



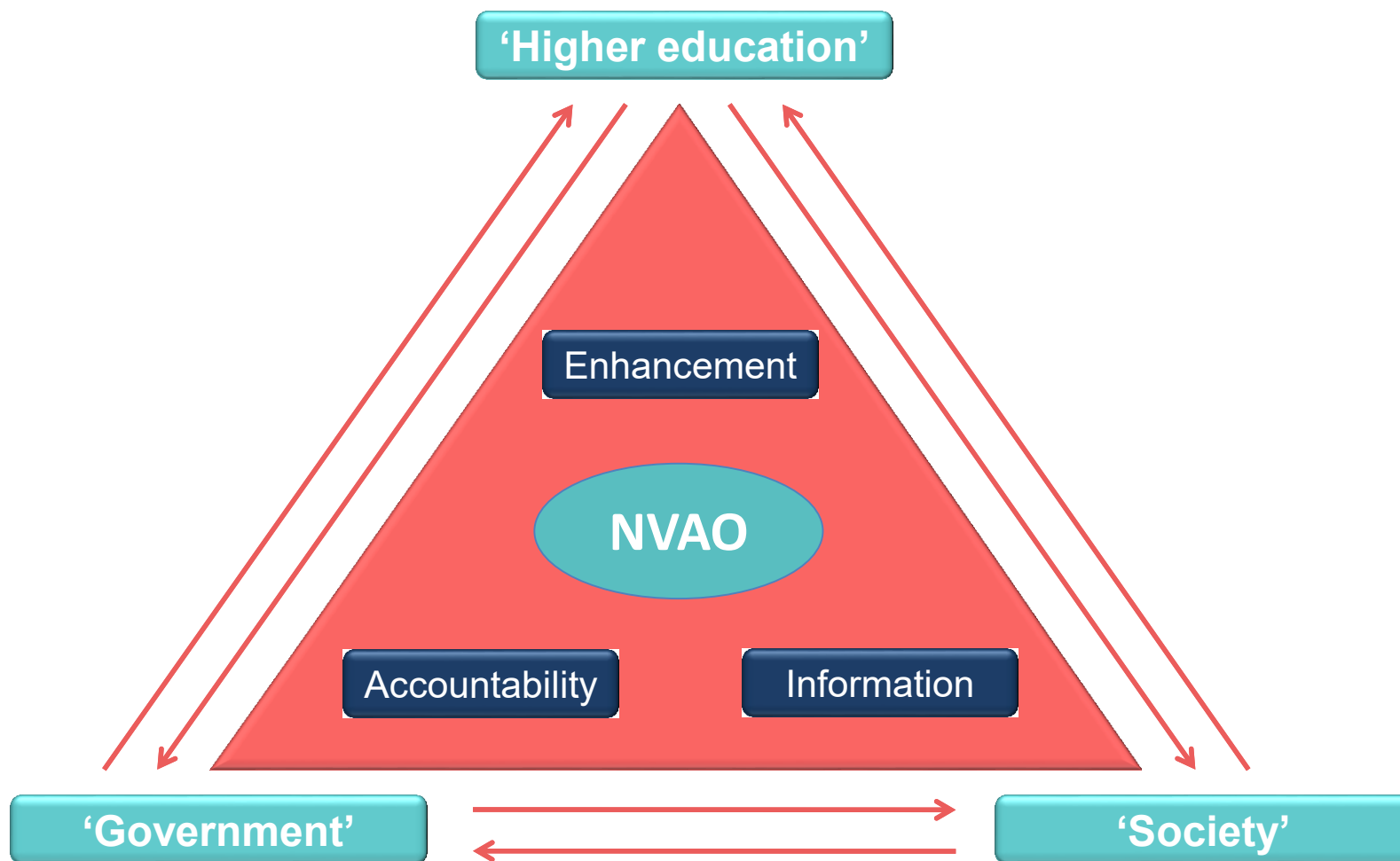
Current and Future Trends – Linking Qualifications Frameworks with Quality Assurance – the Netherlands

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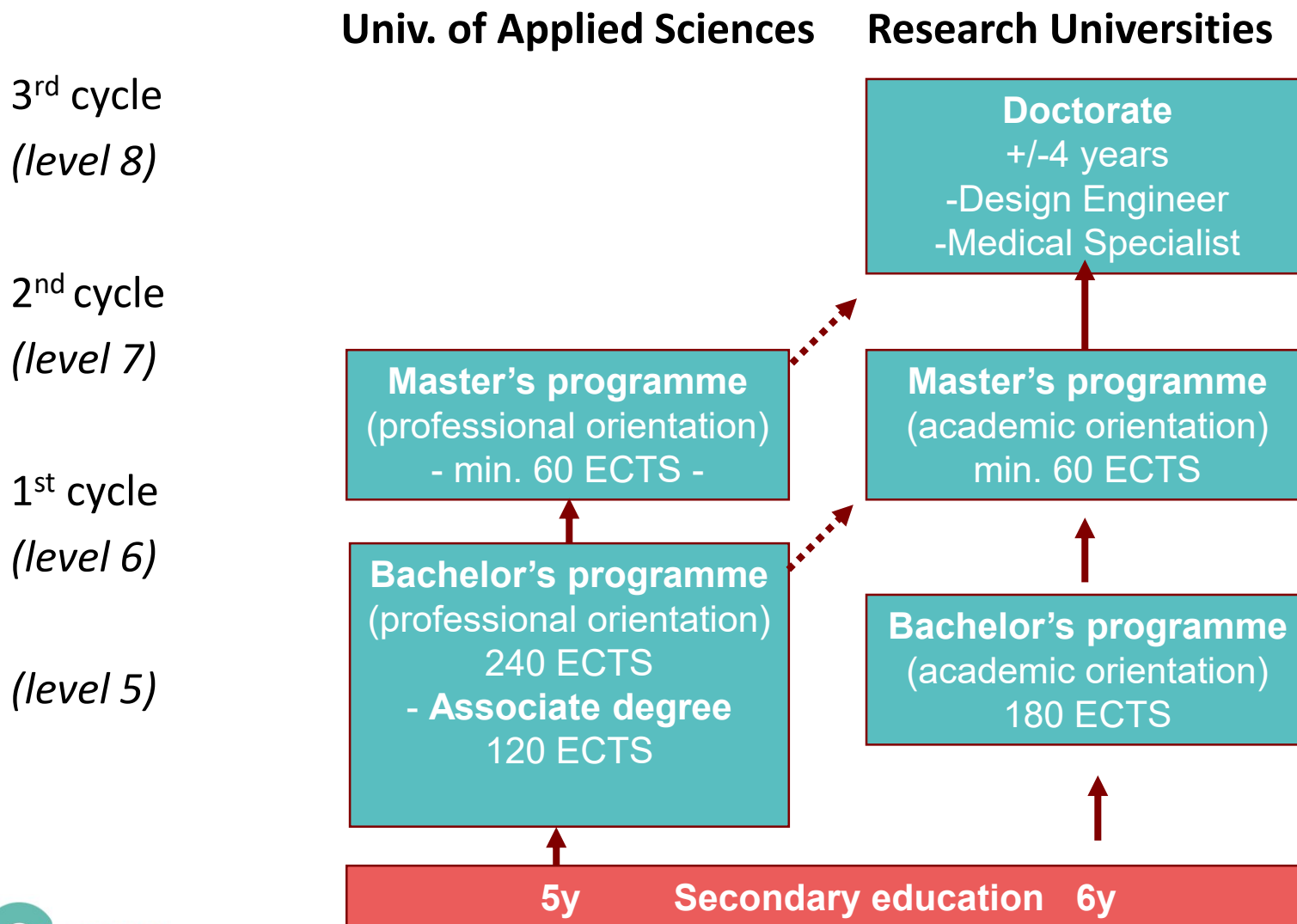
Outline

- NVAO
- The National Qualification Framework of the Netherlands
- The Dutch example: NLQF
 - Recognition of formal and non-formal qualifications
 - New developments in Dutch higher education
- Discussion

Position of NVAO



NQF: example Dutch HE



The Dutch example: an extensive application

- The Netherlands Qualification Framework as translation of EQF (2008): NLQF (2011)
- The National coordination body NCP NLQF (since 2012)
- In 2012 all formal recognized qualifications were included in the NLQF (e.g. associate degree, bachelor and master on the levels 5, 6 and 7, but qualifications of primary, secondary and vocational education as well)
- Recognition of non-formal qualifications started in 2012 and is conducted by two committees of NCP NLQF

The Dutch example: an extensive application

Committee institutional assessment

- Assessment of the firmness of the applying institution regarding legal status, quality of examination, internal quality assurance and quarantees for continuity. In case of questions an assessor visits the institution, powered by the committee. A successfull first step is conditional for the second one

Recognition committee

- Assessment of the submitted information file in which the institution motivates
 - the comparability of the requested non-formal qualification with the intended NLQF level and
 - its assessment policy and execution of assessments. In the next future the assessment of the achieved learning outcomes will be added
- The recognition committee advises on the application to the board of NCP NLQF, the board decides.

The Dutch example: an extensive application

- A law regarding the recognition of non-formal qualifications (study results of life long learning) will probably be approved in 2020. Up till now the Ministry of Education agrees with the current situation
- An existing concern is the importance of transparent and correct communication of the comparability and difference of recognized formal and non-formal qualifications.
- The meaning of e.g. an NVAO accredited bachelor degree is not the same as a recognised non-formal qualification on level 6. The corresponding programs will differ in length, weight and nature (180/240 ECTS versus e.g. 500 hours).

The Dutch example: an extensive application

- However, both qualifications show elements that correspond with the descriptors of level 6 and both qualifications are assessed on level 6. Students must show knowledge and skills on this level
- Applying both (the recognition of formal and non-formal qualifications) supports the growing importance of lifelong learning. Non-formal study results can be valued more easily in formal education (recogniton of prior learning)

The Dutch example: new developments

- A starting discussion (at least in the Netherlands) is the sustainability of the study programme concept
- Broader study programmes and individual learning pathways to achieve learning outcomes are growing phenomena calling for recognition of separate modules and recognition of prior learning
- Good assessment of prior learning is still a challenge
- Micro-credentials and open badges can play a role to more flexible higher education <https://www.surf.nl/files/2019-06/Whitepaper-on-open-badges-en-micro-credentials.pdf>

Discussion

Discussion

Suggestions

- International comparability of achieved learning outcomes / diplomes. An eternal dream or an achievable objective?
- Recognition of non-formal learning in higher education. A Trojan horse?
- Broader or free study programmes and individual learning pathways provide an interesting perspective for students
- Internationalization / international mobility of students and workforce has gone through the roof



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