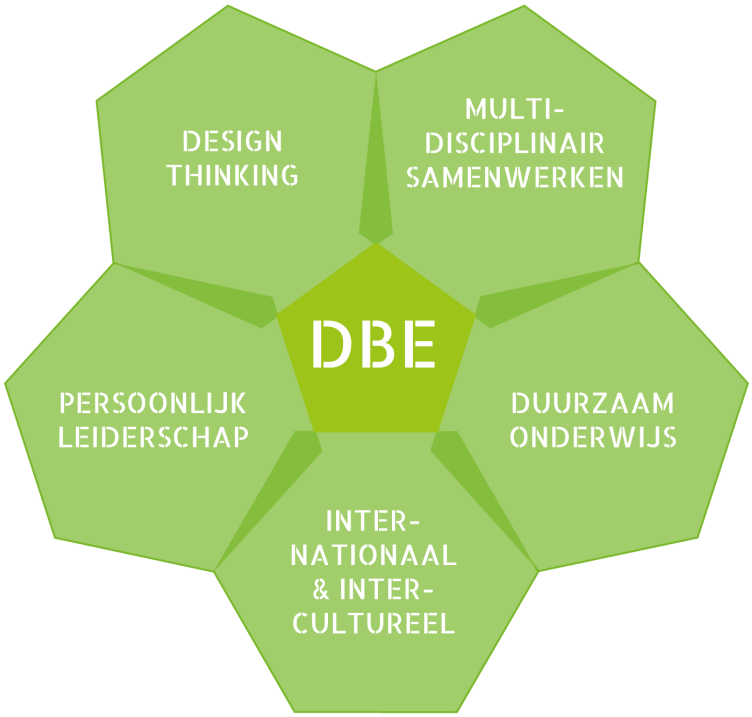
NHL STENDEN hogeschool

Strategic Education Policy 2019-2024

Our compass for educational innovation



Prototype: 0.5
Date: 26 June 2019
Service: Education and Research Quality

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Version 0 management

Version	Date	Intended for	Status	Completed
0.1	20-07-2018	Jan van Iersel	Opinion-forming and feedback	No feedback yet
0.2	28-08-2018	Jan van Iersel	Opinion-forming and feedback	Amended following the outlines of the Strategic Institutional Plan
0.3	25-09-2018	EB Directors PC Employees, students, professional field	Consultation in formal consultative bodies Broad consultation with various target groups	Feedback from Jan van Iersel Feedback from a number of O&O (Education&Research) experts
0.4	14-12-2018	Portfolio holder EB, directors and a number of directly involved stakeholders, policy makers on other topics	Feedback in a limited group Alignment with Management / EB	Comments from various sessions.
0.41	17-01-2019	Executive Board	Consultation	Comments from consultation on education
0.42	15-03-2019	Executive Board UPC	Consultation	Visualisations DBE Aspects and DBE Phases in accordance with SIP Texts of DBE research / phases amended: 3.4; 5.2.3, 6.5.4, 6.5.7 **Chapter 4: Objectives clarified and KPIs added; chapter moved to Chapter 7.** Appendix with other material removed.
0.5	26-6-2019	Executive Board UPC	Established	Comments processed by UPC Committee O&O on self-regulation, valuation of the professional field (5.7.1), reference to chapters in Appendix 2 Other questions were answered in writing.
	28-08-2019	Executive Board	Adopted after approval HMR on July, 9 2019	27-08-2019

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1. Introduction

Now that NHL Stenden University of Applied Sciences has become a fact, we are taking the next step in the development of the policy for our university of applied sciences. This education policy is part of NHL Stenden's core policy documents. The concept of Design Based Education (DBE) is one of the profile characteristics of NHL Stenden. This education policy addresses our educational ambitions and Design Based Education as the way in which we want to achieve these ambitions.

Further development of the educational concept
This policy concerns the further development of the educational concept of DBE as part of the merger document, which was published in 2017 as a separate publication (Geitz, G en C.G.F. Sinia, 2017). In this further development, we have used the first experiences gained during the development and implementation of DBE. In addition, we have sought to align with the parallel policy processes such as the Strategic Institutional Plan, the research policy, the internationalisation policy, etc. This also means that in this education policy, we will frequently refer to other NHL Stenden policies. Finally, the national quality agreements are also integrated into this policy.

Consultation
A first version of this education policy has been discussed in several committees. We have also received feedback from a number of lecturers, students, Professors of Applied Sciences, educationalists, etc. We have fine-tuned and amended the texts on the basis of this. All in all, policy development in the spirit of DBE. A process that will not stop after this policy has been adopted.

Objective of the education policy
The coming years will be dominated by the implementation of Design Based Education in all the programmes. This policy indicates what we stand for as a university of applied sciences, which direction we want to go and what we expect from our programmes in terms of cascading this policy. This means that this policy primarily serves as a compass for the programmes. This policy also serves as an accounting document for the Institutional Audit (ITK). Additional communication tools and guidelines are being developed for the various target groups.

Structure of the document
We will first provide a brief impression of our social environment, the role that we want to play as a university of applied sciences and our strategic ambitions in the area of education. Subsequently, we will elaborate on our Design Based Education (DBE) concept, and on how we expect to comply with the applicable accreditation requirements and on our perception of the quality of education. We will continue with images of the transition process towards DBE and our educational ambition for 2024. Background information on the external quality frameworks, explanation of how DBE relates to the quality agreements and all the design frameworks of DBE can be found in the appendices.

Assessment policy
This policy applies for a period of six years: from 2019 to 2024. Partly due to the fast changes in our environment and the ambition level of this plan we will annually evaluate the implementation on the basis of the R-reports and where necessary make additions and adjustments.

2. Our social environment

In this chapter, we will briefly outline the context of our university of applied sciences as described in our Strategic Institutional Plan 2019-2024.

At a regional, national and international level, major demographic, economic, social, technological, ecological and political developments are currently taking place. Global issues such as climate change, food security, clean water, poverty and inequality require new ways to cooperate and live together. Knowledge is soon outdated and renewed and, in many cases, technological innovation defines the world in which we live. Existing professions are disappearing, new ones are emerging. Innovation is an ongoing process involving many parties in various ways of co-creation.

There is more and more cooperation across national borders, causing more interdependency between organisations (and therefore employees). They are increasingly less tied to a specific (own) country or region. Employees are increasingly faced with an intercultural working environment, even if they remain within the boundaries of their own country or region.

In such a dynamic reality, the continuous development of new knowledge is extremely important. Equally important is the ability to mobilise and smartly apply knowledge, ideas and technologies. Innovation is essential for organisations to maintain or create a position in rapidly changing market conditions. Organisations require a different type of professional; professionals who have inquisitive and problem-solving skills in an uncertain, complex and constantly changing context. Agile professionals who continue to develop (lifelong learning)

These developments often come with region-specific challenges. The North of the Netherlands, for example, has a relatively tenuous economic infrastructure in combination with population shrinkage. Regions in Asia, such as Bangkok (Thailand), Bali (Indonesia) and Qatar, on the other hand, are faced with strong growth (population, tourism, economy), raising the question of how to sustainably support this growth. As a region, South Africa has to deal with socio-economic inequality. What these various regions have in common, is that each region from its own perspective faces the problem of how to make and keep their region vital and liveable.

All these developments have implications for our education and research. In the next chapter, we will discuss in more detail the role that NHL Stenden wants to play.

3. NHL Stenden University of Applied Sciences

After having outlined the social context in Chapter 2, we will describe below what role we want to play as a university of applied sciences, with a view to our social responsibility. We will discuss our mission, vision and values, our specific profile, our educational offering and the connection between education and research. We base ourselves on the Strategic Institutional Plan 2019-2024. In the following chapters we will discuss our education policy in more detail.

3.1. Mission, vision and values

NHL Stenden University of Applied Sciences is a young international multi-campus university of applied sciences that was formed on 1 September 2018 as a result of a merger. The mission statement of the new university is as follows: '***Working on world-wise innovation***'. We want to contribute through high-quality education and research to the personal development of students and to the social progress of the regions in which we operate. This is based on our conviction that '***Education and research are the bearers of personal development and social progress*.**

We consider the following core values to be important: ***connecting, enterprising and inventive***.

3.2. NHL Stenden Profile

We want to achieve high-quality education and research and high-quality facilities through three profile characteristics that are inextricably linked:

- Design Based Education as an educational concept;
- A substantively solid profile with regard to three social issues (focus areas):
    - Vital Regions,
    - Smart Sustainable Industries,
    - Service Economy,
- In an internationalised multi-campus.

3.3. Our educational offering

We are a broad university of applied sciences with more than 100 programmes covering all sectors at various levels (Associate Degree, Bachelor, Master) and in various forms (full-time, part-time, work-study).
We want to be an accessible university of applied sciences and offer a continuous line of AD-Bachelor-Master programmes. The portfolio will be further expanded on the basis of the requirements from the (regional) market and in line with our own ambitions. We work with (inter)national partners in the education chain such as secondary schools, Regional Training Centres (ROCs), other universities of applied sciences and universities.

Related and associated programmes, Professorships of Applied Sciences, knowledge centres/learning companies and the execution of contract activities are connected with each other as much as possible in one of the 14 academies. We provide education at 8 locations in the North of the Netherlands and 4 international locations (in Africa, the Middle East and Asia), which are all different in terms of context, educational offering, number of students and identity. It is our ambition to expand the educational offering at the various (inter)national locations.

3.4. Research and education

In addition to education, research is one of the main activities of our university of applied sciences. We have chosen to develop a Design Based Research concept to provide direction to the further development of research within our university of applied sciences. This concept also

fits seamlessly with Design Based Education. Our research focuses on knowledge development, education and innovations. Summarised in the following research vision:
Exploring to create a better world: developing knowledge for real-life innovations and supporting our students to develop themselves into skilled, innovative and service-oriented professionals.
(Dienst O&O, 2019)
Through the focus areas, we give substantive focus to our research. Furthermore, the focus areas give direction to the development of our education portfolio, especially to that of the Masters. (NHL Stenden, 2019)

Education and research reinforce each other at NHL Stenden, it creates a kind of symbiosis. This is an essential element of our DBE and DBR concept. By creating a good connection between education and research, we want to contribute to sustainable value creation and knowledge development within the regions in which we operate. Workshops play an important role in the relationship between education, research and practice. Through the research units, valuable practical assignments may be introduced into the workshops. We also conduct research into the effect of our educational concept. See also the Strategic Research Policy and the Memorandum on the NHL Stenden Focus Areas Policy.

3.5. Educational Objectives Strategic Institutional Plan 2019- 2024

The following objectives from the Institutional Plan (NHL Stenden, 2019) are the most relevant to our education policy;

General

- In 2025, according to the *rankings* of the UAs Keuzegids we will (still) be one of the three best large universities of applied sciences in the Netherlands.
- Every student can follow a continuous learning path from Associate Degree (AD) to a professional master within the university of applied sciences. A substantial number of the graduates of an AD transfer to a bachelor programme of the university of applied sciences. A substantial number of the bachelor graduates transfer to a master programme of the university of applied sciences.
- We are nationally and internationally recognized and acknowledged as an expert with regard to our three characteristics; Design Based Education, focus areas and multi-campus and we have proven to appeal to students and the social environment.

Design Based Education

- Every programme implements the educational concept of Design Based Education and does so with demonstrable success.
- *Blended learning:* Every programme and every branch have demonstrably created a balanced *blend* of small-scale *face-to-face* education and time and place independent education.
- Each academy has at least two *crossovers* between programmes with another Academy, in the form of partly shared curricula.
- Flexible Education is an integral part of our portfolio.

Focus areas

- The focus areas provide a substantive focus for the continued development of our education and research portfolio.

Multi-campus

- Each international campus site has been extended with at least a Bachelor programme, a Master programme and two to three Grand Tour minors.
- We have an international accreditation/quality mark for the international programmes.

In the following chapters, we will describe how we intend to achieve these ambitions, among other things through our educational concept of Design Based Education.

4. Our educational concept: Design Based Education

The development of the educational concept has been a maturing process, during which we have made use of sources from various disciplines and examples from other universities of applied sciences and universities. Stakeholders were consulted many times during and after the merger process, which means that we are able to say that we have laid a good foundation on which to build. In order to achieve our educational ambitions we have chosen a new educational concept that appeals to students, staff and organisations: ***Design Based Education.*** Design Based Education allows us to anticipate the changing world and the challenges that face us. This is a concept that matches our desire to help advance the regions in which we work with new ideas and research. Below we will show the fundaments and aspects of our educational concept.

4.1. Fundament of Design Based Education

The new educational concept is a further development of the existing concepts of both universities of applied sciences (Problem Based Learning and Competency Based Education), supplemented with innovative elements in order to achieve a unique and future-proof concept[1].

Design Based Education is based on social constructivist, contextual, self-regulated and collaborative learning. It assumes empathy for the student, the lecturer and the environment. We consider qualification, socialisation and personal development as important functions of our education (Biesta, 2012).

The current (complex) question from the practice and the learning question of the student constitute the starting point for learning and cooperation. Intensive cooperation between the student, the lecturer, the professional field and researchers (co-creation) in workshops and an inquisitive approach based on Design Thinking creates a challenging learning environment within which (inter)national developments are taken into account.

The learning environment is focused on the development of a sound knowledge base and the skill to transfer knowledge to yet unknown situations. The learning process therefore focuses on the adaptability of the student and the development of their own professional identity and thereby has a sustainable effect for the student. The interaction between lecturer, student and the professional field is central to this, for which good coordination within the learning environment and perceptions influence this relationship to a considerable extent.

Design Based Education is characterised by iterative processes in which steps are repeated to achieve change and improvement. Important in this respect are the methodical interaction with the practice, the actual assessment and returning solutions and ideas to the professional field, in which designs are created.

Design Based Education fits in with a social constructivist [2] vision of learning and is in line with some scientifically substantiated views with regard to effective learning:

- Learning is a social activity; we construct meaning through interaction.

[1] Geitz, G. & C.G.F. Sinia (January 2018). How NHL and Stenden merge their educational concepts. Science Guide.
[2] See appendix 1 for background information about the underlying visions.

- Our brain functions better if we activate it as much as possible; if we are actively involved ("learning is a verb").
- Learning is more effective in a context-rich setting, using a topical issue and starting from where the learner is in their development.
- Authentic issues and learning environments promote the transfer (applying what has been learned in a new situation).
- Learning through inquisitiveness and engagement of the student in the learning process creates motivation.
- Divergent thinking promotes creativity.
- Active involvement (learner agency, self-regulation) and belief in own ability (self-efficacy) are important factors for sustainable learning and study success.

The combination of these ingredients makes this educational concept unique. We define Design Based Education as follows:

Design based education is a teaching and learning approach that empowers the learning process of all stakeholders in (higher) education: a trialogical process between students, the professional field and lecturers. Actual and complex issues are faced via iterative processes in order to bridge the gap between a current situation and an intended situation. Characteristics of the non-linear, iterative DBE processes are empathizing, defining, ideating, applying, testing, assessing and improving in order to bridge this gap. The methodological trialogical interaction between students, the professional field and lecturers is domain specific. The DBE teaching and learning approach adds value to the learning of students, the professional field and lecturers in terms of gaining multidisciplinary knowledge, developing metacognitive skills and by creating social value (Geitz, 2017).

4.2. Design Based Education – 5 aspects

Based on these visions, and our beliefs and ambitions, we have defined for our educational concept of Design Based Education the following five major, related and mutually reinforcing aspects:

1. Multidisciplinary cooperation
2. International and intercultural
3. Design Thinking
4. Personal leadership
5. Sustainable education

The figure on the right illustrates that these aspects overlap each other and that sustainable education forms the heart of our education. You will find a further elaboration of these aspects in the following paragraphs.

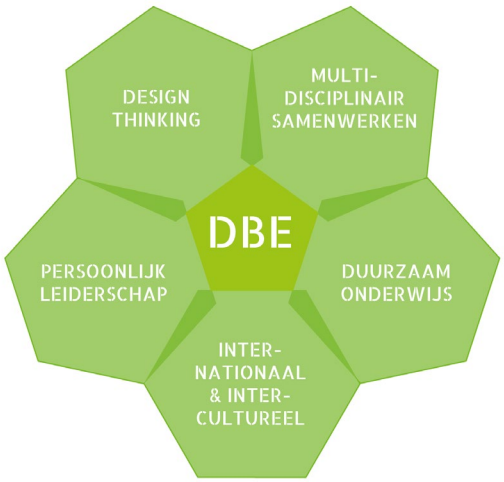

Figure 1: Five aspects of Design Based Education

4.2.1. Aspect 1: Multidisciplinary cooperation

The student is open to insights from other disciplines and respects different perspectives. He works constructively with others to find solutions for complex real-life issues.

We want to educate innovative, critical professionals, who work together across the boundaries of their own disciplines to find solutions for issues from the professional practice; enterprising professionals who contribute to the change process of the region/world from a broad (international) perspective. By combining a broad (cross-curricular) basis with specialisation and profiling, we expect students to have more opportunities in the labour market (T-shaped professional).

Innovations often happen at the intersection of disciplines. This is why we believe it is important that there is cooperation between programmes, lecturers and students (crossover). Multidisciplinary cooperation means co-creation between students, lecturers, researchers and the professional field from various disciplines and takes place in workshops. To be successful, it is important to have diversity in a team. The combination of multidisciplinary teams and working according to the phases of Design Thinking is a powerful combination.

Topical issues are the trigger for learning in this respect. We anticipate the changing demands from the professional field and take into account the national and international developments. We want to be a breeding ground for innovation. Working on real-life issues inspires different dynamics and it is motivating. Learning takes place in a relevant context (contextual learning) and it produces results that are of value for the professional field and/or society.

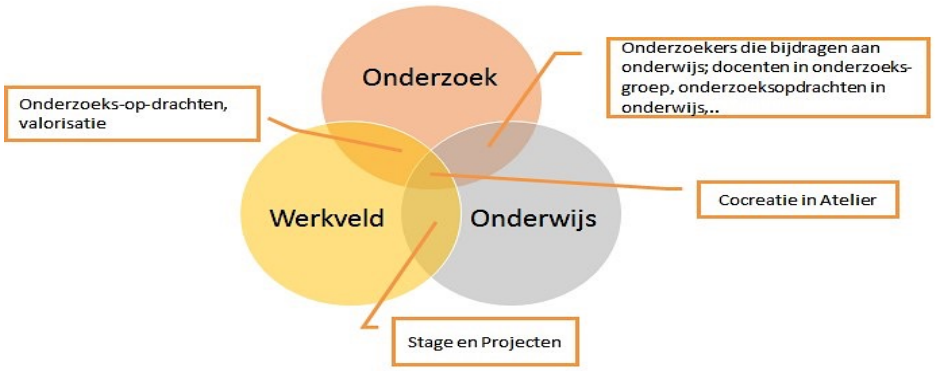

Figure 2: Co-creation

We focus on active participation and co-creation. Every programme works closely with the professional field for which it educates and makes a connection with practice-oriented research. A rich and extended learning environment is created through cooperation with our environment. We aim to achieve sustainable cooperation, partnerships, in which the partners have an eye for the learning process and not just for the results. This creates a common responsibility for the training of professionals.
Co-creation takes various forms: learning at the workplace, projects or placements and practical assignments in workshops inside or outside the university of applied sciences. A workshop is understood to mean a (physical) working environment that facilitates and triggers (affordance) activating and cooperative learning in co-creation.

4.2.2. Aspect 2: International and intercultural

The student is educated to become a world-wise citizen and feels at home in an international market.

Employees are increasingly faced with an international and intercultural working environment, even if they remain within the boundaries of their own country or region. This is why we want to educate students to become professionals who are both at home in the region and familiar with the international and intercultural dimensions of their professional practice. Professionals who develop into conscious, confident, global citizens and who know how to deal with the challenges of the world. Who have international and intercultural competencies, who know how to cooperate and are environmentally sensitive. Who can look at a problem from different perspectives and who can establish a link between the regional and international aspects.

Our mission is 'Working on world-wise innovation'. With our international multi-campus environment, we offer our students an international and intercultural context. With our education and research we want to contribute to the personal development of students and to the social progress of the regions in which we are active. In doing so, we also take into account the international and intercultural context of a location and we work on the basis of equality.

We believe it is important that all our students acquire the international and intercultural competencies required for a successful career in their sector (qualification). We are convinced that international and/or intercultural experiences are of added value for the student's personal development. The international orientation contributes to the personal profiling, but it also contributes to mutual understanding and inclusive thinking.

In our international learning environment we want to do justice to the differences between students and to working inclusively. We offer opportunities to get in contact with a wide range of traditions, cultures, practices, values and standards (socialisation). Diversity and, as a logical consequence, multidisciplinarity enhance our learning environment and offer us possibilities for groundbreaking innovations. We want to use knowledge that has been developed in different parts of the world.

Figure 3: World-wise and inclusive

In the coming years, we will place a strong focus on the internationalisation of our education and research. We are convinced that this will lead to an increase in quality. The manner in which internationalisation will be embedded in the programmes may vary. This all has a lot to do with the professional context and the initial situation of a programme and with the student population. In paragraph 6.5.5. we will discuss the possibilities for internationalisation in more detail.

4.2.3. Aspect 3: Design Thinking

The student develops into an inventive professional who iteratively examines real-life issues to find meaningful and innovative solutions.

We want to educate our students to become professionals who can work with others to find solutions for complex problems; who are environmentally and people oriented and who are able to ask the right questions. People who can think 'outside the box' are not afraid to experiment. Together with stakeholders and based on research, they come with unexpected perspectives and possible solutions. They are proactive and trendsetting in their approach.

Design thinking is a source of inspiration for how we organise our learning and working environment. The main characteristics are: environmentally and people oriented, engagement, iterative cycle with room for experimenting, creativity, outside the box thinking and prototyping (Rauth, 2010). Research of complex issues and the design of a solution is done in iterative cycles. Designing is both a process and a mindset. It requires flexibility and resilience if the solution path is not determined beforehand and it requires trust in others and in the process to continue to believe in a valuable result. The ideas and the iterative approach of Design Thinking fit well with working on complex problems and creating valuable new ideas, products or services, as we intend to do in our education.

Inspired by Design Thinking, we have defined 6 phases of DBE that are in line with our vision of education and our educational context. Within all the six phases, we aim to achieve synergy between learning, designing and research.
A relevant and challenging real-life problem is the basis for the design cycle. The question is explored iteratively, possible solutions are generated and tested. This process produces (prototypes of) professional products or professional actions. All this in line with the type of programme. We consider the relevance for the practice and the practical application important.

Figure 4: DBE Phases

The research process within the DBE phases is aimed at students developing their inquisitive capacity to achieve the desired programme level. This concerns, among other things, consultation of sources, use of appropriate research methods, justification of choices and reflection. Strengthening the inquisitive capacity is always aimed at increasing the quality of the professional products and the student's professional performance. The learning process is all about learning through trying and doing, learning from experiences. Feedback, assessing, reflection and adjustment are a natural part of the DBE phases.
Working according to principles of Design Thinking and the DBE phases has an effect on the didactics, the interaction between the lecturer and students and between students. Also, contact with the user / customer and the application of design methods leads to different dynamics. The use of new working methods and tools gives education a boost.
Working in the spirit of Design Thinking and according to the DBE phases is not some sort of trick for us, but an integral way of thinking and working. See §5.5.7 for a further elaboration of the DBE phases.

4.2.4. Aspect 4: Personal leadership

The students are proactive and even after their studies they continue to develop and adapt to changing circumstances based on a highly developed professional identity and their own (moral) compass.

We want to educate our students to become self-learning professionals who will continue to develop (lifelong learning). Who will be able to take their place confidently in a rapidly changing world and adapt to changing circumstances. Who, based on a highly developed professional identity and (moral) compass will take responsibility and have control of situations or choices in their lives and work.

To achieve this, our education not only focuses on qualification, but it also contributes to the development of the personal qualities of our students (personal development, Bildung), to the development to become a world citizen (the socialising function) and the development of a personal and professional identity. (Biesta, 2012).

Our learning environment is all about gaining experiences and applying knowledge and insights. Solving problems, learning from what did not work so well, self-reflection and good feedback. In this way, students develop a self-image, they learn to understand their talents and skills and they gain faith in their own abilities (self-efficacy). This is an important factor for study success. We encourage students to explore and develop their talents and to take responsibility for their learning process, their actions and choices (learner-agency, self-regulation). In doing so, they develop the ability to have control in certain situations or in making choices, also outside the university of applied sciences (self-leadership).

Figure 5: Personal growth

We take into account the differences between students in terms of background, stage of life and needs and our approach is inclusive. We consider diversity to be an enrichment of our learning environment. On the basis of learning outcomes, we recognise previously acquired qualifications and we offer students opportunities for acceleration. Within certain limits, we allow students to determine for themselves how to give substance to the intended final qualifications / learning outcomes in order to profile themselves personally.

We offer students opportunities for internationalisation, crossovers, composing their own learning paths, combining study with top sport and participating in *X-honours* programmes. All our programmes offer various options within the programme, such as minors or the opportunity to study abroad. This allows students to work on their own professional profile and to prepare better for the future, whether it concerns a follow-up study or a job.

We believe it is important for students to have a good connection with the programme or the group and good (personal) supervision in various settings. It contributes to the feeling of being accepted, it provides a safety net and it contributes to study success. In our supervision we make sure that the student receives the attention they need and we take their requirements into consideration. Study coaching is a form of empowerment and focuses on qualification, personal development (Bildung) and making study choices.

4.2.5. Aspect 5: Sustainable Education

The student develops into a self-learning and responsible professional with respect for other people, different cultures and views. A professional who contributes to a sustainable, just and inclusive society.

The sustainability aspect forms the heart of our DBE profile, it reflects our core values and our social responsibility and it touches on the four other aspects.

Given the changes in the world around us, we want to educate enterprising, reflective and self-learning professionals who will continue to develop (lifelong) and are able to adapt to a changing world that is unpredictable and sometimes unimaginable. Professionals who are and continue to be sustainably employable (relation with personal leadership aspect).

We want to educate students to become professionals who are able to think and act from a sustainability perspective. Who have respect for other people, other cultures and views. Who recognise the societal challenges and are concerned with well-being of others. Who want to make a positive contribution to a sustainable, just and inclusive society (relation with aspects of internationalisation, multidisciplinary cooperation).

Figure 6: Sustainability Aspects

We want to develop sustainable collaborations / partnerships with a shared responsibility for educating our students to become professionals. We want to contribute to sustainable value creation and knowledge development in the regions in which we operate (focus area: Vital Regions) and to the sustainability targets of the United Nations [3](relation with the aspect of multidisciplinary cooperation).

As an international multi-campus university we aim to provide accessible, good and inclusive education, which is based on our conviction that good education is the basis for sustainable development. We want to offer our students appropriate education at various locations, at various stages of their lives and at various levels. We also want to have a good cooperation with parties and colleagues in the education chain and the professional field. We want to play an important social role, together with our partners.

In our learning environment, we want to initiate an effective and efficient future-proof learning process. We consider the development of 21st century skills important, as well as the construction of a solid knowledge base and the transfer to unfamiliar situations. In our learning environment, we provide context-based, self-regulated and collaborative learning. Furthermore, students work iteratively on complex issues from the professional field. Education and learning are focused on the future (Geitz, 2016).

Sustainable education is a recognised special feature. [4] It is our aim that within a few years at least ten programmes will have been awarded this quality mark / that we as a university of applied sciences will have been awarded this quality mark.

[3] UN sustainability targets: http://www.sdgnederland.nl/

[4] Hobéon (2016) Assessment framework for sustainable development in higher education (AISHE)

5. DBE according to the NVAO standards

In the previous chapter we described the core of our educational concept on the basis of 5 aspects. In this chapter we describe the choices we make with regard to our educational concept of DBE, based on the NVAO standards. For each standard and the underlying themes, we describe the frameworks (design requirements) and the scope for the programmes. We also indicate what we expect from the programmes in terms of cascading this concept.
The more the aspects reflect the intention, the more specific we will be in this chapter. However, we are still fully engaged in the implementation of DBE and learning from our experiences. It is therefore necessary to make an annual assessment as to whether these are still the right frameworks, at the right level. Do the frameworks contribute to the quality of our education, to the mutual cooperation and/or the recognisability of the common profile of NHL Stenden University of Applied Sciences? This means that this part of the education policy is much more dynamic.

5.1. NVAO standards

We have to deal with the Dutch accreditation system[5]. Programme assessments are compulsory in this system. Every six years, a programme must demonstrate that it still meets the standards for re-accreditation. In the limited framework, the assessment focuses on 4 standards:

1. Intended learning outcomes
2. Teaching-Learning environment
3. Assessment
4. Achieved learning outcomes

We attach great importance to ensuring that every programme is ready for accreditation at all times. We also want to see a recognition of the quality of our DBE education in the external reviews. Although the quality assurance standard is not part of the limited framework for programme reviews, this chapter will also address quality assurance.

5.2. Constructive alignment

These four standards have a logical structure. We want to organise our education, supervision and assessment in such a way that it contributes to student learning and is focused on achieving the intended objectives. This is also called constructive alignment
(Biggs, 1996). Learning and educating with a clear goal in mind; result-oriented. The descriptions of the following standards should therefore be seen in conjunction with each other.
In the following paragraphs, we first give the literal text from the accreditation framework and we will subsequently discuss a number of specific themes related to DBE. It is not the ambition to be complete from the perspective of the accreditation framework. Some themes are also discussed in more detail in supplementary policies or in guidelines.

5.3. Cascading to programmes

Programmes have the opportunity, within the frameworks, to give their own meaning and interpretation to DBE. However, we do find it important that DBE remains recognisable (see DBE ambition recognisable in all programmes). We expect from every programme that they clearly specify the cascading in the course document and the Teaching and Examination Regulations.

[5] NVAO (2016) Assessment framework for the accreditation system in higher education in the Netherlands

5.4. Intended Learning Outcomes (standard 1)

Standard 1: The intended learning outcomes match the level and orientation of the programme and are in line with the expectations of the professional field, the discipline and with the international requirements.

5.4.1. Clear programme profile

We find it important that a programme has its own clear signature. This may involve substantive choices or specialization and alignment with the focus areas. The social environment may also be a factor, such as the organisations that we cooperate with in the context of co-creation.

5.4.2. Clear profile of graduates

In the description of the five aspects of DBE (Chapter 5), we have interpreted the profile of our graduates. In summary:

NHL Stenden graduates show that they are inquisitive, critical, innovative and reflective professionals, who work with others across the boundaries of their own discipline. They are able to find solutions for complex problems. They approach these issues according to the phases of Design Based Education: inquisitive, iterative and creative and by designing prototypes. They are familiar with the international and intercultural dimensions of their professional practice. They are also responsible and confident world-wise citizens who contribute to regional and international change processes. They are able to look at an issue from various angles and want to contribute to a sustainable, equitable and inclusive society.

We expect the programmes to integrate the above DBE profile into the graduates' profiles, naturally in line with the current (inter)national professional and competence profile.

5.4.3. Open formulated learning outcomes

In part-time education, we have gained experience in working with learning outcomes [6] to allow for flexibility and learning path-independent assessment. As this fits well with the principles of DBE, we have chosen to work with learning outcomes within all programmes and variants. It is consistent with our desire to offer the students more opportunities for their own interpretation and profiling, the possibility to facilitate personal learning paths and learning path-independent assessment. As the learning outcomes are formulated more openly, there are more possibilities for students to develop their own profile.

The programmes are expected to formulate clear learning outcomes for all years of study and to make conscious choices with regard to the level of 'openness'. The learning outcomes preferably apply to all variants. The learning outcomes should cover the national profile and reflect the individual character of the programme. The learning outcomes must also meet the Tuning requirements in terms of elaboration.

[6] A learning outcome is a measurable result of a learning experience on the basis of which it is possible to determine to what extent, to what level and according to which standard a specific competency has been developed and it describes an observable effect on performance related to a learning experience). This leads to the organisation of the education and assessment of knowledge, skills, attitude and competencies attuned to the final qualifications. Learning outcomes make the competency measurable and form the bridge between the education, the assessment and the final qualifications (CoRe, 2010).

5.5. Learning environment (standard 2)

Standard 2: The programme, the teaching-learning environment and the team of lecturers provide the opportunities for incoming students to achieve the intended learning outcomes.

We will discuss a few subjects that are important for our DBE concept.

5.5.1. Modular Educational Programme

We want to educate students to become innovative, agile professionals and in our education we want to be able to anticipate the changing demands from the professional field (regional and international). This is why we choose modular educational programmes. We can replace the modules without disrupting the entire structure, which means that the programme is robust. To achieve this, we expect the programmes to offer modules worth 15 or 30 ECs, and which are coherent and recognisable for students and the professional field. This modular structure is also consistent with the developments within flexible education.
Real-life issues are always at the centre of a module. A module comprises a limited number of interdependent units, but may vary in terms of orientation (knowledge, skills and competencies).
Each academy has at least two *crossovers* between programmes with another Academy, in the form of partly shared curricula (ambition from the Strategic Institutional Plan).

5.5.2. Personal learning path

We are dealing with a large diversity of students and offer programmes at various levels and in various variants. In this way we want to be accessible and ensure that our students can achieve their full potential. The programmes encourage students to become owners of their own learning process. Within certain limits, we allow students to determine for themselves how to give substance to the intended learning outcomes in order to profile themselves personally. The programmes also provide opportunities for internationalisation, crossovers, the combination of study and top-sport and participation in X-Honours. Particularly the Bachelor programmes offer options in terms of minors. Students can choose at least one free minor worth 30 ECs. Furthermore, every programme offers the opportunity to study abroad. In flexible education, the study coach makes agreements with the student in the form of a personal learning package.

5.5.3. Personal supervision

Students are more motivated and more successful in a learning environment where they are recognised and encouraged. This is why every programme ensures social integration and bonding. It is essential to have conversations during the start of the programme in order to coordinate and align with the student's learning questions / learning objectives right from the beginning.
Student supervision is aimed at achieving the learning outcomes (final qualifications), choices with regard to the personal learning path, personal development (Bildung), talent development and personal profiling. Students always have a study coach, as a point of contact, during the programme. The study coach has a good insight into the development and study progress, adjusts the supervision to the wishes of the student and provides feedback where necessary.

5.5.4. Inquisitive professional

Within all the six phases of DBE, we aim to achieve synergy between learning, designing and research. A relevant and challenging real-life issue is the trigger for learning, designing and research. The question is explored iteratively, possible solutions are generated and tested. This process produces (prototypes of) professional products or professional actions. All this in line with the type of programme. We consider the relevance for the practice and the practical application important.

The research process within the DBE phases is aimed at students developing their inquisitive capacity to achieve the desired programme level. This concerns, among other things, consultation of sources, use of appropriate research methods, justification of choices and reflection. Strengthening the inquisitive capacity is always aimed at increasing the quality of the professional products and the student's professional performance. The learning process is all about learning through trial and error and learning from experiences instead of learning to unlearn. Feedback, assessing, reflection and adjustment are a natural part of the DBE phases.

We expect programmes to clearly explain how the sector-specific (research) methods relate to the DBE phases. And they are expected to pay attention to the inquisitive attitude and the inquisitive capacity of students at the level that is appropriate for the programme.

Workshops play an important role in the connection between education, research and practice. Programmes are able to demonstrate that, partly because of a good connection between education and research, they are contributing to knowledge development in the regions in which they operate. Programmes are able to give examples of contributions to innovations and promote special projects or student activities.

5.5.5. International learning environment

We want to educate students to become professionals that are both at home in the region and familiar with the international and intercultural dimensions of their professional practice. Internationalisation means more than providing students with the opportunity to do (part of) their study abroad. As the pyramid on the right shows, the way in which internationalisation is embedded in the programme, may vary from international aspects in a curriculum to a Grand Tour, an exchange or even a Joint Double Degree. (International Affairs, 2019)

It is possible to study abroad at one of the international branches of our university of applied sciences (Grand Tour) or at one of our partner institutions (exchange).
Our international student population contributes to meaningful international and intercultural interaction.

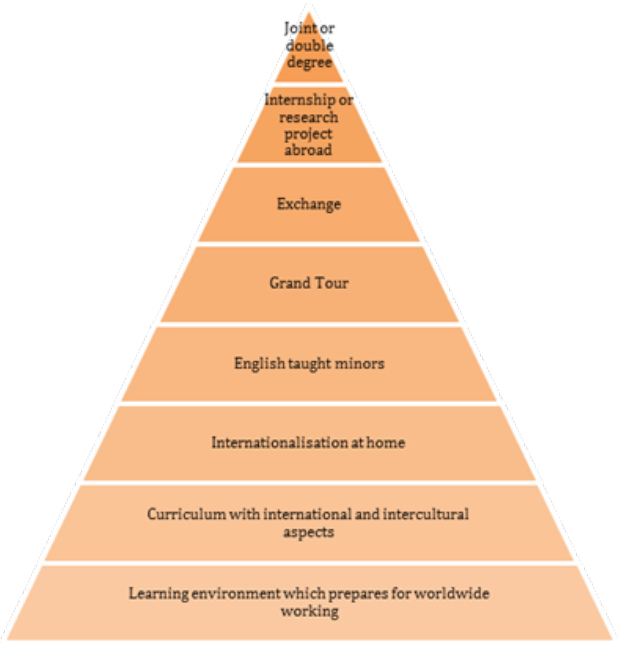

Figure 7: Pyramid Internationalisation

Each programme facilitates internationalisation in such a way that it fits the programme, the professional context and the students. The pyramid on the right provides a frame of reference.

We expect every programme to include at least international and intercultural competencies in the learning outcomes and that every student acquires international experience. Every Bachelor programme offers the opportunity for six months study abroad. We intend to expand the possibilities in the coming years. We strive to obtain an international accreditation/quality mark for the international programmes[7].

5.5.6. Working and learning together in Workshops.

The DBE concept and its five aspects come to life best in the so-called 'Workshops'. Now that we have started, we think it is necessary to define the Workshop in more detail.
Below we will describe various aspects that a workshop must meet.
It is important that a workshop has a clear (substantive) profile and that it is recognisable for students and the professional field. A prerequisite is a match between the learning outcomes of programme(s) and complex practical issues. A workshop can only exist if there is sufficient interest from students and the professional field. Preferably this involves continuity in the orientation of the stakeholder and a workshop during the entire year of study.
In a workshop, real-life issues are worked on according to the phases of DBE. Multidisciplinary issues are the trigger to co-creation and learning together. There is always cooperation between programme(s) and the professional field. The connection is made as much as possible with focus areas and research.
The people involved in a workshop together form a learning community. We take advantage of the diversity as much as possible. The workshop offers sufficient opportunity to achieve various learning outcomes and personal learning objectives.
We believe it is important that from the start students in every programme work for a substantial part according to this concept in a workshop. We understand there are also differences between the workshops. For example, a workshop in the first year of the associate degree or bachelor (full-time) programmes will usually be monodisciplinary, intended for students of one single programme and more focused on bonding. The physical location will usually be within the university of applied sciences. A designated space is essential to facilitate the process of community creation.
The workshops in year 3 and 4 of the bachelor or master programmes are expected to have a stronger connection with research, programme transcending collaboration and a more sustainable connection with the professional field. These workshops will more often take place outside the university of applied sciences. If workshops are recognisable and have added value for the professional field, they may develop into a breeding ground for innovation.

5.5.7. DBE Phases

Inspired by Design Thinking, we have defined 6 phases of DBE that are in line with our vision of education and our educational context. Within these phases there is a synergy between learning, designing and research. Each phase involves using the appropriate working methods, tools and design and research methods. A brief description of the three DBE phases is given below. [8]

Figure 8: DBE Phases

[7] See further Ambitions from the Strategic Institutional Plan and Internationalisation Policy
[8] The phases will be elaborated on in more detail in an extensive development memo.

DBE Phases	Explanation of the design process / research process
Research the question from the practice	During the first phase, it is important to collect as much information as possible about the issue and to understand the visions and requirements of everyone involved. An open attitude, empathy and the ability to put aside one's own assumptions are important. Various sources and existing knowledge are used. It is about understanding and finding the question behind the question and having an overview of the challenge.
Determine the question on the basis of knowledge	This phase involves analysing the information from the previous phase, making use of different sources and existing knowledge and, on the basis thereof, defining the core problem / research question. This provides direction and focus to what follows. Formulation of the core problem, the design assignment or the research question should be done with the stakeholders in mind.
Generate ideas	The objective of this phase is to generate as many different solutions as possible to the core problem. The more the better. It is not yet about the best ideas, but about thinking outside the box and unleashing creativity. This is an important basis for innovation.
Produce a design or prototype	On the basis of the question and wishes of the stakeholders and the ideas and options from the previous phase, a number of ideas will be selected or integrated, based on which one or more designs / prototypes will be developed. On the basis of feedback, the designs / prototypes may be improved in a number of iterations within these phases.
Apply it	During this phase, the most promising designs / prototypes will be tried out and/or presented to the stakeholders. Preferably in a situation that is as realistic as possible. By presenting prototypes early to stakeholders or by testing them in practice, you know whether the solution is in line with the expectations, you create support and gain insights to identify the best possible solution.
Investigate the effect	This phase involves the investigation of the effect, utilising the feedback from the stakeholders and evaluating what this means for the follow-up. It can mean that one or more phases need to be repeated. For instance, the research question may have to be adjusted, a different solution direction may have to be found and/or the prototype / design may have to be modified. Reflecting and learning from experience is essential for making the next improvement.

The above step-by-step plan cannot be followed in a linear fashion. Typical of Design Thinking is precisely its iterative character, whereby experiments are conducted, prototypes developed and revised and some phases repeated several times and in a different sequence. Within the framework of our education and the demonstration of competence, it is important that the process and its choices are reproducible. With this method of working, we want to contribute to innovations and to solving social issues. Where possible linked to the focus areas.

5.5.8. Quality of lecturers[9]

The transition to DBE calls on other competencies, attitudes and behaviour of lecturers and it requires further professionalisation. Within the frameworks, programmes have the opportunity to give their own meaning and interpretation. During the transition, we learn from each other and we strengthen our common profile. DBE is recognisable in all the programmes and the lecturers feel confident with the educational innovation. They have been well prepared and are involved in the transition. Lecturers play an important exemplary role and represent the desired profile for students. In addition to being professionally skilled, they are inquisitive, innovative, world-wise and self-learning. Lecturers may fulfil various roles, such as the role of expert, tutor, (study) coach or learning designer. Lecturers create an inspiring and safe learning environment

[9] See further HRM policy

and are focused on encouraging students to learn together and to work on their personal development. We expect programmes and teams to take care of the requirements of the lecturers to be able to carefully implement the DBE concept. Programmes can demonstrate (for example by means of a professionalisation plan) how they prepare lecturers and involve them in the transition to DBE.

5.5.9. Appropriate educational facilities[10]

Adequate and appropriate educational facilities are essential for the implementation of DBE. Within the framework of working in workshops, programmes need their own dedicated spaces to create their own identity and to facilitate cooperation and community formation. The need for traditional classrooms is expected to decrease. Workshops will increasingly be set up somewhere outside the university of applied sciences, closer to the professional field or at partners from the professional field.

It is important that the digital environments of the multi-campus cooperate and facilitate co-creation in the workshops. Perhaps, a need will arise for a 'marketplace' where companies, municipalities and organisations can present their issues for which students and researchers can sign up. It is also important that the results can be shared.

Facilitating personal learning paths requires a different implementation of IT systems. We have already gained experience with this within flexible education. With a view to flexible education and multi-campus working, the importance of location and time independent education is growing.

It is very important to make use of the experiences gained. It is also important that during this transition, the programmes and services remain in dialogue with each other about the required facilities. We expect programmes to be able to indicate what they require for the learning environment and to make full use of a digital environment that contributes to achieving a personalised learning environment for the students in which they have access to learning communities, administrations, plans and content.

[10] See further policy in the area of facilities and operations.

5.6. Assessment (standard 3)

Standard 3: The programme has an adequate assessment system in place.

The manner of assessment has a great effect on the learning of students (Hattie & Timperley, 2007). Good feedback and assessment is therefore crucial for DBE. The specific choices that we make in this regard, are explained below. We expect programmes to set up a balanced and well thought-out assessment programme based on the following principles.

5.6.1. Safe learning climate

We believe it is important that education, learning and assessment fit seamlessly together (constructive alignment). The method of giving feedback and the manner of assessment has a lot of effect on the way students learn. Within DBE, we want to create a safe learning environment, in which students can experiment and learn from their experiences without being immediately 'judged'. With a positive learning climate, we want to contribute to talent development and study success. The DBE process based on Design Thinking provides the opportunity to integrate feedback naturally into the learning activities. Given our vision on education and learning, we make a number of specific choices with regard to feedback and assessment. We will explain these choices below.

5.6.2. Sustainable feedback

We want feedback and assessment to be conducive to sustainable learning and to our long-term objectives, i.e. educating students to become competent, self-learning professionals. We consider all feedback and assessment moments as learning moments. We think it is important that students are owners of their own learning process, so that they will be able to continue to reflect and develop after completion of their study. In this context, we encourage students to take an active role in collecting feedback and to make use of several sources such as peers, users, the professional field, experts, etc. This may involve feedback with regard to the process, the student's own role, a prototype or a product. It teaches students to determine what is important for them as learning professionals. Sustainable feedback is a form of feedback whereby students must actively ask for feedback. (Carless, 2013) (Geitz, 2016).

5.6.3. Balanced and coherent assessment programme

We think it is important that the assessment programme of a study programme is carefully thought out, contributes to the desired learning attitude of students, is focused on the intended learning outcomes and is feasible. It is also important that the learning experience from the one learning situation is taken to the next learning situation in a continuous process. This is depicted on the next page in the form of learning curves.
We attach importance to a holistic assessment of the student's competence, with a view to the execution of the task, the learning process, the application of knowledge, the attitude and the result. In order to do justice to the students, we think it is important to have an appropriate mix of assessment methods. From the perspective of DBE, other forms of assessment also present themselves, such as prototypes, self-assessment, peer assessment, presentations, (b)log, portfolio (assessment), exhibitions, etc. All feedback and assessment moments together, provide information about the student's knowledge and ability.
(Sluijsmans & Segers, 2018).

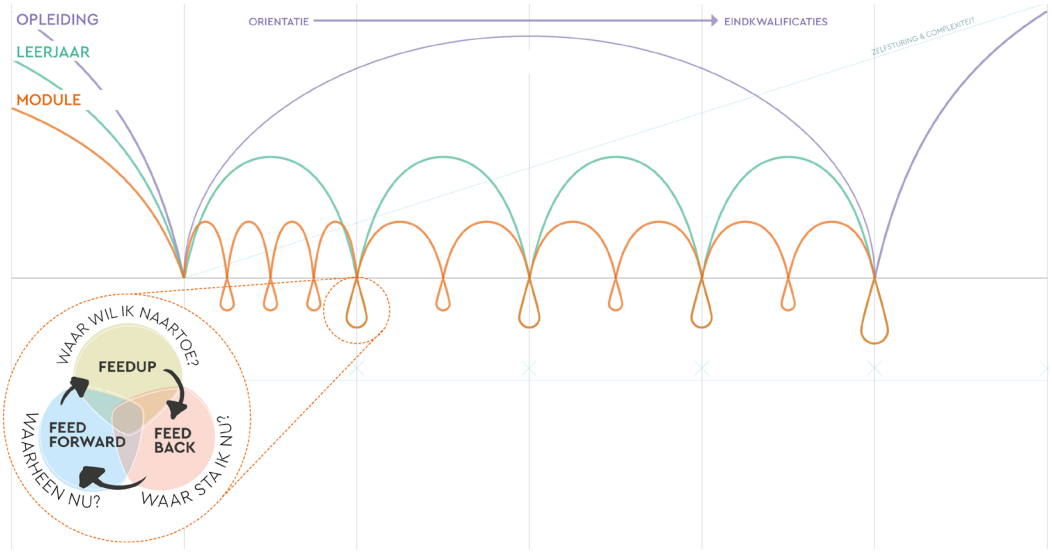

Figure 9: Continuous feedback linked to learning curves

5.6.4. Frequent feedback (assessment for learning)

With a view to the creation of a safe environment, talent development and study success, within DBE we choose more assessments for learning and less assessments of learning. This fits well with our iterative way of working and learning. We speak of assessments for learning or assessments as learning if there is no decision, granting of ECs or certification. This concerns feedback for the benefit of learning and is integrated in the learning process. Feedup, feedback and feedforward help the student to develop. The more often students seek and receive feedback, the more chance they have to make timely adjustments. This should ensure that the final summative assessment does not bring any surprises.

5.6.5. Limited number of summative assessments (assessments of learning)

Assessments of learning involve a well-founded judgement about the level of competence, which leads to an assessment and a decision about the awarding of ECs or certification. Depending on the assessment method, students gather proof of competence during the learning process and they must display these skills during the assessment of learning.

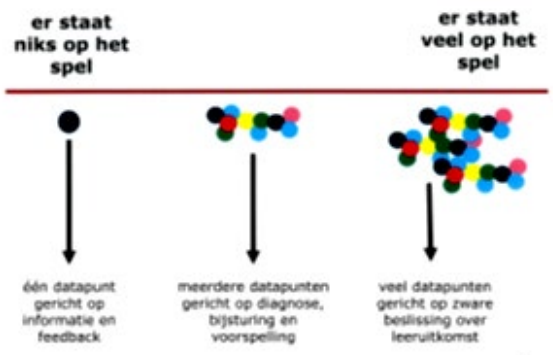

Figure 10: Substantiated decisions

If it concerns important decisions, more information is required to make a sound and valid decision. See figure on the left. Several subjective assessments from various sources (and assessors) produce a fairly reliable judgement.
Assessments of learning usually involve standardised tests and predetermined assessment criteria. In cases involving important decisions or oral tests, we always use two examiners.
(Sluijsmans & Segers, 2018).

We believe it is important that assessments of learning also lead to rich feedback that contributes to the further development of the student. Feedback in the shape of merely a grade or mark is not sufficient. Where possible, we want to test integrally and prevent students

having too many tests at the same time. We achieve this by opting for 3 ECs as the minimum for a unit, a limited number of units per period or semester and a maximum of 2 tests per unit.

5.6.6. Learning path-independent assessment

We want to encourage students to take responsibility for their own learning process and we offer the opportunities for personal profiling. Where possible, we want to combine (open formulated) learning outcomes with learning path-independent assessment. Students may introduce all their experience and skills, irrespective of whether this knowledge and experience was acquired during previous studies, through informal learning or as a result from their own personal qualities and learning capabilities. If the student can provide evidence of this, it is possible to take these learning experiences into account. The assessors validate the submitted evidence. The validation of these learning experiences may lead to acceleration. Learning path-independent assessment already applies for the flexible part-time programmes, but is also possible within other variants.

5.7. Achieved Learning Outcomes (standard 4)

Standard 4: The programme demonstrates that the intended learning outcomes have been achieved.

The value of the diploma is of great importance. Our programmes must be able to prove at any time that the graduates meet the intended learning outcomes and have achieved the required level.

5.7.1. Quality assurance as regards educational level

As a programme team in a changing world it is very important to continuously work on a common and up-to-date set of levels. This requires regular coordination within the team, with partners from the professional field and with fellow programmes. This means that graduation is not a separate event, but forms part of the student's entire learning path. Within the framework of constructive alignment, the entire learning process and all the feedback and assessment must be aimed at the intended learning outcomes.
All the examiners involved in the graduation, must be sufficiently competent. Every programme demonstrates the final attainment level with a well-organised and varied 'evidence file' for each student, appropriate to the profession's competence requirements[11]. This may involve products, processes and/or behaviour. The feedback from the professional field and/or peers are factored into the assessment. The assessment of the final attainment level meets all the quality requirements and the assessment of students is reproducible. Suitable theses are submitted for relevant prizes.

5.7.2. Recognition from the professional field and society

In our education, we work closely with the professional field, which means that there is increasingly a common responsibility for educating students to become good professionals. During the study, we regularly request feedback from all the stakeholders including the professional field. We believe that it is important that our students and alumni are valued by the professional field and further educational programmes. Our students distinguish themselves as enterprising, innovative, inventive professionals because of their international and intercultural competencies.

5.7.3. Contact alumni

The objective of our education is to educate students to become good professionals. We also want to provide students with a good foundation for further education. Our alumni may be our future students or partners. It is therefore important to keep in contact with our alumni and to keep informed about how they are developing. To see whether we have achieved our goals, we also consider it important to know about transfers to other programmes and how our alumni are doing in the professional field. We want to be transparent about this in our external review.

5.7.4. Recognition from experts

We want to be accessible to various target groups, educate our students to become good professionals, offer opportunities for talent development, anchoring in the regions, an efficient learning process, a recognisable DBE profile and recognition of quality. In the coming years, we want to see reflected in the external reviews of programmes that we increasingly succeed in this respect. We want to work together to become one of the best universities of applied sciences.

[11] Question criteria can offer some assistance: Variation, Relevance, Authenticity, Topicality and Quality.

5.8. Quality Assurance

The programme has an explicit and broadly supported quality assurance system, promotes a culture of quality and is focused on development.

Standard quality assurance is only part of the extensive framework for external reviews of programmes. Nevertheless, from the perspective of DBE, we would still like to share some impressions of the quality of our education. Total quality management is elaborated in a separate policy document.

5.8.1. Design Based Working

We find it important that our approach matches what we stand for within DBE. We want to be able to respond quickly to changes in our environment and have room to experiment within the quality requirements. We also apply the phases of DBE / Design Thinking in our educational development and implementation. We regularly ask for feedback in order to quickly implement improvements. Our aim is short-cyclic innovation. Quality assurance is an integral part of our iterative way of working.

5.8.2. Dynamic quality culture

We are implementing our new educational concept DBE across the entire university of applied sciences. We view this as a common adventure, a journey for which we have set out a course, but during which we will also make discoveries. We consider it important that we learn from each other during this process. Dialogue, frequent feedback, learning from each other is important to achieve continuous innovation and quality improvement. This can only occur in an atmosphere of justified trust and ownership.

5.8.3. Commitment and appreciation of stakeholders / partners

Within the framework of co-creation, an active role of students, educating together with the professional field and cooperation in the education chain, there is no other option than that we closely involve all stakeholders during the development and execution of our education. That we take joint responsibility for the education and learning.
We consider it to be important to remain in good communication with our students, know how our alumni are doing and whether, in their opinion, we have achieved our objectives. Furthermore, we want our students and alumni to be valued by the professional field and that they distinguish themselves as enterprising, innovative, inventive and world-wise.
Good insight into the appreciation of students, alumni, the professional field and chain partners is essential for our continued development. We use the feedback to continue to improve our education.

5.8.4. Appreciation by experts (accreditation)

We understand an accreditation to be a summative assessment, by which several aspects of quality are examined (standards). In line with the DBE concept, many formative assessments have preceded this via our own quality system. We think that it is self-evident that a programme continues to develop itself and is aware of where it stands. The result of an external review can then no longer be a surprise.
Our programmes must be up to standard at all times, and therefore worthy of accreditation, also during the implementation of DBE. We are convinced that we make quality improvements with our educational concept and that this has an effect on the performance of our students. We therefore also want to see our educational concept reflected in external reviews.

6. The path to DBE

In this chapter we briefly discuss the path we are going to follow to achieve our ambitions. It concerns a development at all organisational levels and of all parties that are involved with the education. Quality is always our prime objective during this journey.

6.1. Phased DBE implementation

We want to successfully implement, and in particular carry out, DBE in the coming years and in doing so be attractive for students and the social environment. This means that DBE will be implemented in all programmes, variants and at all sites during the coming years. We have agreed with each other to have three possible DBE starting times: 2018, 2019 or 2020. The first 49 programmes, including many Teacher Education programmes, were started in 2018. The other programmes will follow during the next two academic years. Starting with DBE generally means that programmes start in the first year and the 'old' programme is gradually phased out. In most cases, this involves a long-term process within a programme.

6.2. Journey of discovery

The implementation of DBE is a mega-operation that has consequences for the entire education and the operations. It is important that we follow this process on various levels, learning from experience and making adjustments where necessary. The process can be characterised as a journey of discovery for which this document contains a route, but not a detailed travel schedule. It is not a fully organised trip to DBE-land. This is also in line with the DBE concept. Self-determination is also a characteristic which we will have to introduce for ourselves. Given the importance of this educational innovation we follow the process on several levels. We also do research into several aspects of DBE and the effects on our students. Various Professorships play a role in this.

6.3. Realistic plan for each programme

We have already established that the context and starting situation of programmes differ immensely and that teams also operate very differently. In the merger document we have discussed integration, transformation and innovation. At the same time, the implementation of DBE is a professionalisation task and a challenge with regard to team development. It is important that every programme has a realistic plan for a realistic transition to DBE.

6.4. Recognisable DBE translation

DBE is one of the profiling characteristics of our university of applied sciences. We therefore find it important that DBE is recognisably cascaded in all our programmes. Within the frameworks, programmes have the opportunity to give their own meaning and interpretation. We expect programmes to make the substantive translation visible in a number of key documents, such as the course document and the Teaching and Examination Regulations, and contribute to the development of a common language.

6.5. Learning from experience

This policy serves for the time being as a compass for our programmes. During our journey towards DBE we want to learn from experience and where necessary make adjustments to the policy on the basis of these experiences. The development of policy is also a continuous process that will not cease after this policy has been determined. Additional to this policy we will develop suitable means of communication, an operational/tactical policy, practical guides and tools.

7. Our educational policy objectives for 2024

In the previous chapters we have specified and discussed in more detail the foundations and aspects of DBE, based on the NVAO standards, and sketched an outline of the development towards DBE. Design Based Education is an important profile characteristic of our university of applied sciences. It is therefore important for us to know the extent to which we succeed in achieving this ambition. With a view to following the implementation and the realisation of our ambitions, we have formulated and specified policy targets in the form of key performance indicators (KPIs). The KPIs are in line with the objectives of the Strategic Institutional Plan (SIP) and relate to our education portfolio, the implementation process of DBE, the recognisability of DBE and the quality of our education. The KPIs are formulated in such a way that they provide scope for an annual further specification in framework letters and/or annual plans at either a university of applied sciences or at an Academy level.

Appendix 3 contains the so-called DBE design frameworks. These are more substantive, related to the NVAO standards and provide direction for all programmes. Compliance with these frameworks is set out in a general KPI. With respect to the recognisability of DBE, some design frameworks have also been included in the KPIs. This concerns the numbers 6 to 10 about the recognisability of the DBE ambition in all programmes.

7.1. Attractive educational offering at all locations (portfolio)

In the regions in which we are active as a university of applied sciences, following higher education is not always a matter of course. From our social task and vision we consider it important to be accessible and to contribute to talent development. We want to provide an attractive and coherent educational offering with options in terms of level, content and form. Our education portfolio is in line with the demand from the regions. With regard to the Masters, we are looking for alignment with the focus areas. With the development of flexible part-time variants, we want to contribute even more to the talent development of working people. We are committed to smooth transitions and transfers, for instance through cooperation in the chain. We have translated this ambition into the following KPIs:

1. All Academies and locations are jointly responsible for an attractive and coherent portfolio with an eye for social demand, feasibility, improvement of transfer possibilities, profiling and flexibilisation;
2. The newly to be developed Masters will improve the transfer possibilities within the university of applied sciences and are in line with the focus areas;
3. Newly to be developed Associates Degrees will improve the accessibility and transfer possibilities within the university of applied sciences;
4. In 2024, every Academy / location will have an adequate flexible part-time offering using blended learning;
5. Every international campus site has been extended with at least one bachelor programme, one master programme and two to three Grand Tour minors (ditto SIP);
6. There is structural collaboration with chain partners at all locations and within all Academies.
7. A substantial number of AD graduates move on to a bachelor programme at our university of applied sciences (ditto SIP);
8. A substantial number of the bachelor graduates transfer to a master programme at the university of applied sciences (ditto SIP).

7.2. DBE recognisable in all programmes

The university of applied sciences seeks to profile itself with Design Based Education as an educational concept and receive (inter)national recognition. With this policy we provide further substance to the features of DBE in the form of five aspects and design frameworks. The coming years will be dominated by educational innovation towards DBE. Our objective is that by the end of 2024 all programmes will have successfully and recognisably implemented DBE. The following KPIs relate to the innovation process and the recognisability.

1. Every Academy / programme / site works systematically on the implementation of DBE and invests in the development towards DBE. This process is made visible in the form of objectives, time schedules, resources and professionalisation in annual plans and reports;
2. Every programme will have started with DBE by 2020 at the latest;
3. At the end of 2024, every programme will be working successfully and recognisably with DBE (ditto SIP);
4. Every programme will have given further substance to and described the five aspects of DBE in the course document and will use these in communications;
5. Every programme applies the design frameworks in the development towards DBE and justifies the translation in the course document.
6. Every programme integrates the generic DBE profile into the graduate's own profile;
7. Each Academy has at least two crossovers between programmes with another Academy, in the form of partly shared curricula (ditto SIP).
8. At the start of DBE, we will begin working from year 1 onwards in workshops on real-life issues according to the DBE phases;
9. The learning plan of a programme complies with the design frameworks for assessment, as described in the TER;
10. Every bachelor programme offers the opportunity for six months study abroad;
11. Each programme provides insight into the effect of DBE on the learning of students, making use of evaluations and the R&D research.

7.3. Quality: Top three large universities of applied sciences

We have high ambitions and place great importance on the appreciation/recognition of our students, the professional field, colleagues and experts. We want to be one of the three best large universities of applied sciences in the Netherlands. We are not satisfied with the quality of our education until we have succeeded in educating our students to become professionals who meet our DBE profile (see 6.4.2.). Professionals who are valued by the professional field or in their further education. It is therefore in everyone's interest that the education path does not last any longer than is necessary. We naturally want our students to also be enthusiastic about our education and we want experts (NVAO) to recognise the quality of our programmes. This brings us to the following KPIs:

1. Programmes involve the stakeholders in the development, implementation and evaluation of the education;
2. Programmes are well informed as regards the appreciation of the stakeholders and the performance data and where necessary they work to improve quality, performance and consequently satisfaction.
3. All programmes are worthy of accreditation at any time and successfully pass an external review or mid-term audit;
4. The international programmes successfully pass an international accreditation (ditto SIP);
5. During external reviews and internal audits, programmes convincingly demonstrate the DBE concept.

Sources / more information

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Appendix 1: External quality frameworks

As a Dutch university of applied sciences we naturally operate within the frameworks of the Higher Education and Scientific Research Act (WHW). And we have to comply with the Dutch accreditation system.

Programme assessment

Programmes are accredited for six years. Every six years the programme demonstrates that they still satisfy the standards for reaccreditation. The achieved quality forms the basis when assessing existing programmes. The programme demonstrates that the educational practice meets the standards. The assessment focuses in the limited framework on 4 standards:
1. intended learning outcomes,
2. the teaching-learning environment,
3. the assessment,
4. the achieved learning outcomes.

We consider it important that every programme satisfies these quality requirements at all times.

Institutional Audit (ITK)

The Institutional Audit (ITK) is a periodic, external and independent assessment of the internal quality assurance of an institution. With this assessment it is determined that the internal quality assurance system in conjunction with the quality culture ensures that the institution's own vision on good education is achieved. An institution is assessed on the basis of four standards:
1. vision and policy,
2. implementation,
3. assessment and monitoring,
4. development orientation.

This education policy is an important foundation for Standard 1: '*The institution has a broadly supported educational vision and an associated policy focused on the internal quality assurance of its education'.*

Other accreditation frameworks / distinctive features /quality marks

Below are several other frameworks which are interesting within the context of our objectives:

- AISHE Assessment framework for sustainable development in higher education
- Certificate for quality in Internationalisation (CeQuint)

In addition, we also have to satisfy national accreditation frameworks at our international sites. Programmes sometimes have specific quality frameworks which they must satisfy.

Appendix 2: Strategic agenda and quality agreements in relation to DBE

The Strategic Agenda for Higher Education [12] which forms the basis for the education policy was drawn up in 2015. The strategic agenda has 3 central ambitions:

1. **World-class education**
2. **Accessibility, talent development and diversity**
3. **Connection with society**

These ambitions all have their own underlying topics.

This strategic agenda forms the basis for the quality agreements specified in the 2018 university of applied sciences sector agreement [13]that applies for the years 2019 to 2024. The aim is for a visible quality improvement of the education using the funds from the study loan. It has been agreed that institutions will formulate plans and objectives on the following themes for the improvement of educational quality:

1. more intensive and small-scale education (educational intensity);
2. education differentiation, including development of talent inside and outside the study;
3. further professionalisation of lecturers (lecturer quality);
4. appropriate and good education facilities;
5. more and better supervision of students;
6. study success including transfer, accessibility and equal opportunities.

We of course make a contribution to realising themes from the Strategic Agenda for Higher Education and Research and the 2018 higher professional education sector agreement. The table below contains a further elaboration of these themes and an explanation of how we achieve them within our educational concept DBE.

Themes on quality agreements	**Explanation of the interpretation within DBE**
1. More intensive and small-scale education (educational intensity)	**See chapters 4 and 5**
The relationship between lecturers and students is crucial for good education. It is therefore important to further intensify the contact between student and lecturer. This can be done, for example, by focusing on smaller educational groups and community development, and by making more time available for personal feedback and individual supervision. To achieve this a further expansion of the number of lecturers per student is necessary. Appointing more lecturers also makes it possible to link the content of the education to social themes and research, which increases the inquisitiveness of students and their research skills.	Within DBE there is intensive (several half-days) cooperation in a workshop so that real-life issues form the trigger to learn. This makes the education relevant and is inspiring for students. Lecturers are frequently present in a workshop, therefore know the students well and are easy to approach. The workshop forms a community of learning. The link with research is made by working together on real-life issues in accordance with the phases of DBE/DT. Researchers can also be involved with the workshop. Students study in small orderly groups.

2. More and better supervision of students	**See Chapters 4 and 5**

[12] Ministry of Education, Culture and Science (2015) The value(s) of knowledge Strategic Agenda for Higher Education and Research 2015-2025

[13] Ministry of Education, Culture and Science, Association of Universities of Applied Sciences (2018) Higher Professional Education Sector Agreement

It is the responsibility of the universities and universities of applied sciences to offer all students equal opportunities, irrespective of background, origin and their previous education. Not only incidentally, when things threaten to go wrong, but also proactively and structurally. For instance through intensive supervision and support by professionally trained tutors, study coaches, student psychologists, student counsellors and study career counsellors. Better supervision prevents problems and ensures optimal development of all students.	With a view to social integration and bonding, the students belong to a home group of the programme. A home group consists of 24 students. The study coach is linked to a group and provides both group and individual supervision. We allow for the students' backgrounds and their ambitions via the personal learning paths
3. Study success	**See Chapter 4 and 5**
All students who have the capacity to complete their study successfully must have the opportunity to do so. Attention for transfer and accessibility of education for students in secondary education and intermediate vocational education, equal opportunities, inclusive higher education, the prevention of dropout and the promotion of study success remain important topics in higher education. Based on the analysis of the student population's study success, an institution may decide to focus its attention primarily on certain groups of students and/or programmes and to formulate objectives for this.	The university of applied sciences opts for a qualitative and positive vision of study success without losing sight of the pass rates. Elements of study success are: accessibility, personal objectives and talent development, programme targets and pass rate. In our international university of applied sciences, we value diversity and inclusive thinking.
4. Educational differentiation	**See Chapters 3, 4 and 5**
Universities of applied sciences and universities respond to the various backgrounds and ambitions of students and the requirements of the labour market. They do this by offering a wide variety of educational pathways towards Ad, Ba and Ma levels. They also invest in talent programmes, such as honours programmes or programmes in areas such as community involvement, entrepreneurship, art or sports. In addition, universities of applied sciences and universities may differentiate in their didactic educational concepts.	The university of applied sciences strives to achieve a wide range from AD to a Master. In addition, there is a wide range of full-time and part-time (flexible) programmes. Personal leadership is one of the 5 aspects of DBE and is reflected in attention for the individual person, room for personal learning paths, choices and opportunities for talent development in various forms.
5. Appropriate and good education facilities	**See Chapter 5**
It is important that the study facilities and the study infrastructure are conducive to intensive and small-scale education. Digital sources can be better integrated into the educational process: in their study process, students must be able to make optimal use of the educational environment, both physically and digitally. The study facilities and the study infrastructure must meet the requirements for the education of the future.	Within the framework of DBE, the university of applied sciences invests heavily in appropriate educational facilities such as workshops. The digital infrastructure will also be modernised.

6. Further professionalisation of lecturers (lecturer quality)	**See Chapter 5 and 6**
Good and involved lecturers are the key to high-quality education. More focus could be placed on the further professionalisation of lecturers. This includes more appreciation for the work of lecturers, for instance by having more attention for educational performance at universities. Lecturers should also be able to keep informed of the latest substantive, didactic and digital developments. It would help to be able to share one's own educational material and to use that of others. Lecturers should have more opportunities to develop themselves, for instance in the case of lecturers at universities of applied sciences, by doing research.	The implementation of the educational concept of DBE involves a substantial investment in the professionalisation of lecturers. The range of professionalisation opportunities is becoming increasingly DBE proof. This includes, among other things: designing a learning environment (KAOS), DBE, supervision in workshops, design thinking, assessment, didactics suited to DBE, etc. Parallel to the implementation of DBE, a line of research has been set up, in which lecturer-researchers will be involved. For instance, research will be conducted into the learning behaviour of students (How you learn), the experience of lecturers with regard to DBE, etc.

Appendix 3. Design frameworks related to DBE

DBE is one of the profiling characteristics of our university of applied sciences. We therefore find it important that DBE is recognisably cascaded in all our programmes. Within the frameworks, programmes have the opportunity to give their own meaning and interpretation. We expect programmes to clearly demonstrate the substantive cascading of DBE in a number of key documents, such as the course document and the Teaching and Examination Regulations. Below are the design frameworks for each standard, in line with the texts in Chapter 5. These are directional guidelines for all the programmes.

Design frameworks Standard 1. Intended learning outcomes

Clear profile of programme	1. Every programme complies with the (inter)national requirements and has its own clear signature in relation to similar programmes in the Netherlands and abroad.
Clear profile of graduates	2. Every programme integrates the generic DBE profile into the graduate's own profile.
Open formulated learning outcomes	3. Every programme formulates learning outcomes that together cover the national profile and reflect the individual character of the programme. • Preferably, the learning outcomes are the same for all variants; • The learning outcomes comply with the Tuning requirements; • The learning outcomes offer students room for their own profiling / interpretation.

Design frameworks Standard 2. Learning environment

Modular programme	7. The programme consists of coherent modules worth 15 / 30 ECs aimed at the learning outcomes.
	8. Real-life issues are always at the centre of a module.
	9. A module consists of a maximum of 3 to 6 coherent units of study that may vary with regard to orientation (knowledge, skill, competency).
	10. Each programme has at least one multidisciplinary module/minor, within which cooperation takes place with at least two other programmes (and/or research groups).
Personal learning path	11. Each programme offers students room to give their own interpretation to the intended learning outcomes with which to profile themselves personally.
	12. Each programme provides opportunities for internationalisation, studying abroad, crossovers, combining study with top sport and participation in X-Honours.
	13. Every Bachelor programme provides options in the form of minors, which allows students to choose at least one free minor worth 30 ECs.
	14. In flexible part-time programmes, the study coach makes agreements with the student in the form of a personal learning package.
Personal supervision	15. Students always have a study coach, as a point of contact, during the programme.

	16. The study coach has a good insight into the development and study progress of the student and adjusts the supervision to suit the wishes of the student.
Inquisitive professional	17. Each programme pays attention to the inquisitive attitude and research skills of the student at the level appropriate to the programme.
	18. The research cycle is related to the DBE phases. Research skills are built up gradually.
	19. Programmes are able to demonstrate that they contribute to the knowledge development in the regions in which they operate.
International learning environment	20. Every programme incorporates international and intercultural competencies into the learning outcomes.
	21. Every student is exposed to an international experience.
	22. Every Bachelor programme offers the opportunity of six months study abroad.
	23. Where necessary, the opportunities for internationalisation will be gradually expanded in the coming years. See Internationalisation Policy.
	24. We strive to obtain an international accreditation/quality mark for the international programmes.
Co-creation in workshops DBE Phases	25. A workshop has a substantively clearly recognisable profile and a right to exist.
	26. In a workshop, students always work with the professional field and perform as much research as possible. Within the context of multidisciplinarity, students work in at least one workshop with another programme (if possible outside the Academy).
	27. From year 1, students work on real-life issues in workshops according to the phases of DBE.
	28. Lecturers, students, researchers and the professional field are working and learning together and form a learning community.
Quality of lecturers	29. Lecturers play an important exemplary role and represent the desired profile for students. They are competent, inquisitive, innovative, world-wise, self-learning and they possess 21st century skills.
	30. Lecturers create an inspiring and safe learning environment and are focused on encouraging students to learn together and to work on their personal development.
	31. Programmes demonstrate how they prepare lecturers for their new roles within DBE.
Appropriate educational facilities	32. Programmes can indicate which facilities they require to develop a (personalised) learning environment for students.
	33. Every programme has demonstrably created a balanced blend of small-scale, face-to-face education and time and place independent education.

Design frameworks Standard 3. Assessment

Safe learning climate	34. The programme creates a safe learning environment within which students are able to experiment and learn from their experiences.

Sustainable feedback	35. Students have an active role in collecting feedback. 36. The assessments contribute to sustainable learning and to the development of students into learning professionals.
Balanced and coherent assessment programme	37. Assessments for learning (formative) and assessments of learning (summative) form a coherent whole. 38. The assessment programme is well thought out and contains a substantiated variety of assessment methods. 39. The assessment programme contributes to a continuous learning process of the students.
Frequent feedback (assessments for learning)	40. There are frequent assessments for learning (feedforward, feedback and feedup) that are associated with assessments of learning.
Limited number of summative tests (assessments of learning)	41. Important decisions are made based on sufficient information and by at least two examiners. 42. Knowledge and skills are assessed as far as possible through integral testing, the assessment of students is sufficiently holistic. 43. A module worth 15 ECs consists of a maximum of 3 summative units (a module of 30 ECs consists of a maximum of 6). 44. A unit is worth at least 3 ECs and consists of a maximum of 2 tests. 45. Compensation is only possible within a unit.
Learning path-independent assessment	46. Students (actively) choose how they want to demonstrate their learning outcomes.

Design frameworks Standard 4. Achieved learning outcomes

Quality assurance as regards educational level	48. There is a common and up-to-date set of levels. 49. There is regular coordination within the team, with the professional field and with fellow programmes. 50. The assessment of the final attainment level complies with the quality requirements and the ratings are reproducible. 51. The students' evidence files are well-organised and varied.
Recognition from the professional field and society	52. The programme involves the professional field in the assessment. 53. The programme provides insight into the appreciation from the professional field.
Contact alumni	54. The programme keeps informed about the further development of alumni. 55. The programme provides insight into the appreciation of the alumni.
Recognition from experts	56. Every programme can demonstrate at any time that the level is guaranteed and that graduates meet the requirements.

Design frameworks for Standard Quality Assurance

Design Based Working	57. Every programme regularly and systematically seeks feedback for educational innovation.
Dynamic quality culture	58. Programmes learn from each other in an atmosphere of justified trust and ownership.
Commitment and appreciation from stakeholders	59. Several stakeholders are involved in the educational development and implementation. 60. Programmes have a good insight into the appreciation from students, alumni, the professional field and chain partners.
Appreciation by experts	61. Programmes must be worthy of accreditation at any time and they check this by means of our own quality system. 62. During the external review, the programme convincingly demonstrates the DBE concept.