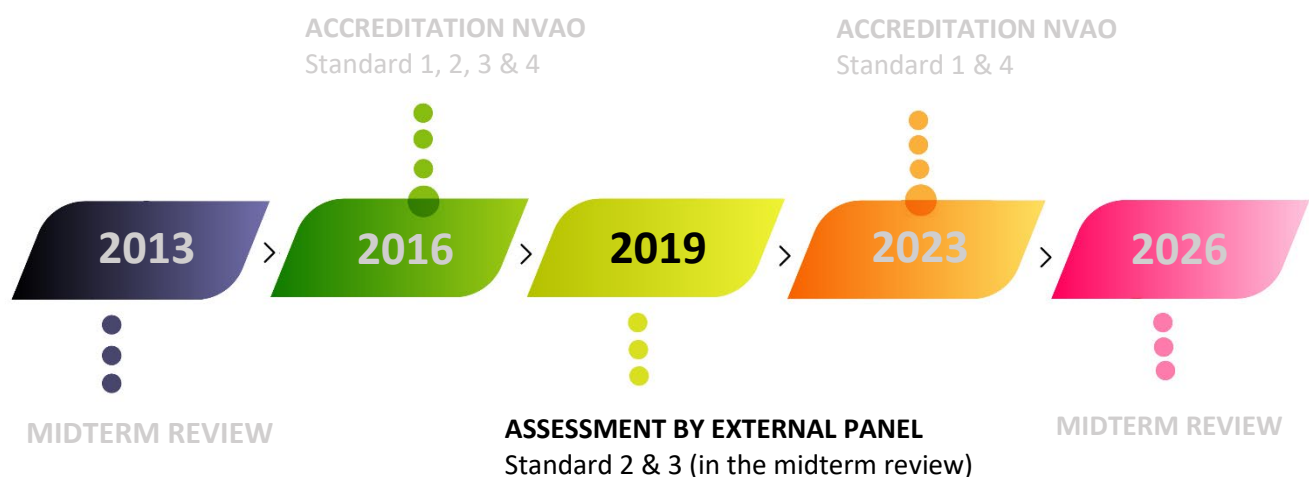


# QUALITY ASSESSMENT 2019

## EUROPEAN MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (OT-EUROMASTER)

### TIMELINE



### CONTEXT

The European Master of Science in Occupational Therapy (hereafter: OT-EuroMaster) has chosen to publish the outcomes of the assessment of standards 2 and 3 by the external panel of the midterm review in 2019. You will find the findings in this document. The webpage [Kwaliteit](#) (Quality) provides more background information about the accreditation system and the national experiment with a lighter degree programme accreditation.

### DISCUSSION PARTNERS

The selected panel members met the requirements set in The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), are independent and have signed a declaration of independence. They have also handled the submitted documents and data with care. The panel consisted of two work and domain experts, one of whom chaired the panel, and a student panel member. They spoke with various discussion partners, consisting of board members, programme management, the chair of the examination board, advisory committee, representatives of the professional field, lecturers/researchers and students.

## PREPARATION

A number of steps have been taken in preparation for the assessment of standards 2 and 3:

1. The staff team carried out a self-assessment and sent it to the panel for preparation;
2. A site visit took place on 12 December 2019;
3. At the end of the day, the panel gave a short verbal feedback;
4. The panel shared its final findings in a report with the programme management in April 2020.

## FINDINGS

Based on the discussions and the underlying documentation, the panel has seen a teaching-learning environment that transcends basic quality in many aspects. The panel also qualifies the student assessment as very adequate. The panel identified the following strengths:

Standard 2 (teaching-learning environment):

- In relation to inclusion and international and intercultural awareness the panel observes many good practices in the programme, leading to evident benefits for students and lecturers.
- The motivation and commitment of the module teams in each partner institution, and of the staff team as a whole, remains very high. The strength of the diverse national and cultural backgrounds is something to be nurtured and to be continued.
- Students state that the quality of lectures received throughout the master programme has been consistently high.

Standard 3 (student assessment):

- The programme has a well-structured and detailed approach to assessment, based on the learning outcomes described under Standard 1, that overall provides a good structural alignment and transparency to the students, even though some aspects are currently under review.
- The OT-EuroMaster has an active examination board. Regular meetings between the examination board and the programme management are established and a number of feedback cycles have been completed. Potential role conflicts appear to be avoidable.
- The majority of examiners have already gained the AUAS Basic or Senior Examiner qualification certification. The staff team undertakes calibration sessions to enhance the validity and reliability of the examinations in each module.
- Students appreciate every positive, encouraging and constructive feedback to their work in the process of further developing skills, knowledge and attitudes along their studies.

## RECOMMENDATIONS

The panel has provided the following recommendations to the OT-EuroMaster:

Standard 2 (teaching-learning environment):

- Consistency could be enhanced by being more explicit or structured in making sure all students, staff and others know where to find the right information. And by maintaining and working on transparency in relation to the 'bridges' from one module to another, perhaps by sharing learning contracts across the five partner organisations and/or by assuring alignment between the different module coordination teams.

- Lecturers as linking pins between modules allow building bridges not only by the students themselves, but also through the lecturers. This would be something, according to feedback of students and alumni, to expand/extend to strengthen continuity and consistency.
- Continuation of educational workshop opportunities for staff, especially as new teaching staff has been/is entering the programme.

Standard 3 (student assessment):

- Assessment and grading is given high attention and apparently priority in the Student Handbook respectively in the programme. The programme's philosophy on educational attitudes and current evidence-based, neuroscience-related knowledge related to learning could be consistently expressed by all examiners, for instance in appreciative and encouraging feedback to students, as already positively reported in student evaluations in selected modules.

## FOLLOW UP

The staff team appreciated the discussions with the panel. The findings will be used in the further development of the programme and in the run-up to the visitation process.