
CHAIN 5 conference
Como, It.
March 14, 15, 16, *2019*

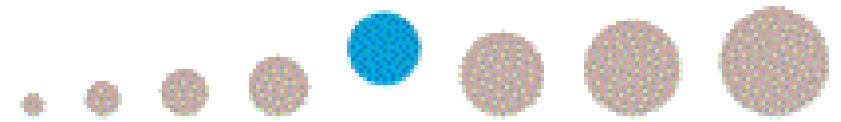


Landelijk Overlegplatform Associate degrees

National platform on level 5 education

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Overlegplatform Associate degrees

www.deassociatedegree.nl

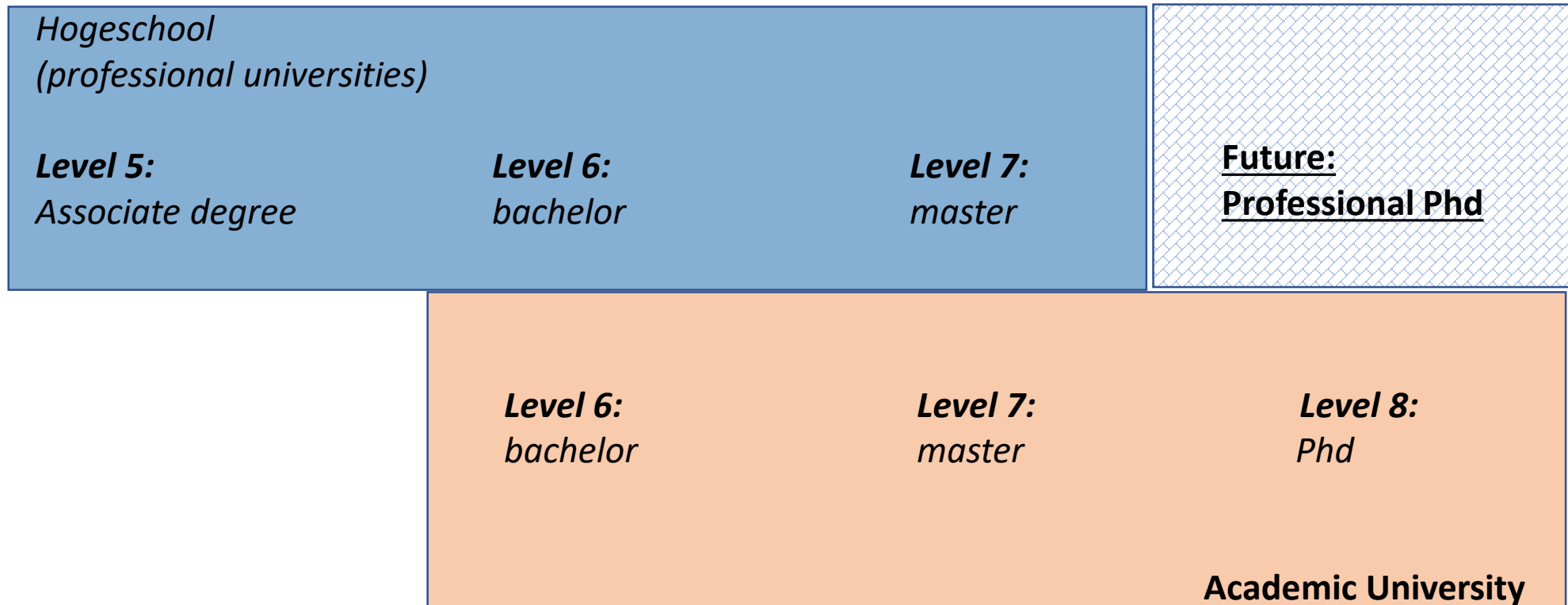
History:

Bologna-agreement

Realisation in the Netherlands that there was no level 5 education.

2006: First pilot-round with experiments on level 5 education.

The Dutch system of higher education



History:

2006-2010: Pilot round

Ad (Associate degree) as a *program* within a bachelor-course:

direct relation Ad – bachelor

Often realized as *the scissor-model*: first two year of the bachelor is the Ad.

Pilot-round was not often succesful:

History:

2006-2010: Pilot round

Pilot-round was not often succesful:

- Level 5 was not recognizable
- Level 5 had no identity

History:

2010-2013: period of contemplation

To make level 5 education succesful we need to give it it's own identity:

History:

2010-2013: period of contemplation

Define what level 5 education is, what the difference between level 4 and level 6?

Definition based on the EQF description

Level 4	Level 5	Level 6
		Bachelor: Is a craftsman in a wider context
	Associate degree: Links craftsmanship to operations and strategy	+
Secondary vocational: Knows his business	+	+
<i>The starting professional:</i>	<i>The starting professional:</i>	<i>The starting professional:</i>
Who works according to standard procedures and methods and applies them in daily work.	Who applies the theories of his discipline to a practical problem.	Who works systematically and can translate theories to applications for practical problems.
Who works practically independently on standard tasks and collaborates within his own team.	Who, while being counselled, works on complex tasks and manages an operational team.	Who practically independently works on complex tasks and collaborates in an environment with several parties and interests.
Who communicates about his own tasks in the team.	Who communicates purposefully about tasks in the team in relation to the goals of the organization.	Who communicates with multiple parties and understands the different interests.
Who signals problems.	Who formulates the (research) question.	Who researches the question
Who applies solutions handed to him.	Who implements the solution.	Who formulates the solution strategy.
Who can formulate, while being counselled, his own learning requirements	Who can formulate his learning requirements independently	Who directs his own learning requirements

History:

2010-2013: period of contemplation

2 scenario's:

- Level 5 as an instrument for Life-long-learning.
- Level 5 as an instrument for emancipation and social mobility.

History:

Strategic choices providers:

- Level 5 as an instrument for Life-long-learning
Mostly part-time studies; students are older (25+), have working experience.

- Level 5 as an instrument for emancipation and social mobility

Mostly full-time studies; students are younger (17+), direct flow from secondary (vocational) education.

Today:

25 institutions provide level 5 education

117 unique course names in p-t & f-t

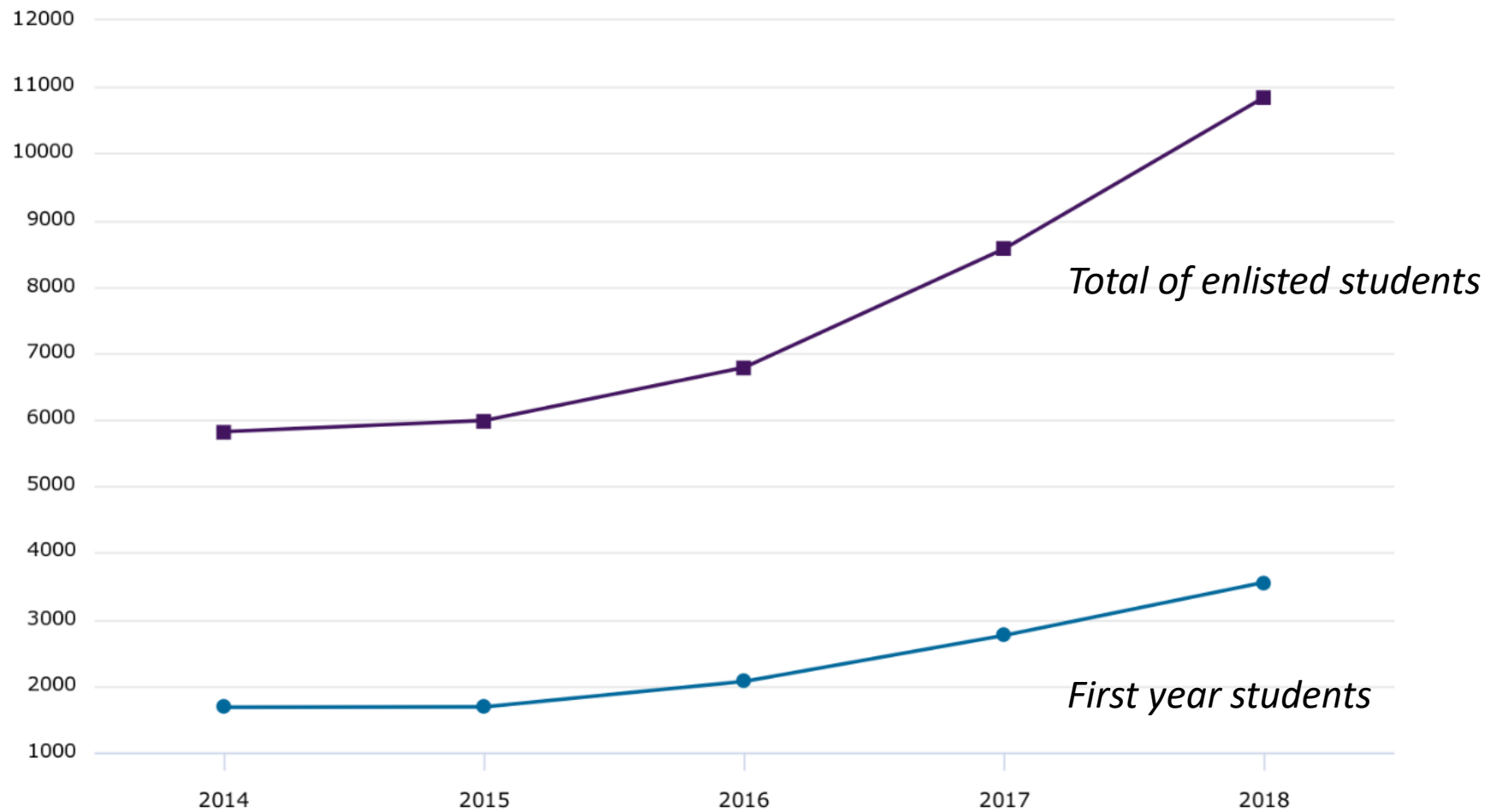
(and growing by the day)

year	1 year students	Total students
2014	1678	5.820
2015	1684	5.988
2016	2067	6.786
2017	2759	8.570
2018	3556	10.847

Total higher education: 97.200 first year bachelor students

level 5 students is 3.6% of the total 1 year students in higher vocational education

Aantallen eerstejaars en ingeschrevenen associate degrees



Today:

2018: Fully independent position of level 5 education in the Dutch higher education system.

The need to collaborate

Adjustment and coordination on all levels.

Providers of level 5 education

Members of the National Platform on level 5 education



Assignment for the National Platform on level 5 Education *(landelijk platform Associate degrees)*

- Create a platform for all institutes with level 5 education (25 schools) in the Netherlands.
- Be a partner for all stakeholders.
 - e.g ministry of education, employers organisations, trade unions etc.
- Advisory board for the The Netherlands Association of Universities of Applied Sciences on level 5 education.

What challenges do we face?

(1/2)

- Development of *professional profiles* for each course:
 - What learning outcomes and competences are needed, what is overall binding, what is to the choice of the institution: demands regional labourmarket
- Stimulating nation wide cooperation between providers and programmes
- Development of Level 5 description:
 - <http://www.deassociatedegree.nl/verder-lezen/>
[[English description level 5](#)]

What challenges do we face?

(2/2)

- **Name of the program.**

The PEM-PEP-PPKE case

- Example: We had the programs
Pedagogisch Educatief Professional
Pedagogisch Educatief Mederwerker
Pedagogisch Professional Kind en Educatie

3 different programs with 80% overlap

3 different programs on 11 locations from 9 institutions

The future of the Platform

We aim at:

- Narrow cooperation between providers (institutions).
- Working together in development.
- Growth of number of programs.
- Growth of number of students.
- Everybody in our country knows what level 5 education is.



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Contact:

<http://www.deassociatedegree.nl/contact/>