



Acceleration plan

Educational innovation with ICT



flexibilisation

Action Plan

2020



Introduction

There are currently 18 institutions participating in the zone with different visions and projects in the field of flexible education. In order to keep this complex multidisciplinary issue manageable, four student routes were developed in the past year as a conceptual representation of flexible education. Concrete projects from these student routes will be set up in 2020.

The Ministry of Education (OCW) published its new Strategic Agenda on December 2, 2019. Flexible education is mentioned as one of the four ambitions to be able to respond well and quickly to the (educational) demand of different groups of students, including (working) adults. This fits very well with the ambitions of the Acceleration Zone and thus offers a good starting point for our further activities.

In this action plan we give a reflection on 2019 and we present the goals for 2020, with the goals for 2023, the end date of the acceleration plan in mind in mind.

Reflection 2019

In the first half of 2019, the zone started with working groups that focused on the four student routes. We looked at the frameworks of the current higher education system and possible partnerships for projects in the field of student routes. We elaborated on the student routes, including during the session with students. In addition, a working group came up with a draft blueprint for route 4 (modular studying) and a strategy workshop was developed for individual institutions.

The products of these working groups have taken us further into the thought process regarding flexibility and the realisation of the theme. From September 2019 on, the old working groups were dissolved and new working groups were set up with a focus on four (student-route transcending) themes:

- educational issues;
- quality issues;
- technology and organising;
- internal regulations and OER (Education and Examination Regulations).

In addition to these working groups, various projects have also been started based on the four student routes. These projects are described in the action plans of the participating institutions (see appendices). Shortly before the end of 2019, a request for financing was submitted to the steering committee for a pilot in which the infrastructural, didactic and organisational aspects of student mobility are organized across the borders of institutions, (initially) at three universities.

Throughout 2019, the zone's core team spoke at various conferences with the aim of inspiring people and encouraging them to make education more flexible: the HO-link conference (DUO and Studielink), the Education Days (SURF), the Lifelong Development conference (SER), the VH annual congress, the Next steps in higher education (SBO) conference and the Beyond Borders Conference in Berlin (Hochschulforum Digitalisierung).



In addition, there has been contact with various networks within the (international) higher education landscape. This concerns networks such as the Registration Institutions and Programmes (RIO), the Higher Education Sector Architecture (HOSA), the Chain Management Consultation (KRO), the special interest group (SIG) Educational Logistics, Well Organized School (HL, HvA, HR) and Europass (EC/DUO). Conversations have also taken place between the zone, OCW, DUO, the student unions and Association of Universities (VSNU) and Association of Universities of Applied Sciences (VH).

An example in which the zone joins forces with OCW, DUO and the umbrella organisations (VH and VSNU) is the analysis and exploration that has jointly been set out to map the administrative issues concerning microcredentials. Andersson Elffers Felix (AEF) consultancy firm will start this assignment in the first half of 2020. The aim is to translate administrative issues into an insightful end product that gives direction to decision-making, for example in the form of scenarios.

With this, we have given substance to our objectives for 2019, such as building an active network and maintaining a constructive dialogue for expanding the experimental space on flexible education.

Doelen 2023

For the long term, our zone aims to achieve goals at three different levels:

Output projects within and between institutions:

- There is a multitude of up-to-date flexible and personal educational practices at participating institutions and beyond.
- There is a working infrastructure that makes it possible for students to register for a course at another institution without administrative barriers.

Output transcending working groups:

- Best practices/tools will be made available on **didactic issues** that play a role in flexible education.
- Tools for drawing up an **Education and Examination Regulation (OER)**.
- Proposals/a white paper on how to deal with **quality issues** of flexible education, such as the definition of student success, accreditation and recognition of small educational modules and legal frameworks.
- Best practices are collected and possibly tools are developed on how to deal with the **administrative organisation** of flexible education and the role of **technology** within in this.

Changes in the system:

Based on the experiences from the experiments and living labs, discussion will take place at the political and administrative level about the steps required to make flexibilisation possible on an even larger scale. Possibly microcredentials have been introduced into the system.



Goals 2020

- In 2020, the cross-institutional working groups will make a good start and will each deliver a first intermediate product.
- For the working group Technology and Organizing, this first intermediate product is a track on the SURF [challenge day](#) in March 2020, during which we challenge providers of Student Information Systems (SISs) to make acceleration and deceleration administratively possible within the SIS.
- In 2020, the inventory of administrative issues concerning microcredentials will be delivered by AEF, in collaboration with OCW, VSNU, VH, DUO, SURF and the Flexibilisation Zone. The results will be submitted to the umbrella organisations for decision-making.
- In 2020, around six strategy workshops will be organised within institutions (if required). These serve to support the formulation of goals in the field of flexibility.
- In January 2020, we organise a Futures Literacy Knowlab workshop (in collaboration with Hanze University of Applied Sciences) for inspiration.

In addition, all zone members will work on flexibilisation projects within their own institution in 2020. Specific goals will be set for this. Some examples will be mentioned below. In addition, the student routes can be found in the action plans of the participating institutions (see appendices).

Studentroute 1: Own pace

- Amsterdam University of Applied Sciences is investigating the way in which students are given more room to study at their own pace;
- In 2020, Leiden University of Applied Sciences will start with the institution-wide project "Basic Registration Education with ACO". This project focuses on the logistical support of flexibilisation, especially in the area of students who want to study at their own pace.
- Windesheim University of Applied Sciences will start an internal pilot in 2020 with a dynamic form of the Binding Study Advice, aimed at limiting dropout rates by offering students more options for achieving required ECTS at their own pace.

Studentroute 2: Off the beaten track

- In 2020, the pilot 'student mobility' will start within the alliance of Eindhoven University of Technology, Utrecht University and Wageningen University&Research. On the one hand, the pilot consists of the development of an infrastructure that makes it possible to exchange student data easily and safely, and on the other hand it consists of the redesign of courses that must be made suitable for multi-location studying.

Studentroute 3: MyDiploma

- Codarts University of Applied Sciences works together with the Willem de Kooning Academy and Erasmus University College within RASL on a joint educational programme. RASL focuses on ground breaking education and research bordering art and science, including through the RASL minor. In 2020, preparation for a new RASL



master will be started. Just like within the MyDiploma student route, the idea is that students are challenged to address issues that they themselves struggle with, in an interdisciplinary manner.

- Within the alliance of Eindhoven University of Technology, Utrecht University and Wageningen University&Research, we will further consider how to develop a "free choice" master. This is a programme without substantive end terms, but with clear goals for academic skills, based on, among other things, challenge-based education. It is being explored whether it is possible to get a MyDiploma-like master's degree accredited. In addition, a number of zone members from universities of applied sciences are exploring whether this student route is also possible within the universities of applied sciences and what is required for this.

Studentroute 4: Modular studying

- Within their Part-Time Academy (AVD), Avans University of Applied Sciences is working on the digital support of flexible education. Their programme BOOST IT provides an online environment in which students choose their own learning path. The system helps students to 'stack' the right modules in order to obtain a diploma.
- A learning platform has been started at The Hague University of Applied Sciences, where learning can be done in a modular way, in line with the learning needs of thousands of Lifelong Learning (LLO) students. Among other things, the LLO courses will be free, innovative, scalable and personal.
- Within its Life Long Learning programme, Utrecht University will work on quality assurance, developing frameworks, and setting up pilots with microcredentials on modules and smaller units of education for professionals.
- At Wageningen University&Research, efforts are being made to open up study units from accredited programmes to be offered to working professionals as modules.

Method

In 2020, the Acceleration Zone will have six plenary meetings. During these meetings, there is room for exchange and group intervision. The zone members provide input for the various discussion tables in which the core team participates on a national level. This input can be collected during the plenary sessions as well as from the working groups or separate thematic meetings, for example in a separate meeting on the formation of visions on microcredentials.

All participating institutions are involved in at least one working group and have committed themselves to projects or pilots on at least one of the four student routes (as can be found in their action plans).

The team uses the agile methodology. No fixed programme plan is written for the coming years, but we continuously monitor the course of the zone.