



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Netherland

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Netherlands

Name(s) of the responsible BFUG member(s)

Marlies Leegwater

Email address of the responsible BFUG member(s)

m.e.leegwater@minocw.nl

Contributors to the report

Government representatives = Susanne Feiertag, Karim Kalai, Lars Vos, Irma van den Tillaart, Frans de Zwaan, Paul van Capelleveen, Siusiu Oen, Trinh Ngo, Jan de Graaf, Martine Warmerdam, Jessica Ten Bosch.

Contributors to the report

Employer representatives = Douwe Dirk van der Zweep (AOB)

Contributors to the report

Student representatives = Willemijn Zwart (ISO)

Contributors to the report

Academic and other staff representatives = Mark Frederiks (NVAO), Erik Richters (Nuffic)

Contributors to the report

Other (please specify) = Bologna experts: Robert Wagenaar, Riek Peters, Fred Jonker, Leonard van der Hout, Cor Segeren, Els van der Werf, Madalena Pereira, Sebastiaan den Bak, Jasmijn Koets,

National Bologna steering group:

Eelkje Meindersma VSNU (research universities)
Charlotte van Hees VSNU (research universities)
Alexander Scholtes HBO-raad (universities of applied science)
Emiel de Groot HBO-raad (universities of applied science)
Kitty Egelman LSVB (student organisation)
Iftin Abokor ISO (student organization)
Tess de Lange ISO (student organization)
Guido Gündel ESU (student organization)
Chiel Renique VNO-NCW (employer organization)
Gertrud Visser MKB (employer organization)
Anna Bakker PAEPON/NRTO

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

anticipated student numbers affect the budget for higher education

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

professionally oriented hbo 42 academically oriented wo 14 publicly financed institutions are those 56 institutions; next to these there are 7 privately funded institutions that provide recognized/accredited he

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 40

240 ECTS = 45

Other number of ECTS = 14

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 28

240 ECTS = 71

Other number of ECTS = 1

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

No

5.4. In which study fields do these study programmes exist?

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 41

90 ECTS = 6

120 ECTS = 42

Other = 11

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 62

90 ECTS = 3

120 ECTS = 28

Other = 7

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

6.1.1. Please provide a source for this information.

Legislation whw in English text <http://english.minocw.nl/english/education/363/Higher-education.html> Towards more transparency in higher education

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>10-25%

6.2.1. Please provide the source for this information.

"1 cijfer ho" data source and estimation

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

- All students (Scale 1) Yes No Some No answer
- All students (Scale 2) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 1) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 2) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

Learning outcomes of all students are checked, that might result in additional requirements for admission. From a different studyfield, dependent on how different the studyfield is. Some Master programmes require work experience From a different higher education institution as all students and some masters require work experience.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Legislation whw art 7.18 -2

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

12% Cohort data are not available. The estimated percentage is based on: nr of Third cycle graduates (CBS) nr of Master graduates

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

6.6.1. Under which criteria is this possible?

The exam committee which awards the doctorate degree must give permission whw art 7.18-3

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

>0-2.5%

No figures available, only knowledge of an incidental case

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

No figures available, only knowledge of incidental cases

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for some graduates of these programmes

7.3.1. Please specify for which graduates.

Up to HEI's exam committee members And also it is possible for graduates with the legacy award of drs (the previous degree after finishing a one-tier Master programma

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

All kinds of programmes exist, the dominant type is more or less supervised research is (traditional) the main activity during a doctoral programme. The programmes are increasingly structured in the context of graduate schools.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

8.2.1. What are the main features of these schools and how many doctoral schools are there?

8 Research Schools (joint venture of various universities) recognized by the Royal Academy of Science exist (Dec 2009 latest recognitions). Main tasks: - provide structured context for supervision based reserach and some teaching; - coordinating and facilitating of research and offering or contributing to the education and training of doctoral students Next to these also "local" graduate schools at universities exist.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

No

8.3.1. Please specify the number of years.

4

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

5

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

8.5. Are ECTS credits used in doctoral programmes?

No

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

No duration for doctoral duration is defined in policy documents; the average duration is 49 months (4,9 years) according to VSNU documentation. Doctoral students employment contracts last 4 years, but there are more doctoral students then employment contracts. It is the HEI who defines the contract or is the employer.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

Short cycle education is legally in a pilot fase

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

A new article 73c is introduced in the WHW. WHW tekst over gezamenlijke programma's Onder verlettering van artikel 7.3c tot artikel 7.3d wordt na artikel 7.3b een nieuw artikel 7.3c ingevoegd, luidende: Artikel 7.3c. Gezamenlijke opleiding of gezamenlijke afstudeerrichting 1. Een instelling kan gezamenlijk met een of meer Nederlandse instellingen of buitenlandse instellingen voor hoger onderwijs een opleiding of af-stu-deerrichting verzor-gen. In dat geval is het instellingsbestuur van de betrokken Nederlandse instelling onderscheidenlijk zijn de instellingsbesturen van de betrokken Nederlandse instellingen ge-za-menlijk verant-woor-de-lijk voor de taken en bevoegdheden, bedoeld in de artikelen 5a.9, 5a.11, 6.2, 6.14, 7.4a, derde en achtste lid, 7.4b, derde lid, 7.8, 7.8b, 7.9, 7.10a, 7.11, 7.12, 7.13, 7.17, 7.24 tot en met 7.30d, 7.32, 7.37, 7.42, 7.42a, 9.18, 10.3c en 11.11. 2. Voor andere dan de in het eerste lid bedoelde taken en bevoegdheden die betrekking heb-ben

op een opleiding of afstudeerrichting, leggen de instellingsbesturen in een overeenkomst vast welk instellingsbestuur verantwoordelijk is voor de uitoefening daarvan. De Nederlandse instellingsbesturen blijven voor de uitoefening van deze taken en bevoegdheden gezamenlijk verantwoordelijk ten opzichte van belanghebbenden buiten de instelling. 3. Als een student zich bij een instelling laat inschrijven voor een gezamenlijke opleiding of afstudeerrichting, wordt die student ook ingeschreven bij de opleiding van de andere instelling voorzover het een Nederlandse instelling betreft. 4. Indien een instellingsbestuur als bedoeld in het eerste lid, tweede volzin, ten aanzien van een ingeschreven student bevoegd is de hoogte van het collegegeld te bepalen, geldt in het geval die student ook is ingeschreven bij een buitenlandse instelling voor hoger onderwijs voor een gezamenlijke opleiding of afstudeerrichting in de zin van dit artikel, voor de vaststelling van de hoogte van het collegegeld niet het bij of krachtens de wet vastgestelde minimumbedrag.

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0-2.5% 0% No answer
- from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0-2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

10.5.1. Please explain briefly.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

In future CROHO registration will indicate whether the programme is registered a joint degree programme

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

No

1.1. How do steering documents in your country define student-centred learning in higher education?

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

Independent learning 1 2 3 4 5

Learning in small groups 1 2 3 4 5

Initial or in-service training in teaching for staff 1 2 3 4 5

Assessment based on learning outcomes 1 2 3 4 5

Recognition of prior learning 1 2 3 4 5

Learning outcomes 1 2 3 4 5

Student/staff ratio 1 2 3 4 5

Student evaluation of teaching 1 2 3 4 5

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Please choose..

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

NO

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

4.3.1. Does your country provide specific support measures on the national level?

The NVAO (accreditation organisation) and Bologna Experts provide guidance

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

Checked through accreditation by NVAO

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

Accreditation by the NVAO www.nvao.net <http://english.minocw.nl/documenten/OCW-NVAO%20Folder%20ENG%20def.pdf>
Publication also available in Dutch for academic staff

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

Occasional seminars serve as coaching instruments for the use of learning Outcomes

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Learning outcomes achieved only

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Please choose..

5.4.3. What is the number of hours per credit?

0

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- All students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- Some students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- Upon request answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- In certain fields of study answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- No students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No

6.1.1. Please identify those fields.

In all fields DS to the Diploma is mandatory

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

Incidental monitoring has just started.

6.4. In what language(s) is the Diploma Supplement issued?

English or Dutch

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

Since 1 Jan 2010 is legislated in the law that the European format (UNESCO/CEPES model has to be used. www.nuffic.nl/bolognaproces provides the guidelines to fill it in properly, including a dutch explanatory note (Toelichting). Presently incidental monitoring goes on, but a review by the Inspectorate is foreseen in due course.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

10. The Framework has self-certified its compatibility with the European Framework for Higher Education

The NQF-Higher Education is in place. Presently NL develops the NLQF, related to the EQF-LLL. The questions are answered for the latter.

7.2.1 Please provide the date when the step was completed.

02.02.2009

7.2.2. Please provide a reference for the decision to start developing a NQF.

NL Bologna steering group Onset 15 sept 2005

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

All legally recognized qualifications are included in the NLQF For HE see " <http://english.minocw.nl/documenten/OCW-NVAO%20Folder%20ENG%20def.pdf>

7.2.13. Please provide a reference to the self-certification report.

http://www.nvao.net/page/downloads/Nederlands_Kwalificatieraamwerk_Hoger_Onderwijs.pdf

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

7.3.1. Please provide the link to that website.

www.nvao.net

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer
- Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Recognition of qualification provided that no substantive differences can be proven

The legislation refers to the necessary application of the Lisbon recognition convention

8.2.1. Please provide a reference to the relevant legislation.

WHW article 7.30 d for Master entry WHW article 7.28 1 for Bachelor entry

8.3. What measures exist to ensure that these legal statements are implemented in practice?

Dialogue Avoidance of appeal cases

8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Sometimes

8.5.1. Please explain.

Observance of formal entrance requirements is assessed in external quality assurance. The actual practice is not subject of external quality assurance practice

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Implementation of ECTS according to the ECTS User's Guide is stimulated by the Bologna Experts. Structural relations between HEI's to ensure that colleagues and their way of working are known, thus ensuring trust in each others credits awarded. Appeal procedures in HEI's.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Dialogue and coordination with HEI's and employers by ENIC/NARIC office

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

The agency is bi-national

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

1.4.1. Please specify the normal impact of an external review.

of non-accredited programmes students are not funded in the formula funding, degrees are not legally protected; students themselves are not eligible for student finance

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

through the website of the NVAO www.nvao.net Registered in CROHO (Centraal register Opleidingen Hoger Onderwijs)
Quality indicators in the student information system: www.studiekeuze123.nl

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

Through the website of the NVAO negative decisions are made public (sometimes also by the HEI itself). But HEI's have the possibility to withdraw the application before a negative decision is taken.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research in another evaluation system
- Employability
- Internal Quality Assurance/Management system
- Other (please specify) Upon request of HEI's distinctive quality features of sustainability and internationalisation are possible

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

Intended learning outcomes of programmes, according to level, profile and (international) disciplinary standards are assessed. The achieved learning outcomes and student assessments are evaluated as well.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

A transition from only programme accreditation to a combination of institutional and programme accreditation is implemented since 1 January 2011.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, all institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

The agency must be considered trustworthy by the NVAO and have an agreement with it; in practice the agency must be member of ECA.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

In cases of joint programme accreditation the providers are advised to contact the NVAO at an early stage to ensure that relevant other accreditation/quality assurance organisations are involved from the start onward, thus facilitation a joint procedure for quality assurance/accreditation

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

Yes

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies as advisor to the Board
- As full members in external review teams Act WHW art 1.18.1&3
- As observers in external review teams
- In the preparation of self evaluation reports Act WHW art 1.18.1&3
- In the decision making process for external reviews Act WHW art 1.18.1&3
- In follow-up procedures

Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

The programme must show its relevance for society. This includes data on employment, especially for professionally oriented programmes. During sitevisits interviews with employers take place.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

The formal criteria for accreditation are generic, to allow for a variety of missions and profiles. The basis is in Act WHW art 5.a.8.3

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

Act WHW Art 5.a.8.3.e "deze omvatten...de interne kwaliteitszorg;" Translated: these include the internal quality assurance; The recently introduced institutional audit is entirely focussed at internal quality assurance.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

All

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All

5.5.1. Please describe what kind of arrangements are in place.

Accreditation of all programmes every 6 years needs to be anticipated. If the question is to be interpreted as institutions at any time having arrangements in place to monitor the quality of their education, of their student assessments, etc, the answer should be more than 75% (subject to voluntary institutional audits).

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

1-<25%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

www.nvao.net

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

The validity of information by the HEI is checked irregularly by the Inspectorate. The www.studiekeuze123.nl or www.studychoice.nl provides independently checked reliable comparable information on all registered studyprogrammes in NL

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No

2. How do your steering documents define lifelong learning?

It addresses persons in society that like to engage in further studies or to divert to another kind of career

3. What is the common understanding of lifelong learning in your country?

Target group for LLL are adults, who entered the labour market after initial education; LLL includes both formal and non-formal learning.

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Recognition of Prior Learning, for entry into individualized (work-based or blended learning) programmes on that basis. Standard part-time or dual (formal) programmes. Contract programmes (non-formal) with industry. General cultural education to wide public.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

Mission of all, but some specialize in it. Recognized by whom? Legally they can all do it, some have become renowned for it.

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

8. Please provide a reference to the relevant legislation or regulation.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

Yes

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

Public funded HEI's - need to apply for approval if they wish to provide programmes in other places than their place of residence.
- are only allowed to register participants in formal programmes geared to awarding a degree; registration for separate modules is only allowed on contract basis.

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults

- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify Employers, human resources development

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning stimulating subsidy until end 2011
- private contributions from students
- private contributions from business and industry
- other, please specify tax facilities costs are deductible for employers and employees

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Complicated question and answer: From The HEI's perspective: Refund for LLL to UAS is meant for part time students and is ca 225 mln Euro per year; Total costs of part-time studies in UAS ca 500 mln Euro a year; Total cost of UAS education ca 3000 mln Euro per year; Total cost of University education ca 3000 mln per year; Thus: LLL funded from the public budget funded to a degree of $\frac{1}{2} / 6 / 2 = \frac{1}{24} = \text{ca } 4\%$ of the budget for HE is additional funding for LLL. From Society perspective: 3000 mln Euro is spent by employers on education within the labour market; 199 mln Euro is spent by employees on short courses, of which 85-90% at private providers (CBS data). 500 mln Euro per year is spent on part-time studies in public HEI's (enrollment in general by an older LLL public); Thus from this perspective 16% of LLL is funded from the public budget.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

"allochtonen" meaning (parents) having been born outside NL "persons with a functional limitation"

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Financial incentives to HEI's. HEI's financial incentives to self organised groups consisting of the target group. Monitoring participation Monitoring experience by persons with a functional limitation.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Place of birth of parents Self-declaration

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

...

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

see above

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

yearly student monitoring www.studentenmonitor.nl

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

data 1 cijfer ho contain more and more data on place of birth of student and their parents. Performance of persons with functional limitations is monitored by special research every two years.

4.8.1. What data is collected?

Duration of study Success rate Attitude and experience

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

4.10. When are data generally collected?

At entry into higher education

4.10.1. Where an approach different from the general approach is used for any group, please specify.

The above question one can only fill in one answer. Truth is that data are collected at entry for all, at completion the same data are available; and during studies a sample is being questioned

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

Kerncijfers 2005-2009 page 148 Allochtonen in HE <http://www.rijksoverheid.nl/documenten-en-publicaties/rapporten/2010/05/19/kerncijfers-o.html>

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

Please see part on LLL Campaigning to enroll students into beta and technical fields is also going on.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

Overcome to be afraid of the unknown

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

Whenever a judgement is made on performance, the reference is the percentage of a group in higher education versus the percentage of that group in the entire population.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

The government monitors, the criteria are places of birth. No criteria are set for goals. The monitoring is made public.

5.5. How is this data used in higher education policy?

As reference material. As indication for policy performance

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

Increase guidance and counselling during studies; A negative binding study advice in case of insufficient ECTS obtained in the first year of study; More keen on motivation before starting the study - entry counselling

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

Indication for performance and policy success

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

The number of graduations is one of the indicators in the block-grant financing scheme.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

Government

8.4. What are the main tasks of the services?

Student counselling

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

The number of participants in higher education and the percentage of the labour force which is higher educated is still growing.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Special programme for 6 Universities of Applied Sciences; Financing Open University See also part 1.4 LLL

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

Additional facilitating budget 2008-2011 (12 million in 2011) to improve studysuccess (retention- and drop-out rate)of ethnic minority students; Monitoring implementation and outcomes for ethnic minorities; Providing role models. For handicapped students: part of the lump-sum financing to HEI's is earmarked to facilitate handicapped students based on their merit; Monitoring of access to and use of facilities by handicapped students.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

Yes

13. Please provide details of these measures.

See also LLL Public TV campaigns address people employed that might like to grow and stimulate to assess competencies acquired over time.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = HAVO school certificate(26)

Route 2: = VWO school certificate(54)

Route 3: = MBO4 (voc-ed) certificate(18)

Route 4: = above 21 year at discretion of HEI(2)

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

Ongoing learning trails from voc-ed to he, recently also via Associate degree-short HE; By assessment of prior learning.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

fulltime, part-time, dual

16.1.2. How do you define it?

part-time is studying part-time of the week; dual is studying next to a job subject of an agreement between

16.1.3. What are the reasons for offering a different student status?

Flexibility towards potential students - Student finance only for full time students

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

Student finance only for full time students

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

See LLL Trajectories can be offered to suit students, for instance on Saturdays and in evenings.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

The WHW act says: For persons above the age of 21 a committee must have assessed the ability relevant for the education sought and proficiency in the Dutch language to be able to pursue the education.

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly permits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Standard practice in most higher education institutions (75% +)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

The Committee to be installed by the HEI and the validation of assessments are part of quality control.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Euro

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

None

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount =

Maximum amount =

Most common amount =

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount =

Maximum amount =

Most common amount =

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

8. Concerning fees, are international students treated differently in your country from home students?

Please choose..

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

Please choose..

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

Students are eligible for grants and loans at the same time. The grant last for the modal period of the study. Thereafter students remain eligible for loans, even to loans that compensate for the grant part for which they are no longer eligible. A grant is provided under the condition that the study is completed within ten years after the onset. Otherwise the grant is transferred into a loan.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

only full-time students are eligible

under thirty at the start of study; Dutch nationality or equivalent, for accredited programmes

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

70

13.3. What is the minimum, maximum and most common value of **grants/scholarships** available to first cycle students in higher education?

Minimum = 1150

Maximum = 6100

Most common = 2900

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

only full-time students are eligible

under thirty at the start of study; Dutch nationality or equivalent, for accredited programmes

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

50

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

min 1150, max 6100, most common 2900

13.5. What percentage of all students receives a grant and/or scholarship?

65

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

No

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc. only full-time students are eligible
- Field of studies
- Based on cycle the student is enrolled in
age, nationality, see above

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = 0

Most common first cycle = 1.500

Maximum first cycle = 10.200

14.2.3. Are all second cycle students eligible to receive loans?

No

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc. only full-time students are eligible

- Field of studies
- Based on cycle the student is enrolled in
age, nationality, see above

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = 0

Most common second cycle = 1.500

Maximum second cycle = 10.200

14.3. If different types of loans exist in your country, please provide the details here.

All students eligible for student loans (nationality Dutch or equivalent, under 30 years of age at start, full time registration) are eligible the above indicated loan for cost of living; in addition to this they are also eligible for a tuition fee loan, with a maximum of 5x legally set tuition fees (presently 5x1672=8360 per year)(most common 1600, minimum 0)

14.4. What percentage of students takes out loans?

In the first cycle = 25

In the second cycle = 25

Of all students = 25

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

Repayment asked if the graduate earns above a certain income. After 15 years forgiveness of the debt. Interest rate is equal to the interest for capital costs of the State. Government takes the risks of the debtors. Cost of administration are born by the government.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low disability is practically dealt with via income too low
- Studies successfully completed on time Condition to keep the grant as grant is completion within 10 years after the onset of study
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation

No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

The data on loans can not be distinguished between bachelor or master level.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Some

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

Parents are ONLY eligible for tax deduction if the student is NOT ELIGIBLE FOR A GRANT. Up to the age of 30 of a student.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

Dependent on above for tax deduction criteria. Amount deducted is dependent on level of income of parent.

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

They are enrolled as a student at a recognised higher education institution

They are under a certain age (please specify)

They have another particular civil status (e.g. married, parenthood, other)

Income-dependent

Students without a grant and with gainful employment, so they need to pay taxes. Deductable are tuition fees and costs of books and other study material.

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

Public transportation for free during weekdays or weekends.

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

ONLY The third bullet in the above question is the case: For students eligible for grants and loans

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

Your question on health insurance and housing accommodation cannot be answered. Because it is NOT the case for any of the students. But the questionnaire cannot be finished if here nothing is ticked.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold and employment contract with a HEI

28.1. Please explain why you selected multiple options?

Not applicable

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

HEI's who employ. HEI's receive their funding from the government, or research council or third parties like KP7 or industry.

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Only a fee to register for the promotion Doctoral candidates are not eligible for the grant and loan system, as they have used that already.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

Employee/gainful employment

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

A registration fee for the ceremony may be asked, or could be waived.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Marlies Leegwater/Martin Soeters

B.1.b Stakeholder representatives

VSNU Hans de Jonge, HBO-Raad Emiel de Groot, ISO - Guy Hendricks, LSVb -Kitty Egelman

B.1.c Other contributors

Nuffic data

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

Internationalisation agenda

<http://www.rijksoverheid.nl/onderwerpen/hoger-onderwijs/documenten-en-publicaties/rapporten/2010/08/12/internationalisation-agenda-het-grenzeloze-goed-the-boundless-good.html>

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: November 2008

Most recent revision: Not revised

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound		aim is to increase the percentage of Dutch students following a programme in the Netherlands with part of the programme followed abroad,	

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

		from 17% to 25% by 2013.	
No target			

C.2.a Please provide a reference for the target.

Internationalisation agenda November 2008

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				

Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.4.c If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

C.5. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.5.a If yes, please explain and/or give examples.

Institutions are asked to choose a profile; some institutions/programmes require a study period abroad as part of the education

C.6. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.6.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)	accredited/quality assured programmes	
Other restrictions apply (please specify)		HEI's have to recognize credits
No restrictions apply		

C.7. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students	yes	yes
Loans for outgoing students	yes	yes
Grants/scholarships for outgoing students	yes	yes
Other: (please specify)		

C.8. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

Part of the lumpsum funding to HEI's consists of subsidies fro international students exchange programmes (accommodation-, living- and/or teaching costs)

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

1. Student monitor (yearly)(national) for outgoing credit mobility www.studentenmonitor.nl (choose: year 2008, internationalisering, reden toekomst niet buitenland)

2. Survey (national) to discuss current practice and obstacles in HEI's for internationalisation of HE. The result of the survey is only available in the Dutch language to the HEI's surveyed (it is not a public document sent to the Parliament).

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		3
Recognition		
Language	2	
Curriculum/Study organisation	3	2
Legal issues	1	
Motivating and informing students		
Other, please specify:		1 The personal context

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

Curriculum / Study organisation

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Dialogue, portable grants and loans for all Dutch students, Huygens scholarship programme for incoming and outgoing "excellent" students.

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Yearly monitoring of use of portable grants and loans: 7500 persons study outside NL with Dutch grants and loans (ca 600.000 inside NL)

Yearly report of Huygens scholarship programme (budget increased to 10 million per year since 2008, of which 7 mln for incoming students and 3 for outgoing students (from total 5 million in 2007)

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

EU framework research policy - non-portability of pension rights

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions	2	
Recognition issues		
Language issues		3
Incompatibility of pension and/or social security systems	3	2
Legal issues		
Other, please specify:	1. Social network	1. Social network

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

- Support of (EU) investigation/measures for portability of pensions
- New legislation Modernizing immigration legislation, to be implemented 1-1-2011

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			yes
more outgoing than incoming students		yes	
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

reference: <http://www.nuffic.nl/nederlandse-organisaties/docs/kerncijfers/key-figures-mobility-2009.pdf>

degree mobility:

roughly 36.000 foreign students enrolled in NL; 13.000 NL students enrolled abroad

credit mobility:

roughly 24.000 foreign students in NL; 28.000 NL students abroad

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

No definition of balanced mobility is used in my country.

Dutch universities rank relative high in global rankings; therefore it is considered fair that foreign students enrol for a degree

Not measured is the flow of graduates for PhD’s or post-doc’s across the world. Sometimes it is signalled that too many Dutch graduates leave for posts in USA. On the other hand NL institutions also employ persons after having worked in the USA. No figures on such post-doc flows are available.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

E.3.b **First destination country is UK with 4,100 students, second Belgium with 3,350 students, third Germany with 2,100 students.**

Countries of origin rank first Germany with 16,750 students, second China with 4,750 students, third Belgium with 2,450 students.

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

4a: Concerns of institutions are the quality elsewhere, to be able to guarantee assessment of learning outcomes and acknowledge credits they prefer to be acquainted with academic staff

4b: Their strategic measures: HEI’s address talent development of students by organising mobility via structural relations with HEI’s abroad. That facilitates balance in flows to and from institutions.

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: Main target for mobility in NL is talent development of students and profiling of HEI's. Therefore each institution can chose its own profile, priority region(s), subjects for internationalisation.