

UNIVERSITEIT TWENTE.

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EXECUTIVE BOARD

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CC
R. Wessel

SUBJECT
Annual overview TEM

Dear staff and students,

In the past year, as well as the period before that, the entire university community has worked very hard for the implementation of the Twente Education Model (TEM). The preparations, the pilots, the support, and especially the institute-wide implementation of TEM for all bachelor's programmes as of September 2013 has cost us a lot of energy and time. It is therefore fitting to hereby present the annual overview TEM 2013-2014, an overview of the first year of the general implementation of TEM, to the entire university community.

TEM has primarily been implemented to better prepare students for the demands of the future from a didactic viewpoint. In addition, TEM is an answer to the developments in Higher Education, which requires better results from us with less resources, as has been determined in the performance agreements with the Minister of Education.

It is a great boost to all who have worked so hard on it, that the information about this first year has strong indications that TEM is having a really positive influence on the study performance of our students. The result that stands out the most is that a lot more students are studying nominally: 52% of the students who started. The drop-out rate was 28%. Looking at the current second year, 71% of the students are studying nominally. In comparison: In 2009 only 28% of the students who re-enrolled studied nominally; this has improved in the last couple of years, but TEM is showing a really big improvement.

Of course, after only one year of TEM it is too early to know with certainty whether we will achieve all of our objectives, but these first results are promising. Qualitatively speaking we have also achieved some good results. Most students (77%) are positive to very positive about most modules and indicate that they would recommend their programme to others. Teachers have started to experiment with new education methods and for both teachers and students it turns out that collaboration in teams provides great new insights.

The annual overview provides a details overview of all TEM-related affairs in the past academic year. It contains an overview in figures of the performance of our students in the four modules. Next it refers to the evaluations of the four modules and the following the recommendations which are presented and explained in these evaluations. An important point of interest for the Executive Board is student guidance in TEM; a separate chapter has been added to the annual overview about this.

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Finally, the findings of the Expert Committee TEM – which has monitored the first year of the implementation of TEM – are included in the overview. These documents are only available in Dutch, therefore a presentation with a summary is attached in English.

From this overview it becomes clear that there still are many issues which have to be improved (further). Both the roll-out of TEM as well as the accompanying culture change are processes that take many years, which will continue to require the necessary input in the time to come. Broadly speaking the Executive Board considers the following points of interest for the near future:

- the workload for teachers and students;
- the use and goal of assessment in TEM;
- the integration of the mathematics course;
- the integration of the module components;
- a clear and consistent communication towards students in order to dispel any uncertainties as much as possible;
- the continued development and implementation of the didactic vision behind TEM (towards student-driven education).

In the past year the “programmabureau onderwijsvernieuwingen” has already paid a lot of attention to the evaluation of the modules. In the time to come the focus of the “programmabureau” will, together with Educational Services, once again be more on supporting the further development of TEM; what do educational programmes and module teams need in order to put the improvements and recommendations into practice?

At the start of this year the National Student Questionnaire (Nationale Studenten Enquête, NSE) was carried out. The results of this questionnaire form the basis for 'Elsevier Beste Studies' (Elsevier Best Education, published in September) and the Keuzegids Hoger Onderwijs (Higher Education Selection Guide), which will appear this week. Even though we ourselves already have a lot of information about the implementation of our education model on the basis of the TEM evaluations, it also becomes clear from the questionnaire that forms the foundation of these research publications that the transition of our education involves several experienced bottlenecks. The organizational, logistic and communicative issues especially ensure that the intended positive results are sadly overshadowed. Ascertained points of improvement for the education *organization*, information and facilities (information on the timetable and location, exam results, teacher feedback, spreading the study workload and guidance, etc.) require the utmost attention from both the educational programmes and the support services in the time to come. The Board is confident that the educational programmes, partly due to the input of the extensive evaluations from the first year of implementation, can tackle the points of improvement specific to the educational programmes. In addition the Executive Board knows they are responsible for issues that transcend the educational programmes.

The Executive Board would like to thank you once again for your tremendous effort in the past year. For a complete implementation of TEM there is still a ways to go, but we can be proud of everything that has already been achieved in this year. In the time to come, the Executive Board will once again count on your inventive and constructive contributions in order to continue to develop TEM in line with our Twente education profile.

The Executive Board and the Expert Committee will of course continue to monitor the further development of TEM on achieving the objectives and identifying any possible bottlenecks.

The Executive Board,



Prof. Ed Brinksma
Rector Magnificus