

**WO-master Gifted Education & Care
Radboud University
Report Assessment Conditions**

29 January 2024



Assessment of conditions

Radboud University has recently developed the WO Master programme Gifted Education & Care. The NVAO conducted an Initial Accreditation procedure for this new programme on October 6, 2022.

The TNO-panel has come to a conditionally positive conclusion on this programme. Based on the panel report, the NVAO has set two conditions (NVAO decision AV-1091, July 11, 2023) concerning the intake procedure and quality assurance of assessment. The programme is required to fulfil these conditions within 12 months and before starting the programme.

The programme composed a panel of peers (assessment committee) that performed the underlying assessment.

- Hilda Amsing: (chair), Professor in the History of Dutch Education and Vice Dean of the Faculty of Behavioural and Social Science, RUG;
- Jeroen Lavrijsen: post-doctoral researcher/research coordinator Flemish project TALENT giftedness (KU Leuven);
- Harrie van Steen: Conrector of Student Guidance and Talent Development Stedelijk Gymnasium Nijmegen and a Board member of the Association of Giftedness Profile Schools;
- Yorben Versluys: (student member), student Educational Sciences, University of Ghent.

The panel was supported by Suzanne den Tuinder from Odion Onderzoek as secretary.

The NVAO approved the composition of the panel and the secretary. The panel members received instructions and information from the secretary regarding the assessment of the conditions and procedure before and during the preparatory meeting. The panel members and secretary all signed a declaration of independence.

Procedure

The programme compiled an information file demonstrating how the conditions are met. During a preparatory meeting on November 29th 2023, the panel members discussed their impressions and reached preliminary conclusions based on the documentation.

On December 8th, 2023, a delegation from the panel (Hilda Amsing and Jeroen Lavrijsen) and the secretary visited Radboud University and spoke to representatives of the programme and work field. The programme of the site visit is outlined in Annex 2.

At the end of the visit, the chair orally presented the initial findings to the programme's representatives.

After the site visit, the secretary prepared a draft version of the report, which was circulated to all four panel members for their comments. The draft report was edited based on the panel's feedback and was subsequently endorsed by the chair. Afterward, the report was sent to Radboud University to review any factual inaccuracies. Following their response, the chair finalised and endorsed this report.

Assessment of Conditions

Condition 1: Intake procedure

Deliver a new intake procedure. Make sure that this intake procedure is in keeping with the programme's research ambitions. Describe clearly which master's level students should possess (academic, professional, or both). Also, make clear in what way the programme assesses the quality of the working environment and the supervision at work during intake. Finally, indicate the consequences of the choices made for the curriculum.

Judgment

Meets the condition.

Findings and Considerations

The entry-level, intake procedure and workplace assessment are described clearly in the documentation. The programme has specified that candidates must have completed their education at the academic or professional master's level. The new intake procedure now consists of four steps:

1. Pre-registration; an online form, CV, and motivation are assessed by the educational programme manager;
2. Formal Registration; Students sign to agree with the terms and conditions of the programme;
3. Personal interview in English, focusing on motivation, workplace and research;
4. Assessment; the interview assessment form is discussed among the selection committee and leads to a decision to (a) admit the candidate, (b) admit the candidate conditionally, or (c) decline the candidate.

The panel is pleased to observe that the research experience requirements allow for a diverse range of quantitative and qualitative methods, building on student's interests and prior experiences. This aligns with the educational vision of a customized and student-centred approach. Candidates are expected to possess experience in conducting at least one study in which data is analysed to answer a research question or test a hypothesis. The preregistration form provides specific examples as guidance for candidates to demonstrate their experience.

Each candidate is required to have an appropriate work environment that supports the translation of research into the student's professional context. The possibilities for workplace learning are assessed

individually through a preregistration form and an interview with the candidate. The criteria considered include the organization, the student's position in the workplace, and the opportunities for learning and guidance in the workplace. The workplace facilitator serves as a partner and anchor for the student within the organization, taking up a coaching role in enhancing the student's skills and the applicability of the research in the workplace. This role positions them as a linchpin in practical implementation for both the student and the programme as a whole. All workplace facilitators are informed through information videos on the design and vision of the programme and the specifics regarding workplace learning. The professional field representatives consulted by the panel also emphasized the importance of support as a criterion for a successful work environment for these students.

The panel discussed the possibility of the selection committee admitting candidates conditionally. The programme expects that the need to refresh knowledge of statistics or research methods could be an example of such a condition. While recognizing the potential benefits of such conditions for certain students, the panel advises the programme to specify the steps and follow-up procedures for students.

The programme has sufficiently clarified that changes in admission requirements and the admission procedure did not necessitate changes to the curriculum, as the curriculum was already built on existing knowledge and student experience. Blocks 2, 4, and 5 add to building upon prior knowledge and experience, preparing students for the final graduation. The panel agrees with this line of thinking.

Conclusion

The panel concludes that the revised documentation on the intake procedure clarifies the previously ambiguous aspects. The panel agrees that the new intake procedure provides a more comprehensive understanding into how each individual student's starting point is determined and will prevent potential misinterpretations and incorrect expectations.

One of the programme's objectives is to increase knowledge in the professional discipline. The active engagement of the workplace facilitator will ensure the transfer of students' research outcomes to the workplace. In addition, the programme can build on the practical experiences for its own research.

Condition 2: Quality assurance of assessment:

Draw up a (new) protocol for quality assurance of assessment. In this protocol, clearly describe the working method of and division of tasks between the Board of Examiners and the assessment committee. Provide a clear description of the assessment of workplace learning and include all relevant assessment forms (including rubrics).

Judgment

Meets the condition.

Findings and considerations

The quality assurance of assessment is outlined clearly in the documents provided to the panel. A new protocol for quality assurance has been established, aligning with the requirements of Radboud University and the Faculty of Social Sciences. The Course Manual and the Lecturers Manual to support the assessment of workplace learning have undergone a review. The panel also received the assessment form, including the thesis rubrics for Block 5. The panel agrees that these documents provide the necessary clarifications. Regarding the thesis rubrics, the panel advises a more explicit specification on how the various elements contribute to the final grade in the assessment forms.

The panel was informed that the workplace facilitator intentionally does not have a formal role in the assessment process. Appointing all workplace facilitators as external examiners was regarded overly complex, considering the programme's aim to facilitate a broad range of workplace opportunities. Additionally, this also could potentially compromise the workplace facilitator's role as a sparring partner for the student. The work field representatives agree that the workplace facilitators should not be formally engaged in the assessment. They suggest workplace facilitators could contribute by providing input during the supervision interviews.

The programme has considered establishing a separate assessment committee (toetscommissie) for the master programme Gifted Education & Care. After careful consideration, it was decided against adding such a committee for this specific master's programme. The programme's scope allows for sufficient calibration of assessments among team members. The panel agrees that the updated protocol for quality assurance and well-designed procedures make a separate assessment committee unnecessary.

Conclusion

The quality assurance of the assessment has been well specified in the documentation. The panel concludes that roles and responsibilities in the assessment process have been clarified. The programme provides valid arguments for not establishing a separate assessment committee.

Judgment

The panel considers the programme to meet the two conditions.

The programme has adequately addressed and rectified the deficiencies. Therefore, the panel issues a positive recommendation to NVAO for the initial accreditation of the WO Master programme in Gifted Education & Care offered by Radboud University.

The chair and the panel's secretary declare that all panel members have thoroughly examined this report and agree with the judgments articulated. They confirm that the assessment has been conducted in accordance with the requirements for independence.

Utrecht, 29 January 2024



Prof. dr. Hilda Amsing
(chair)



drs. Suzanne den Tuinder
(secretary)

1. ANNEXES

Annex 1: Administrative details

General data

Institution	Radboud University Nijmegen
Programme	wo-master Gifted Education and Care
Variants	Part time
Degree	Master of Science
Tracks	Non-applicable
Locations	Nijmegen
Study load	60 EC ¹
Field of study	Gedrag en Maatschappij (Social Sciences)

NVAO-besluit onder voorwaarden

Paneladvies	Positief onder voorwaarden
Besluit	Positief onder voorwaarden, 11 juli 2023
Termijn	12 maanden

¹ European Credits

Annex 2: Programme

Date: 8 December 2023, 11.00– 14.00h

Location: Campus Radboud University Nijmegen, Faculty Social Sciences,
Maria Montessori building, room 1.082

Schedule:

10.45 **Welcome**

11.15 – 12.15 **Session 1: Programme Management and Exam Board**

Programme director

Vice programme director

Director Radboud CSW

Senior lecturer, proposed member of the Exam Board

Senior lecturer and member of the OC

12.15 – 12.45 **Lunch**

12.45 – 13.15 **Session 2: Representatives of professional field**

director Bureau Talent, project lead Erasmus + project Creating Equal Opportunities at
School

CEO Passend Education Sdn. Bhd *(present online)*

13.15 – 13.45 **Panel consults**

13.45 – 14.00 **Recap**

Annex 3: Documents

1. Informative report on NVAO recommendations of Master in Gifted Education & Care
 - Appendix 1: Pre registration Form
 - Appendix 2: Registration Form
 - Appendix 3: Interview questions
 - Appendix 4: Interview Assessment Form
 - Appendix 5: Assessment Form Block 5
 - Appendix 6: Quality Assurance Protocol
 - Appendix 7: Concept Assessment Policy Faculteit Sociale Wetenschappen
 - Appendix 8: Course Manual Block 3 'Learning on the job, Putting Theory into Practise'
 - Appendix 9: Lecturers Manual Block 3

Vondellaan 104
3521 GH Utrecht
e info@odion-onderzoek.nl
w www.odion-onderzoek.nl