

**CASE STUDY: FINAL VERSION**

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**Visited by Martine Carette (University of Lille, FR)**

**UNIVERSITY FACTSHEET**

University Title	Inholland University of Applied Sciences
Location/country	The Netherlands
Public or private	Public
Year when the institution was founded	2001
Number of overall students of the institution	36.000
Degree/non-degree	Degree
Number of academic/research and non-academic/administrative staff	Academic: 1600 Non-academic: 1300
Number of faculties	7
Kind of degrees offered (if possible including EQF)	Associate degree (5) Bachelor (6) Master (7)
Date of the Case Study	Oct. 2010

**UNIVERSITY-SPECIFIC BEST PRACTICES IN RELATION TO THE 10 COMMITMENTS**

Commitments	Inholland University
1 Embedding concepts of widening access and lifelong learning in their institutional strategies	3.2 (goals)
2 Providing education and learning to a diversified student population	4 (Institutional plan) and 10
3 Adapting study programmes to ensure that they are designed to widen participation and attract returning adult learners	4 (Profiling), 10
4 Providing appropriate guidance and counselling services	5 and 8
5 Recognising prior learning	5
6 Embracing lifelong learning in quality culture	5.2
7 Strengthening the relationship between research, teaching and innovation in a perspective of lifelong learning	3.2 (goals)

8 Consolidating reforms to promote a flexible and creative learning environment for all students	5
9 Developing partnerships at local, regional, national and international level to provide attractive and relevant programmes	4 (1.3) and 5 (creating community)
10 Acting as role models of lifelong learning institution	4 (educ. vision & role of teacher)

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**1. Basic Information**

**Institution:** INHolland University for Applied Sciences .....

**Country:** The Netherlands .....

**DISCLAIMER**

This publication has been prepared in the context of the ALLUME project. The content of this report reflects the view of the author and do not necessarily reflect the official view and policy of the INHolland University of Applied Sciences.

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(please provide more lines if necessary)

## 2. Brief Analysis of the Case-Study process (key-questions):

- To what extent was the report discussed within the institution?
- How would you describe the Case Study process (what were positive aspects and encountered difficulties)?

The content of this case study is a result of the outcome of recent discussions in which the different departments up to the Board of the University for Applied Sciences participated. Discussing this case study with the persons involved in these discussions would be a repeat and would have a negative effect.

Lifelong Learning is one of the three spearhead action points at the INHolland University for Applied Sciences

Ruud Duvekot is leading the Lifelong Learning spearhead group, is developing the plans and forming groups in and around the Lifelong Learning development with INHolland.

More interest is for reading the other case studies and comparing this with the own situation and developments.

The Case study process:

The case study is done by a literature study of all documents relating to Lifelong Learning and is based on the outcome of an internal study in preparation for a Lifelong Learning proposal in 2009.

INHolland is a professional University for Applied Sciences with 36.000 students. The University for Applied Sciences has locations in the main cities in the Western, economically most important part of the Netherlands: e..g. Amsterdam, Haarlem, Hoofddorp, Den Haag, Delft, Rotterdam.

(please expand the textbox as necessary to include all relevant information)

### 3. Universities LLL-Vision& Mission& goals

- please briefly describe the overall University Vision concerning ULLL
- What is the Mission and what are the goals of the institution towards ULLL?

#### Mission and values

INHolland is an organisation that not only educates students as innovative professionals but also employed people and work-seekers supports in the maintenance of their knowledge and (further) training as part of their employability on the labour market. INHolland sees it as her duty to society to deliver entrepreneurial and innovative education to students, businesses and institutions. In this respect INHolland contributes to the development and employability of skilled and socially concerned professionals, both nationally and internationally.

**The mission of INHolland** is: INHolland is close to the student, the market and the society and directed respond to the demand for limitless higher education and applied knowledge.

This mission includes a number of core values that is typical for INHolland:

- Entrepreneurial and innovative: INHolland is alert to developments in economy and labour market to contribute quickly and appropriate to innovation, preferably by taking the initiative themselves and in cooperation with involved organizations to provide practical solutions and to develop opportunities.
- Societal involvement: INHolland actively responds to developments in society and is able to respond quickly and appropriate, and, wherever possible, to take the initiative.
- Involved in development: INHolland knows her students and trainees, and their individual learning and development questions. By its size INHolland can offer a, made-to-measure, broad spectrum of majors and specialization and differentiation minors.
- Flexible: INHolland is able to quickly find knowledge, people, budgets and relationships and to deploy those to special initiatives for innovation and to make them come true.

In light of this mission and core values, it is natural that INHolland takes on the societal challenge and wishes to give an answer to the demand for Lifelong Learning by (further) developing into an institute

for Lifelong Learning. INHolland wants to achieve this in close collaboration with its partners by developing, offering and developing Lifelong Learning products and services. INHolland wants an institution-wide implementation of this ambition and to develop this in collaboration with its external partner's development and securing it in sustainable partnerships.

The intended result is the realisation of INHolland as a broad knowledge institution, accessible to all, and as institute for lifelong learning focused on continuous development and qualification of the various groups of our University for Applied Sciences.

In light of this mission and core values it is obvious that the social challenge set INHolland and wishes to reply to the demand for lifelong learning by themselves (by) to develop into an Institute for Lifelong Learning. INHolland want this in close cooperation with its partners achieved through lifelong learning products and services to develop, offer and implement. INHolland has the ambition of a wide implementation in the institution in collaboration with its external partners in sustainable development and securing partnerships.

## 2. Goals

To realise this vision, the following targets have been identified:

1. Construction and installation as a Institute for Lifelong Learning (ILLL) for the sustainable development and embedding a lifelong learning culture and promoting lifelong learning at the University for Applied Sciences and the external environment.

Pillars of ILLL, the knowledge, research, networking & partnerships, demand service, dissemination and valorisation & professionalism.

2. Broadening and strengthening the external orientation in education partnerships are under the name "Partners in Learning" with companies and institutions with which the University for Applied Sciences has a stable relationship, focusing on development and implementation of Lifelong Learning.

Pillar is the common interpretation of the demand for lifelong learning products and services.

3. Development and implementation of Lifelong Learning for the professionals from the University for Applied Sciences and partners (companies / institutions) involved in the development and embedding of Lifelong Learning.

Pillars to strengthen support (internal and external), sustainable expertise and networking between education and the job market, strengthening the demand-driven nature of Lifelong Learning, accelerating the innovation process within INHolland and partners and expanding the knowledge base, including learning function and knowledge.

4. Establishment of a Professorship of Lifelong Learning to strengthen the development, implementation and embedding of sustainable lifelong learning.
5. Enhance international participation in the development and implementation of Lifelong Learning for the widening and deepening of the functions of ILLL in the internal and external environment.

### 3. Target

The targets were based on an approach focused on two groups: (1) professionals and (2) users of Lifelong Learning. This dual approach is used to reduce the chance of success to enhance the achievement of the goals for the plan period 2010-2014 and for favourable conditions to create the permanent anchor of the Lifelong Learning Approach in IL3 and the partnerships after the plan period.

The target groups are divided into:

- LLL-in-house professionals: all functions are filled by teachers serving Lifelong Learning, training managers, examination boards, intake-staff, examiners, consultants, etc.
- LLL professionals external: all the occupations that are professionally involved in lifelong learning such as training and career counsellors, personnel workers and managers, client managers, trainers, assessors, etc.
- individual users: the citizen who wants can or should learn lifelong.
- Users collective: the learning organisation that makes or wants to make the transition to a sustainable competence cultural.

#### 4. LLL-path of your institution

- **How can the process and progress on the LLL-path of your institution over the last 10 years be described?**
- **What were key incidents/highlights/achievements?**
- **What are the obstacles and challenges met (solved/unsolved problems/failures)?**
- **Which kind of organisation has been built in structural/personnel terms?**

#### General outline INHolland

INHolland is located in the Western part of the Netherlands across 5 different regions of INHOLLAND (Alkmaar, Amsterdam / Diemen, Delft / Den Haag, Haarlem / Hoofddorp, Rotterdam / Dordrecht). This covers the main economical area in the Netherlands, where 6 of the 16 mln Dutch are living. In addition, INHolland has a location in Suriname.

INHolland college has about 33,000 students and 2,100 employees. Education is currently organised within 16 'Schools'. The schools are in turn facilitated by organised college wide internal services.

The Institutional Plan demonstrates the strategy INHolland. It contains five key points:

- Integration of knowledge, research and practice
- Further professionalization of the INHolland organization
- Focus on issues concerning content
- Ties with the regions where INHolland established
- International orientation.

In May 2008 appeared as a result of institution-wide thinking and the policy and action plan The second phase of INHolland and the Administrative Agenda 2008-2010. In addition to earlier policies a number of guiding principles were developed:

- Quality must come first - next is quantity
- Making choices and prioritise
- create peace and consolidate - no major innovations and finish what has been put in motion
- Working on an organizational culture of cooperation, openness, horizontal responsibility and professional decency: a deal is a deal.

### **The Educational Vision of INHolland**

The core of the vision is that the University for Applied Sciences prepares students for their professional lives by bringing knowledge, necessary skills and professional attitude; in practice, they should not only know, but also be able to put in practice. From these thoughts the 'schools' and training profile on four themes: Entrepreneurship, Community Involvement, Diversity of students and pluralistic identity and Internationalization. With these four themes, the institute responds to the demand of the industry: graduates must not only master, but also practice their craft.

And meanwhile INHolland is also responding to developments in Dutch society (growing further towards knowledge-economy, diversity, pluralism); internationalisation affects virtually all professions and is therefore largely determines the professions. Without awareness of the international nature of many professional contexts, or the effect of this dimension, the graduates can't further develop.

The university of applied sciences also has a scale that allows facilitating education with state-of-the-art technology. The combination of lectures and e-learning ( "blended learning") offers students the best opportunities to develop into independent and enterprising professionals with an international orientation.

### **Region**

INHolland has a strong commitment with the regional environment. Each location maintains a network of relationships with companies and institutions within their own region. Education involves working with secondary education, vocational schools and other Universities for Applied Sciences education and relationships with companies, institutions, knowledge networks and governments.



This network at school level is expanding more and more. By that profiling in the region and/or in the field or industry it leads to use of the knowledge and skills of INHolland.

The University for Applied Sciences INHolland enjoys the benefits of scale efficiency through digitisation, and educational approaches - development, but combines this with training on the advantages of small size, students often work in small groups and there is much attention for their personal study career.

### **Internationalisation**

The college wants to educate is socially involved professionals who after graduation start their career with understanding contemporary developments. Therefore internationalization of teacher gets much attention. This may take place the form of international components in the training programs or education in the English language or the employment of foreign teachers and the participation of foreign students. Is also important that students themselves go for a shorter or longer time abroad for training, for projects or to a foreign training and study.

### **Alumni and knowledge circles**

The connection between the education development issues, contacts with the region and is enhanced by the international lectureships. These are grouped into six main research themes, organised in Research and Innovation Centres (RICs). INHolland can promote itself on the market around the themes can promote themselves on the college market and can create synergies between the various lectureships. The 6 themes are:

- Education and Learning
- Entrepreneurship
- Quality of Life
- Global City
- Business and Technology and Agriculture
- Governance

The connection between the lectureships and teaching is the knowledge community, where teachers, teacher-researchers and researchers participate. Lecturers also provide (guest) lectures to (h) recognition of their discipline to students.

### **The domain formation in INHolland**

To deal with the increased complexity in the organisation of INHolland, beside the reduction the teachers, staff, management and to strengthen the Executive Board, the Executive Board decided the reorganisation the education into six domains. The education of the current 16 schools is now housed in the six following domains:

1. Education and Learning
2. Technology, Design, Informatics & Agriculture

3. Management, Finance & Law
4. Marketing, Leisure and Tourism
5. Communication, Media & Music
6. Health, Sports & Welfare

The domains are fully responsible for education, research and contract activities. The transition from school to domains is on September 1, 2010 in place so the new organisation 'stands' from that moment onwards.

### **Location Anchoring**

There is an External Relations Office for the Coordination of external contacts of the (main) locations. The idea is that every (main)location gets a "portal" that gives a central point and gateway for all external contacts of the location. The Agencies are establishing and maintaining contacts with and for potential students, supplying schools (secondary and vocational education), companies, institutions and government.

Part of the executive tasks will be placed in the central office. But the domains maintain their contacts within their own areas of expertise, for example, internships, projects and professional field committees. With the organisation of the agency's external relations, INHolland responds to the desire to have a clearer point of contact for their clients. The University for Applied Sciences has a clear position in the region and relations at regional and local level will have further optimization.

### **Personnel Staff**

The professional, the teacher, within a given domain gets more space to a more comprehensive contribution. By bundling through research, education and service, through knowledge, teachers have a broader involvement in the organization. Depending on personal profiles, a movement made of "the classroom" to "knowledge workers" with a contagious enthusiasm for their field. That is the basis for a higher value for the student and a powerful profile of the college.

The domain formation is thus more than an adjustment of structure and control. These provide only a framework. Within the process a cultural change for the key roles and behaviour is required. The new responsibilities are requiring additional development of knowledge, new skills and other behaviour.

### **The Institutional Plan 2010-2014**

The Institution of the University for Applied Sciences INHolland Plan for the period 2010-2014 is currently being discussed internally in all forays. It builds on the past actions from 2006 focused on excellent teaching and service a variety of audiences. The Executive Board's discussion paper 'Thoughts for a new institutional plan "is a number of topics for the new planning period is mentioned, which will be discussed internally and externally to achieve a focused direction and future strategy.

Lifelong learning is one of the spearheads. The new institution plan including this priority is based on the following positioning of INHolland:

- INHolland University for Applied Sciences is an institution of higher vocational education where students of all ages can visit;
- College supports the principle of lifelong learning.
- INHolland located in the heart of the region, with strong relationships with professional practice.
- Education and the diversity of supply of education:

Besides this positioning within the higher education, some developments are relevant to the formulation of a strategy of the institution for the next four years. The following purposes of this application are important: competence based education, the role of the teacher within Higher Education and Research within the profiles of the University for Applied Sciences as a broad knowledge centre.

### **Competence-based learning**

An important characterisation of higher education has to do with competence-based learning. The essence of this form of education is that it is close to the trained professionals. It uses real professional situations, so students are helped as realistic and adequate as possible to take or strengthen their place in the profession. In other words, there is need for training in close consultation with the profession and this should be maintained and strengthened where necessary.

### **The role of the teacher**

As the outline of the social developments shows, it is important to invest in the current teacher, but also in the aging teacher. It is about professionalism in the field of teaching, but also in the field of IT of the renewed investment in didactics in competency-based education. Also, the career paths should be developed especially it must also be made visible that the University for Applied Sciences is possible to imagine a lifelong development in different directions, both in the content of the work, in the teaching itself, in the doing research in the customers field and expertise and in the direction of management. This comprises an ongoing investment in the HRM policy of training. Teachers create opportunities for further development in their areas of expertise, to follow a Masters, possibly by taking a PhD track.

### **Research in Higher Education**

The emergence of research within the college is an important development. First, this approach should increase the quality of education; secondly research also has an independent role for the professional production of knowledge. This may in some places lead to a form of co-makship between the University for Applied Sciences and the business community, where students can participate. For INHolland the focus is research at the service of these two goals and not as an independent research activity not connected to the professional or independently of education.

## Profiling

Increasingly universities of applied sciences make choices to focus on the development of Masters, research or development towards a national player, or being active in the region. Given the position of INHolland in the Randstad (the circle of cities in the Western part of the Netherlands with in total around 7 million inhabitants: a.o. Amsterdam, Haarlem, Leiden, Delft, Rotterdam, Gouda, Utrecht) where mostly first generation students are educated, it is obvious that the strength is in continuous professional development. The University for Applied Sciences will eventually be recognised for the following characteristics:

- Thorough bachelor education, close to the profession and in close coordination with the region where the institution is located;
- A broad portfolio with Bachelor's and AD's (Associate Degree; EQF-level 5; 2 year programme), which is compiled in close consultation with representatives of the professional field and the region;
- Entrepreneurship as an important feature of the courses, with international characteristics;
- Focus on community involvement and development;
- The education focuses mainly on BSc-level, so there is little academic level of education.
- Variety of educational routes: full-time, part-time, AD, shorter routes, EVC(-APL)-routes, paths for excellent students, pathways for talented students who support or have a different approach and individually oriented courses;
- Variety of didactical approaches, the degree of structure but also in length of education;

Research is an essential component of all education and serves as assurance for the quality and level of the undergraduate education. Research includes an independent knowledge production to serve the professional field;

The digital component is recognisable in the education process and strengthening the quality of education.

These principles are also supporting and guiding the ambition of this project on the application (by) developing the University for Applied Sciences as a Lifelong Learning Institute.

### 1.3 Qualitative survey, provisions and results

To make the above assumptions the next three conditions have to be met:

1. External orientation: education consistent with the (regional) needs of the labour market.
2. Flexible training: the college has an educational infrastructure that can service a diverse audience.
3. Human Resources Development: The INHolland University for Applied Sciences offers employees who are able to implement Lifelong Learning and to contribute to further development.

INHolland has regarding these conditions already much achieved, both qualitatively and quantitatively. It is impossible for all the results in all areas and regions of INHolland called.

## 5. LLL-future at your institution

- **How do you see the future perspective of your institution?**
- **What are the next steps?**
- **What are the conditions to meet?**
- **Which trends have an influence on your institution?**

See also 4.

The mission of INHolland is:

"INHolland offers quality education for the beginning professionals to give them an excellent position in the labour market, with attention to the individual and to supply customized services. Responding to the demand from the region, INHolland also supports the continuing development of the working professional. It does so from a position of focused on constantly improving the quality of its teaching and services. "

Priorities INHolland

These developments in society and in higher education we translate into the specific situation of INHolland. Based on our own strength and development, the following three focal points in the coming years for the institution become central:

1. Continuous development: education for beginners and professionals for working professionals.

Issues:

- Creation of community INHolland
- Further development of part-time education / courses
- Flexible offer of education
- Development of regional INWerk-counters
- Expansion of the APL Centre

2. Professional quality: a high level of professionalism for all employees in all parts of the organization.

Issues:

- Develop internal certification
- Continuous monitoring of quality

3. Flexibility and variety in education: the wide range of learners on which INHolland focuses with a 'on-demand made to measure', requires a high degree of flexibility and differentiation.

Issues:

- revival of didactic teaching
- Screening educational products

- Custom Intake

APL-standards

INHolland has a number of APL-procedures, partly approved for three years and partly with an extension of the temporary approval for one year. For the latter procedure (like for Nursing, A&P, Social, Pedagogical Assistance and the teacher education History and Civics) is that, within one year at least two reports should be able to demonstrate adequate per procedure and will be evaluated.

## 6. Funding systems

- Which sources of funding exist and how would you describe your relation with the different funding bodies?
- What is the total budget of the institution, including salaries, contracts, etc.?
- What percentage is allocated by the state or other public authorities, by student fees, by private sources (research contracts, foundations, etc.)?
- Is the state allocation a lump sum, or, if not, what percentage of this allocation is earmarked?
- What are the allocation procedures within the institution? Who decides what and how?
- What percentage of the budget could be used by the institutional leadership to implement new initiatives?
- Is the institution able to calculate the full costs of research and teaching activities?
- What does the institution perceive as strengths and weaknesses in terms of its funding, and how could weaknesses be remedied and strengths be further enhanced?
- Which trends/future perspectives you see for the funding of ULLL- provisions?

### Sources of funding for INHolland:

- Regular payment of registered students through the Ministry of Education (lumpsum)
- Student fee
- Contract activities
- Projects

### Total budget (2008)

€ 255.228.000,-

### **Budget for Organisation development (2008)**

For organisation development was in 2008 available: € 3.034.000,-

The board of directors decides where this development budget is used for. In 2011 approx. € 1.000.000 will be used for three spearheads of which Lifelong Learning is one. INHolland is committing herself for the next four years, to support these spearheads, but budgets for the coming years are not yet clear.

Furthermore will each of the domains put effort into the development of their teachers. It is not known yet which amount of time will be directed to the development of Lifelong Learning. This depends also on the actions which are now worked out.

INHolland is also leading / participating in several national en international funded projects. These projects are well chosen and in addition to own developments. Beside the often small financial budget, these projects offer a wealth of knowledge and experiences and also after and beside these projects the existing networks are used.

### **SWOT funding**

The main funding of INHolland is by the Ministry of Education for the initial students and lifelong learners following (parts of) this regular programme. The number of students is each year counted at 1 October and INHolland gets funded for the number of students that are studying on that date and on base of the number of students that has finished their study in the period between those counting dates.

### **Trends/future perspectives for funding of ULLL- provisions?**

- Spearheads Continuous Development
- Increasing Contract activities
- Participating in national developments such as increase the number of teachers for primary and secondary education

(please expand the textbox as necessary to include all relevant information)

### **7. ULLL-Staff**

- **Please describe the situation at your institution concerning ULLL-staff;**
- **How much personnel is involved in total with the LLL-provisions in your institution?**
- **How can they be divided in terms of functions and positions?**
- **How many are internals/externals?**
- **Who is delivering the courses?**

A distinction has to be made between LLL-students following (parts of) the regular educational programme and LLL-students who follow courses at the INHolland Academy, where commercial training takes place and which is an own commercial identity.

1.

The main share of students (approx. three-quarter) is enrolled in the regular Bachelors programme and these are mainly students younger than 23 years old.

2.

The second group of students (15%) has enrolled in a part-time Bachelors programme. 90% of these students is older than 23 year. This group includes also the “side-inflow” of students, like for instance persons with a technical Bachelors diploma and many years experience, who would like to become a teacher. They do an intake assessment and follow a shortened, part-time Bachelors programme, mainly focussing in Pedagogical and didactical aspects.

3.

A third group is very small (3%) and follows a dual education programme for their Bachelors. Two third of them was older than 23 year.

4.

Around 5000 students, mainly lifelong learners, followed courses at the INHolland Academy. Most of these training were short courses and often didn't lead to a full Bachelors diploma.

Group 2, 3 and 4 can in the present situation (delivering the standard educational programme in a different item schedule –part-time-) be seen as the group lifelong learners.

The main group of teachers are working for the groups 1, 2 and 3 and are using the regular learning profiles. The percentage of all the teachers (2.300) working for lifelong learning can be divided over these groups.

The teachers for group 4 can be drawn from the University of Applied Sciences or external teachers are attracted. The numbers are relatively small.

(please expand the textbox as necessary to include all relevant information)



## 8. ULLL-Target groups & Services

- **At which target groups are the ULLL provisions aiming?**
- **Which are the most interesting target groups for your institution and why?**
- **Which kind of support services are established for the target groups and how effective are they enhancing their achievements?**

The **target groups** are divided into:

- LLL-in-house professionals: all functions are filled by teachers serving Lifelong Learning, training managers, examination boards, intake-staff, examiners, consultants, etc.
- LLL professionals external: all the occupations that are professionally involved in lifelong learning such as training and career counsellors, personnel workers and managers, client managers, trainers, assessors, etc.
- individual users: the citizen who wants can or should learn lifelong.
- Users collective: the learning organisation that makes or wants to make the transition to a sustainable competence cultural.

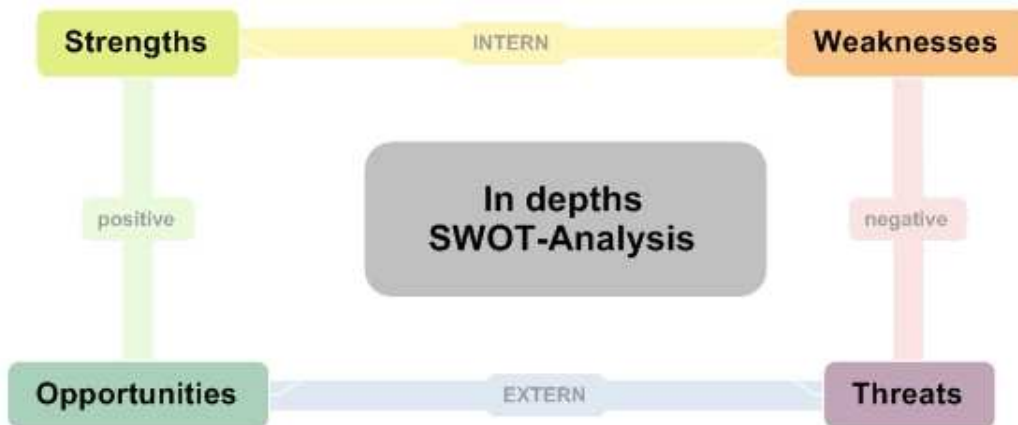
The **importance of all target groups** is important because the quality and opportunities for LLL depend on a delicate balance for LLL.

Support services: see 4.

(please expand the textbox as necessary to include all relevant information)

## 9. In depths SWOT-Analysis

- On the basis of the above questions, please create an in depths SWOT Analysis that will assess the institutions capacity to change in order to become a LLLU



### SWOT

<p><b>Strength:</b></p> <ul style="list-style-type: none"> <li>• Situated in the Randstad, the Economical centre of the Netherlands</li> <li>• Many educational sites</li> <li>• Large external network</li> <li>• Competence-oriented education</li> <li>• Wide Commitment</li> <li>• Research in lectureships</li> <li>• (Further) Development AD</li> <li>• (Further) development master</li> </ul>	<p><b>Weakness:</b></p> <ul style="list-style-type: none"> <li>• Customised products</li> <li>• EVC (APL) utilisation</li> <li>• Integrated learning</li> <li>• Civil effect</li> <li>• National coverage</li> <li>• demand-driven learning</li> </ul>
<p><b>Opportunity:</b></p> <ul style="list-style-type: none"> <li>• reorganisation INHolland</li> <li>• Growth inflow</li> <li>• Public demand for BSc level</li> <li>• Marketing EVC (APL)</li> <li>• Collaboration public / private funded learning</li> <li>• Portfolio approach</li> <li>• EQF (and NQF)</li> <li>• University for Applied Sciences-wide collaboration</li> <li>• Profile of experience (EVP)</li> </ul>	<p><b>Threat:</b></p> <ul style="list-style-type: none"> <li>• Variety of inflow</li> <li>• Uncertainty return on investment</li> <li>• Can / will anyone participate?</li> </ul>

## 10. Conclusion

- **please prepare a conclusion which summarises the strengths, weaknesses, opportunities and threats and offers a specific action plan to remedy weaknesses and to develop strengths**

The next four years INHolland will invest substantially in further developing Lifelong Learning.

The strength is an established, well-known educational institute, with highly qualified teachers in the economical centre of Holland.

The weakness is the importance of the existing educational system, which is mainly directed at the initial students (up to 23 years old) and the national funding system that is now in place. Also the staff is trained and working mainly for this environment and are little aware of the specific needs of lifelong learners.

The programme is still very much BSc- and Msc-diploma focussed, while lifelong learners often cannot afford (time, money, work-commitments) to enter such a long-term programme. For them it is mainly a further personal development at BSc-level, which is useful for their (paid or unpaid) work or private life.

The specific action plan for lifelong learning is mentioned in the answers on questions 4 and 5.

(please expand the textbox as necessary to include all relevant information)