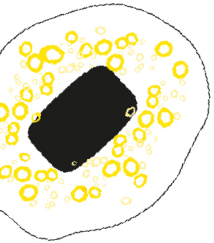
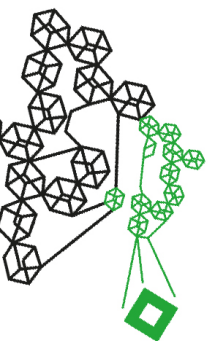
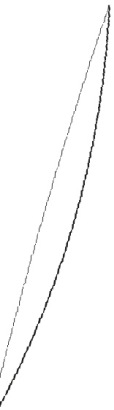


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Programme-specific part to the
Education and Examination Regulations (EER)
2024-2025

For the Master of Science programme
Educational Science and Technology (EST)



15 August 2024

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1. General provisions

1.1. Admission to the programme

The Admission Committee assesses all applicants to the MSc Educational Science & Technology (EST) programme on an individual basis. The assessment of the applicant's skills is based on formal as well as content-related admission criteria.

The formal criteria are as follows:

- A. Bachelor's degree or equivalent
- B. **Note:** for international (i.e. non-Dutch students) only:
IELTS minimum overall score of 6.5 on the IELTS (where each minimal sub score is 6.0) or equivalent,
Please check the university's website for details and exemptions:
[https://www.utwente.nl/en/education/master/how-to-apply/\(inter\)national-degree/](https://www.utwente.nl/en/education/master/how-to-apply/(inter)national-degree/)
- C. Applicants from countries where this diploma classification system applies, must have a bachelor's degree with at least a "First Class" classification (CGPA at least 90%), (or a relevant additional qualification in addition to a Second Class Honours - Upper division degree).

The content-related admission criteria require that a student possesses and demonstrates evidence on sufficient knowledge and skills concerning the following:

- D. The content of the domain of educational science and technology.
- E. Design methodology.
- F. Research methodology.
- G. Research techniques, including the use of statistics for data analysis.

Ad D Content of the domain

The domain of Educational Science and Technology can be characterised by the following: a field that encompasses the analysis of learning and performance problems; the design, development, implementation, evaluation, and management of educational and training processes, resources, and arrangements intended to improve learning and performance in a variety of settings. A student meets the domain-specific admission criteria if the student possesses a Bachelor's or Master's level degree in a domain that is similar or related to the domain of this definition, and/or if the student has substantial relevant work experience from which the student has mastered the aforementioned conceptual knowledge.

Ad E. Design methodology

This is a typical content characteristic of all behavioural Bachelor's and Master's programmes in our Behavioural, Management and Social Sciences Faculty, aiming at educating scientific designers. This methodology for systematic problem solving aims to support science-based, systemic approaches and processes for the development, the implementation, and the evaluation of solutions for problems in education and training. To give evidence that a future student has mastered this methodology, the student has to send us an overview of relevant

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courses taken and/or reports of systematic design projects the student has intensively been involved in.

Ad F. Research methodology

This refers to the main concepts, procedures, and methods used in social science research, and which aim at systematic, conceptual (literature) analysis, modes of data collection, data analytical schemes, and procedures for interpretation of findings, in order to better understand social phenomena and processes, and/or to support all levels of making choices in and for social reality. This methodology supports the systematic design, execution and evaluation of research activities. A student's basic mastery of this methodology should be proven by courses which the student has taken in this area, and/or reports of research projects or activities the student has been involved in substantially.

Ad G. Research techniques, including the use of statistics for data analysis

This area is dedicated to the skills and understanding of techniques for collection and for analysis of both quantitative and qualitative data. If a student masters this area the student is both able to apply descriptive statistics (distribution, correlation, regression, cross tabling), theory of probability (calculation, expectation, variance, binomial distribution), and aspects from inductive statistics (average based conclusions with known population deviation) as well as applying scientific analytical methods in interviews, observation, and questionnaires, analysing texts, and coding text fragments.

Experience with the use of SPSS, R or a comparable computer-based statistical package is part of this mastery. Evidence of this can be presented by content review of courses which the student has taken, and/or use of these techniques in research, demonstrated by means of a report or an article.

Evaluation of the entrance criteria

The UT's central Admission Office will first check the formal criteria A, B and C. Only if these have been met, the application is forwarded to the programme to check the content-related admission criteria D, E, F, and G. The programme's Admission Committee will review the information and documents presented and will decide whether a student meets all stated criteria sufficiently. The Admission Committee comprises of the programme director, programme coordinator and the study advisor. The programme director may delegate the membership to a member of the programme's scientific staff, i.e. to one of the programme's teachers.

Evaluation of these content-related entrance criteria may result in one (1) out of two (2) alternative decisions by the Admission Committee:

1. If a student meets all formal and content-related criteria the student will be admitted to the EST Master's programme.
2. If a student does not meet the entry requirements, to be decided by the Admission Committee, the student will be offered the possibility of taking (part of) the EST pre-Master's programme.

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1.2. Language of the programme

The language of communication in the MSc programme Educational Science and Technology is English.

This premise requires additional explanation:

- Study materials are in English.
- Classes (lectures, seminars, workshops, practicals, and others) are taught in English.
- Exams and assignments are composed in English and students have to complete all exams and assignments in English.
- Presentations (including the Final Project presentation) have to be prepared in English.
- Non-formal (written or oral) communication between a student and an instructor may revert to Dutch in case no non-Dutch students are involved.

Students are supposed to be aware of the aforementioned rules with regard to the use of English and Dutch.

1.3. Connecting Masters' programme(s)

None

1.4. Rights, duties and composition of the programme committee

In line with article 9.18 WHW, each programme has a programme committee, which has the duty to advise programme management on improving and safeguarding the quality of the programme. It has a right of consent regarding a number of topics in the Education and Examination Regulations (EER), e.g. the goals and intended learning outcomes of the programme in terms of knowledge, insight and skills that a student should have acquired at the end of the programme; where necessary the layout of practical exercises; the study load of the programme and its courses units. In addition, the programme committee evaluates on a yearly basis the manner in which the EER has been carried out and has the right to advise programme management and the dean – invited or uninvited – on all matters relating to the teaching in the programme.

The members of the EST programme committee are appointed by the Dean. The members are recruited from students and teaching staff of the Educational Science and Technology programme on an equal basis (50% students and 50% staff). The most up-to-date composition of the committee can be found on the webpage of the [programme committee](#).

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2. Contents and structure of the programme

2.1. Contents and structure of the programme

The tables below shows the generic structure of the courses which make up the EST programme in EC (1 EC = 28 hours of study load) per unit.

Table 1: Curriculum EST 2024-2025 September-fulltime-enrolment

	Core Courses	15 EC
	Elective courses	20 EC
	Final Project EST	25 EC

Quartile 1A	Quartile 1B	Quartile 2A	Quartile 2B
Perspectives on learning in education and work 202400336 (10 EC)			
Team learning at work 201500010 (5 EC)	HRD & Technology in a live context 201600126 (5 EC)	Regulation and facilitation of workplace learning 202300255 (5 EC)	Leadership and organisational change 201200032 (5 EC)
Designing learning & performance support 191970340 (5 EC)	4CID for complex learning 202200054 (5 EC)	Innovative technology-based learning environments 201400002 (5 EC)	Teacher learning and development 201200027 (5 EC)
Learning and Instruction * 202300197 (5EC)	Educational measurement 201500149 (5 EC)	Learning and Instruction 202300197 (5EC)	Educational measurement 201500149 (5 EC)
	<i>option to take this course in 1B (when you have Final Project)</i> Research Proposal EST 201200035 (5 EC)	<i>option to take this course in 2A (when you have Final Project)</i> Research Proposal EST 201200035 (5 EC)	
Info FP	Find a Final Project	Final Project EST 201200036 (25 EC)	

* Retake of block 1A is in block 2A, not in1B!

Quartile 1A	Quartile 1B	Quartile 2A	Quartile 2B
-------------	-------------	-------------	-------------

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Perspectives on learning in education and work 202400336 (10 EC)			
Team learning at work 201500010 (5 EC)	HRD & Technology in a live context 201600126 (5 EC)	Regulation and facilitation of workplace learning 202300255 (5 EC)	Leadership and organisational change 201200032 (5 EC)
Designing learning & performance support 191970340 (5 EC)	4CID for complex learning 202200054 (5 EC)	Innovative technology- based learning environments 201400002 (5 EC)	Teacher learning and development 201200027 (5 EC)
Learning and Instruction * 202300197 (5EC)		Learning and Instruction 202300197 (5EC)	Educational measurement 201500149 (5 EC)
Final Project Preparations and Lab 202400428 (1 EC)			
		Final Project EST 202400429 (24 EC)	

* Retake of block 1A is in block 2A, not in1B!

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Table 2: Curriculum EST 2024-2025 September-parttime-enrolment

	Core Courses	15 EC
	Elective courses	20 EC
	Final Project EST	25 EC
	Core Courses	15 EC

Year 1			
Quartile 1A	Quartile 1B	Quartile 2A	Quartile 2B
Perspectives on learning in education and work 202400336 (10 EC)			
Team learning at work 201500010 (5 EC)	HRD & Technology in a live context 201600126 (5 EC)	Regulation and facilitation of workplace learning 202300255 (5 EC)	Leadership and organisational change 201200032 (5 EC)
Designing learning & performance support 191970340 (5 EC)	4CID for complex learning 202200054 (5 EC)	Innovative technology- based learning environments 201400002 (5 EC)	Teacher learning and development 201200027 (5 EC)
Learning and Instruction * 202300197 (5EC)	Educational measurement 201500149 (5 EC)	Learning and Instruction 202300197 (5EC)	Educational measurement 201500149 (5 EC)
		Final Project Preparations and Lab 202400428 (1 EC) **	

* Retake of block 1A is in block 2A, not in1B!

Year 1			
Quartile 1A	Quartile 1B	Quartile 2A	Quartile 2B
Perspectives on learning in education and work 202400336 (10 EC)			
Team learning at work 201500010 (5 EC)	HRD & Technology in a live context 201600126 (5 EC)	Regulation and facilitation of workplace learning 202300255 (5 EC)	Leadership and organisational change 201200032 (5 EC)

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Designing learning & performance support 191970340 (5 EC)	4CID for complex learning 202200054 (5 EC)	Innovative technology-based learning environments 201400002 (5 EC)	Teacher learning and development 201200027 (5 EC)
Learning and Instruction *		Learning and Instruction 202300197 (5EC)	Educational measurement 201500149 (5 EC)
		Final Project Preparations and Lab 202400428 (1 EC)	

* Retake of block 1A is in block 2A, not in1B!

Year 2			
Quartile 1A	Quartile 1B	Quartile 2A	Quartile 2B
		<i>continue last part of FPPL with next cohort (1A enrolment)</i>	
Final Project EST 202400429 (24 EC)			

Optional extra / retake courses:

Team learning at work 201500010 (5 EC)	HRD & Technology in a live context 201600126 (5 EC)	Regulation and facilitation of workplace learning 202300255 (5 EC)	Leadership and organisational change 201200032 (5 EC)
Designing learning & performance support 191970340 (5 EC)	4CID for complex learning 202200054 (5 EC)	Innovative technology-based learning environments 201400002 (5 EC)	Teacher learning and development 201200027 (5 EC)
Learning and Instruction *		Learning and Instruction 202300197 (5EC)	Educational measurement 201500149 (5 EC)

Table 3: Curriculum EST 2024-2025 February-fulltime-enrolment

	Core Courses	15 EC
	Elective courses	20 EC
	Final Project EST	25 EC

Table 4: Curriculum EST 2024-2025 February-parttime-enrolment

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	Core Courses	15 EC
	Elective courses	20 EC
	Final Project EST	25 EC

Year 1			
Quartile 2A	Quartile 2B	Quartile 1A	Quartile 1B
Perspectives on learning in education and work 202400336 (10 EC)			
Regulation and facilitation of workplace learning 202300255 (5 EC)	Leadership and organisational change 201200032 (5 EC)	Team learning at work 201500010 (5 EC)	HRD & Technology in a live context 201600126 (5 EC)
Innovative technology- based learning environments 201400002 (5 EC)	Teacher learning and development 201200027 (5 EC)	Designing learning & performance support 191970340 (5 EC)	4CID for complex learning 202200054 (5 EC)
Learning and Instruction 202300197 (5EC)	Educational measurement 201500149 (5 EC)	Learning and Instruction * 202300197 (5EC)	
		Final Project Preparations and Lab 202400428 (1 EC)	

* Retake of block 1A is in block 2A, not in 1B!

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Year 2			
Quartile 2A	Quartile 2B	Quartile 1A	Quar
2 3		continue last part of FPPL with next cohort (
Final Project EST ** 202400429 (24 EC)			
Optional extra / retake courses:			
Regulation and facilitation of workplace learning 202300255 (5 EC)	Leadership and organisational change 201200032 (5 EC)	Team learning at work 201500010 (5 EC)	HRD & Tec live c 2016001
Innovative technology-based learning environments 201400002 (5 EC)	Teacher learning and development 201200027 (5 EC)	Designing learning & performance support 191970340 (5 EC)	4CID for cdm E
Learning and Instruction 202300197 (5EC)	Educational measurement 201500149 (5 EC)	Learning and Instruction * 202300197 (5EC)	Educ meas 2015001

2.2. Study load

A student's study trajectory in the one-year (60 EC) EST programme consists of 25 5 EC course work and 30 EC Final Project (i.e. 5 EC Research Proposal plus 25 EC thesis work).

More specific, all students take the obligatory (10 EC) core course Perspectives on Learning in Education and Work, which is offered twice per year. Next to this obligatory course, students have to take a number of elective courses (in total 20 EC). Full information on the options can be found in section 2.5 (elective options).

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2.3. Programme-specific characteristics

The one-year master's programme EST can be studied both in a full-time mode as well as part-time. In the latter case the programme lasts 2.0 years.

In both modes, the following applies:

- All courses are (dominantly) scheduled on a maximum of two fixed days per week: Mondays and Tuesdays.
- Classes of a specific course take place as much as possible on the same day during the week. However, occasional deviations from this pattern cannot be excluded.
The Final Project (25 EC) will take approximately 17.5 full time weeks of 40 hours. If students can only work for *two* days per week on their Final Project, the estimated time frame increases from 17 weeks to 44 weeks.

In this way, 'part-timers' are facilitated in arranging two dedicated study days, which can be crucial for those with existing family or employment responsibilities.

Note:

- The nominal study load in the part-time mode depends on the selected courses. As such, it is possible that study load is not always evenly distributed. In order to be able to complete the programme within 2 years, the student should spend on average at least 20 hours = 2.5 days per week on their studies.
- Part-time students take a course in the same manner as fulltime students. Within a course no adjustments are made for part-time students.

2.4. Honours programme

For excellent students, the University of Twente offers several extra-curricular master's honours programmes of 15 EC each. These programmes have a distinctive profile which allows students to develop themselves in different roles: as an organiser, designer, negotiator or researcher, or engage in a real-life company case regarding sustainability.

These programmes are:

- Change Leaders
- Design Honours
- Great Negotiators
- Research Honours
- 4TU.Responsible Sustainability Challenge

More information on these programmes and the corresponding selection procedures can be found at the UT honours programmes website:

<https://www.utwente.nl/en/honours/master/>

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2.5. Elective Options

2.5.1 EST Programme Electives

The programme's elective options can be found in Tables 1-4 (curriculum EST 2024-2025). Typically, students select four elective options (5 EC each).

2.5.2 Other Electives

Additionally, students can submit motivated request to follow one or two courses offered by another master's programme. In this request the student states how the elective(s) contribute to the intended learning outcomes of the EST programme t In case the other elective(s) is offered by the University of Twente the student must submit the request to the EST programme management via the EST study adviser.

In case a student would like to follow a course from other Dutch universities or foreign universities as part of their EST study programme, the student needs to submit the request to the examination board Behavioural Sciences. In these cases an advice from the programme (director) will be reclaimed.

The maximum total amount of external electives is 10 EC.

2.6. Pre-master's programme

The pre-master's programme consists of (generic academic and domain-specific) courses that prepare a student for applied, design or evaluation-oriented, scientific reasoning and research during the Master's trajectory Educational Science and Technology. The full pre-master's programme comprises 30 EC. All pre-master's courses must be successfully completed within one semester (full-time students) or two semesters (part-time students) before one can formally begin the Master's programme. The Master's programme Admission Committee decides which courses of the pre-master's programme the student is required to take to enter the master's programme.

In case a student does not successfully completes the pre-master's programme the student cannot participate in the pre-master's programme again.

The pre-master's programme has two terms of enrolment (September and February). Therefore, the following structure applies:

Full-time programme = ½ year = one semester	Generic academic course	(15 EC)
Part-time programme = 1 year =		

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two semesters	
	Domain-specific (EST) courses (15 EC)
	Self-study package EST

Full-time programme = ½ year = one semester

September enrolment		February enrolment	
Semester 1		Semester 2	
Quartile 1A	Quartile 1B	Quartile 2A	Quartile 2B
Research Methodology and Descriptive Statistics (202001402) (5 EC)	Inferential Statistics (202200378) (5 EC)	Research Methodology and Descriptive Statistics (202001402) (5 EC)	Inferential Statistics (202200378) (5 EC)
Designing for Learning in Schools and Organisations (202000264) (5 EC)	Research Studio (202300147) (10 EC)	Designing for Learning in Schools and Organisations (202000264) (5 EC)	Research Studio (202300147) (10 EC)
Academic Writing Premaster (202400115) (5 EC)		Academic Writing Premaster (202400115) (5 EC)	
15 EC	15 EC	15 EC	15 EC

Self-study package EST

Part-time programme = 1 year = two semesters

Semester 1		Semester 2	
Quartile 1A	Quartile 1B	Quartile 2A	Quartile 2B
Research Methodology and Descriptive Statistics (202001402) (5 EC)	Inferential Statistics (202200378) (5 EC)	Designing for Learning in Schools and Organisations (202000264) (5 EC)	Research Studio (202300147) (10 EC)
Academic Writing Premaster (202400115) (5 EC)			
10 EC	5 EC	5 EC	10 EC

Self-study package EST

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Registration and limitations in the pre-master's programme

- Pre-master students have a maximum of two chances to pass a course. Within one semester, two chances are offered. (In a few cases where a student uses the second attempt in the next semester (e.g., because of illness at the time of the offered opportunities), this implies a ½ year study delay, with a max. of one year enrolment).
- All pre-master courses must be completed within one year. This is the maximum registration period in the pre-master's programme.

When a student does not pass all courses within two attempts and within one year, the student will be excluded from the programme.

- A student can only enter the master's programme after completing all pre-master courses successfully.
- The aforementioned rules also imply that the student cannot participate in the pre-master's programme again in subsequent years.

Note: The rules mentioned above apply to both full-time and part-time students.

For all students (including part-time students), the pre-master's programme must be completed within one year. Participants are eligible to take each course only once, and each course offers two chances for assessment, ie. One re-take is possible for each graded exam, assignment or project. If a course has different regulations this is described in Osiris. Students failing to successfully complete one or more course(s) will be dismissed from the pre-master's programme EST. This also applies to students who have started other pre-master's programmes at the University of Twente with content that is part of the EST pre-master's curriculum. Specifically, students who have taken Research Methodology and Descriptive Statistics, and/or Inferential Statistics, and/or Academic Writing and not passed after the allotted two attempts are not eligible for the pre-master EST.

Language in the pre-master's programme

The language of communication in the pre-master's programme EST is English.

- Study materials are in English.
- Classes (lectures, seminars, workshops, practicals, and others) are taught in English.
- Exams and assignments are composed in English and students have to complete all exams and assignments in English.
- Presentations have to be prepared in English.

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- Non-formal (oral or written) communication between a student and an instructor may revert to Dutch in case no non-Dutch students are involved.

Note: the EST pre-master's programme can also be followed as a so-called transfer minor, as agreed upon with Dutch Universities of Applied Sciences (HBO). Please see the website for more information:

<https://www.utwente.nl/en/education/electives/minor/offer/transfer-minor/>

3. Programme objectives and intended learning outcomes

3.1. Programme objectives

The main focus of the master's programme is on the design and evaluation of learning arrangements in schools and organisations. This might be the instruction of young children at primary school, of young adults during their vocational education, or adult employees in a company, such as sales managers or teachers receiving in-service training or training on the job. In the EST programme students acquire knowledge about theories of learning and assessment, curriculum design and implementation, learning technologies, effective training approaches and learning interventions. Students also learn how to design and evaluate different learning arrangements and translate these into advice and solutions for practical problems.

The EST programme prepares graduates to work in the contexts of formal schooling and/or continuing professional growth in organisations (e.g. business, government, non-profits).

Graduates from the EST programme will become scientific educational professionals: experts who connect scientific research, scientific design and (their own or future) practice. The outcome of their expertise is based on educational questions and problems from practical contexts (both schools and organisations), which they translate into research questions and which they try to answer by applying a systematic approach, thus finding appropriate solutions for the specific problem. The result of this approach is a design (or a set of designs), which is tested in the context of the problem to see if that solution helps realising an improvement or innovation. This evaluation does not only lead to an improvement or innovation, but it also leads to more knowledge and the forming of new theories. The systematic, technological, and design- and evaluation-based orientation characterises the EST programme and distinguishes our programme at the University of Twente from other education-related degree programmes in the Netherlands. Graduates work in a wide range of organisations, from government, ministries, publishers and educational support services to universities, higher education institutes and multinational companies. A number of graduates have started their own education and training consultancy bureaus.

For those interested in the context of formal education

Courses that are mainly situated in the field of formal education (EDU) focus predominantly on teacher and school development, school effectiveness, educational technology, and instructional design. They offer learning opportunities related to primary, secondary or tertiary education. With these courses, students gain expertise in planning, developing, implementing and evaluating innovative learning scenarios.

Questions frequently asked in this context are:

- How can learning innovations be designed and implemented?
- How can technology be used and integrated into education?

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- How can schools and teachers be supported in the design, development and implementation of innovations at both school and classroom level?
- How can teachers be empowered in their own professional development for implementing innovative (technology-based) learning innovations?
- Can school performance be improved by giving schools feedback on the level of their performance, e.g., by means of feedback from digital monitoring systems?
- To what degree do school leadership, school culture and the teamwork between teachers influence the effectiveness of schools?
- Do schools perform better as a result of school inspections or are the improvements only superficial?

The applied character of EST is visible in all courses of the programme. Courses in which the context of formal education features prominently offer opportunities to:

- Understand and analyse different theories and paradigms related to educational design and –implementation, teacher and school development, school effectiveness and ICT in a variety of educational contexts and indicate what they mean for practice.
- Plan, design, and implement innovative educational trajectories to increase its quality, and be able to assess the effect of these curricula.
- Improve the performance of schools by taking school leadership, school culture and teamwork between teachers into account.
- Conduct scientifically robust and practically relevant research in, for, and with schools.
- Reflect on the various core issues in the field of EDU and on his or her own position.

For those interested in the context of human resource development

Human Resource Development (HRD) focuses on how adults learn and develop professionally. Leadership, talent development, and lifelong learning are among the focal points in this field. While this area overlaps with the professional development of teachers, it also includes the learning of adults in businesses and other organisations.

Questions frequently asked in this context are:

- How do people learn during their work?
- How do people become experts in their field?
- How can one facilitate workplace learning and professional development?
- What are effective training programmes and how to evaluate these?
- How can one manage learning and knowledge sharing in a company?
- How do organisations change and do HRD professionals assist in this process?
- What is the role of new media and technology in learning?

The applied character of EST is visible in all courses of the programme. Courses in which the context of human resource development features prominently offer opportunities to:

- Understand and analyse different HRD theories and paradigms, and what they mean for practice.
- Design innovative and well-thought interventions to increase learning and development in a company or institution.
- Advise companies and institutions on questions related to learning and development of their employees.

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- Conduct research on HRD problems and know how to use research for designing good learning interventions and giving solid advice.
- Reflect on the various core issues in the field of HRD and on his or her own position in this.

3.2. Intended learning outcomes

The main aim of the master's programme EST is to deliver competent researchers who are scientifically schooled, independent and critical educational designers, decision makers, and advisers who can contribute to the subject area of education in general and to their chosen area of specialisation in particular. To reach this goal, the programme has established the following standards:

- **Domain orientation:**
Graduates have a firm and broad overview of education and of the specialty areas within, and specific expertise in one of the specialty areas that can be used productively and creatively in various related professional contexts.
- **Design competency:**
Graduates are able to systematically frame up, fill in, augment, evaluate, and implement designs to support learning environments in various education and training contexts.
- **Research competency:**
Graduates are able to systematically collect, analyse, and interpret research data, to draw conclusions from the data, and on the basis of that advise or decide on possible alternatives and activities to be conducted, particularly in a design context.
- **Advice competency:**
Graduates are able to advise (educational) organizations, in part based on the three competencies mentioned above, with regard to the implementation of better and more efficient learning environments and organizational as well as policy related arrangements for learning and teaching.
- **Academic reflection:**
Graduates are able to critically reflect on processes, resulting products, and achieved results from systematic and relevant scientific, social-cultural, and ethical perspectives in order to contribute to the professional development of the educational specialist and to a broadening and/or deepening of the scientific subject area.

4. Assessment/examination

4.1. Final examination

The master's programme EST is deemed to have been successfully completed if all exams of the agreed courses, including the Final Project (master's thesis), have been completed successfully.

4.2. Assessment format interim examinations/tests

The exam formats of each course in the EST programme is shown in table 5. Written exams are individual tests, unless specified otherwise. The weight attributed to each of the exam components is stipulated in the course's electronic learning environment, and made public before the start of the course.

Table 5: Exam formats for each course

Quartile	Course code	Name (+ study load)	Exam formats
1A	201500010	Team learning at work (5 EC)	Individual exam, Group Assignment
1A	191970340	Designing learning and performance support (5 EC)	Group Assignments
1A & 2A	192914040	Learning and instruction (5 EC)	Individual exam
1B	201600126	HRD & technology in a live context (5 EC)	Group and individual Assignments
1B	202200054	4CID for complex learning (5 EC)	Individual exam and Group Assignment
1A - 1B & 2A - 2B	202400336	Perspectives on Learning in Education and Work (10 EC)	Assignments (e.g., written exam, essay, presentation, group assignment)
2A	202300235	Regulation and facilitation of workplace learning (5 EC)	Individual exam, Group assignment
2A	201400002	Innovative technology-based learning environments (5 EC)	Exam and assignment
2B	201200032	Leadership and organisational change (5 EC)	Individual assignment
2B	201200027	Teacher learning and development (5 EC)	Individual exam, Group assignment

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2B	201500149	Educational measurement (5 EC)	Group and individual Assignments
1A & 1B 2A & 2B	201200035	Research proposal EST (5 EC)	Research proposal
	201200036	Final project EST (25 EC)	Project report and presentation

4.3. Period of validity of test results

In contrast to the generic rule (Article 3.9.2 of the general BMS-master EER) concerning validity of sub-grades (stating that each assessment result is valid until the end of the ongoing year), sub-grades of EST courses remain valid till the end of the subsequent academic year.

However, there is one exception; With regard to the course Perspectives on Learning in Education and Work (202400336) the following applies: the grades for each assessment remains valid until the end of the following semester. (note: Perspectives on Learning in Education and Work is offered each semester). If a student does not pass the course (i.e. complete all Perspectives on Learning in Education and Work assessments) the second time, the previously earned sub-grades expire. Consequently, the student has to re-take the entire course.

4.4. Maximum number of attempts for tests/interim examinations

- Each year, two separate opportunities are offered for taking an exam associated with a specific course.
 - Courses and their exams can be offered more than once per academic year. If that is the case students may participate in the exams at a maximum of two occasions per academic year.
 - There is in any case at least one opportunity to sit an exam in the period in which the applicable course is taught.
- In exceptional individual cases, the examination board may deviate from the number of times and the manner in which exams can be taken.

4.5. Specific pass-fail regulations

Passing grades are final. In addition to Article 3.3 of the BMS Master EER, the following applies in the EST master's programme:

If course has been completed successfully (final grade 6 or more) then this grade is final. If a student feels that there are exceptional circumstances that justify an exemption from this rule

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(and thus justify an extra opportunity), the student has to send a motivated written request to the Examination Board. Such an exemption can only be granted once per student per programme.

In addition to Article 3.10 of the BMS Master EER, the following applies in the EST master's programme:

If a student cannot attend a group activity, as part of an assessment, the student can request an individual opportunity after obtaining the approval of their study adviser for reasons similar to the personal circumstances as used for requests to the Examination Board.

4.6. Prerequisites / required sequence of interim examinations

Upon meeting the entry requirements of the master's programme EST, students are entitled to participate in all EST courses.

There is no required sequence of exams, but students are strongly recommended to take and to complete the course Perspectives on Learning in Education and Work

(202400336) first.

A student who is currently enrolled in a bachelor's or other master's programme and wishes to take an EST course as an elective must fulfil the prerequisites for this course as stated in the Osiris Course Catalogue. In addition, the student must obtain approval from the Programme Director of the EST programme following the procedure as described in the Osiris Course Catalogue.

4.7. Examination Board

The Examination Board is the body that determines in an objective and expert manner whether a student meets the conditions set under the Education and Examination Regulations (BMS Master EER) concerning the knowledge, insight and skills required to obtain a degree. Members of the Examination Board are appointed by the dean of the faculty.

More information, including the most up-to-date composition of the Examination Board can be found at its website: [examination boards BMS](#). All information for students, examiners and educational support staff about the Examination Boards of BMS is published there, including their Rules and Guidelines, and the procedures and conditions for submitting a request.

4.8. Evaluation of Education

The education in the programme is evaluated via the internal quality assurance system based on the Plan-Do-Check-Act cycle. This includes various items:

On Course Level:

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Teachers can chose to have their course evaluated through an end-of- course Evasys Survey or via a student panel feedback meeting (this process is done by the programme committee)

The teachers are asked to write a course improvement plan based on the outcomes of the evaluation.

The results of the evaluation, and the reaction from the teacher are posted on the quality assurance webpage of BMS. Furthermore the results are discussed with the programme committee.

On programme level:

Students are asked to fill in a survey after they have completed the programme. The outcomes of these surveys are discussed with the programme committee

5. Transitional arrangements

5.1. General arrangements

If a course, that does not involve a practical exercise, is redesigned or deleted from the programme, article 8.4 of the BMS Master EER is applicable. In this case, students are entitled to two opportunities to take the relevant exam, either orally or in writing, or to undergo another form of assessment in the following academic year. This only applies when exam results from the deleted course are registered in the Student Information System. However, a student may also choose to participate in the new version of the course or exam.

5.2. Specific arrangements

- **Course Trending Topics in EST (10 EC – 201200034)**

In 2024-2025 Trending Topics in EST 201200034 will be replaced by a revised version of the course: Perspectives on Learning in Education and Work (202400336). The former course consisted of 6 topics (5 alternating topics + 1 reoccurring topic regarding exploring the work field). The new course will have 4 slightly larger topics reflecting research in the four research sections that contribute to the education in the EST programme + the 1 reoccurring topic about exploring the workfield.

Students who participated in Trending Topics in EST 201200034 in blocks 2A+2B of 2023-2024, but did not complete the course, have one more chance to redo one (or some) topic(s), while retaining previously completed topics, during the next run of the course in blocks 1A+1B of 2024-2025. Because the topics of the previous course are no longer offered, these students must take one (or some) topic(s) from the new version of the course Perspectives on Learning in Education and Work 202400336 instead.

Which particular topic(s) of the new course must be taken will be determined by the course coordinator, depending on the nature of the topic(s) to be retaken.

Students who started the programme in 2023-2024 and before, who have not completed the course after block 1A+1B in 2024-2025, must transfer to the entire new course Perspectives on Learning in Education and Work 202400336.

When students have questions about these transitional arrangements for their specific situation they should contact the study adviser.

6. Other topics

6.1. (Binding) recommendation on continuation of studies

Not applicable in master's programme EST.

6.2. Graduation with distinction

If upon sitting the master's examination, the student has shown evidence of exceptional capability, 'Cum Laude' (with distinction) will be awarded on the degree certificate.

A student is considered to have shown exceptional capability if each of the following conditions is met:

- no graded work was re-done;
- no course was graded less than a 7.0;
- the unweighted average grade for all numerical graded courses without the thesis, is at least 8.0 [*note: this unweighted average deviates from the weighted average that is generated in Osiris*];
- in the determination of this average, the courses that were not evaluated with a numerical mark or for which an exemption was granted are not considered. In the determination of the average, at least 50 EC needs to be registered with a numerical mark in Osiris;
- the final grade for the Final Project is at least a 8.5.

In special cases and despite not fulfilling these conditions the student is entitled to submit a request for 'Cum Laude' to the Examination Board.

7. Minor

7.1. Minor Professional Learning in Organisations

This 15 EC minor offers an introduction to the theory and practice of professional learning in organisations. The module consists of three integrated components: a project, theory, and professional development. The learning goals are organized in line with what the respective components offer in the module. Please note that this module is a full-time module with mandatory presence on four days and a workload of five days. As students will work for a real client during this module, also additional appointment will be scheduled outside the planned activities as mentioned in the roster. The planning of these activities will depend on the client's agenda.

7.2. Minor regulations

7.2.1 Integrated Minor

All of the above mentioned minors are integrated. This means that students must pass all components to receive a final grade in Osiris

7.2.2 Validity of grades in minor modules

The results of an examination that has been passed remain valid indefinitely. The period of validity of an examination that was passed may only be limited if the tested knowledge or understanding is demonstrably outdated or the tested skills are demonstrably outdated.

Results of tests of a study unit that were failed expire after the academic year. The study unit must be repeated in its entirety in the next academic year

7.2.3 Exam opportunities

Each year, two separate opportunities are offered for taking an exam associated with a specific study unit.

There is in any case at least one opportunity to take an exam in the period in which the applicable study unit is taught.

7.2.4 Assessment format interim examinations/tests

The assessment formats of each of the study units in the minors is presented in the Canvas' pages of the minors. The weight attributed to each of the exam components is stipulated in the course's Canvas pages and made public before the start of the course. Written tests are individual, unless specified otherwise.

In addition to Article 3.6 of the BMS EER, for the minors the following applies:

If a study unit has been completed successfully (final grade 6 or more) then this grade is final. If a student (due to exceptional circumstances) would like to improve the grade, the student has to submit a motivated request to the Examination Board

The result of a test is to be disclosed to the student within ten working days after the test date.