Short Cycle Higher Education in the Netherlands and Flanders

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20 January 2011
Results – Impressions on quality

• The civil need was not always well proved; the professional field should be involved more

• Most convincing are programmes
  • that consult the professional field at least on two levels: e.g. a national and a regional level
  • that implement results of this consultation
Results – Impressions on quality - 2

- Not every sector in the professional field can accommodate a short programme. It does not always fit (e.g. in Primary Education)

- Proving level 5 of EQF (Short Cycle), distinguishing from level 4 and 6, is sometimes weak

- Most short programmes are based on the first two years of the bachelor programme; the own identity of short programmes needs improvement
Results – Impressions on quality - 3

• Vocational higher education versus skills based training

• Target group mainly graduates from vocational programmes and employees
Some results of the pilot HBO5

• A shift in orientation and an upgrade to level 5 must be discussed better with the stakeholders

• A part of the programmes of CAE’s have the potential quality to develop to level 5

• Not all should have that ambition. Their current position can be adequate for students (and professional field)
Some results of the pilot HBO5 - 2

• The assessment of learning in the professional field is a very important issue, but needs a lot of improvement

• A lot of students participate in a programme related to their job
Concluding (the Netherlands)

• The recently published evaluation of the pilots Associate degree programmes in the Netherlands is positive.

• The enrolment of students in Associate degree programmes is still growing

• Enrolment of graduates from vocational education and working students
Concluding (Flanders)

- HBO5 will be integrated in Flemish higher education in the next years

- The proposed cooperation between Universities of Applied Sciences and Centres of Adult Education will be challenging

- A stand alone option of Short Cycle programmes in higher education in Flanders are much realistic than in the Netherlands