

Self-assessment of vocational education examinations, Dutch Education Inspectorate

| Self-assessment of 2009 examinations | |
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| Name of educational institution | |
| Examination unit | |
| Contact person | |
| Qualifications (with CREBO ¹ code) from Quality Improvement Investigation (<i>Onderzoek naar Kwaliteitsverbetering, OKV</i>) | |
| Qualifications (with CREBO ¹ code) from 2009 sample | |

In preparation for the investigation of the quality of the examinations, the Inspectorate kindly requests that you submit a self-assessment of the examinations. This will enable us to prepare the investigation thoroughly and organise it in a proportional manner.

While you can use this form to submit your self-assessment, you are not obliged to do so. You have the option of using your own self-assessment method if you wish.

Please complete this – or your own – self-assessment form for each education programme or cluster of programmes to which this self-assessment applies (e.g. for each examination unit). Please limit the information you provide to the programmes included in the investigation into the quality of examinations in 2009. If there are differences between programmes, we advise you to complete a separate self-assessment form in each case or to explicitly state the differences between programmes.

Brief explanatory notes are presented on the next page.

¹ CREBO = *Centraal Register Beroepsopleidingen* (Central Register of Vocational Courses)

STANDARD 1 The professionals in the field have confidence in the quality of the examinations

Standard 1

Criterion: *Confidence of professionals in the field in the examinations*

A representative selection of professionals in the field has sufficient confidence in the quality of the examinations. The examining board verifies with suitable frequency and thoroughness that the professionals in the field have sufficient confidence in the quality of the examinations. If necessary, the board takes measures to improve the confidence of the professionals in the field in the quality of the examinations and ensures the effectiveness of the measures taken.

Confidence can be ascertained in a number of ways, including a representative investigation, information about the involvement of professionals in the field in the composition and/or conducting of the examinations or information from those professionals indicating that they are satisfied with the quality of recent graduates employed by their company.

Indicate your assessment of Standard 1 here:

Satisfactory

Unsatisfactory

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| Key points describing your self-assessment | Evidence showing that the professionals in the field have sufficient confidence in the quality of the examinations (including references to any relevant documents). |
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| A representative selection of professionals in the field has sufficient confidence in the quality of the examinations. | Demonstrated by (specify the relevant information from an investigation or experience): |
| The examining board verifies the confidence of the professionals in the field. | Demonstrated by: |

If you do not believe that the standard achieved complies with the criterion as described (see criterion for confidence of professionals in the field in the examinations under Standard 1), what improvement measures have been or are currently being implemented?

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| <p>Improvement measures implemented for Standard 1. In relation to</p> | |
| <p>In relation to</p> | |

STANDARD 2 The expertise of everyone involved is guaranteed

Standard 2

Criterion: Guarantee of expertise

The examining board verifies the expertise of those involved in the examinations with a suitable frequency and thoroughness, e.g. based on data about the composition and determination of examination instruments, the assessment and conducting of examinations and participant evaluations. The board ensures that those involved – both inside and outside school – comply with its requirements regarding the desired level of expertise for the examinations. The board gathers information to determine the extent to which those involved comply with the expertise criteria, takes improvement measures if necessary and ensures the effectiveness of those measures.

Although aspects of the level of expertise could stand improvement, there are no major gaps in the examinations as a result.

Indicate your assessment of Standard 2 here:

Satisfactory

Unsatisfactory

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| Key points describing your self-assessment | Evidence showing that the expertise of those involved is guaranteed (including references to any relevant documents). |
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| The expertise of those involved both inside and outside school is sufficiently guaranteed. | Demonstrated by (specify the information that shows that there is sufficient guarantee of the expertise of those involved both inside and outside school): |
| The examining board verifies the guarantee of expertise. | Demonstrated by (state, for example, what criteria are used in this regard): |
| The expertise of those involved meets the set requirements. | Demonstrated by: |

If you do not believe that the standard achieved complies with the criterion as described (see criterion for guarantee of expertise under Standard 2), what improvement measures have been or are currently being implemented?

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| <p>Improvement measures implemented for Standard 2. In relation to</p> | |
| <p>In relation to</p> | |
| <p>In relation to</p> | |

STANDARD 3 The content of the range of examinations complies with the graduating requirements

Standard 3

Criterion 1: Degree of coverage

The examination instruments cover the qualification requirements indicated in the learning outcomes document or the qualifications file in such a way as to do justice to the entire qualification profile. There is only sufficient coverage if the examinations are based on a form of testing that is appropriate for the level of mastery of the requirements. The assumption when assessing the degree of coverage is that all requirements from the qualifications file are part of the examinations programme. The required level of qualification is tested throughout the entire examination.

- *Outcome-based programme*

A minimum of 75% of the learning outcomes required for the partial qualification are tested by means of examinations that are appropriate as regards substance and form for the learning outcomes of this partial qualification. In addition, any relevant statutory vocational requirements are also fully included in the examinations.

- *Competence-based programme – 1st generation qualifications file*

All core tasks and the relevant accompanying competences (at least 75% of the competences) have been tested in examinations which are suitable for the core tasks and competences as regards both substance and form. In addition, any relevant statutory vocational requirements are also fully included in the examinations.

- *Competence-based programme – 2nd generation qualifications file*

A minimum of 75% of the work processes per core task have been tested in examinations which are suitable for the work processes as regards both substance and form.

In addition, any relevant statutory vocational requirements are also fully included in the examinations.

Indicate your assessment of the degree of coverage here:

Satisfactory

Unsatisfactory

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Criterion 2: Pass mark

The pass mark in the examination instruments is at a level at which the participant complies, on average, with the requirements of the examination instruments. The allocation and distribution of marks, as well as the method used to calculate the final result, in no way detract from the reliability of the pass mark.

- *Outcome-based programme*

- The pass mark for each examination instrument is at a level at which the participant complies, on average, with the requirements of the

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| <p>examinations. This level can be classified as 'satisfactory' (i.e. the lower boundary).</p> <ul style="list-style-type: none"> - The allocation of marks is balanced, legitimate and in line with the importance of the learning outcomes. - In the case of a partial qualification, the weighting given to individual assignments/tests does not detract from the pass mark. - The pass/fail assessment with regard to awarding the diploma requires the student to have passed all partial qualifications where a pass mark is mandatory for the diploma in question. - <ul style="list-style-type: none"> • <i>Competence-based programme - 1st generation qualifications file</i> <ul style="list-style-type: none"> - The pass mark for each examination instrument is at a level at which the participant complies, on average, with the requirements of the examinations. This level can be classified as 'satisfactory' (i.e. the lower boundary). - The allocation of marks is balanced, legitimate and in line with the importance of the competences and core tasks. - The weighting given to individual assignments/tests does not detract from the aforementioned pass mark. • <i>Competence-based programme - 2nd generation qualifications file</i> <ul style="list-style-type: none"> - The pass mark for each examination instrument is at a level at which the participant complies, on average, with the requirements of the examinations. This level can be classified as 'satisfactory' (i.e. the lower boundary). - The allocation of marks is balanced, legitimate and in line with the importance of the work processes. - The weighting given to individual assignments/tests does not detract from the pass mark. |
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Indicate your assessment of the pass mark here:

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| Satisfactory | Unsatisfactory |
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| Key points for the self-assessment | Evidence showing that the range of examinations complies with the testing requirements (including references to any relevant documents). |
| The degree of coverage is sufficient (you may differentiate between outcome-based and competence-based programmes). | The fact that the degree of coverage is sufficient is shown by (if you wish, you may specify control information that you used in this case): |

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| The pass mark is sufficient. | The fact that the pass mark is sufficient is shown by (specify, for example, the control information, a quality assurance procedure or criteria that is or are used to verify the implementation of agreements regarding the pass mark for the examination products): |
| Where applicable: all of the statutory vocational requirements are fully included in the examinations. | The fact that all of the statutory vocational requirements are fully included in the examinations is shown by: |
| If you do not believe that the standard achieved complies with the criterion as described (see criteria for degree of coverage and pass mark under Standard 3), what improvement measures have been or are currently being implemented? | |
| Improvement measures implemented for Standard 3. In relation to the degree of coverage: In relation to the pass mark: In relation to full compliance with statutory requirements: | |
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STANDARD 4 The range of examinations complies with the testing requirements

Standard 4

Criterion 1: Information given to the participant

The examination instruments contain sufficient information to ensure that the participant knows what is expected of him or her in the examination and what marks can be achieved from what aspects of the examination. The participant knows when he or she has to do what in order to achieve a 'satisfactory' mark. This means that the participant is aware of the description of the assignment and/or the desired result, the assessment criteria, the assessment method and how the pass mark is determined.

Indicate your assessment of information provided to the participant here:

Satisfactory

Unsatisfactory

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Criterion 2: Conditions for conducting an examination

The examination instruments contain sufficient information to make it clear to the participant and the assessor what the conditions are under which an examination must be conducted. The preparations that are required, the resources permitted, the description of the context/setting for the examination assignment and the arrangement of the location for the examination are known to the participant and the assessor.

Indicate your assessment of the examination conditions here:

Satisfactory

Unsatisfactory

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Criterion 3: Assessment rules

The examination instruments are accompanied by assessment rules so that it is clear to the assessor what he or she must use as the basis for awarding a particular mark or part of an overall mark to an answer or performance from the participant. The rules include a description of how to reach an assessment that is as objective as possible. This means that the full range of examinations includes the following:

- a substantively correct answer model or an assessment scheme (with assessment criteria);
- scoring rules stating which answers must be considered correct, partly correct or incorrect, including the accompanying marks system;
- a description of how any partial marks are combined to give an overall mark;
- assessor's instructions containing general guidelines about how the participants' performances must be assessed.

Indicate your assessment of the assessment rules here:

Satisfactory

Unsatisfactory

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| Key points describing your self-assessment | Evidence showing that the range of examinations complies with the testing requirements (including references to any relevant documents). |
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| Sufficient information is provided to the participant | Demonstrated by: |
| The examination is conducted under proper conditions | Demonstrated by: |
| The assessment rules are adequate | Demonstrated by: |

If you do not believe that the standard achieved complies with the criterion as described (see criteria for information provided to the participant, conditions under which the examination is conducted and assessment rules under Standard 4), what improvement measures have been or are currently being implemented?

Improvement measures implemented for Standard 4.

In relation to information provided to the participant:

In relation to the conditions under which the examination is conducted:

In relation to the assessment rules:

STANDARD 5 The examination processes involved in the conducting of an examination, assessment and certification are sound

Standard 5

Criterion 1: Conducting the examination

The examinations are conducted properly. The examining board verifies the conditions under which examinations are conducted with sufficient frequency and thoroughness, based on evidence such as official reports and/or participant evaluations. The examining board gathers sufficient information to determine whether the examination process takes place as desired and, if this is not the case, analyses possible causes.

Indicate your assessment of the conducting of examinations here:

Satisfactory

Unsatisfactory

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Criterion 2: Assessment

The examinations are assessed properly. The examining board verifies the assessment of examinations with sufficient frequency and thoroughness, based on evidence such as analyses of results, participant evaluations and data from random double assessments. The board uses this information to decide whether the examinations are being assessed in the desired manner. The examining board also keeps a record of any changes it makes to the results of assessments and of any improvement measures that result from those changes. The examining board analyses possible causes if the assessments do not proceed as desired.

Indicate your assessment of the assessment of examinations here:

Satisfactory

Unsatisfactory

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Criterion 3: Awarding of diplomas and certificates

The basis for awarding diplomas and certificates is sound, as verified by the examining board. If requested to do so, the examining board can account for its decisions in this regard.

Indicate your assessment of the awarding of diplomas/certificates here:

| Satisfactory | Unsatisfactory |
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| Key points describing your self-assessment | Evidence showing that the processes involved in conducting an examination, assessment and the awarding of certificates/diplomas are clear (including references to any relevant documents). |
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| The examinations are conducted under proper conditions. | Demonstrated by: |
| The examining board verifies that examinations are conducted under proper conditions. | Demonstrated by (state instruments and criteria, for example, which are used by the examining board in this regard): |
| The examinations are assessed properly. | Demonstrated by: |
| The examining board verifies that examinations are assessed properly. | Demonstrated by (state instruments and criteria, for example, which are used by the examining board in this regard): |
| The basis for awarding diplomas and certificates is sound. | Demonstrated by: |
| The examining board verifies that certificates and diplomas are awarded on a sound basis. | Demonstrated by (state instruments and criteria, for example, which are used by the examining board in this regard): |
| If you do not believe that the standard achieved complies with the criterion as described (see criteria for the conditions under which examinations are conducted, assessment and awarding of certificates and/or diplomas under standard 5), what improvement measures have been or are currently being implemented? | |

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| <p>Improvement measures implemented In relation to the conditions under which examinations are conducted:</p> | |
| <p>In relation to assessment:</p> | |
| <p>In relation to the awarding of certificates and/or diplomas:</p> | |

STANDARD 6 The quality of the examinations is sufficiently guaranteed

Standard 6

Criterion: Quality assurance

The examining board verifies the overall quality of the examinations with sufficient frequency and thoroughness. The board receives support in verifying this from independent experts. The examining board reports the findings of this assessment to the stakeholders, takes improvement measures as necessary and ensures that those measures are effective.

Indicate your assessment of Standard 6 here:

Satisfactory

Unsatisfactory

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| Key points describing your self-assessment | Evidence showing that the quality of the examinations is sufficiently guaranteed (including references to any relevant documents) |
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| The examining board verifies that the quality of examinations is sufficiently guaranteed. | Demonstrated by (state instruments, for example, which are used by the examining board in this regard): |
| The independent experts participate in the supervision of the quality of the examinations. | They participate in the following manner: |
| If you do not believe that the standard achieved complies with the criterion as described (see criterion for quality assurance under Standard 6), what improvement measures have been or are currently being implemented? | |
| Improvement measures implemented In relation to quality assurance: | |

STANDARD 7 The institution complies with the statutory examination requirements

Standard 7

Criterion: Compliance with statutory requirements

The education programme complies with the statutory requirements regarding:

- information about the examination – in the course and examination regulations (*Onderwijs- en examenregeling*, OER) or another document (Articles 7.4.8 and 7.4.9 of the Dutch Adult and Vocational Education Act (*Wet educatie en beroepsonderwijs*));
- the examining board – including Articles 7.4.5 and 7.4.8(5) of the Adult and Vocational Education Act;
- the examination appeals committee – Articles 7.5.1 and 7.5.2 of the Adult and Vocational Education Act;
- public accountability – Article 1.3.6 of the Adult and Vocational Education Act.

Indicate your assessment of Standard 7 here:

| | Satisfactory | Unsatisfactory |
|-----------------------------------|--------------|----------------|
| Information about the examination | | |
| The examining board | | |
| The appeals committee | | |
| Public accountability | | |

| Key points describing your self-assessment | Evidence showing that the institution complies with the statutory examination requirements (including a reference to any relevant documents) |
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| Does the education programme comply with the requirements laid down by the Adult and Vocational Education Act regarding: <ul style="list-style-type: none"> • information about the examination • the examining board • the appeals committee • public accountability | |
| If you do not believe that the standard achieved complies with the criterion as described (see criterion for compliance with statutory requirements under Standard 7), what improvement measures have been or are currently being implemented? | |

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| <p>Improvement measures implemented</p> | |
| <p>In relation to the statutory requirements regarding information provided to the participants</p> | |
| <p>In relation to the statutory requirements regarding the examining board</p> | |
| <p>In relation to the statutory requirements regarding the appeals committee</p> | |
| <p>In relation to the statutory requirements regarding public accountability.</p> | |

Accountability for Learning, Career and Citizenship

As is well known, no examination instruments are investigated for the ‘Learning, Career and Citizenship’ (*Leren, Loopbaan en Burgerschap*, LL&B) examination section.

However, the letter from the State Secretary of 22 December 2008 does ask institutions to account for the way in which they have arranged for teaching and examinations to incorporate LL&B.

If you have such an accountability document for the selected programmes, please submit the document to us.

If you do not have a separate accountability document, you may provide the requested accountability below.

The following questions are especially important as regards providing accountability:

1. How have you arranged your teaching with regard to the seven core tasks of the LL&B source document?
2. How have you arranged your examinations with regard to the seven core tasks of the LL&B source document?
3. Please state any problems you have encountered when arranging your teaching and/or examinations in relation to the seven core LL&B tasks?

N.B.: Please specify any differences between individual education programmes.

| Name of education programme + CREBO code | LL&B accountability |
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| Name (CREBO) | |
| Name (CREBO) | |
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