

UNIVERSITY OF TWENTE

HIGH TECH
HUMAN TOUCH

REFLECTION FROM PRACTICE

A development-oriented approach reshaping the relationship between internal and external quality assurance

Merijn Snel – Policy advisor



UNIVERSITY
OF TWENTE.

35 Master of Science Programmes (31 English; 4 Dutch)

20 Bachelor of Science Programmes (16 English; 4 Dutch)



OVERALL 4TH OF ALL 14 UNIVERSITIES



TOTAL NR
STUDENTS
12.903

MASTER'S
STUDENTS
4.653

BACHELOR'S
STUDENTS
7.530

DEGREES
AWARDED
UNDERGRADUATE
1.532

GRADUATE
1.738

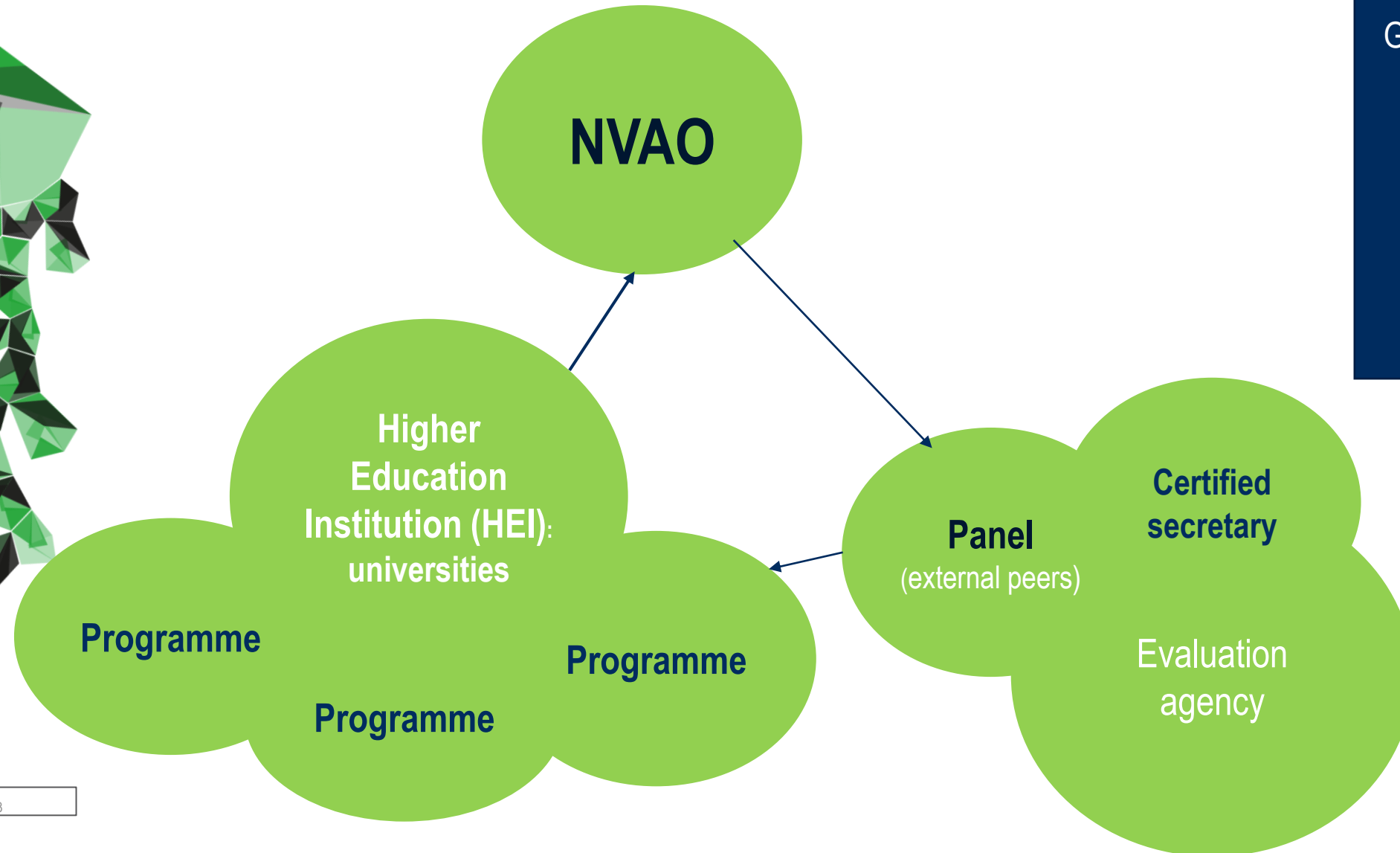
DOCTORAL
DEGREES
AWARDED
206

FACTS & FIGURES 4-22

2

UNIVERSITY
OF TWENTE.

QUALITY ASSURANCE FOR TWO DECADES



Government: Ministry for
Education (law and
funding)
Inspectorate

Organizations
representing HEI

ACCREDITATION INDUSTRIAL ENGINEERING AND MANAGEMENT

Home IEM Accreditation

IEM Accreditation

General information

Standard 1: Intended Learning Outcomes

Standard 2: Teaching and Learning Environment

Standard 3: Student Assessment

Standard 4: Achieved Learning Outcomes

Source files



WELCOME TO THE ACCREDITATION WEBSITE FOR INDUSTRIAL ENGINEERING AND MANAGEMENT (IEM)

On this website, you find all information regarding both the Bachelor's and Master's programme of IEM (B-IEM and M-IEM). In the first section, [introducing IEM](#), we present our programmes in general, supported by [facts and figures](#). The four other sections are each dedicated to the four standards of the Accreditation Organisation of the Netherlands and Flanders (NVAO): the programmes will be measured by. In these four sections, we present our analysis and documentation for both programmes regarding the intended learning outcomes, teaching and learning environment, student assessment and achieved learning outcomes.

- [Introducing IEM](#)
- [Standard 1: Intended Learning Outcomes](#)
- [Standard 2: Teaching and Learning Environment](#)
- [Standard 3: Student Assessment](#)
- [Standard 4: Achieved Learning Outcomes](#)

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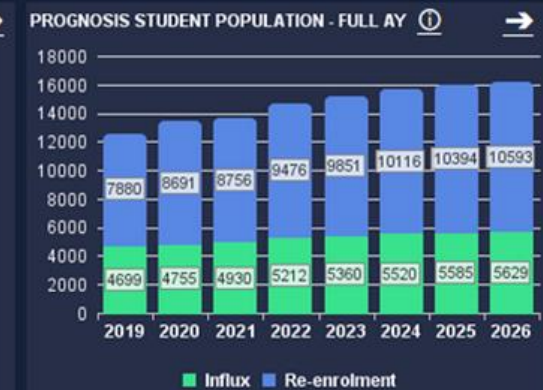
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UNIVERSITY OF TWENTE.

DISCUSSION QUESTIONS

- Is this approach beneficial to promote good education in universities?
- What are the pre-conditions for a programme to be “mature” and able to adopt this approach?
- Could the ultimate outcome of fully embracing a development-oriented QA approach result in arguing that, over time, external quality assurance will become redundant?

