

## Besluit

### Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor Industrieel Ontwerpen van de Universiteit Twente

#### Gegevens

<b>datum</b>	Naam instelling	: Universiteit Twente
31 oktober 2014	Naam opleiding	: wo-bachelor
<b>onderwerp</b>		Industrieel Ontwerpen (180 ECTS)
Definitief besluit	Datum aanvraag	: 14 maart 2014
accreditatie wo-bachelor	Variant opleiding	: voltijd
Industrieel Ontwerpen van de	Locatie opleiding	: Enschede
Universiteit Twente (002831)	Datum goedkeuren	
<b>uw kenmerk</b>	panel	: 14 oktober 2013
	Datum locatiebezoeken	: 13 en 14 november 2013
<b>ons kenmerk</b>	Datum visitatierapport	: 24 februari 2014
NVAO/20143743/ND	Instellingstoets kwaliteitszorg	: ja, positief besluit van 2 mei 2014
<b>bijlagen</b>		
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#### Beoordelingskader

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).

#### Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden. Het visitatierapport geeft de bevindingen en overwegingen weer van het panel over de bachelor- en masteropleiding Industrieel Ontwerpen van de Universiteit Twente. Het panel heeft (beide of meer) opleidingen gezamenlijk beoordeeld.

#### Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

#### *Bachelor's programme Industrial Design Engineering*

The programme aims to educate T-shaped academic professionals capable of addressing multidisciplinary design challenges and tasks. Seven domains have been identified that are relevant for the intended learning outcomes of IDE-graduates: designing; IDE-relevant disciplines; research; scientific approach; intellectual skills; co-operating and communicating; addressing temporal, social and personal contexts.

Pagina 2 van 7 The committee appreciates the focus on T-shaped academic professionals, with a broad orientation offered at the bachelor's level, and subsequent specialisation in the master's programme. It fits the objectives set in the DSR. However, the committee also concludes that the intended profile of the bachelor's programme needs further elaboration against the background of an increasing number of students doing a master's programme elsewhere or getting into professional practice after the bachelor's phase. This also includes providing further clarification of the status of the 'humanities and business'-component in the bachelor's profile and the terminology used for this component.

The committee finds that the intended learning outcomes are adequately described in terms of level and orientation. They are in line with the DSR and are a suitable translation of the intended profiles. Still, the committee thinks the intended learning outcomes require further elaboration so that they are more suited as a tool that gives direction to the development of the teaching learning environment and the assessment system.

The committee values that the programme has many informal means to ensure that the profile and intended learning outcomes of the programmes are kept up to date with emerging issues in society. Still, it is advised to go about this in a more structured, proactive way, also involving alumni.

The committee concludes that IDE creates a coherent teaching-learning environment. The committee has established that the curriculum is well structured and coherent. It is an adequate translation of the intended learning outcomes of the programme. The committee thinks project-led education is especially well suited for design education, and appreciates the way in which it is implemented. The committee was highly impressed with the quality of the teaching staff, their open-door policy, and commitment to the teaching concept. The committee appreciated the extensive course materials, which contribute to the establishment of a learning environment of high quality.

Still, there is room for improvement. The committee finds that the 'humanities and business'-pillar needs strengthening in the sense that topics like pricing, service concepts and entrepreneurship, which students encounter primarily in the projects, should also be dealt with through more formal training. The same holds true for the development of interdisciplinary and scientific problem-solving skills.

The committee is of the opinion that clarification is needed on what notion of design research is applied in the programme. It values the setup of the bachelor's thesis, but urges the programme management to consider measures to ensure that the scientific approach is more structurally embedded in the bachelor's theses.

There is room for improvement with regard to the proportion of staff with a PhD. The committee appreciates that the programme is currently taking several steps to improve this, and that priority is given to the specialisations where this need is most urgent. Also, the student-staff ratio is high, which is why the committee asks to closely monitor the sustainability of the current teaching-learning environment. The committee values that new staff has been attracted to provide more substance to the 'humanities and business'-pillar in education and research.

Pagina 3 van 7 The study progress and study load of bachelor students should be closely followed, but the committee trusts that the recent initiatives taken by the programme, combined with the open atmosphere of the IDE-community, will improve study progress.

The committee found clear evidence that the IDE-programmes at the UT are oriented towards constant improvement. Many of the remarks made by the committee have already been discussed within the programme and these discussions have in some cases led to concrete initiatives.

The committee has established that the IDE-programme has an adequate assessment system. There is an appropriate variety of assessment methods. The committee concludes that the quality control mechanisms that are in place are adequate and ensure that the assessment is transparent, reliable and valid. The committee greatly appreciates that evaluations and assessments in the IDE-programmes are done by more than one assessor as much as possible. Still, the committee thinks that the moderation process has to be made more explicit and robust to ensure consistency in assessment throughout the programme.

The transparency of the feedback process for the bachelor projects has improved recently. The committee sees it as an important step that process aspects are now also taken into account, as this makes the application of what has been learnt in the programme more visible.

This was not always evident in the bachelor theses the committee consulted.

The committee has found that the achieved learning outcomes at the bachelor level are adequate. According to the committee, the final projects overall meet the requirements with regard to level and orientation. The committee suggests that continuous effort is made to ensure that the scientific approach is more structurally embedded in the theses in future.

### **Aanbevelingen**

De NVAO onderschrijft de aanbevelingen van het panel en in het bijzonder de aanbevelingen over het concreter formuleren van de eindkwalificaties, de formele training in interdisciplinaire wetenschappelijke, probleemoplossende vaardigheden, het aanscherpen van de borging van de assessments en de (te) hoge werklast van docenten.

Pagina 4 van 7 **Besluit**

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Universiteit Twente te Enschede in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 8 september 2014 naar voren te brengen. Van deze gelegenheid is geen gebruik gemaakt.

De NVAO besluit accreditatie te verlenen aan de wo-bachelor Industrieel Ontwerpen (180 ECTS; variant: voltijd; locatie: Enschede) van de Universiteit Twente te Enschede. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 31 oktober 2014 en is van kracht tot en met 30 oktober 2020.

Den Haag, 31 oktober 2014

De NVAO  
Voor deze:



Paul Zevenbergen  
Bestuurder

Ann Demeulemeester  
(vicevoorzitter)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

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

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

**Tabel 1: Uitval na 1, 2, en 3 jaar.**

Cohort	2007	2008	2009	2010	2011
Uitval na 1jr	13%	11%	18%	16%	11%*
Uitval na 2jr	18%	18%	21%	17%*	
Uitval na 3jr	21%	21%	27%*		

\*Voorlopige cijfers (Oktober 2012)

**Tabel 2: Rendement (vwo-instroom).**

Cohort	2007	2008	2009
Rendement na 3 jaar	0%	2%	3%
Rendement na 4 jaar	17%	39%	
Rendement na 5 jaar	56%		
Rendement na 6 <sup>(+)</sup> jaar			

**Tabel 3: Rendement (totale instroom).**

Cohort	2007	2008	2009
Rendement na 3 jaar	0%	1%	4%
Rendement na 4 jaar	18%	34%	
Rendement na 5 jaar	57%		
Rendement na 6 <sup>(+)</sup> jaar			

**Tabel 4: Docentkwaliteit.**

Graad	Ma	PhD	BKO
Percentage	89%	50%	63%

**Tabel 5: Student-docentratio.**

Ratio	29,1 : 1
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**Tabel 6: Contacturen.**

Studiejaar	1	2	3
Contacturen	23	17	17

- Prof. dr. L.T.M. (Lucienne) Blessing (chair), Professor of Engineering Design and Methodology, Université du Luxembourg;
- Prof. dr. P.J. (John) Clarkson, FEng, Professor of Engineering Design, Director of Cambridge Engineering Design Centre, Cambridge University, UK;
- Prof. dr. I. (Ilpo) Koskinen, Professor of Industrial Design, Aalto University School of Art and Design, Helsinki, Finland;
- Prof. dr. A. (Albert) Pilot, Emeritus Professor of Curriculum development en Professor of Chemistry education, Utrecht University;
- Prof. (emeritus) dr. M. (Markku) Salimäki, Director (emer.) of International Design Business Management, Aalto University School of Business, Helsinki, Finland;
- M. (Manon) Kühne BSc (student member), Master's student Integrated Product Design, Delft University of Technology.

The committee was supported by mw. dr. J. (Jetje) de Groof, who acted as secretary.