

NVAO

NVAO and Learning outcomes

Department of the Netherlands

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Governance of NVAO

- Bi-national organisation
- Safeguards for independence
 - Procedures, methodologies, decision making
- Publicly funded
 - Pre-funded by the Netherlands & Flanders
 - HEIs pay for procedures
- Accountable
 - Committee of ministers
 - Respective parliaments
- Organisation
 - Executive Board < Board – Advisory board
 - Management Team – Policy advisors and staff

Higher education in the Netherlands

- Institutional:
- a) Thirteen 'regular' universities in the Netherlands, including four technical universities, and several smaller Universities, including the Open University and Theological Universities.
- b) Institutions for higher professional education (HBO institutions, also called 'universities of professional education or universities of applied sciences') (approx. 44 'regular' HBO institutions and a number of smaller institutions).

Higher education

Academic(research) Universities:

- Bachelor: 3 years,
- Master: 1, 2 or 3 years
- EQF/NQF Level 6, 7 or 8

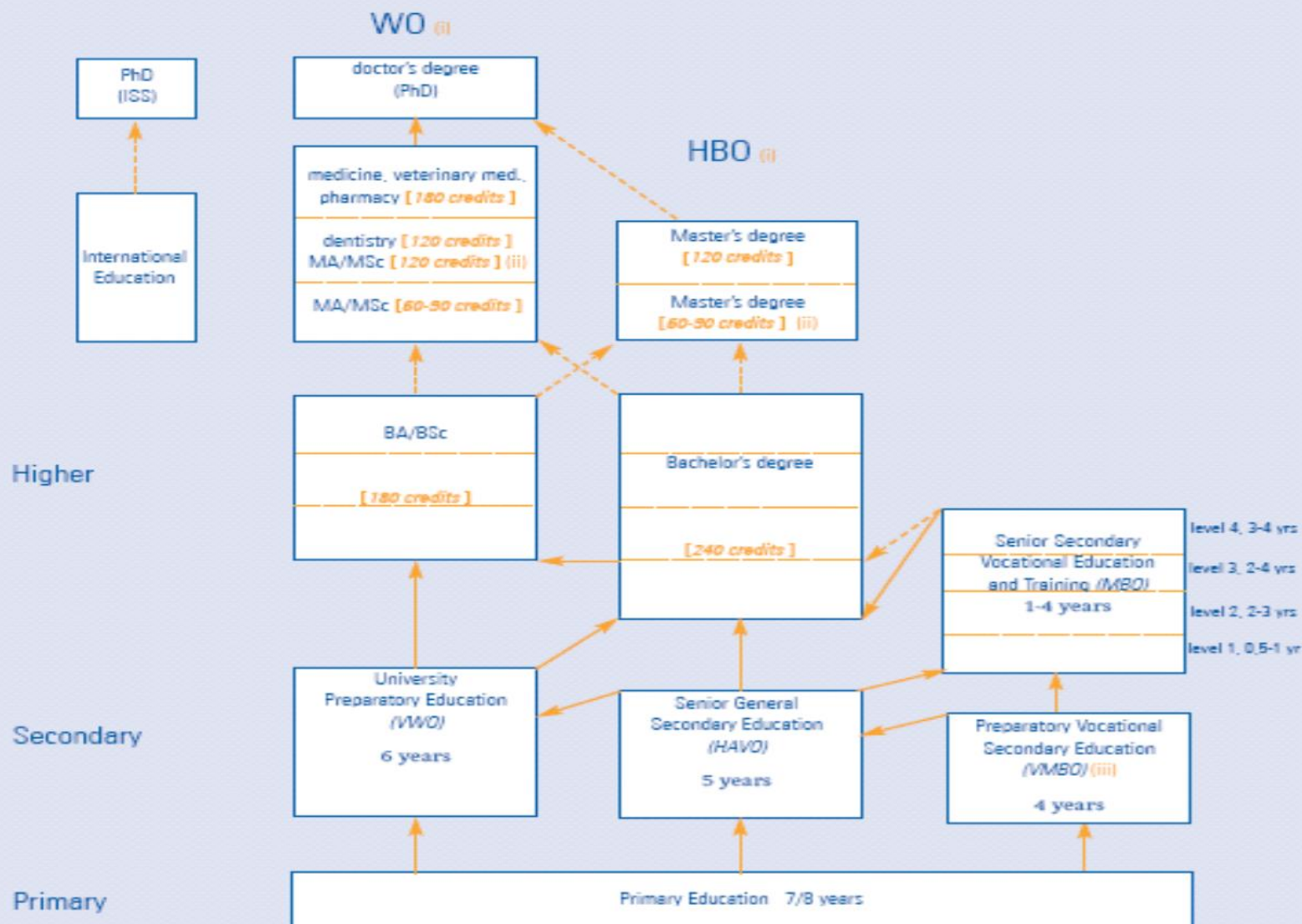
Entry level secondary school 6 years (highest level)

Universities of Applied Sciences (more professional):

- Associate Degree: 2 years
- Bachelor: 4 years
- Master: 1 or 2 years
- EQF/NQF Level 5, 6 and 7

Entry level secondary school 5 years (lower level than secondary school for universities)

Diagram of the Dutch Education System



Purpose of NVAO's system (1/2)

Accountability

- Public demonstration of quality
 - Public reports
 - Obligatory & Necessary for recognition & funding & student grants
- Increase transparency
 - Public register of quality assured, accredited higher education

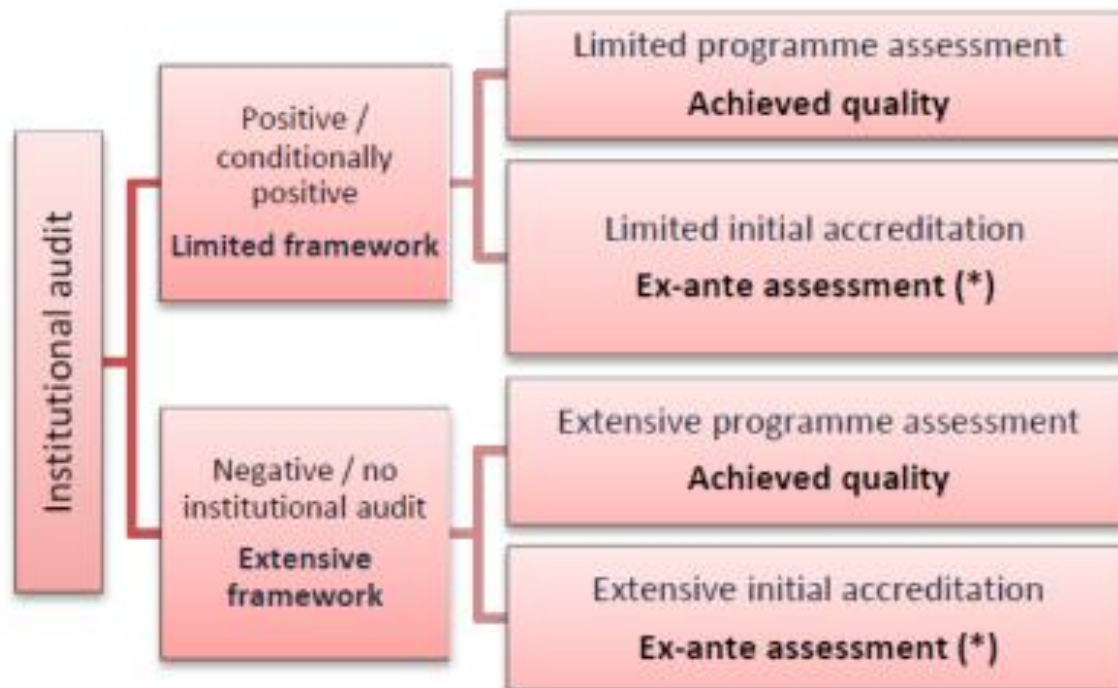
Enhancement

- Stimulate quality culture
 - Focus on functioning of (internal) QA system with respect to teaching & learning
 - institutional audit**
- Commit professionals / academic ownership
 - Focus on content/ learning outcomes (not on procedures; not quantitative elements)
 - programme assessment**

Purpose of NVAO's system (2/2)

- To balance accountability and enhancement
 - Respect institutional autonomy
 - Generic, descriptive standards
 - Start from intentions formulated by HEI/programme (aims & learning outcomes – vision & policy)
 - Reward earned trust
 - Limited programme assessment
 - Stimulate HEI to aim above threshold
 - Distinctive (quality) features, e.g. internationalisation, sustainable development, entrepreneurship, ...

Programme assessment



Programme assessment can be limited (institutional accreditation) or extensive (no institutional accreditation)

Limited programme assessment	Extensive programme assessment
Assessment of <ul style="list-style-type: none"> • Intended learning outcomes • Content and staff • Student assessment • Achieved learning outcomes 	Detailed assessment of <ul style="list-style-type: none"> • content, • policy and • procedures
4 standards	11 standards
	Themes
<ol style="list-style-type: none"> 1. Intended learning outcomes 2. Teaching and learning environment 3. Student assessment 4. Achieved learning outcomes 	<ol style="list-style-type: none"> 1. Intended learning outcomes , 2. orientation, 3. content, 4. learning environment, 5. intake, 6. staff, 7. facilities, 8. tutoring, 9. quality assurance, 10. student assessment, 11. achieved learning outcomes

Conclusion: does not meet the standards, does meet the standards

Accreditation NL

The accreditation framework sets out the quality criteria to be met by accredited programmes. It distinguishes between the ex-ante assessment of new programmes in the initial accreditation assessment and the assessment of achieved results in the external assessment procedures that are scheduled every six years. In addition, the framework makes a distinction between limited and extensive assessments. All assessments are aimed at both improvement and accountability.

Learning outcomes NL

- Intended: what is the aim of the programme and its courses
- Achieved: is the aim achieved (and how is it measured)?

Self evaluation report by programme

- Evaluation by panels of peers
- One day discussions on site (or online) with different interlocutors
- Level and orientation always taken into account

Intended learning outcomes NL limited

- *Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.*

The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Intended learning outcomes NL extended

In addition:

The points of departure for the set-up of the programme chime with the educational philosophy and the profile of the institution. The intended learning outcomes are periodically evaluated.

(in institutions with institutional accreditation this is included in the assessment at institutional level)

Achieved learning outcomes NL 1

Standard 4: The programme demonstrates that the intended learning outcomes are achieved.

The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in postgraduate programmes.

As a rule, standard 4 is not addressed in an initial accreditation assessment. The panel will only assess this standard if, in the opinion of NVAO, the procedure involves an existing programme and final projects are available to be assessed.

Achieved learning outcomes NL 2

In the information dossier, the programme must describe how it has tested the achievement of the learning outcomes. Such tests may be based on various products or examinations that are summarised here in the concept of a final project. A non-exhaustive account of final projects is:

- the final thesis, a portfolio, a professional product, an interim exam or series of interim exams, a paper, an artistic achievement, or a combination thereof. The panel focuses on the products or tests with which students complete their programme.

Selection of final projects

In order to assess the learning outcomes achieved, the panel will select and examine recent final projects from a minimum of 15 graduates of the programme. To this end, the programme will provide the panel with a list of student numbers and the information required to make an adequate selection. In the event of a programme that has produced fewer than 15 graduates in the period to be assessed, the panel will examine all the final projects.

The selection must comprise a reasonable balance between satisfactory, good, and very good final projects. The selection must be compiled in a manner that enables the panel to give its substantiated opinion on the satisfactory-unsatisfactory cutting scores observed by the programme, on the general level of the final projects, on the grading of the final projects, and on the grading methods observed.

The selection shows sufficient diversity in terms of modes of study, locations, specialisations, graduation tracks, and curricula in order to identify any differences in quality. To this end, the panel may decide to raise the number of final projects to be assessed.

2. Intended Learning Outcomes European Approach for the Quality Assurance of joint programmes (EA)

2.1 Level [ESG 1.2]

- The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

2.2 Disciplinary field (EA)

- The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s)

2.3 Achievement [ESG 1.2] (EA)

- The programme should be able to demonstrate that the intended learning outcomes are achieved.

2.4 Regulated Professions (EA)

- If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

Thematic analysis (system-wide analysis) NL

On role and function of domain specific frameworks (programme profiles).

Analysis started, not ready yet.

Domain specific frameworks (DSRK) are agreements between similar programmes on the general professional and academic qualifications.

DSRK

- Professional and academic qualifications
- level
- Legal requirements (e.g. for healthcare and education, professional register etc.)
- Civil effect
- Expectations of peers in the work field
- Periodical actualisation of the framework

Functions of DSRK

1. Involvements of stakeholders/ownership:
 - ownership of academics and teachers, autonomy of institutions, ownership of the development
 - Shared “language” of stakeholders
 - Qualifications are in line with expectations of the workfield

Functions of DSRK

2. Transparency in qualifications and level
 - International recognizable and comparable
 - Trust in achieved qualifications
 - Employability, mobility and recognition within EHEA

Functions of DSRK

3. Guaranty of achieved qualifications
4. Functions of DSKR in design of the programme
5. Internal quality assurance
6. External quality assurance
7. Switchpoint between internal and external QA
8. Strategic choices

DSRK NL

DSKR in NL:

- Autonomy of programmes/institutions to make, use and change them
- Play a role in assessments of programmes
- Can be by studyfield or group of programmes (visitation groups) or for individual programmes
- Flexible

Questions?



Nederlands-Vlaamse Accreditatieorganisatie
Accreditation Organisation of the Netherlands and Flanders

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