentioned that the cooperation with students is going well and that staff is certainly willing to adjust their courses when confronted with reasonable requests.

So far, the international advisory board has mainly had a counselling role. During the site visit representatives of the advisory board suggested that the roll-out and implementation of ITEPS may require a different type of input, with the advisory board assuming a more external role.

#### *Considerations*

The panel considers that ITEPS has an adequate quality assurance system in place. During the site visit, the panel noticed that quality assurance is not only a framework described on paper, but a dynamic and effective system that involves all relevant stakeholders at different levels.

The discussions and materials provided on site have convinced the panel that the consortium partners are effectively listening to both lecturers and students and follow-up on their suggestions. In this way adjustments become visible rapidly, which in turn enhances the (feeling of) programme ownership among students and staff.

#### *Conclusion*

The panel assesses that the ITEPS programme **meets** standard 9, quality assurance.

### **4.10 Conclusion**

According to the panel, the ITEPS programme meets each standard of the assessment framework. Consequently, the panel assesses the overall quality of the entire ITEPS programme as **positive**.

The application documentation, the extensive programme materials on site and the discussions with highly motivated delegations have provided the panel with a comprehensive view of the programme. The panel's appreciation of ITEPS has grown steadily throughout the site visit.

The panel is particularly positive about the relevance of the programme: ITEPS is doing pioneering work to the benefit of both future teachers and international schools. Students are motivated to study an innovative programme in order to prepare properly for a career at international schools, while placement schools say that they need teachers who are trained at an international teacher education programme.

Furthermore, the panel considers that some of the reported programme strengths are due to its joint design with consortium partners being represented equally and involving staff, students and the professional field.

The panel is also positive about the assessment system, and in particular the variety of assessment forms featuring different kinds of formative testing.

Student support is definitely another strength of the programme: ITEPS offers students studying at home and abroad a comprehensive package of administrative, academic and personal services which are invariably student-centred and, due to the limited number of students, highly personalised.

Whilst there is still some concern with the panel about ITEPS not preparing for a national teaching qualification, the students clearly indicated that they first and foremost want to teach in international schools.

Without affecting its overall positive appreciation of the programme, the panel has noticed a number of issues that require further attention. It encourages ITEPS to address:

- the quality of the course descriptions ensuring a similar level of detail and precision across all subjects;
- the inconsistency in the calculation base for the average study load per credit;
- the limited hands-on experience of lecturers in teaching at international schools;
- the selection of placement schools by setting quality criteria to be fulfilled before entering into an agreement.

## 5 Overview of the assessments

Standard	Assessment
<b>1. Eligibility</b>	
1.1 Status	Meets the standard
1.2 Joint design and delivery	Meets the standard
1.3 Cooperation Agreement	Meets the standard
<b>2. Learning Outcomes</b>	
2.1 Level	Meets the standard
2.2 Disciplinary field	Meets the standard
2.3 Achievement	Meets the standard
2.4 Regulated Professions	Not applicable
<b>3. Study Programme</b>	
3.1 Curriculum	Meets the standard
3.2 Credits	Meets the standard
3.3 Workload	Meets the standard
<b>4. Admission and Recognition</b>	
4.1 Admission	Meets the standard
4.2 Recognition	Meets the standard
<b>5. Admission and Recognition</b>	
5.1 Learning and teaching	Meets the standard
5.2 Assessment of students	Meets the standard
<b>6. Student Support</b>	
	Meets the standard
<b>7. Student Support</b>	
7.1 Staff	Meets the standard
7.2 Facilities	Meets the standard
<b>8. Transparency and Documentation</b>	
	Meets the standard
<b>9. Quality Assurance</b>	
	Meets the standard
<b>Conclusion</b>	<b>Positive</b>

## **Annex 1: Composition of the panel**

### **Prof. Nils-Georg Lundberg, chair**

From 2008 – 2012 Nils-Georg Lundberg was the dean of the Faculty for Pedagogical Studies, University College of Northern Denmark. Before he held different positions in teacher education, notably as rector of Teacher Education College Hjørring. Professor 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.

### **Drs. Frans Kranenburg, member**

Frans Kranenburg started his career as biology teacher at a secondary school in Oegstgeest when this Lyceum started its international department in 1983. He has been actively involved in the design and development of the middle years programme for the International Schools Association (ISA) and for the International Baccalaureate Organisation (IBO). In 2000 he was appointed associate professor at Utrecht University for the Bilingual and International Teacher Education Programme and for methodology (didactics) of Biology, ICT and International Education. Furthermore, Frans Kranenburg has taught biology at the Amsterdam International Community School and participates in EP Nuffic panels to accredit bilingual schools in the Netherlands.

### **Dr. Ove Edvard Hatlevik, member**

Ove Edvard Hatlevik studied at the University of Oslo and obtained a PhD-degree in educational research. He has worked as a researcher, lecturer and associate professor at the University of Oslo. He also worked as senior advisor at the Norwegian Agency for Quality Assurance in Education, which gave him experience with research on quality assurance. Since 2010 Dr. Hatlevik has been researcher at the Norwegian Centre for ICT in Education.

### **Ms. Eline Leo, student-member**

Eline Leo is studying educational science at the University of Amsterdam. She has experience with student-related matters as member of the board of studies, as student member in the management board of the university and as vice-president of the student council at faculty level. Ms Leo has been involved as student-member in previous NVAO assessment panels.

The panel was assisted by ir. Lineke van Bruggen, policy advisor at NVAO, and by an external secretary, Mark Delmartino MA, MDM Consultancy Antwerp.

All members of the panel and the external secretary completed and signed a declaration of independence and confidentiality.

## Annex 2: Schedule of the site visit

On 4 March 2016, the panel visited the Meppel branch of the Stenden University of Applied Sciences as part of the external assessment procedure of the joint professional bachelor programme International Teacher Education for Primary Schools. The schedule of the visit was as follows:

08.30 – 09.15 Arrival of the panel - internal meeting and consultation of documents

09.15 – 09.30 ITEPS showcase

- Björn Aksel Flatas, Chair Steering Committee ITEPS / Vice Dean HSN
- Ton Gelmers, Member Steering Committee ITEPS / Location manager Stenden
- Ina Ruckstuhl, year 1 student
- Anna Robertson, year 3 student

09.35 – 09.50 Executive Board Stenden

- Klaas-Wybo van der Hoek, Vice-Chairman Stenden

09.50 – 10.05 Executive Management

- Kristin Barstad, Dean, Faculty of Humanities and Education HSN
- Ingrid Janssen, Head of School, School of Education Stenden

10.10 – 10.55 Consortium Management

- Björn Aksel Flatas, Chair Steering Committee ITEPS / Vice Dean HSN
- Ton Gelmers, Member Steering Committee / Location manager Stenden
- Peter Elting, Programme Manager International Teacher Education
- Lars Opdal, Member Programme Council / Coordinator ITEPS
- Lonnie Ransby Stahl, Member Steering Committee / Head of Department UCSJ
- Julie Bytheway, Member Programme Council / Coordinator ITEPS / Lecturer English

11.10 – 12.10 Lecturers

- Julie Bytheway, Member Programme Council / Coordinator ITEPS / Lecturer English
- Dorte Palm Reslov, Teaching practice coordinator & lecturer physical education
- Susan Lyden, lecturer educational studies
- Heidi Biseth, lecturer democratic citizenship
- Douwe Jan Douwes, lecturer mathematics & chairman examination board

12.25 – 13.10 Students

- Ina Ruckstuhl, year 1 student
- Grace Dowbysz, year 1 student
- Claas Lakeberg, year 2 student
- Tjasa Kern, year 2 student
- Anna Robertson, year 3 student
- Katie Hendry, year 4 student

13.15 – 14.00 Lunch – internal meeting and consultation of documents

14.05 – 14.50 Work Field and Advisory Board

- Janecke Aarnaes, Head of School
- Robert James Blease, Primary director of learning

- Rita Hebels-Miller, University and guidance counsellor
- Theresa Forbes, member ITEPS international advisory board / director
- Graham Reeves, member ITEPS international advisory board / principal associate

15.00 – 16.30 Internal discussion

16.45 – 17.00 Feedback session to all groups

## Annex 3: Documents reviewed

### *Programme documents presented by the institution*

- Application International Teacher Education for Primary Schools (ITEPS), Bachelor of International Education, January 2016.
- ITEPS Schematic Overview 2016
- ITEPS Competency Guide 2015-2016
- ITEPS Subjects, January 2016
- ITEPS Booklist, November 2015
- ITEPS Overview of lecturers, January 2016
- Teaching and Examination Regulation, ITEPS Cohort 2016-2017
- IETPS Overview contacts, February 2016
- Besluit macrodoelmatigheid hbo bachelor ITEPS

### *Documents made available during the site visit*

- ITEPS Joint Programme Agreement, June 2013
- Organisation of the ITEPS Consortium 2015-2016
- ITEPS International Advisory Board 2015-2016
- Stenden ITEPS General Programme Guide 2015-2016
- ITEPS Programme Guides per year
- Description of all individual ITEPS Courses
- USN Semester Guide, study guide year 1 and course description
- UCSJ teaching and semester guide
- The road to ITEPS. Information on admission
- Joint Assessment Grading Criteria 2015-2016
- Teaching Practice Evaluation Forms 2015-2016
- Teaching Practice Cooperation agreement 2015-2016
- Stenden ITEPS teaching practice assignments 2015-2016
- Stenden ITEPS learning observation form 2015-2016
- UCSJ Student Charter for the Teacher Education 2015-2016
- CV's of teaching staff in the three institutions
- Stenden Student's Charter 2015-2016
- Roadmap to a mature ITEPS organisation
- Annual Quality Report 2014-2015
- Quality Agenda ITEPS
- Quality Assurance Plan ITEPS
- Stenden PDCA Cycle
- Overview of student numbers at the start of the academic year
- Minutes ITEPS International Advisory Board, Steering Committee, Programme Council
- Minutes Stenden staff meetings, student advisory board, student council, evaluation panel
- ITEPS brochure 2015-2016
- Promoteam Handbook 2015-2016

## **Annex 4: List of abbreviations**

ba	bachelor
CIS	Council of International Schools
EC	European Credit
ECIS	European Council of International Schools
ESG	European Standards and Guidelines
hbo	hoger beroepsonderwijs (professionally oriented higher education)
HSN	University College of South East Norway
IBPYP	International Baccauleate Primary Years Progamme
IPC	International Primary Currriculum
ITEPS	International Teacher Education for primary schools
ma	master
NVAO	Dutch Flemish Accreditation Body
Stenden	Stenden University of Applied Sciences
TER	Teaching and Examination Regulation
UCSJ	University College Zealand (Denmark)
wo	wetenschappelijk onderwijs (academically oriented higher education)



The panel report has been ordered by NVAO for the initial accreditation of the programme hbo-bachelor International Teacher Education for Primary Schools (ITEPS) of Stenden University of Applied Sciences.

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