



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Netherlands

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

The Netherlands

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

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Data entry: (I_Degrees_qualifications)

I1. Do your higher education steering documents address demographic projections for your country?

Yes

I1.1. How do these projections affect higher education policy planning?

Anticipated student numbers affect the budget for higher education.

I2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I2.1. Please specify

The Netherlands has a binary system with both research universities and universities of applied sciences.

I3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
 - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
 - None of the above

I3.1. What is the number of institutions in the categories identified?

Research universities: 18 publicly financed and 2 privately funded.

Universities of Applied Sciences: 40

I4. Comments

I5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "45"

I5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "55"

I5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "30"

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "70"

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "0"

I6.1. Please specify

I7. Please note that short cycle programmes are treated in a separate section below.

I8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

Professional bachelor: 240 ECTS and academic bachelor 180 ECTS

I9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "45"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS ""

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "45"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "10"

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

Masterprograms have 60 or 120 ECTS.
There are some 3 year masters of 180 ECTS in specific fields such as medicin and clinical technology.

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "60"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "0"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "25"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "15"

L11.1. Please specify

see explanation above.

L12. Do integrated/long programmes leading to a second cycle degree exist?

No

L12.1. Is the duration of the above programmes calculated in...

Please choose

L12.2. What is the typical duration of these degree programmes?

L12.3. In which study fields do these study programmes exist?

L12.4. What percentage of first cycle students is enrolled in these programmes?

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

4 years.

L15. Comments

percentages in this section are estimated.

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%
Bachelor degrees gives right of access, but not automatically on admission. Academic Master programmes can ask for deficiency programs for bachelor degrees of UAS. Academic bachelors have in general no problems to get admitted to academic Masters.

L16.1. Please provide a source for this information.

DUO
http://www.duo.nl/organisatie/open_onderwijsdata/default.asp

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

76-99%

L17.1. Please provide a source for this information.

DUO, see link above.

Percentage for scientific universities is 76-99%, for UAS students 1-25% (as most graduates start working after the bachelor)

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

HEI are allowed to set requirements for the second cycle themselves.

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

see above

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

Bachelor degrees gives right of access, but not automatically on admission. Academic Master programmes can ask for deficiency programs for bachelor degrees of UAS. Academic bachelors have in general no problems to get admitted to academic Masters.

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

Bachelor degrees gives right of access, but not automatically on admission. Academic Master programmes can ask for deficiency programs for bachelor degrees of UAS.

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%

L19.1. Please provide a source for this information.

Legislation WHW art. 7.18-2

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

10.0000000000

L20.1. Please provide a source for this information.

no actual data available

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

L21.1. Please specify the criteria

The exam committee which awards the doctorate degree must give permission.

L21.2. What percentage of third cycle students enter without a second cycle qualification?

0%

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

There is no data available on the graduates from second or first cycle entering the third cycle.

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

Strategic Agenda.

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes

L25.1. What are the main features of these schools and how many doctoral schools are there?

Official numbers on the number of doctoral and/or graduate school are not available. An estimated number is about 75 – 100 doctoral and/or graduate schools. Doctoral and/or graduate schools are often inter-university organizations which offer domain-specific courses to PhD students, facilitate knowledge exchange and provide an external supervisor who can mediate in the case of problems during the PhD program.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

26-50%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "4"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "5"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

L30. Comments

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

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

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

Student-centred learning has been promoted since the 1990s and the government funded initiatives towards this end in HEIs. It is common practice now. In the past decade in some HEIs (particularly in universities of applied sciences) student-centred learning was defined as competence-based learning with too much emphasis on skills and too little on knowledge. This has been remedied. The concept of learning outcomes is crucial nowadays in accreditation: both intended and achieved learning outcomes. The curriculum, the teaching methods, the assessment, the qualifications of teachers, the facilities, all need to be aligned to achieve the intended learning outcomes.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning 0 1 2 3 4 5 No answer
 Learning in small groups 0 1 2 3 4 5 No answer
 Training in teaching for staff 0 1 2 3 4 5 No answer
 Assessment based on learning outcomes 0 1 2 3 4 5 No answer
 Recognition of prior learning 0 1 2 3 4 5 No answer
 Learning outcomes 0 1 2 3 4 5 No answer
 Student/staff ratio 0 1 2 3 4 5 No answer
 Student evaluation of teaching 0 1 2 3 4 5 No answer
 Other 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning 0 1 2 3 4 5 No answer
 Learning in small groups 0 1 2 3 4 5 No answer
 Training in teaching for staff 0 1 2 3 4 5 No answer
 Assessment based on learning outcomes 0 1 2 3 4 5 No answer
 Recognition of prior learning 0 1 2 3 4 5 No answer
 Learning outcomes 0 1 2 3 4 5 No answer
 Student/staff ratio 0 1 2 3 4 5 No answer
 Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

Strategic agenda "Kwaliteit in verscheidenheid" and report of Committee Veerman can be found on: <http://www.rijksoverheid.nl/onderwerpen/hoger-onderwijs/documenten-en-publicaties>. The accreditation frameworks can be found on: www.nvao.com

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer
 Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

28

L42. 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

L43. 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.)

L43.1. Does your country take specific support measures on the national level?

This was done in the past, now it is so common that support measures are not really needed anymore.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

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

L45. 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

L45.1. Please indicate the approximate percentage that participate

35

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

It is the central element in accreditation; the standards are based on the intended and achieved learning outcomes and this is what is being assessed.

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs

- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

No

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

not yet, but nevertheless the following initiatives are in the pipeline: The Dutch Inspectorate for Education will launch a survey on the use of the DS, following the advice of the Dutch Bologna Expert team. Furthermore as from 2014 national agencies are to monitor the ECHE which implicitly refers to the use of the DS

L52. In what language(s) is the Diploma Supplement issued?

English

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

The higher education law (WHW) regulates the joint degree: Article 7.3c 1-4

The double degree is not regulated in the law.

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...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

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "40"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "40"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "20"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes ▼

L60.1. Please explain briefly and mention/link to the source of this information

We don't have figures concerning the three cycles, most joint programmes though are offered in the master at universities and the last year of the bachelorphase at universities of applied science.

Most joint programmes are in the study field of science/medicine (because often a masterprogramme of 120 ects is required for a joint degree). See <http://search.nvao.net/advanced-search>

L61. Comments

no exact data available on students graduating with a joint degree/ from a joint programme.

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

11: The final NQF and the self-certification report can be consulted on a public website

L62.1. Please provide the date when the step was completed.

09-25-2011 ...

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Please choose.. ▼

L62.3. Please provide the link to the website:

Date of last step is approximately end of 2011.

<http://www.nlqf.nl/>

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent
(havo or mbo-4); EQF level 4+ (vwo)

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8
<http://www.nlqf.nl/>

L64.1. Please provide a reference to official documents

<http://www.nlqf.nl/>

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

L65.1. Please provide a reference to official documents

<http://www.nlqf.nl/>

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice in most cases

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice for regulated professions. otherwise, individual employers .

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

-

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

The Dutch ENIC/NARIC gives advice according to the LRC and regularly informs institutions on good practice in recognition, in line with the recommendations in the EAR manual.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context see above: the level of secondary education in some non-European countries is substantially lower or might fluctuate.

L69.1. Please specify**L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

see above.

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context
see above.

L71.1. Please specify

L72. Do higher education institutions typically:

Other

L72.1. Please explain

may vary from institution to another.

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Higher education institutions are instructed in this way by the national ENIC/NARIC, but cannot be forced.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. 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

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

II.3.1. Please specify the normal impact of an external review

Only NVAO accredited programmes lead automatically to degrees recognized by the Dutch government. When it concerns programmes funded by the Dutch government, this funding will only take place if the programme is accredited by the NVAO. Moreover students are only eligible for student finance if the programme is accredited by the NVAO.

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

No, only some institutions and some programmes

All programmes are included, but only some institutions: Institutional audits are voluntary; in practice most HEIs undergo an institutional audit, mainly with the exception of some HEIs that offer only a few programmes.

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

All reports are publically available, unless HEIs withdraw the application.

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|-------------------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Also included in external Quality Assurance Evaluations are learning outcomes (intended and achieved) and assessment of students.

All frameworks of the NVAO are published on: <http://nvaio.com/accreditation>.

- When it concerns a limited programme accreditation (when the HEI has obtained a positive institutional audit), there are 3 standards;
- When it concerns an extensive programme accreditation (when there's no positive institutional audit), there are 16 standards;
- There are 5 standards in institutional audits.

II.8.3. Additional comments

All accreditation decisions are published:

- Through the website of the NVAO (www.nvaio.net);
- Programmes are registered in the Dutch register for higher education programmes: CROHO (Centraal Register Opleidingen Hoger Onderwijs);
- Quality indicators in the student information system: www.studiekeuze123.nl

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, but there are differences in the way the evaluation outcomes are treated compared to a/the national quality assurance agency

II.9.1. Please explain the differences

The agency that carries out the peer evaluation can be Dutch or from any other country; these evaluation outcomes are treated in the same way as an evaluation from a national quality assurance agency. The formal decision based on the peer evaluation report – whether the agency was Dutch or from any other country – can however only be taken by the NVAO, the Accreditation Organisation of The Netherlands and Flanders. Paragraph 2.3.1. of this document describes the differences in the way the evaluation outcomes from other institutions are treated.

Initial programme accreditations and institutional audits are always carried out by NVAO only.

Joint programmes can be assessed by foreign QA agencies. We are working on making this easier. For example, through NVAO's participation in ECA's multilateral recognition agreement on accreditation of joint programmes (MULTRA). Moreover, we are planning a mutual recognition agreement on joint programmes with Germany. There are also initiatives for a European approach for QA of joint programmes in the framework of Bologna.

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

In the assessment frameworks of the NVAO is prescribed that the panel secretaries need to be trained by NVAO or in the case of joint programmes the agency needs to have signed MULTRA to have its accreditation recognised by NVAO.

II.10.1. How many higher education institutions have used this opportunity?

unknown

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

Yes, if the agency has signed MULTRA.

II.11.2. Please specify

all HEIs have used this opportunity.

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

Listed in EQAR

Member of ENQA

In recent evaluation of the Dutch accreditation system (2013), the Dutch minister referred to EQAR and ENQA in relation to the NVAO, which complies to the European Standards and Guidelines.

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

II.15. Is there a formal requirement that students are involved

In governance structures of national QA agencies Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer

As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

In the decision making process for external reviews

- YES, it is compulsory YES, it is advised NO In some cases No answer
In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

In Article 1.18 (Act: WHW) is regulated by law that a higher education institution is responsible for internal quality assurance. The board of each institution shall ensure that, wherever possible in cooperation with other institutions, there is a regular assessment, including by independent experts, of the quality of the work of the institution. The board of each institution shall also ensure that, wherever possible in cooperation with other institutions, there is a regular assessment, including by independent experts, of the quality of the programs.

Subsequently, it's part of the institutional audit and extensive programme accreditation; see the frameworks at <http://nvaao.com/accreditation>.

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

II.26.1. Please describe what kind of arrangements are in place.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

75 - 99%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

50 - 74%

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

No

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

Students with disabilities:

Within the accreditation assessment of facilities for this group is an obligatory part and special attention is paid to this group in legal framework and student funding, in order to widen access to this group.

Students from ethnic minorities :

Measures to increase participation of students from ethnic minorities have proven successful in recent years: participation has significantly grown. However, study success of students from these groups is below the average rates and dropout rates for these groups are in general higher. Institutions have developed and implemented – with substantial financial support of the ministry of Education in the period 2008-2011: the G5 Study Success Programme – all kinds of measures to improve this (improve completion rates, and decrease drop-out rates). Currently a series of policy forums for higher education institutions / students is being launched in order to facilitate the exchange of good practices for the improvement of the study success of students from ethnic minorities.

The G5 Programme was recently evaluated:

<http://universonline.nl/wp-content/uploads/2013/11/RapportG5evaluatie2013.pdf>

The report contains a large set of quantitative data on the participation of students from ethnic minorities in Dutch higher education.

Students with a social disadvantaged background

In the field of awareness raising and information, several activities are also focussed on primary and secondary education, as by beginning early, most effect can be sorted on for example possible students from families with a disadvantaged economic or ethnic background. In the student support system additional funding options are available for this group as well.

Female students in technical studies.

Several initiatives to increase female participation have stopped recently, as they seem to have generated the desired results. E.g. Number of first year female students in technical studies has sharply increased.

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes ▼

III.3.1. Please provide a short description of the mechanisms in place:

HEI's need to deliver data for determination of public funding they receive. The data include age, ethnicity, nationality and gender.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	0 ▼
Disability:During HE studies	1 ▼
Disability:At graduation	0 ▼
Disability:After graduation	0 ▼
Labour market status prior to the entry to HE:At entry to HE	1 ▼
Labour market status prior to the entry to HE:During HE studies	1 ▼
Labour market status prior to the entry to HE:At graduation	1 ▼
Labour market status prior to the entry to HE:After graduation	1 ▼
Age:At entry to HE	1 ▼
Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	1 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	1 ▼
Socio-economic background:At entry to HE	0 ▼
Socio-economic background:During HE studies	0 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	1 ▼
Gender:After graduation	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	1 ▼
Migrant status (migrants or migrants' children):During HE studies	1 ▼
Migrant status (migrants or migrants' children):At graduation	1 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

Characteristics above are measured before, during and in some cases after graduation. a.o. by a national student questionnaire each year.

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

The percentage of the student population dealing with disabilities is rather stable around 10%.

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="1"/>
Ministry/governmental body:During HE studies	<input type="text" value="1"/>
Ministry/governmental body:At graduation	<input type="text" value="1"/>
Ministry/governmental body:After graduation	<input type="text" value="0"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/>
Independent bodies/agencies:During HE studies	<input type="text" value="0"/>
Independent bodies/agencies:At graduation	<input type="text" value="0"/>
Independent bodies/agencies:After graduation	<input type="text" value="0"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="0"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="0"/>

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is shown for each individual higher education institution
Both answers apply.
HEIs publish data on their own institution.
Government publishes data at aggregate level.

e.g. data on number of entries, student and graduate numbers.

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

On individual websites of HEIs.
www.duo.nl

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

- Considerable growth of foreign students (absolute and relative)
 - Considerable growth of students from ethnic minorities
- The G5 Study Success Programme was recently evaluated:
<http://universonline.nl/wp-content/uploads/2013/11/RapportG5evaluatie2013.pdf>
The report contains a large set of quantitative data on the participation of students from ethnic minorities in Dutch higher education.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

Entry requirements consist of two parts:

1. Pre-education requirements (vooropleidingseisen) focussed on the right entry level (e.g. in secondary education)and;
 2. Additional pre-education requirements (nadere vooropleidingseisen) focussed on the right knowledge/expertise (e.g. mathematics in pre-education when you want to study mathematics etc.)
- In addition to that some programs also have selection.

As a general rule most students get their first place of choice.

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities
- Level of achievement in standard entry requirements:HEIs other than universities
- Entry examinations for all programmes:Universities
- Entry examinations for all programmes:HEIs other than universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities
- Other:Universities
- Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. 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).

Route 1 "Standard route: via general secondary education (havo/vwo)"

III.11. 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).

Route 2 "Via vocational secondary education (mbo level 4)"

III.11. 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).

Route 3 "via colloquim doctum (>21 years old)"

III.11. 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).

Route 4 "via foreign diploma "

III.11. 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).

Route 5 "via open university (>18 years, but no entry requirements)"

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs / HE programmes some HEIs / HE programmes No answer

{III_11_SQ003} all HEIs / HE programmes some HEIs / HE programmes No answer

{III_11_SQ004} all IIEs / IIE programmes some IIEs / IIE programmes No answer

{III_11_SQ005} all HEIs / HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

The Open University is a specific and separate institute for higher education in The Netherlands.

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route	56% (university of applied science) and 82% (research university)
{III_11_SQ001}:Official data based on central level monitoring, including surveys	x
{III_11_SQ001}:Estimates	
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002}:% of students entering HE through this access route	31% (only possible at university of applied science)
{III_11_SQ002}:Official data based on central level monitoring, including surveys	x
{III_11_SQ002}:Estimates	
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003}:% of students entering HE through this access route	3% (university of applied science) and 1% (research university)
{III_11_SQ003}:Official data based on central level monitoring, including surveys	x
{III_11_SQ003}:Estimates	
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004}:% of students entering HE through this access route	5% (university of applied science) and 10% (research university)
{III_11_SQ004}:Official data based on central level monitoring, including surveys	x
{III_11_SQ004}:Estimates	
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ005}:% of students entering HE through this access route	5% (university of applied science) and 7% (research university)
{III_11_SQ005}:Official data based on central level monitoring, including surveys	x
{III_11_SQ005}:Estimates	16.000 students
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

III.13.1. Please indicate the source of the official data:

official data from DUO (2013)

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes ▾

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

IIE's have their own admission policies. Recognition of prior learning can be part of it. All students of all IIEs are entitled to apply for exemption procedures. It is up to the institute to decide if exemptions are given based on recognition of prior non-formal and/or informal learning as well.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

Sometimes HEI's offer some help to HE candidates, but no full bridging programmes.

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in some higher education institutions/programmes (please specify in comments).

It is up to the HEI's to decide whether they recognize non-formal and/or informal learning. Most UAS do, most academic universities don't. NB Recognition of prior learning can be used both for admission right and exemption rights (i.e. some parts of the study don't have to be followed by the applicant student)

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

-

III.19. Please choose the statement that best applies to your country-specific situation:

HEIs can autonomously decide whether they will provide relevant procedures.

Recognition of prior learning (eve) is still positioned independently in The Netherlands. It is not part of education, people don't need to enrol or register in (higher) education to do a RPL-procedure. Results of officially accredited RPL-procedures can be used when applying for admittance and/or exemptions in programs in HEIs that have stated to accept recognition of prior non-formal and informal learning.

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
 Yes, steering documents refer to requirements related to the duration of prior professional experience
 Yes, steering documents refer to other requirements
 No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Information impossible to provide (no official data available and impossible to estimate)

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

Registration is complicated, as recognition can play a role in both admission and exemption rights. There is no central registration on numbers of students admitted to higher education based on RPL or of numbers of exemptions given based on RPL.

There is some information on total numbers of RPL-participants:

2007 - 9.900

2008 - 12.500

2009 - 15.700

2010 - 22.000

2011 - 17.700

These numbers are related to formal educational standards (VET and HE) and non-formal standards (branches of industry).

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

Introduction of performance agreements was announced in the 2011 Strategic Agenda for Higher Education and Research, coordinated within so called "headline agreements" with the association for research universities and the association for UAS, and formalized in state regulation afterwards.

III.23.2. Please also provide the full reference(s) to all relevant document(s).

see above.

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes

III.24.1. Please describe the targets:

Retention rates (defined as % of first year bachelor students who, after one year, are not subscribed any longer at the HEI) and completion rates (defined as % of full-time bachelor students who maximally within the nominal study time + 1 year get their diploma) are obligatory indicators within the performance agreements concluded between the Dutch Ministry of Education, Culture and Science and all individual HEI's. It is up to the HEI's to set their own quantitative target on these rates, given their starting point/current %, context, composition of their student population etc.

III.24.2. Please also provide the full reference(s) to all relevant document(s).

<http://www.rcho.nl/asp/invado.asp?t=show&var=793&fontsize=11>

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Yes, underrepresented groups of students are targeted

III.25.1. Please specify the groups of students that are targeted:

Students from ethnic minorities :

Measures to increase participation of students from ethnic minorities have proven successful in recent years: participation has significantly grown. However, study success (completion rates) of students from these groups is below the average rates and dropout rates for these groups are in general higher. Institutions have developed and implemented – with substantial financial support of the ministry of Education in the period 2008-2011: the G5 Study Success Programme – all kinds of measures to improve this (improve completion rates, and decrease drop-out rates). Currently a series of policy forums for higher education institutions / students is being launched in order to facilitate the exchange of good practices for the improvement of the study success of students from ethnic minorities.

The G5 Programme was recently evaluated:

<http://universonline.nl/wp-content/uploads/2013/11/RapportG5evaluatie2013.pdf>

The report contains a large set of quantitative data on the participation of students from ethnic minorities in Dutch higher education.

III.25.2. Please also provide the full reference(s) to all relevant document(s):

see the document link above.

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes

III.26.1. Please describe the measures:

Several measures have been undertaken to improve the study choice made by future students. Every new student, who announces him/herself before 1-5-2014, has the right to have a study choice talk with a HEI. The advice of the HEI is indicative not obligatory/binding. Also information on study programs has been improved, e.g. bij a "studiebijluter" giving objective and comparable information on some key indicators for all full-time bachelor studies. Next to that HEI's have their own measures to improve retention rates (e.g. by mentoring/coaching programs etc.)

III.26.2. Please also provide the full reference(s) to all relevant document(s):

legislation announced in the strategic agenda 'Kwaliteit in Verscheidenheid'.

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

Study success bachelor is one of the indicators of the performance agreements.
(defined as max. study duration of nominal + 1)

III.27.2. Please also provide the full reference(s) to all relevant document(s):

<http://www.rcho.nl/asp/invado.asp?t=show&var=793&fontsize=11>

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

Conclusion of a performance agreement is a necessary condition to receive preliminary public funding up to 7% of education budget).

III.28.2. Please also provide the full reference(s) to all relevant document(s):

<http://www.rcho.nl/asp/invado.asp?t=show&var=793&fontsize=11>

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

Yes

III.29.1. Please provide details:

This is up to the HEIs. examples are measures to improve study choice, experiments focussed on nominal study duration and multi-annual binding study advice (not only in the first year, but also later on), combined with mentoring etc.

III.29.2. Please also provide the full reference(s) to all relevant document(s).

-

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Yes, completion rates in the bachelor are measured systematically within framework of performance agreements.
<http://www.rcho.nl/asp/invado.asp?t=show&var=793&fontsize=11>

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Full-time bachelor UAS: 52% (2007) Full-time bachelor Research University: 73% (2007)
Completion rate of 1st cycle programmes, most recent available year:Year	
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	Full-time bachelor UAS: 58% (start cohort 2002) Full-time bachelor Research University: 60% (cohort 2002)
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes, most recent available year:Year	
Completion rate of 2nd cycle programmes, most recent available year:not available	x
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	x
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	

Completion rate of programmes not divided into two cycles, most recent available year:Year

Completion rate of programmes not divided into two cycles, most recent available year:not available x

Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not available x

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of the 1st year

III.35.1. Please also provide the full reference(s) to relevant document(s):

<http://www.onderwijsinspectie.nl/onderwerpen/onderwijsverslag-2012-2013/archief>

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Yes

III.36.1. Please specify for which groups data is calculated:

On the basis of qualifications achieved prior to entry

III.36.2. Please also provide the full reference(s) to relevant document(s):

-

III.37. In your country, how are students who change study programme considered?

They are counted as "drop-outs" from the programme in which they enrolled

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

yearly. CBS

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

<http://www.cbs.nl/nl-NL/menu/home/default.htm>

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Full-time bachelor UAS: 16% (startcohort 2011) Full-time bachelor Research University: 3% (cohort 2011)

Drop-out in first year of 1st cycle programmes, most recent available year:Year

Drop-out in first year of 1st cycle programmes, most recent available year:not available

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Full-time bachelor UAS: 16% Full-time bachelor Research University: 4%

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available

Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes, most recent available year:Year

Drop-out in 1st cycle programmes, most recent available year:not available x

Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year

Drop-out in 1st cycle programmes 5 years earlier:not available x

Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year

Drop-out in 2nd cycle programmes, most recent available year:not available x

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier:Year

Drop-out in 2nd cycle programmes 5 years earlier:not available x

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year: not available x

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available x

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

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

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools: free of charge
- by upper secondary schools: for a fee
- by higher education institutions: free of charge
- by higher education institutions: for a fee
- by external services: free of charge
- by external services: for a fee
- by other service providers: free of charge
- by other service providers: for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No, but services can be adapted to the needs of underrepresented groups during the guidance process.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

Yes

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "x"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes "x"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills "x"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

Another incentive are the performance agreements concluded with all HEI's. Reduction of drop-out in the first year is one of the indicators, stimulating HEI's to support transition of newly admitted students to higher education.

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni

No

III.47.1. Please provide the details here:

No public funding is earmarked for career guidance, but HEI's can use part of their public money for guidance activities, e.g. career centres, study and career advisors. Most HEI's have a contact person where students can discuss specific issues on career guidance.

III.47.2. Please also provide the full reference(s) to relevant document(s):

-

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. 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.

IV.1. 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 ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 1835
1st cycle:Minimum amount -
1st cycle:Maximum amount 1835
2nd cycle:Most common amount 1835
2nd cycle:Minimum amount -
2nd cycle:Maximum amount 1835

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

IV.5. Concerning fees, are international students treated differently in your country from home students?

No ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount
1st cycle international students:Minimum amount
1st cycle international students:Maximum amount
2nd cycle international students:Most common amount
2nd cycle international students:Minimum amount
2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

NB Students from other EU countries are treated in the same way. For students coming from outside the EU, HEIs set their own fee/amount (based on the assumption of coverage of real costs of providing the specific program).For international students inside the EU, the Dutch government defines the fee amount.

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

The Dutch student financial support is composed of:

- a basic grant (living at home €97 and alone €272 per month),
- a means tested extra grant (living at home €229 and alone €250 per month) if the parents have a low income (max. €34.000 exclusive income per year)
- a tuition fee loan of €152 per month
- a general loan of €290 per month
- furthermore is every student, who receives student financial support for living costs, entitled to a free public transport card, which can be used for all Dutch public transport during weekdays or at the weekend. This free public transportation card is capped to the nominal duration of the followed academic course plus 12 months.
- The support is granted in the form of a conditional loan, depending on if the student is finishing his study within 10 years.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Students that are entitled to Dutch student support in the Netherlands can take their support to every country, if these premises are fulfilled:

- the level and quality of the program is according to the Dutch standards applicable for higher education programs, for which Dutch students can receive student financial support.
- the student has been living in The Netherlands for three out of the last six years before being enrolled in that program (this requirement doesn't have to be met when the student is a (family member of) a migrant worker)
- the student doesn't receive funding from another country

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 85

% of students receiving grants:Second cycle 75

IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

the student doesn't receive funding from another country.

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

There is no exact data available on the % of students in the first and second cycle receiving grants/scholarships.

IV.19. Can students use loans for studying abroad?

All loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

the same requirements are applied for grants and loans

IV.22. Additional comments on public grants and loans

There is no exact data available on the % of students in the first and second cycle receiving grants/scholarships.

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

No ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

-

IV.31. Additional comments

A student can either use the Dutch support to study in the Netherlands or study abroad.

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Other

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

PhD's are paid by the HEI (offering scholarships). For every promovendus the HEI receives a certain amount (bonus)

IV.34. Please explain any differences in the fees that third cycle candidates 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.

See 4.19 and 4.20

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

- Techniek Pact (concluded last year between government, employers/industry, education) encompassing several measures to attract more students in technical sectors with shortages in skilled people;
- Development of Centres of Expertise between HEI's and business/societal organisations, focussed on innovation, research and education in several priority economic sectors.
- More attention for labour market perspectives of education programs, e.g. by inserting information on labour market perspective in several information and tools for study choice and guidance.
- Extension of the supply of Associate Degrees (shortened 2-years bachelor program, focused on people already working) in close cooperation with employers/SME organisation
- In case of new education programs, an independent committee checks whether there is enough labour market relevance/demand (macro-doelmatigheidstoets)

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

- At national level there is a research every year on labour market/skills forecasting (ROA) for several sectors;
- Within the framework of the Dutch top sector policy, for all top sectors human capital agenda's have been set up, including forecasts on the need for skilled people in science, technic, engineering and mathematics.
- In several sectors of the labour market also regional forecasting is undertaken.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

- | | | | | |
|--|--|--|--|---------------------------------|
| Curriculum development in higher education | <input checked="" type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input checked="" type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input checked="" type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

HEI's are responsible for curriculum development and quality.
In UAS employers must be involved in this (HBO werkveld commissies).
In research universities employers may be involved (in most cases they are involved).

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Centres of Expertise (see V 1.1.). SME's and societal organisations have to be committed, also financially.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes ▼

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Associate degree (see V 1.1.)

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

This varies between disciplines/programs. E.g. A work placement might be less necessary in a law program, than in health education. It is up to the HEI to decide.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

no data available

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No ▼

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

No ▼

V.6.1. Are there tracer studies conducted on national level?

Please choose.. ▼

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Please choose.. ▼

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Please choose.. ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Please choose.. ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Data entry: (VI_Lifelong_learning)

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

No ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

VI.1.2. Please explain the common understanding of lifelong learning in higher education 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.

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

LLL is a recognised mission for all HEIs. There are no age requirements to Bachelor and Master students, but some specialize in it.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VI.4.1. Please explain these restrictions.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "100"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

- Yearly costs employers for post-initial education: 1.7 billion euros
- If cost of "missed working hours of employees" are also counted yearly costs for employers increase to 3 billion euros.
- Own contribution of employee estimated at 25% of costs
- Contribution government via tax reductions for individuals (221 million euros a year) and employers (377 million euros a year)

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

- Extension of Associate degree programs
- Wide use of recognition of prior learning (EVC)
- Wide use of work-based learning programs (with use of learning outcomes)
- In spring 2014 an independent committee Rinnooy Kan will give an advice to the minister of Education, with recommendations for policy measures and pilots for more flexibility in HE (programs)

VL7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VL7.1. Please explain what student statuses exist in your country and how you define them.

Dual (work-based), part-time, full time.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VL7.3. Please indicate which fees apply to students studying part-time.

- Students studying part-time pay lower fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements
 - The minimum fee for part-time studies is 1049 euros. However, HEI's can also ask for the maximum fee equal to the one for full-time programs (1835 euros)
 - The legal fee only applies to a first bachelor and master program of a student.
- For a second bachelor or master program the student pays a fee, set by the HEI

(which in general is considerably higher).

VI.7.4. Please indicate which fees apply to de facto part-time students.

VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

No financial support for students studying part-time

VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

see 6.8

VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VI.9.1. If you have any further comments regarding this section, please provide them here:

VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

VI.10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures

VI.10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can lead to a complete award of a higher education qualification
It can lead to a complete award, but this rarely happens (e.g. because HEI's judge research skills insufficient)

VI.10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

It can lead to a complete award, but this rarely happens (e.g. because HEI's judge research skills insufficient)

VI.10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

The law on higher education states that HEI can use recognition of prior non-formal and informal learning

VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No
See question 6.4: no requirements, but guidelines on quality.

VI.10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▾

VL11.1. Please specify what they are.

- Labour market policy. Recently (February 2014) a law on work and security has been adopted, creating transition budgets for education in case of people being fired.
- Human capital agenda's have been set up in the priority economic sectors (topsectoren)
- Centres of Expertise have been set up between HEI's and employers/business. Next to innovation and research these Centres are focussed on education/upgrading of employees.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

The long-term vision on internationalisation is in preparation and will be sent to parliament before summer.

- promotion of Dutch HE (and labour market opportunities) to attract foreign students
- soft landing foreign students (e.g. by simplifying regulation on admission/residence etc. and help with administrative issues)
- tying foreign students to Dutch labour market by providing apprenticeships, involving career centres, providing free Dutch language courses
- developing truly international classroom with right pedagogical approaches, mix of cultures, sufficient teacher skills
- stimulating outgoing mobility of Dutch students
- stimulating joint programs (by simplifying regulation for institutions)
- simplifying regulation for Dutch institutions providing education abroad (TNE)
- developing strategies for making fully use of possibilities online education
- involving HE institutions more in trade and capacity building missions
- developing relevant partnerships and making fully use of EU programs

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

At the Ministry for education, Science and Culture we have both a division for international policy and for higher education, both dealing with internationalisation of HE.

Agencies: Nuffic (<http://www.nuffic.nl/>) and Neth-ER (<http://www.neth-er.eu/>).

Stakeholders: representative organisations of students (ISO, www.iso.nl and LSVB, www.lsvb.nl), research universities (VSNU, www.vsnunl.nl) and UAS (VH, <http://vereniginghogeschoolen.nl/>)

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

The long-term vision on internationalisation is in preparation and will be sent to parliament before summer 2014.

7.3.2. Has the impact of the strategy been assessed?

Yes ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

Parts of the vision will be assessed, such as the actions with a focus on binding international students to the Dutch labour market,

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

51-75%

7.3.3.1. Please provide a source for this information:

Dutch document:

Internationaliseringsplannen van hoger onderwijsinstellingen: een vergelijkende studie, Nuffic,

Den Haag, 2013. (Internationalisation strategies of Dutch institutions for higher education: a comparative study among 44 higher education institutions)

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

26-50%

7.3.4.1. Please provide a source for this information:

see document above.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility: Outgoing mobility

Credit mobility: Incoming mobility

Degree mobility: Outgoing
mobility

Degree mobility: Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No ▼

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

Agency Nuffic has a public budget to promote Dutch HE abroad and provide information to students and institutions on internationalisation. Institutions can decide themselves which part of their lump sum budget they spend on internationalisation.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

4.0000000000

7.9.2. In which countries do they have these campuses?

South-Africa, Qatar, Thailand, Indonesia.

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "10"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "20"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

BRIC, Indonesia, Turkey,
South Africa, South Korea, Vietnam, Thailand, Colombia, Mexico.

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa

- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

Numbers and percentage on MOOCs question are estimated. This continuously grows.

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues

- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

no specification.

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

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

Projects like "The red carpet" and "Make it in the Netherlands" are a combined effort of government, institutions, agencies and others to solving the mentioned obstacles. In addition the new "Dutch Vision on Internationalisation" will offer input to change the higher education act and other acts that now hamper staff and student mobility and related issues.

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

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

www.nuffic.nl and www.studyinholland.nl

7.18.2. Is the website linked to Bologna website?

Yes

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

www.nuffic.nl and www.studyinholland.nl

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
 - other bilateral and/or multilateral ministerial dialogues
 - international events other than ministerial meetings
- no

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

No

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Netherlands organisation for scientific research (NOW), and Royal Netherlands Academy for sciences (KNAW) offers grants.

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

non.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Teaching staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

non

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

www.nwo.nl

7.29. Are there any mechanisms to reward staff who participate in mobility?

Career development advantages Yes No No answer

Financial benefits Yes No No answer

Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

This is up to the individual HEIs

7.30. Is there a website which provides information about all international mobility schemes for staff?

Yes

7.30.1. Please provide a link:

www.nuffic.nl

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "2"

7.31.1.1. Additional comments:

legal issues, a.o. working permits.
There is no data available on potential obstacles to incoming staff mobility.

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "2"

7.31.2.1. Additional comments:

There is no data available on potential obstacles to outgoing staff mobility.

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

Projects like "The red carpet" and "Make it in the Netherlands" are a combined effort of government, institutions, agencies and others to solving the mentioned obstacles. In addition the new "Dutch Vision on Internationalisation" will offer input to change the higher education act and other acts that now hamper staff and student mobility and related issues.

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

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: