



**Assessment framework for  
HBO Bachelor's study programmes**

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## INTRODUCTION

### Function of the Hobéon Assessment Framework

The “Accreditation framework for existing study programmes in higher education” instituted by the NVAO<sup>1</sup> lists the topics and facets that an inspection and assessment agency (*Visitatie- en Beoordelende Instanties*, VBI)<sup>2</sup> should address in assessing an HBO Bachelor’s study programme.<sup>3</sup> It also includes the criteria on the basis of which an inspection and assessment agency must determine whether the basic quality of the study programme in question is entitled to receive a satisfactory assessment. Hobéon Certification (one of these agencies) has refined the NVAO criteria further and set them out in concrete key indicators. Together, these indicators comprise the “Assessment Framework for HBO Bachelor’s study programmes”, referred to here as: the Hobéon Assessment Framework.

By using the Hobéon Assessment Framework, Hobéon aims to make it possible to compare the way in which its audit teams arrive at their decision about the various study programmes. (See also Appendix I: “Hobéon Certification Decision-making Rules”.) The Assessment Framework also provides guidelines for the structure of Hobéon’s reports.

The Hobéon Assessment Framework is also important to the schools. The indicators in the framework create transparency in how the audit team arrives at its assessment of the study programmes. Moreover, the indicators provide examples of what the information to be provided by the school should include.

### Information to be provided by the school

The information to which the indicators refer is incorporated in the Management Review (MR) that the school must compile, following a pattern that is equivalent to the NVAO Accreditation Framework.<sup>4</sup> The MR report is an “overall” document in which the school covers all the indicators in the Hobéon Assessment Framework by means of a brief description (including concrete data) of the strengths and weaknesses. The MR also provides insight into the following for each NVAO topic and facet: (i) the objective (ii) the extent to which the school has achieved that objective, (iii) if applicable: the reason for failure to (fully) achieve the objectives, (iv) the planned improvements and (v) the adjusted (new) objectives.

The MR is based on detailed information which is appended to the MR in order to make it possible for the audit team to verify the impression that the MR creates. Appendix II describes the scope of the information. This appendix also states which information must be available before the audit takes place and which must be available during the audit.

In order to promote the accessibility of the information that the school provides before the audit, Hobéon has compiled a *Reading Guide* (see Appendix III) which the school can use to specify which information is located where: each document has its own number. Because the reading guide is in the form of a list, it may wrongly create the impression that a separate document should be available for each indicator. Nothing could be farther from the truth. In fact, it would be only logical to describe several indicators in a single document. In that case, the reading guide provides the option of indicating the locations at the level of chapter and/or section. This is how the reading guide makes it possible for the MR to refer readers to the detailed background information in a simple, clear way.

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<sup>1</sup> NVAO: *Nederlands-Vlaamse Accreditatie Organisatie* (Accreditation Organisation of The Netherlands and Flanders).

<sup>2</sup> VBI: *Visiterende en Beoordelende Instantie* (Inspection and Assessment Agency).

<sup>3</sup> HBO: *Hoger Beroepsonderwijs* (Higher Professional Education).

<sup>4</sup> The Hobéon Assessment Framework shares the same structure.

## **Topics and facets described**

### **Topic 1: Objectives of the Study Programme**

Facet 1.1. Specific Requirements of the Domain

Facet 1.2. Bachelor Level

Facet 1.3. HBO Orientation

### **Topic 2: Programme**

Facet 2.1. HBO Requirements

Facet 2.2. Relationship between Objectives and Programme Contents

Facet 2.3. Structure of the Programme

Facet 2.4. Study Credits

Facet 2.5. New Students

Facet 2.6. Duration

Facet 2.7. Harmonisation of Form and Content

Facet 2.8. Assessment and testing

### **Topic 3: Staff Deployment**

Facet 3.1. HBO Requirements

Facet 3.2. Quantity of Staff

Facet 3.3. Quality of Staff

### **Topic 4: Facilities**

Facet 4.1. Material Facilities

Facet 4.2. Student Guidance

### **Topic 5: Internal quality assurance**

Facet 5.1. Evaluation of Results

Facet 5.2. Measures for Improvement

Facet 5.3. Involving Employees, Students, Alumni and the Professional Sector

### **Topic 6: Results**

Facet 6.1. Level Achieved

Facet 6.2. Educational Performance

### **APPENDIX I: Decision-making rules for Hobéon Certification**

### **APPENDIX II: Information on accreditation review**

### **APPENDIX III: Reading guide**

<b>Topic 1: Objectives of the Study Programme</b>  <b>Facet 1.1: Specific Requirements of the Domain</b>	<b>Indicators</b>
<p><b>1.1.1. Do the final qualifications of the study programme meet the requirements set by colleagues in the country and abroad and by the professional sector for a study programme in the domain in question (subject/discipline and/or professional practice)?</b></p>	<p>a. Does the school involve the relevant profession in drawing up the final qualifications?</p> <p>b. Does the school involve related schools and other relevant educational or research institutes in determining the final qualifications? In other words: is there national consultation between related schools resulting in nationally approved final qualifications and does the school participate actively in this national consultation?</p> <p>c. Have the final qualifications been validated by the relevant profession? (See also j.)</p> <p>d. Vision: Does the school have insight into current developments and problems in the relevant profession?</p> <p>e. Do the final qualifications show that the school, in part on the basis of its vision, has given its own specific contribution to the (nationally approved) final qualifications and has that specific "contribution" been validated by the profession?</p> <p>f. Do the final qualifications at least correspond to the basic tasks of the (beginning) professional?</p> <p>g. Are the final qualifications of the study programme up-to-date and do they cover the demands of the field of work?</p> <p>h. Do the final qualifications have a coherent internal structure?</p> <p>i. Does the school provide insight into the relationship between the final qualifications and the respective programme components, e.g. via a competence matrix?</p> <p>j. Is the school <u>internationally</u> oriented? (Demonstrated, for example, by: international validation of the final qualifications, international alliances/exchange programmes, participation in international organisations and/or projects, new students from abroad, foreign internships/traineeships, international components in the curriculum, use of foreign specialist literature, use of foreign network to bring in guest lecturers.)</p> <p>k. Does the school have a working (!) mechanism for periodically updating the final qualifications?</p>

<b>Topic 1: Objectives of the Study Programme</b>  <b>Facet 1.2: Bachelor Level</b>	<b>Indicators</b>
<b>1.2.1. Do the final qualifications of the study programme compare to general, internationally accepted descriptions of the qualifications for a Bachelor's degree?</b>	<p>a. Has the school defined the Bachelor level in a way that at least corresponds to the five Dublin Descriptors or comparable international frameworks of reference?</p> <p>b. Has the school developed the definition referred to above to the level of (sub-) competences and/or (sub-) objectives, including all the components of the defined Bachelor level? In other words, are the Dublin Descriptors (or comparable frameworks of reference) embedded in the school? (Demonstrated, for example, by a competence matrix, as referred to in facet 1.1., item i.)</p>

<b>Topic 1: Objectives of the Study Programme</b>  <b>Facet 1.3: HBO Orientation</b>	<b>Indicators</b>
<b>1.3.1. Are the final qualifications of the study programme derived in part from the professional profiles and/or professional competences drawn up by (or in consultation with) the relevant profession?</b>	<p>There are two dimensions to this facet:</p> <p>a. <i>Higher</i> education: see indicators for facet 1.2.</p> <p>b. <i>Professional</i> education: see indicators for facet 1.1.</p>
<b>1.3.2. Do the final qualifications of the study programme match up with the level of a beginning professional in the relevant profession for which the study programme in question is required or useful?</b>	<p>See facet 1.1., item f.</p>

<b>Topic 2: Programme</b>  <b>Facet 2.1: HBO Requirements</b>	<b>Indicators</b>
<b>2.1.1. Do students develop knowledge via specialist literature, via study materials developed based on professional practice and via interaction with the professional practice and/or theoretical and applied research?</b>	<p>a. Is the specialist literature up-to-date, relevant, covering the entire field of work and at the level of HBO higher professional education?</p> <p>b. Does the school use specialist literature from other countries?</p> <p>c. Is the study material (cases, project assignments, etc.) up-to-date, relevant and at the level of HBO higher professional education?</p> <p>d. Does the programme offer sufficient openings into professional practice? For example via: programme components that offer orientation to the profession/orientation traineeships in the first year, excursions, traineeships/dual jobs, practical simulations, use of guest teachers/speakers, practical cases, the Lectureships (<i>Lectoraat</i>), projects oriented to the actual practice, and final/research projects from the workplace. See also 2.1.2. , item c.</p>
<b>2.1.2. Does the programme have demonstrable ties to current developments in the subject/discipline?</b>	<p>a. Does the school maintain structural contacts with the field of work and does that lead to concrete input from that field of work?</p> <p>b. Does the school frequently bring in guest teachers/speakers?</p> <p>c. Is the study programme structured around cases, project assignments, practical simulations, traineeship assignments, research assignments and final projects that reflect the current developments in the subject and the field of work?</p> <p>d. See indicators for facet 3.1.</p>
<b>2.1.3. Does the programme guarantee the development of professional skills and does it have demonstrable ties to current professional practice?</b>	<p>a. Are the forms of work and the assignments such that students can acquire the generic competences of HBO higher professional education (for example with respect to communication and self-reflection)?</p> <p>b. Are the forms of work and the assignments such that the students can acquire specific professional competences?</p> <p>c. Is the programme structured around labs oriented to the development of generic and specific professional skills?</p> <p>d. Are the generic and specific professional skills subject to "Assessment and testing"? (See also facet 2.8, item e.)</p>

<b>Topic 2: Programme</b>  <b>Facet 2.2: Relationship between Objectives and Programme Contents</b>	<b>Indicators</b>
<b>2.2.1. Does the programme adequately put the final qualifications into concrete terms with respect to level, orientation and domain-specific requirements?</b>	<p>a. Has the professional sector been involved in designing the programme?</p> <p>b. Is the professional sector involved in the programme evaluation? (See also the indicators for facets 5.1. and 5.3.)</p> <p>c. Are the contents and forms of work explicitly aimed at acquiring the final qualifications?</p> <p>d. Is the “Assessment and testing” explicitly aimed at the final qualifications? (See also facet 2.8., item e.)</p> <p>e. Do the separate programme components together cover all the final qualifications?</p>
<b>2.2.2. Have the final qualifications been effectively translated into learning goals for (components of) the programme?</b>	<p>a. Is there a clear coherence between the (sub-) learning goals at all levels (programme, year, semester, course block, project, lab and module)?</p> <p>b. Is there a transparent link between one or more (sub-) learning goals and one or more final qualifications?</p> <p>c. Does the total scope of (sub-) learning goals cover the total scope of final qualifications?</p> <p>d. Is extramural educational experience (traineeship, dual job, external final phase) aimed at a learning goal that is derived from the final qualifications?</p> <p>e. Has the school made the learning goals operational in such a way that they can be verified and evaluated?</p>
<b>2.2.3. Do the contents of the programme give the students the opportunity to achieve the final qualifications as formulated?</b>	<p>a. Are the contents and form of work within each programme component such that it is feasible for students to achieve the respective learning goals?</p> <p>b. Are the contents, forms of work and guidance in the extramural programme such that it is feasible for students to achieve the learning goals?</p> <p>c. Does the school have a working (!) mechanism for periodically adjusting the programme?</p>

<b>Topic 2: Programme</b>  <b>Facet 2.3: Structure of the Programme</b>	<b>Indicators</b>
<b>2.3.1. Do the contents of the study programme have an internally coherent structure?</b>	<p>a. Is the programme structured in such a way that it prepares students to achieve <i>all</i> the components of the study's objective?</p> <p>b. Is the programme structured in such a way (for example thematically) that the various programme components are horizontally coherent? See also item f.</p> <p>c. Is the programme structured in such a way that the successive programme components are vertically coherent? In this context, it is important to check whether the school repeatedly returns to the competences that the student is to acquire, bringing them to an increasingly higher/more complex level of control at each step. Vertical coherence is also demonstrated by the "professional products" and/or professional assignments to be completed by the student: they must become successively more complex/comprehensive as the school progresses. (See also item e.)</p> <p>d. Has the coherence between the first year and the main phase been preserved? (This involves the professional orientation function and particularly the anticipatory function of the first-year programme.)</p> <p>e. Is the programme structured along so-called "learning lines" that cover several years? (See also item c.)</p> <p>f. Is the coherence between the internal programme and the extramural programme guaranteed? For example by means of concrete assignments that are appropriate to the study phase that the student is in and that are followed up on in the internal schools. This also concerns: guidance, feedback and assessment of the traineeship and/or the dual job.</p>

<b>Topic 2: Programme</b>  <b>Facet 2.4: Study Credits</b>	<b>Indicators</b>
<p><b>2.4.1. Does the programme lend itself to study because any factors that might obstruct the progress of the study have been removed as much as possible?</b></p>	<p>a. Has the study burden per programme component (including the extramural part) been determined in terms of ECTS credits?</p> <p>b. Are the study credits distributed evenly? (This also implies: even distribution of examination periods.)</p> <p>c. Does the school have a procedure according to which evaluation of the set study credits takes place for each programme component?</p> <p>d. Is the aforementioned evaluation also aimed at identifying any factors that might obstruct the progress of the study and, if necessary, are remedial measures taken on that basis on behalf of the student and/or measures to reorganise matters on a programme level?</p> <p>e. See also the indicators for facet 4.2.</p>

<b>Topic 2: Programme</b>  <b>Facet 2.5: New Students</b>	<b>Indicators</b>
<p><b>2.5.1. Do the form and contents of the programme match the qualifications of the beginning students: pre-university school (VWO), higher general secondary school (HAVO), middle-management training or specialist programmes (WEB) or comparable qualifications, proved by an admissions examination?</b></p>	<p>a. Is the initial phase of the study programme structured in such a way that it takes heterogeneous admissions into account?</p> <p>b. Are the contents and forms of work in the programme structured in such a way that the initial level corresponds to the level that the new students have completed?</p> <p>c. Does the school have facilities in the initial phase to eliminate any deficiencies in students?</p> <p>d. Does the school offer a standardised shortened learning path to specific target groups, such as graduates of pre-university secondary school (VWO)?</p> <p>e. EVC<sup>5</sup>: Does the school have a procedure in place for assessing previously acquired qualifications/competences to determine if a prospective student is eligible for exemptions, or to plan out a specific learning path for the prospective student?</p> <p>f. Does the school have an admissions examination other than EVC?</p> <p>g. Does the school have specific intake facilities (other than EVC) for new students who enter a programme through an alternative route?</p> <p>h. Does the school provide a continuous learning line from intermediate professional education (MBO) to higher professional education (HBO)?</p> <p>i. Does the school have a public information and recruitment policy aimed at potential students?</p> <p>j. Is the public information and recruitment policy implemented in cooperation with other, related schools and/or with the professional sector?</p>

<sup>5</sup> EVC: *Erkenning van (eerder) Verworven Competenties* (Accreditation of Prior Learning – APL)

<b>Topic 2: Programme</b>  <b>Facet 2.6: Duration</b>	<b>Indicators</b>
<b>2.6.1. Does the school meet the formal requirements for the scope of the school of 240 ECTS credits?</b>	<p>a. Has the school defined the scope of each programme component in EC's and does the scope of all the programme components together amount to 240 EC's?</p> <p><b>Please note</b>            Actually, this is not a standard of quality, but a <i>formal</i> requirement that the programme of an HBO-school must meet <i>a priori</i> if it is even to be eligible for the accreditation process. "Duration" is therefore a different type of criterion than e.g. "Educational Performance" or "Quality of Staff".</p>

<b>Topic 2: Programme</b>  <b>Facet 2.7: Harmonisation of Form and Content</b>	<b>Indicators</b>
<b>2.7.1. Is the didactic concept in line with the objectives?</b>	<ul style="list-style-type: none"> <li>a. Has the school explicitly described its didactic concept?</li> <li>b. Does the didactic concept reflect current insights in education science?</li> <li>c. Does the didactic concept provide teaching styles appropriate to the generic and specific professional requirements set in the final qualifications?</li> <li>d. Does the programme structure show that the didactic concept is in fact put into practice?</li> <li>e. Does the structure of the extramural programme show that the extramural programme also uses the teaching styles as referred to in item c?</li> </ul>
<b>2.7.2. Do the forms of work correspond to the didactic concept?</b>	<p>A didactic concept concerns (among other things) forms of education and teaching.</p> <ul style="list-style-type: none"> <li>a. Does the layout of the study programme show that the methods of the teachers and students consistently correspond to a specific form of education?</li> <li>b. Do the forms of work chosen in the school equip the students to develop the required learning skills/styles (see above, item c)?</li> </ul>

<b>Topic 2: Programme</b>  <b>Facet 2.8: Assessment and testing</b>	<b>Indicators</b>
<p><b>2.8.1. Do the assessments, tests and examinations adequately test whether the students have achieved the learning goals of (components of) the programme?</b></p>	<p>a. Has the school explicitly described the planning, procedures, methods, requirements and criteria for assessment and testing?</p> <p>b. Are the students consistently informed fully and in good time about the topics listed in item a?</p> <p>c. Does the assessment and testing system offer students the option of appealing disputed decisions?</p> <p>d. Does the school have a working (!) mechanism to safeguard the technical quality (validity, reliability, objectivity) of tests and guarantee the consistency of the basis for assessment? (This last also concerns winnowing out the “free ride” option on group work.)</p> <p>e. Is there a clear relationship between the form of testing and the learning goal?</p> <p>f. Does the assessment and testing system provide facilities for formative (diagnostic) testing?</p> <p>g. Does the assessment and testing system provide effective educational feedback to students?</p> <p>h. Are students actively involved in assessing their fellow students? (Student peer assessment)</p> <p>i. Are teachers (being) trained in techniques of testing and assessment? (This concerns classical knowledge tests, evaluations and assessment.)</p> <p>j. Is the professional sector actively involved in student assessments? For example in the context of traineeships and final projects.</p> <p>k. Are the external supervisors aware of the topics referred to in item a? (This primarily concerns methods and criteria.)</p>

<b>Topic 3: Staff Deployment</b>  <b>Facet 3.1: HBO Requirements</b>	<b>Indicators</b>
<p><b>3.1.1. Is a significant part of the education provided by employees who emphasise the connections between the school and the professional practice?</b></p>	<p>a. Do members of staff maintain a professional (international) network of contacts, including: alumni, representatives from the professional sector, colleagues from related schools and representatives from relevant education and/or research institutes?</p> <p>b. Is this network used e.g. for: promotion of the staff's own professionalism, implementation of the programme, assessment and testing, programme evaluation, internal quality assurance and support for students in gaining access to the (international) professional sector?</p> <p>c. Do the teachers also work in the professional sector?</p> <p>d. Do teachers participate in the knowledge circle of the Lectureship (<i>Lectoraat</i>)?</p> <p>e. Does the school give its teachers the opportunity to do traineeships in the professional sector?</p> <p>f. Does the school set requirements for external supervisors to guarantee the HBO level?</p> <p>See also facet 5.3: Relationship Management System and Alumni Tracking System.</p>

<b>Topic 3: Staff Deployment</b>  <b>Facet 3.2: Quantity of Staff</b>	<b>Indicators</b>
<b>3.2.1. Is sufficient staff deployed to provide the study programme at the desired level of quality?</b>	<p>I. Indicators of <i>sufficient</i> capacity: see items a-h.</p> <p>a. Is the teacher-student ratio sufficient to fully implement the school (coordination, education, guidance)?</p> <p>b. Is it possible to deploy sufficient capacity in this staff complement (see item a) for curriculum innovation. If not: how does the school provide for this?</p> <p>c. Is it possible, based on the total staff complement, for sufficient capacity to be used for the auxiliary processes that support the education? If not: how does the school provide for this?</p> <p>d. Does the school have a capacity monitoring system to safeguard the continuity of the programme implementation and the support needed to guarantee that continuity?</p> <p>e. Does this system pick up on a <i>foreseeable</i> gap in continuity (e.g. due to ageing staff) in time and take steps accordingly?</p> <p>f. Does this system pick up on a discrepancy between new staff and available capacity in time and take steps to eliminate the discrepancy?</p> <p>g. Is sufficient supervisory capacity deployed in the extramural programme?</p> <p>h. Are the workload and work experience of the teachers and other staff regularly evaluated? (Also relevant in this context: figures on absenteeism due to illness.)</p> <p>II. Indicators of <i>desired</i> quality: see facets 3.1. and 3.3.</p>

<b>Topic 3: Staff Deployment</b>  <b>Facet 3.3: Quality of Staff</b>	<b>Indicators</b>
<p><b>3.3.1. Is the staff qualified to handle the realisation of the study programme with respect to content, education and organisation?</b></p>	<p>a. Do the curriculum vitae of the teachers show that they have sufficient education to teach their discipline/subject at the level of HBO higher professional education?</p> <p>b. Does the hiring policy of the school show that the quality requirements related to a specific job are explicitly linked to the combination of subject-related, educational and/or organisational competences and experience relevant to the job?</p> <p>c. Does the school have a procedure for supervising beginning teachers? Does such supervision actually take place?</p> <p>d. Do teachers have a personal development plan setting out agreements for the further development of the knowledge and competences needed to carry out their task, and is the implementation of this plan monitored?</p> <p>e. Do periodic performance reviews and assessment interviews take place and are the agreements reached in these discussions recorded in writing (see also item d)? And is the implementation of these agreements monitored?</p> <p>f. Does the school have insight into the available and required expertise and competences of the teachers, resulting in a qualitative staff complement plan that is (in part) the foundation for a training plan?</p> <p>g. Does the school have a procedure that involves students in teacher assessments and does such assessment actually take place?</p> <p>h. Does the school have a procedure that guarantees the quality of the external supervisors? (See also item i.)</p> <p>i. Does the school have a procedure for assessing external supervisors?</p>

<b>Topic 4: Facilities</b>  <b>Facet 4.1: Material Facilities</b>	<b>Indicators</b>
<b>4.1.1. Are the buildings and the material facilities sufficient to realise the study programme?</b>	<p>a. Has the school drawn up standards of quality that the material and spatial facilities must meet in order to facilitate proper implementation of the programme?</p> <p>b. Does the school have insight into the requirements/preferences of its staff and students with respect to material and spatial facilities?</p> <p>c. Does the school monitor the situation to ensure that the material facilities available at the extramural workplace are sufficient to realise the programme?</p> <p>d. Are the spatial facilities sufficient to realise the total spectrum of forms of work (individual study, lectures and seminars, labs, group work, practical simulations, career guidance, etc.)?</p> <p>e. Are the material facilities (ICT, media library, specific professional equipment and instruments, etc.) up to date?</p>

<b>Topic 4: Facilities</b>  <b>Facet 4.2: Student Guidance</b>	<b>Indicators</b>
<b>4.2.1. Do the students receive adequate student guidance and information with a view to the progress of study?</b>	<ul style="list-style-type: none"> <li>a. Does the student guidance have a planned structure?</li> <li>b. Do the teachers have sufficient expertise to achieve student guidance at a level acceptable to the students?</li> <li>c. Are sufficient teachers deployed to realise the student guidance at a level acceptable to the students? (See also facet 3.2, item a.)</li> <li>d. Does the school have a student monitoring system that (i) identifies delays in a student's progress and the underlying causes in a timely manner, (ii) reaches agreements with those involved that facilitate a remedial programme and (iii) monitors the implementation of the agreements that were reached?</li> <li>e. Does the school involve students in a later phase of their studies in the student guidance?</li> <li>f. Does the school have sufficient spatial facilities for student guidance offered as part of a planned structure?</li> <li>g. Does the school use sufficient communication resources/media in providing information to students?</li> <li>h. See also facet 2.4., item d.</li> </ul>
<b>4.2.2. Do the student guidance and the provision of information to the students meet the students' needs?</b>	<ul style="list-style-type: none"> <li>a. See above in item c.</li> <li>b. Are student guidance and information subject to periodic evaluation by students and teachers?</li> </ul>

<b>Topic 5: Internal quality assurance</b>  <b>Facet 5.1: Evaluation of Results</b>	<b>Indicators</b>
<b>5.1.1. Is the study programme subject to periodic evaluation, in part based on verifiable targets?</b>	<p>a. Does the school perform an (bi-)annual Management Review that leads to (i) an assessment of the quality achieved in comparison to the quality intended, (ii) insight into the strengths and weaknesses and (iii) the institution of measures for improvement?</p> <p>b. Do periodic evaluations take place (e.g. quarterly) and are reports issued on the findings?</p> <p>c. Do the reports referred to in item b in any case contain information on: problem definition, solutions in terms of quantifiable targets, concrete actions, implementing authorities, timeline with quantifiable milestones, progress and any adjustments?</p> <p>d. Do the successive reports show that the implementation of the improvement process is monitored?</p> <p>e. Does the school systematically collect information and/or recommendations from students, staff, alumni and representatives from the professional sector in the framework of internal quality assurance, and does the school also demonstrably make use of such information?</p> <p>f. Does the school take responsibility for ensuring that the measures for improvement are known to the students, staff, alumni and other representatives from the professional sector?</p> <p>g. Does the school have a complaints scheme for staff, students and external parties involved in the school, setting out the procedure for submitting and processing complaints? (Also: complaints analysis and actions for improvement taken in response.)</p> <p>h. Does the school have a system of internal audits?</p> <p><b>Please note:</b></p> <ol style="list-style-type: none"> <li>1. The internal quality assurance at least covers all the NVAO topics and facets.</li> <li>2. The internal quality assurance system provides insight into how the school deals with the indicators of the Hobéon Assessment Framework.</li> <li>3. The internal quality assurance system provides insight into whether actions for improvement and (internal/external) agreements are implemented and whether the implementation is monitored.</li> <li>4. The internal quality assurance system provides insight into whether procedures and “mechanisms” are working properly.</li> </ol>

<b>Topic 5: Internal quality assurance</b>  <b>Facet 5.2: Measures for Improvement</b>	<b>Indicators</b>
<b>5.2.1. Do the findings from periodic evaluations of the school form the basis for demonstrable measures for improvement that contribute to realising the targets?</b>	<p>a. Does the school have a procedure for implementing the measures for improvement?</p> <p>b. Does the school provide sufficient resources (time, manpower and budget) to facilitate the implementation of measures for improvement?</p> <p>c. Does the school have a facility that systematically monitors the implementation of measures for improvement?</p> <p>d. See also the indicators for facet 5.1.</p>

<b>Topic 5: Internal quality assurance</b>  <b>Facet 5.3: Involving Employees, Students, Alumni and the Professional Sector</b>	<b>Indicators</b>
<b>5.3.1. Are employees, students, alumni and the professional sector that will later employ the students actively involved in the internal quality assurance of the school; if so, in what way?</b>	<p>a. Are the study programme and its implementation subject to periodic evaluation? (See also facet 5.1., item e.)</p> <p>b. Are teachers, students, alumni and (other) representatives from the professional sector actively involved in the aforementioned evaluations?</p> <p>c. Are the parties referred to in item b <i>systematically</i> involved in the evaluations?</p> <p>d. Are the parties involved systematically informed by the school regarding the findings of the evaluations?</p> <p>e. Are the parties involved systematically informed by the school regarding the way in which the school “uses” the results of the evaluations in the further development/improvement of the school?</p> <p>f. Does the school have a Relationship Management System?</p> <p>g. Does the school have an Alumni Tracking System?</p>

<b>Topic 6: Results</b>  <b>Facet 6.1: Level Achieved</b>	<b>Indicators</b>
<p><b>6.1.1. Do the final qualifications achieved correspond to the final qualifications that the school aims to achieve in terms of level, orientation and requirements specific to the relevant domain?</b></p>	<p>a. Does the school systematically test each year, based on information gained from alumni and the relevant profession, whether the final qualifications achieved correspond to the qualifications desired by the relevant profession?</p> <p>b. Does the school have insight into the market position of its graduates and does it incorporate these data into its self-evaluation?</p> <p>c. Is the professional sector actively involved in assessing final papers?</p> <p>d. Are the final papers professionally oriented, topical and relevant and does their thesis display sufficient depth and complexity that the graduating students must possess an analytic capacity as well as thorough, broad knowledge and skills at a level that should and can normally be required from matriculating HBO students?</p>

<b>Topic 6: Results</b>  <b>Facet 6.2: Educational Performance</b>	<b>Indicators</b>
<p><b>6.2.1. Have targets been formulated, possibly in consultation with related schools, to compare results with other related schools?</b></p>	<p>a. Does the school work with target figures?</p> <p>b. Does the school have insight into the (possible) causes of variations in the performance? (Performance analysis.)</p>
<p><b>6.2.2. Does the educational performance meet these targets?</b></p>	<p>a. If the school makes its targets, does it adjust the targets upwards?</p> <p>b. Does the school implement specific measures for improvement if the educational performance declines?</p>

## APPENDIX I: DECISION-MAKING RULES FOR HOBÉON CERTIFICATION

### Decision-making rules in the framework of the Accreditation reviews by Hobéon Certification

According to the NVAO *Decision-making Rules for Accreditation*, a topic can only receive a satisfactory or unsatisfactory score. According to the same rules, a facet can receive an unsatisfactory, satisfactory, good or excellent score. With this in mind, Hobéon applies the following decision-making rules.

#### Topic

A. A topic receives a satisfactory score if all the facets of the topic have received at least a satisfactory score, or if one facet of that topic has received an unsatisfactory score and the others have received at least a satisfactory score, provided that an acceptable plan for improvement is available for the facet that received the unsatisfactory score.

B. A topic receives an unsatisfactory score if one facet of that topic has received an unsatisfactory score and no acceptable plan for improvement is available for this facet.

C. A topic receives an unsatisfactory score if more than one facet of that topic has received an unsatisfactory score, regardless of whether there are acceptable plans for improvement for those facets.

#### Facet

D. In the assessment of a facet, there is room for the audit team to reach its own conclusions:

- Implementation/practice carries more weight than policy/theory: in other words, rather a scheme that works well but is written poorly than vice versa;
- Primary processes carry more weight than secondary processes.

#### Extra note

E. If a topic deserves a higher score than just a satisfactory, then it is included as an extra note, with due consideration of the following rules:

- A topic receives an extra note emphasising that it is good if all facets of that topic received a good score or if one facet of that topic received a satisfactory score and the other facets received a good or excellent score;<sup>6</sup>
- A topic receives an extra note emphasising that it is excellent if all facets of that topic have received an excellent score or if one facet of that topic received a good score and the other facets received an excellent score;
- A topic will not receive an extra note if any of the facets of that topic have received an unsatisfactory score.

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<sup>6</sup> The NVAO Accreditation Framework distinguishes between eight facets for topic 2 (Programme). One of those facets is the duration of the study programme. The criterion specified there (240 ECTS) is not a standard of quality, but a formal requirement that the programme of an HBO bachelor school must meet *a priori*, if it even wants to be eligible for accreditation. "Duration" is therefore a different type of criterion than e.g. "Educational Performance" or "Quality of Staff". In the decision of whether the Programme topic deserves an extra note of a good or excellent score, the facet of "Duration" is not included in the considerations.

## APPENDIX II: INFORMATION ON ACCREDITATION REVIEW

### A. Information that must be available **before the audit**:

Management Review – MR / Self-evaluation – SE <sup>7</sup>

Appended to MR / SE:

- Fact Sheet (Hobéon format)
- Study Guide / Study Programme
  - If applicable: also for part-time and/or dual variants
- Education and Examination Rules and Regulations (*OER*)
- Overview of final papers and/or theses (from two years)<sup>8</sup>, including a specification of the mark given
- Summary of previous Audit Report (focusing on the areas for improvement)
- The system of internal quality assurance
  - Including: periodic internal Management Reviews (from two years)
  - If applicable: Reports on internal audit(s) and/or internal baseline assessments
- Background information on:
  - the internal organisation (for example: organisational structure);
  - the strategic choices and market position of the school;
  - international orientation;
  - policy on minors;
  - If applicable: Lectureship (*Lectoraat*);
  - If applicable: contract activities – applied research;
  - If applicable: “Exceptional Characteristics of Quality”;
  - Developments in the profession;
  - Market position of graduates;
  - Professional and study profile:
    - Jobs for which students receive training;
    - General and specific professional final qualifications;
    - If applicable: profiling compared to related schools;
  - Relationship between final qualifications and Dublin Descriptors (or comparable international references);
  - Validation of the final qualifications by the professional sector;
  - Process of curriculum development/updating;
  - Didactic concept;
  - Forms of work;
  - Traineeships and/or dual jobs;
  - Testing and assessment;
  - Policy on new students;
    - If applicable: EVC (requirements, process, methods and criteria) / Admissions Examination (idem);
  - Student and career guidance;
  - Quantitative and qualitative human resources policy/promotion of teaching expertise;
  - Use of guest teachers/guest lecturers;
  - Ties to the professional sector/alumni;
  - Spatial and material facilities;
  - Educational performance.

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<sup>7</sup> If there is a part-time and/or dual variant of the study programme, it should be apparent from the information for each NVAO facet whether the respective variant corresponds to or differs from the full-time study programme. If the study programme is offered at multiple locations, any differences should be apparent from the information provided.

<sup>8</sup> The audit team will specify which final papers and/or theses it wants to review before or during the audit on this basis.

B. Information that must be available **during the audit**:

- The information listed in A
- The composition of the consultative bodies from the field of work with which the school consults
- Reports of meetings with the field of work
- Curricula vitae of teachers and guest lecturers
- Professional network of teachers' contacts
- Competence matrix of the teachers
- Examples of personal development plans for the teachers
- Reports of:
  - Examination Committee
  - Education Committee
  - Teacher performance reviews
  - Teacher evaluations
  - Study progress interviews with students
- Detailed description of (internal and extramural) programme components/modules
- Detailed description of cases and the associated assignments
- Examples of personal development plans for students
- Student portfolios and the assessments they received
- Examples of tests/examinations/assignments and the assessments they received
- Example of traineeship contracts
  - For dual variant: example of contracts with employers
- Traineeships reports and assessments
  - For dual variant: work reports and assessments
- Literature list and examples of handbooks used
- The so-called "professional products" produced by students during the school, as well as the assessments they received
- The "final products"/final papers of the students, including justification of the (internal and external) assessment, e.g. via an assessment protocol

**Please note:** During the audit, the audit team may request more information than what is listed above, if the audit team deems that such information is necessary for a proper assessment of quality.

## APPENDIX III: READING GUIDE

Accreditation of HBO bachelor study programme: < name > READING GUIDE		
Topic / Facet	Doc. no.	Ch. or §
<b>1. Objectives of the Study Programme</b>		
<b>1.1. Specific Requirements of the Domain</b>		
- MANAGEMENT REVIEW – MR <sup>9</sup>		
- Professional and educational profile		
- Jobs for which the programme trains students		
- General and specific professional final qualifications		
- Validation of final qualifications by the profession		
- Developments in the profession		
- The strategic choices/market position of the school (see also 8.5.)		
- Profiling compared to related schools		
- International orientation (see also 8.6.)		
- If applicable: "Exceptional Characteristics of Quality"		
<b>1.2. Bachelor Level</b>		
- MANAGEMENT REVIEW – MR		
- Relationship between final qualifications and Dublin Descriptors <sup>10</sup>		
<b>1.3. HBO Orientation</b>		
- See items 1.1. and 1.2.		

<b>2. Programme</b>		
<b>2.1. HBO Requirements</b>		
- MANAGEMENT REVIEW – MR		
- STUDY GUIDE		
- Literature used <sup>11</sup>		
- Extramural programme (traineeships and/or dual jobs, excursions, etc.)		
- Practical assignments/practical simulations/projects/labs <sup>11</sup>		
- Teachers working in professional practice (see also 3.1.)		
- Guest teachers/lecturers (see also 3.1.)		
- Lectureship/knowledge circle (see also 3.1. and 8.7.)		
- Contract activities/applied research		
- Input from professional committee and/or consultative bodies		
<b>2.2. Relationship between Objectives and Programme Contents</b>		
- MANAGEMENT REVIEW – MR		
- STUDY GUIDE		
- Process of curriculum development and updating		
- Policy on minors (see also 8.8.)		
<b>2.3. Structure of the Programme</b>		
- MANAGEMENT REVIEW – MR		
- STUDY GUIDE		
- Vertical coherence		
- Horizontal coherence		
- Coherence between internal and extramural programme		

<sup>9</sup> Where the school refers to Self-evaluation, then "Management Review – MR" should also be read as "Self-evaluation – SE".

<sup>10</sup> Or comparable international references.

<sup>11</sup> Detailed information and examples for review during the audit. For a full overview, see Appendix II-B.

<b>2.4. Study Credits</b>		
- MANAGEMENT REVIEW – MR		
- STUDY GUIDE		
- Distribution of study credits		
- Evaluation of study credits		
- See also 4.2.		
<b>2.5. New Students</b>		
- MANAGEMENT REVIEW – MR		
- STUDY GUIDE		
- Legal requirements		
- Intake procedure(s)		
- Shortened learning path(s)		
- EVC		
- Deficiency programme(s)		
- Continuous learning line from MBO-HBO		
- PR and public information		
<b>2.6. Duration</b>		
- MANAGEMENT REVIEW – MR		
- STUDY GUIDE		
- Duration of study in internal programme		
- Duration of study in extramural programme (traineeship and/or dual job)		
<b>2.7. Harmonisation of Form and Content</b>		
- STUDY GUIDE		
- Didactic concept		
- Forms of work		
<b>2.8. Assessment and Testing</b>		
- MANAGEMENT REVIEW – MR		
- STUDY GUIDE		
- Evaluation and Examination Rules and Regulations (OER)		
- Guarantee of (technical) quality of testing and assessment		
- Expertise of teachers in testing and assessment		
- Forms of testing and assessment		
- Options to re-sit examinations		
- Feedback to students		
- Distribution		
- Involvement of the profession (for example in: traineeship/graduation)		
- Appeals procedure		

<b>3. Staff Deployment</b>		
<b>3.1. HBO Requirements</b>		
- MANAGEMENT REVIEW – MR		
- Professional network of teachers' contacts <sup>11</sup>		
- Teachers work in professional practice (see also 2.1.)		
- Use of guest teachers/lecturers (see also 2.1.)		
- Lectureship/knowledge circle (see also 2.1. and 8.7.)		
- Teachers' traineeships		

<b>3.2. Quantity of Staff</b>		
- MANAGEMENT REVIEW – MR		
- Teacher-student ratio		
- (Benchmarking) teacher-student ratio in related schools		
- Male-female proportion		
- Age distribution		
- Absenteeism due to illness		
- Capacity for coordination		
- Capacity for innovation/curriculum development/applied research, etc.		
- Capacity for study and career guidance (see also 4.2.)		
- Customer satisfaction survey		
<b>3.3. Quality of Staff</b>		
- MANAGEMENT REVIEW – MR		
- Educational background of the teachers <sup>11</sup>		
- Hiring policy		
- Supervision of beginning teachers		
- Performance reviews/personal development plans for teachers <sup>11</sup>		
- Competence matrix for teachers		
- Training plan and budget		
- Evaluation of teachers by students		

<b>4. Facilities</b>		
<b>4.1. Material Facilities</b>		
- MANAGEMENT REVIEW – MR		
- Programme of requirements with respect to spatial and material facilities		
<b>4.2. Student Guidance</b>		
- MANAGEMENT REVIEW – MR		
- Study and career programme		
- Student monitoring system		
- Personal development plan for students <sup>11</sup>		
- Student portfolio <sup>11</sup>		
- Methods of providing information to students		
- Teachers' guidance expertise		
- Capacity for study (career) guidance (see also 3.2.)		

<b>5. Internal quality assurance</b>		
<b>5.1. Evaluation Results</b>		
- MANAGEMENT REVIEW – MR		
- Quality assurance system (see also 8.4.)		
- Evaluations by employees, students, alumni and the professional sector		
- Results from evaluations		
<b>5.2. Measures for Improvement</b>		
- MANAGEMENT REVIEW – MR		
- Overview of measures for improvement		
- Communication regarding measures for improvement		
<b>5.3. Involving Employees, Students, Alumni and Professional Sector</b>		
- See item 5.1.		

<b>6. Results</b>		
<b>6.1. Level Achieved</b>		
- MANAGEMENT REVIEW – MR		
- Involvement of profession in traineeship assessment (see also 2.8.)		
- Involvement of profession in assessment of final papers (see also 2.8.)		
- Market position of graduates		
- (Benchmarking) market position of graduates from related programmes		
- List of final papers/theses (from two years) <sup>12</sup>		
<b>6.2. Educational Performance</b>		
- MANAGEMENT REVIEW – MR		
- Overview of performance figures achieved in three years <sup>13</sup>		
- (Benchmarking) performance achieved in related programmes		
- Target figures		
- Performance analysis		
- Measures for improvement		

<b>7. Exceptional Characteristics of Quality</b>		
- MANAGEMENT REVIEW – MR		
- STUDY GUIDE		
<b>7.1. Differentiation and Profiling</b>		
<b>7.2. Quality</b>		
<b>7.3. Realisation</b>		
<b>7.4. Distinctive Nature</b>		

<b>8. Other Information</b>		
8.1. Fact Sheet (Hobéon format)		
8.2. Organisational structure (current and – if applicable – future)		
8.3. Summary of Audit Report (focusing on areas for improvement)		
8.4. Quality Assurance System (see also 5.1.)		
8.4.1. If applicable: Reports on internal audit(s) or baseline measurement(s)		
8.4.2. Periodic internal management reviews (from two years)		
8.5. Strategic policy (see also 1.1.)		
8.6. Internationalisation (see also 1.1.)		
8.7. Lectureship ( <i>Lectoraat</i> ) (see also 2.1. and 3.1.)		
8.8. Policy on minors (see also 2.2.)		

<sup>12</sup> The audit team will specify before the audit which final papers/theses the audit team wishes to review during the audit.

<sup>13</sup> First-year course completion (in %) after 1½ years. School completion (in %) after 4½ years.