



Inspectie van het Onderwijs
*Ministerie van Onderwijs, Cultuur en
Wetenschap*

HE inspectorate practices Lessons from the Covid-pandemic

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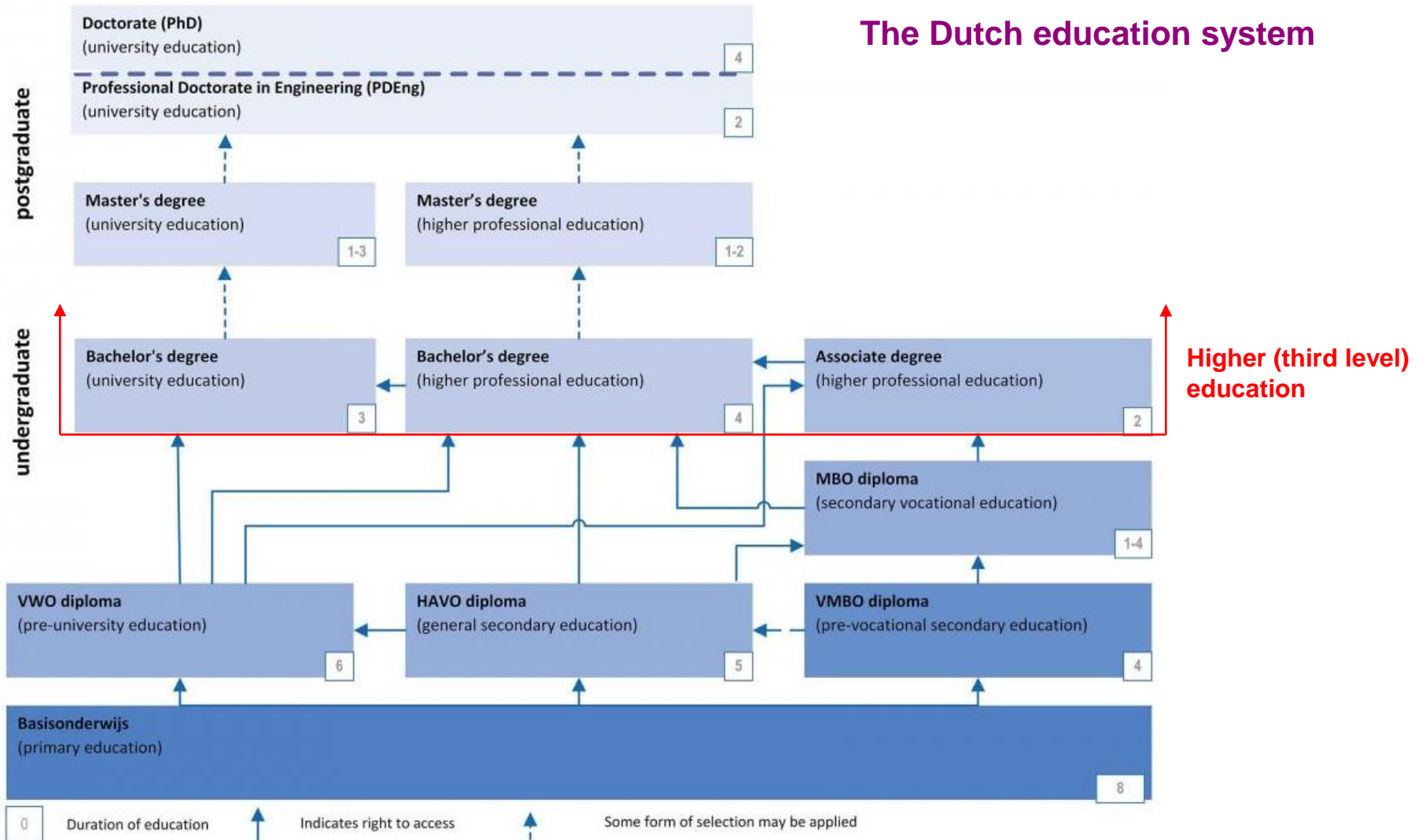
INTRODUCTION

Presentation

1. Higher education in the Netherlands
2. Overview of changes
3. Topic for the panel discussion:
the Covid paradox



The Dutch education system





ACCREDITATIONS

Number of accredited programmes

At universities of applied science 1.422

At research universities 1.708

Each year 200 - 400



ACCREDITATION METHODOLOGY

ESG: independence, clarity, transparency

1. Peer review

- * Self-assessment report
- * peer review
- * support of quality agencies
- * NVAO

2. Generic frameworks and standards

- * same for all institutes of higher education

3. Accountability and improvement



HISTORY I

Since 1985 assessments of degree programmes

- Conducted by the associations of universities
- Supported by staff members of the associations
- Panel of peers
- Assessment of general quality standards, no final judgement
- Every six years



HISTORY II

1999 Bologna

Accreditation in the Act on Higher Education and Research

- Final assessment
- Accreditation is condition for public funding and for recognized degrees (2002)
- NVAO: independent (2005)
- Quality agencies (2005)



Current System

Accreditation system 2.0

- Introduction Institutional Audit
- Limited and extended programme assessment
- Differentiated judgements: insuffizient- suffizient- good – excellent
- Improvement period
- Quality agencies removed from the Act, focus on peerreview



Institutional and programme review

"FULL" Programme review	"LIMITED" Programme review	Institutional review
Intended learning outcomes	Intended learning outcomes	Strategic mission on quality of education
Curriculum	Curriculum	
Achieved learning outcomes	Achieved learning outcomes	
Assessment	Assessment	
Faculty	<i>(lecturers team)</i>	Policy on Faculty
Facilities	<i>(learning environment)</i>	Policy on Facilities
Internal Quality Assurance and improvement	<i>(evaluation and improvement)</i>	Effectiveness of Internal Quality Assurance
		Policy on students with an impairment



'Pre-COVID' quality assurance practices at system level

- Internal quality assurance, often a midterm review
- Framework programme review: intended learning outcomes, teaching learning environment, student assessment, achieved learning outcomes
- Programme Review and a voluntary Institutional Review every six years
- The peers visit the institution (no online meetings)
- NVAO accreditation based on the peer-review



Lessons learned for a future crisis (of a different kind)

According to Dutch institutions for higher education

Positive experiences

- i. Quick decision-making
- ii. Direct and multifaceted communication, including involving the participation council in the process (even if not required)

Focus areas

- i. Avoid staying in crisis mode too much and too long
- ii. Make sustainable decisions, even in a time of crisis
- iii. Communicate intensively, for example by also responding to misinformation from external sources or repeating certain messages frequently



Future directions / implications

- What is going to have lasting impact?
 - A new balance between online and “regular” education.
 - More flexibility, also for students with a disability
 - more international communication / participation
- What will structurally affect the assessment of quality?
 - More online elements in the peerreview,
 - more international peers in online visits
 - Intensive evaluation in crisis-periods
 - discussion about programme review every six year



Statement for discussion; the Covid paradox

The Covid Pandemic has been a blessing in disguise to foster new and improved ways of institutional and program accreditation