



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

## **HE inspectorate practices** Lessons from the Covid-pandemic

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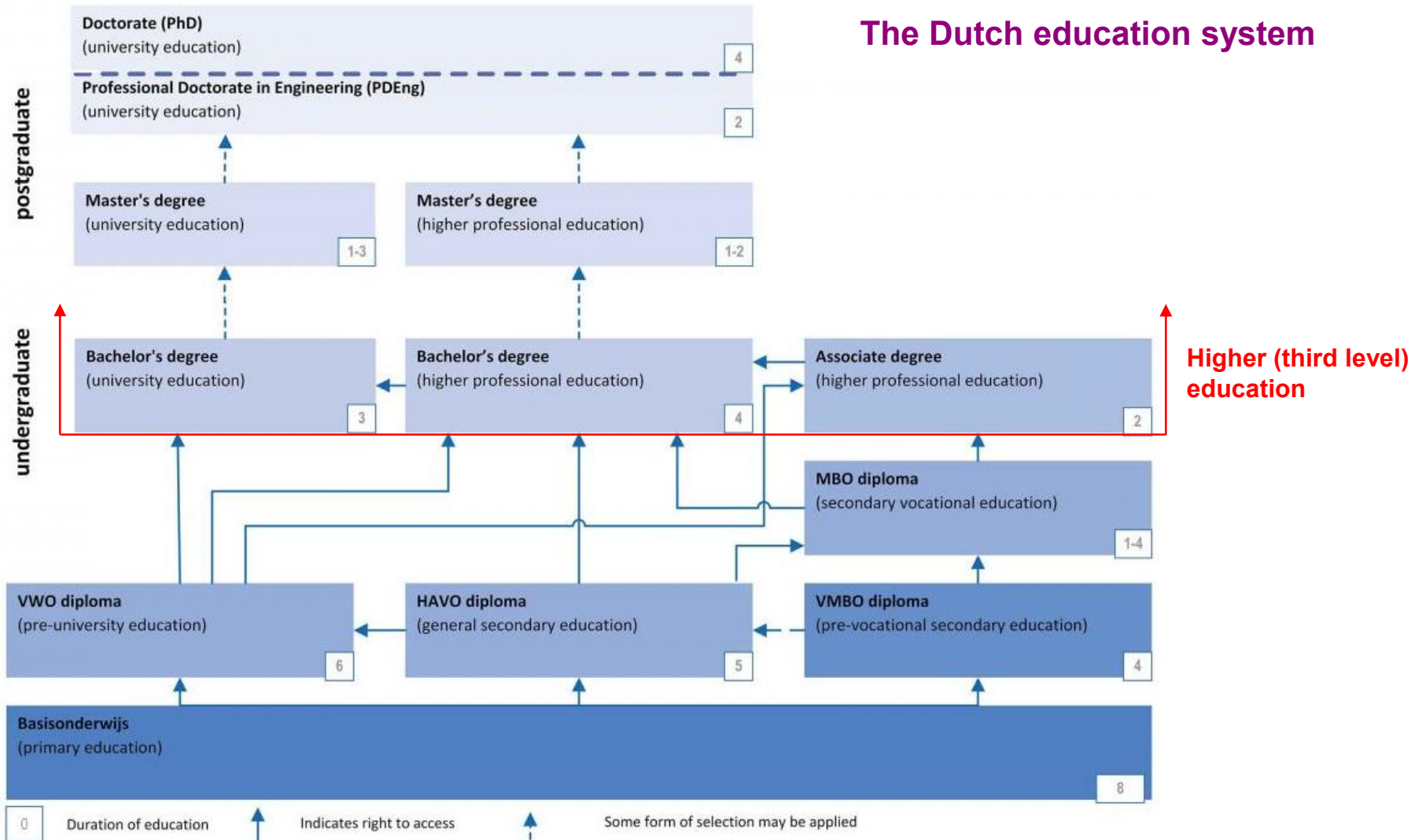
# INTRODUCTION

## 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

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



## '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