

Reaccreditation in The Netherlands

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Content

1. History
2. Framework
3. Process
4. Trends
5. Learning outcomes
6. Conclusion

History (1)

1985 – 2002

Strong focus on internal processes in institutions;

Visitation, directed at improvement, enhancement

Sector owned the process

Rules of the game: no surprises

History (2)

2002 – 2010

Accreditation system:

Focus on processes

Legally based, government controlled

Accountability

Resulting in “public trust”

History (3)

2010 –

“Earned trust”, generic quality
Focus on internal Quality Assurance
Quality Culture in institutions
More responsibility for institutions
Strong independent external monitoring

Framework (1)

Initial accreditation:

1. Aims and objectives
2. Curriculum
3. Staff
4. Facilities
5. Internal QA
6. Conditions for continuity

Framework (2)

Accreditation / reaccreditation:

1. Aims and objectives
2. Curriculum
3. Staff
4. Facilities
5. Internal QA
6. Results – learning outcomes, study progress

Process (1)

Building a “mirror”:

Reflections by:

Peers

Students

Alumni

Professional organizations

Responsibility of the institutions,
core of the Quality Culture

Process (2)

External control mechanisms:

Inspectorate (government) for meta evaluations

Accreditation system (NVAO) for quality of programmes
and the internal quality system of institutions.

What does institution do with recommendations?

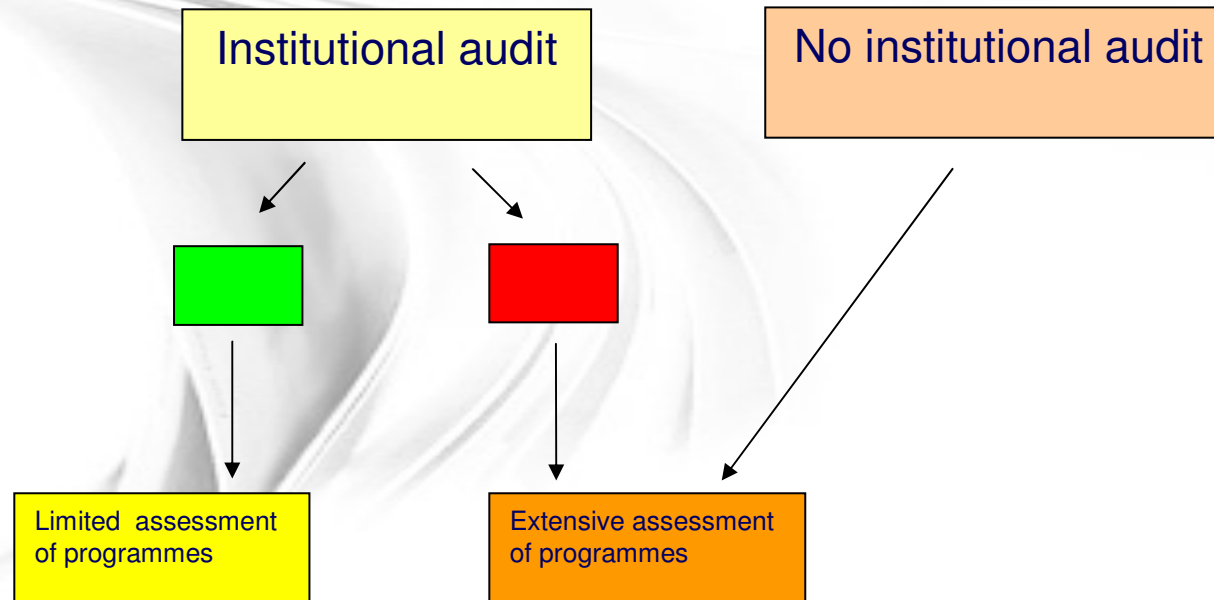
Process (3)

Next phase of accreditation system:

Strict where it must be strict,

light where it can be light...

Process (4)



Process (5)

Positive institutional audit: “earned trust”

More focus on curriculum

More room for contact professionals – peers

Back to content

Assessment of learning outcomes

Trends (in Dutch HE debate)

Back to the professional

Curriculum to be build by a TEAM of professionals

Try to get the process out of the hands of the managers

Learning outcomes

Reaccreditation in the next phase of Dutch system:

Assessment of learning outcomes fundamental

Intended learning outcomes formulated in an international context, aligned, benchmarked

Achieved learning outcomes assessed on basis of various products (thesis, portfolios, teamwork)

Assessment, examining, separate standard in framework

Conclusion

Less process, more focus on content,

Learning outcomes the core of programme assessment

QA is getting closer to the “real” quality of Higher Education

Thank you for your attention!