

ASSESSMENT OF TRANSNATIONAL EDUCATION

PROTOCOL

APRIL 2018

This protocol sets out the requirements pertaining to an NVAO assessment procedure that is not covered by the NVAO assessment framework. The document also outlines the method to be adopted in the procedure.

Protocol xxx

Name of procedure	Protocol for the Assessment of Transnational Education (initial application)
Pertaining to	Assessment framework for the higher education accreditation system of the Netherlands 2016 (Government Gazette no. 69458) and 2018 (no. 3198)
Version	April 2018 / v 1.0 – 19 June 2018
Expiry date	N.A.
History	N.A.

Introduction

This protocol is intended for higher education institutions considering submitting an application for the assessment of an annexe abroad which will be providing an existing programme that has already been accredited in the Netherlands.

The Dutch Minister of Education, Culture and Science will decide on the application and solicit advice to this end from NVAO and the Education Inspectorate.

Points of departure

The point of departure in transnational education is that the programme to be provided abroad is largely identical to the accredited programme being provided in the Netherlands. Elements that generally do not entirely correspond relate to the staff, the location, the services, and the examining board.

The Self-evaluation Report (SER) of the existing programme can serve as the basis for the assessment, updated and supplemented as outlined below. These documents will hereinafter be referred to as SER-TNE.

In terms of the assessment, a distinction is made between initial assessments and re-assessments. Initial assessments and re-assessments are both carried out by NVAO. The protocol at hand pertains to initial assessments (initial application). A re-assessment will tie in with the regular assessment (re-accreditation) of the programme, with explicit attention being focused on the annexe abroad.

1 Initial assessment

1.1 Components in the assessment of the application

Applications are assessed on the basis of the regular NVAO assessment frameworks. The assessment of the intended learning outcomes and the curriculum content will be based on the programme that is being provided and has been accredited in the Netherlands. Any differences (albeit minimal) must be specified in the application and will be covered in the assessment.

Elements that will be considered, as a minimum, and on which the programme is required to provide information are:

- the learning environment;
- the intake: what students does the programme intend to recruit;
- the staff: which teachers from the Netherlands will also be teaching in the annexe and what new teachers will be recruited (profile);
- services;
- guidance: tutoring and information provision;
- quality assurance: how will quality be assured in the annexe? In this respect, the assessment will also consider the relation to potential cultural differences and the quality culture in the host country, and the impact this may have on the annexe. A site visit may be required to this end;
- student assessment: in particular, the operating methods of the examining board in the annexe.

For each of these elements, the application must state the similarities and differences with the Dutch programme and the Dutch site.

1.2 Panel composition

The assessment is conducted by an independent panel to be convened by NVAO, whose members are familiar with the discipline and preferably with transnational education and the region in which the annexe will be set up. One or two members of the panel that has conducted the assessment of the Dutch site may be invited to sit on the new panel.

The panel will be supported by a secretary certified by NVAO (who does not sit on the panel) and an NVAO process coordinator (who does not sit on the panel either).

The initial assessment in the Netherlands will encompass, as a minimum, two interviews with the individuals who have submitted the application, one interview with the programme management, and one interview with the individuals intending to operate the annexe.

During a site visit, the panel must have access to all the documents and services it deems necessary. The institution is responsible for ensuring such access.

In the event of an initial application, NVAO will – following consultation with the panel – take a substantiated decision on the need for a site visit, or the advisability of such a visit at a later date. If the occasion arises, NVAO may commission a local accreditation agency to conduct such a visit.

1.3 Documents (useful in the assessment – not exhaustive)

- SER-TNE (Self-evaluation Report of the programme accredited in the Netherlands, updated and supplemented), providing explicit additional information on the elements to be assessed. The documents must include, as a minimum, the curriculum of the Netherlands programme and the curriculum of the annexe; extensive information on the intake procedures; the selection procedure if any; and the manner in which the level is guaranteed;
- any relevant documents pertaining to the annexe;
- teaching and examination regulations with a paragraph on the annexe.

1.4 Procedural time frame

A procedure involving an application not requiring a site visit outside the Netherlands can be expected to result in an NVAO advice to the Minister within three months. Depending on whether a site visit needs to be conducted, the procedural time frame may be extended to six months, at the discretion of NVAO and the panel to be appointed by NVAO.

1.5 Costs

A separate rate applies to the assessment of transnational programmes; this rate is stated on the NVAO website (www.nvao.net). Should a site visit outside the Netherlands be required, the costs will be comparable to the fee for initial accreditations, supplemented with travel and accommodation expenses for the panel (and the support staff).

2 NVAO advice

The panel can award the application an overall score of “meets the standards”, “does not meet the standards” or “conditionally meets the standards”. The NVAO Executive Board decides whether to adopt the panel conclusion. NVAO can form either a positive or a negative judgement, or come to the conclusion that a judgement cannot (yet) be formed. This can be the case, e.g., when assessment of certain relevant elements is not possible. If conditions are imposed, NVAO may decide that such conditions must first be met before NVAO can submit a positive advice to the Minister of Education, Culture and Science.

Following the assessment by the panel and the decision-making by NVAO, NVAO will submit an advice to the Minister of Education, Culture and Science. The advice to the Minister will be either positive or negative. NVAO may include substantive recommendations and conditions in its advice. Inability of NVAO to form a judgement will result in a negative advice to the Minister.

Imprint

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Compilation: NVAO NETHERLANDS DEPARTMENT