

## **Reviewing the rigorous quality enhancement process for assuring and enhancing the quality of the OT-EuroMaster programme**

Eric Tigchelaar, Hans Jonsson, Irene Ilott, Astrid Kinébanian  
*Amsterdam University of Applied Sciences, Amsterdam, Netherlands*

### **Introduction**

In the Dutch higher education all educational programmes are scrutinized every sixth year by an external accreditation organization, NVAO (Accreditation Organization of the Netherlands and Flanders). This ensures the quality of the educational programmes is monitored, assured, and enhanced.

### **Objectives**

In this presentation the importance of the rigorous quality enhancement process for assuring and enhancing the quality of the OT-EuroMaster programme will be highlighted and critically reviewed.

### **Description / Report**

The six themes in the NVAO's quality assessment framework are: 1) aims and objectives, 2) curriculum, 3) staff, 4) facilities, 5) internal quality assurance, and 6) results. These six themes are operationalized by means of twenty one standards. These standards form the basis for the internal quality enhancement system of Amsterdam's University of Applied Sciences and as such for the OT-EuroMaster programme.

The internal quality enhancement process requires the systematic and regular evaluation by students and staff of the programme against a specified set of standards. Instruments used to accomplish this are for example: evaluation of every module and the complete curriculum separately by students and staff; annual panel discussions with the students; success rate analysis, and a survey among graduates and their employers.

### **Results / Discussion**

The instruments are filled out by the different stakeholders, and analysed by independent staff of the internal quality enhancement office. The reports are being discussed with the students, staff, and the board and improvements are implemented.

Every sixth year an internal audit is held as preparation for the self-evaluation and the site visit of an international panel of renown experts who scrutinize the programme.

### **Conclusion**

The constant focus on assuring and enhancing the quality of the programme balances the effort it takes in monitoring the quality. This focus on quality enhancement is reflected in the graduates' level of mastery of the set competencies on MSc. level.

### **Contribution to the practice of education**

All stakeholders are impressed by the rigorous quality assessment framework, which really stimulates upholding the high quality of OT education. Enhancing the quality of OT education is a step towards sharing the world of occupation.