



TEMPLATE for updating the information on the EQAVET website on progress on implementing EQAVET

EQAVET Secretariat 2016

Introduction and context

The EQAVET Recommendation defines increased transparency of quality assurance (QA) arrangements at Member State level as an explicit objective with a view to promoting mutual trust, mobility of workers and learners and lifelong learning. Furthermore, transparency of QA can also facilitate the exchange of good practices and mutual learning.

The EQAVET Annual Forum 2015 in Riga decided that the efforts to fulfil this objective could be increased, agreeing that the information on the website relating to the implementation of the EQAVET Framework in the various national contexts (<http://www.eqavet.eu/gns/what-wedo/implementing-the-framework.aspx>) needs to be updated regularly by the EQAVET National Reference points (NRPs).

The arrangements for undertaking this work were discussed by EQAVET members on two occasions, i.e. at the Steering Committee on 6 October 2015 and at the EQAVET NRP meeting in Dublin on 12 November 2015.

At these meetings, it was agreed that the template and information included in the country reports annexed to the final report of the [External Evaluation of EQAVET implementation](#) (see country reports [here](#)) should be used by the EQAVET NRPs as a basis to update/review the information on QA arrangements, providing that only the *main headings would be used* covering IVET, CVET and work-based learning at the system and provider levels. The information should be updated and reduced where needed, focusing only on QA and EQAVET. In addition, it was agreed that the *information on the use of EQAVET indicators, which is part of the current information on the website (but not part of the External Evaluation), should be included* (Minutes of EQAVET NRPs annual meeting 12 Nov 2015 available on the [NRPs forum](#)).

SECTION A – DESCRIPTION OF QUALITY ASSURANCE ARRANGEMENTS

1. Initial VET (IVET)

Introduction

In Dutch VET there are four training levels of different duration (six months to four years) and two learning pathways. In the Netherlands, a VET student can choose between two learning pathways: The first one is the school-based pathway (BOL-pathway), and the second one is the on-the-job-training pathway (BBL or apprenticeship pathway). Both pathways lead to the same level of qualification and diploma. The content of the programmes, in terms of what is acquired is determined at national level in a qualification profile (educational standards as output) within the national qualification system.

1.1 Quality assurance arrangements at system level in IVET

- National Framework for quality assurance in initial VET – who is in charge of what?

The Ministry of Education lays down the framework and general conditions for VET. The inspectorate of education evaluates if a VET provider meets the demands. The VET law mandates VET providers to set up a quality assurance system. They are relatively free to design and implement their own system, but they have to ensure regular quality assessments that include the arrangements in place for teacher training.

The Ministry of Education, Culture and Science works with government agreements (for example Bestuursakkoord 2014 mbo 2014) and policy letters (for example 'Focus op Vakmanschap' en 'Kamerbrief met visie op mbo: een responsief mbo voor hoogwaardig vakmanschap') to set out the priorities/ focus areas for the coming governing period. To raise the quality, as an addition, extra funding (partly performance-based) will be provided in the coming years. The minister has concluded quality agreements with all public funded VET providers. Based on these agreements all VET providers set goals and made plans to improve the quality for the period from 2015 until 2018.

An independent organisation – MBO in bedrijf (VET in business) – is monitoring and evaluating the progress made by VET providers. It is also providing support to VET providers in achieving their goals, for example by organising peer learning activities between VET providers.

- Statutory stakeholder involvement in quality assurance in initial VET systems

Overall, the VET sector in the Netherlands is characterised by strong partnerships, which include educational institutions and the social partners. VET institutions are represented by a VET council and students are represented by a national student organisations. In S-BB (stichting beroepsonderwijs en bedrijfsleven) education and the labour market work together. The S-BB is divided into 8 Sectoral Chambers. The Sectoral Chambers are responsible for developing and maintaining the qualifications for a particular sector. Besides, they have to supervise whether there are sufficient numbers of companies to provide internships according to quality standards, and have to deliver information on labour market developments in the sector on a regular basis.

- Requirements for evaluation and review

The VET providers need to meet the requirements for quality assurance stipulated by the law. The VET law mandates VET providers to set up a quality assurance system.

- Identification of training needs

The VET law comprises measures to further align the provision of education and training with the demands on the labour market. The S-BB, in which education and the fields of work are represented, is responsible for developing a clear qualification structure in which the knowledge and the skills required by businesses and schools are set out.

- Who can deliver VET and under what conditions – accreditation or other requirements on VET providers

All VET providers have a license issued by the Ministry of Education. The inspection reviews the quality delivered by the provider in a three-year cycle. If the school doesn't provide enough quality or doesn't meet the requirements

stipulated by the law, the license can be withdrawn by the ministry. Besides publicly funded institutions there are numerous private, non-subsidised providers who offer vocational education and training. The same rules apply to these non-subsidised providers.

- Certification – assessment and validation of learning (system level)/monitoring, inspection and use of indicators

The inspectorate of education evaluates if the VET providers are meeting the demands set by the ministry. These demands are elaborated in a framework. Work-based learning is part of the framework used by the inspectorate. Both public and private VET institutions are monitored by the Inspectorate of Education, which is responsible for the external assessment of the quality assurance of the VET providers. A new framework and method will be in use by August 2017. The inspectorate will increase the use of information about the quality that is given by the provider itself on condition that this information is reliable. The research of the inspectorate will be organised around the quality assurance of the institution itself and around education and a team of teachers, this will be a starting point. From there the inspectorate will evaluate the education and evaluate if the information given by the teachers, students and companies is congruent with information given on management level. Besides their supervision role the inspectorate also will have a more encouraging role, to contribute to further enhancement of the quality of education.

- How is the quality assurance implementation monitored?

The inspection issues yearly a report about current state of the quality and of the quality assurance of the whole educational system, including VET.

1.2 Quality assurance arrangements at provider level in IVET

- Planning at VET provider level (including identification of training needs)

VET providers have to formulate sufficient specific and measurable goals for education in a structured manner, based on the institution's mission and strategic policy. Sufficient continuity in teaching and management staff is important.

- Requirements for monitoring and review (self-assessment)

The institution and the education programmes regularly assess, in a reliable manner, the progress and achievement of the goals set and independent experts and stakeholders are involved. If necessary, education programmes take measures for improvement geared to the outcomes of the assessments in light of the goals set. The quality assurance and attendant tasks, authorities and responsibilities are clearly defined, sufficiently communicated and embedded in the organisation.

VET providers are obliged to have a dialogue about quality with internal and external stakeholders. This dialogue comprises accountability regarding the quality provided and its improvement.

- Certification, assessment and validation of learners

At the end of their VET education, students have to do examinations, which are set by the VET schools, except for generic subjects like language. The content of the programmes, in terms of what is to be acquired, is determined at national level in a qualification profile (educational standards as output) within the national qualification system. A commonly used type of examination is the aptitude test, which can consist of employment tests, simulations and observations of work activities to see whether the students possesses the necessary competences. This test takes place in an authentic situation and is organised in cooperation with

the labour market. At the moment a change in the law is taking place concerning the independence of the committee responsible for issuing the diplomas to students in a VET institution. To increase its independence the law states that management cannot be represented on this committee. However, an exception to this rule is possible when sufficient valid arguments can be made by the VET provider.

- Stakeholder involvement
VET providers are obliged to maintain a sufficiently functioning dialogue regarding quality with internal stakeholders and persons responsible as well as with external stakeholders. This dialogue comprises accountability regarding the quality provided and its improvement.

2. Continuous VET (CVET)

Introduction

The Dutch VET system doesn't make a clear distinction between IVET and CVET. The quality assurance framework in place does not distinguish between IVET and CVET and thus it applies to the VET sector as a whole. Therefore, the information given above also applies to CVET.

2.1 Quality assurance arrangements at system level in CVET

- National Framework for quality assurance in CVET – who is in charge of what?
- Statutory stakeholder involvement in quality assurance in CVET systems
- Requirements for evaluation and review
- Identification of training needs

- Who can deliver VET and under what conditions – accreditation or other requirements on CVET providers
- Certification – assessment and validation of learning (system level)
- Monitoring, inspection and use of indicators
- Requirements CVET providers have to comply with (if not described in 1st section)

2.2 Quality assurance arrangements at provider level in CVET

- Planning at CVET provider level (including identification of training needs)
- Requirements for monitoring and review (self-assessment)
- Certification, assessment and validation of learners
- Stakeholder involvement

SECTION B – INTERACTION BETWEEN NATIONAL QUALITY ASSURANCE and EQAVET

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- National Reference Point – Introduction

The Ministry of Education, Culture and Science and the MBO Council have been involved in EQAVET developments since 2004. In 2010 the Ministry officially assigned CINOP as the National Reference Point for EQAVET as CINOP is a non-for-profit organisation with expertise on European Affairs and quality

assurance topics in VET and was entrusted to act as Programme management for VET in the LLP.

- National approach to enhancing quality assurance
The main goal of the NRP EQAVET in the Netherlands is to stimulate quality assurance at national level, provider level and teacher level according to the EQAVET-framework, in close cooperation with stakeholders.
- Influence of EQAVET on national developments of quality assurance
EQAVET and the NRP EQAVET have contributed to increasing the emphasis on a culture of quality, as is necessary to increase the impact of a quality assurance system. The NRP also has contributed to cooperation between stakeholders on quality assurance.