

Cedefop

3rd International Workshop on Curriculum Innovation and Reform

**ENSURING LINKS BETWEEN CURRICULUM AND
ASSESSMENT POLICIES:
EVIDENCE FROM THE NETHERLANDS**

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now you know

Dutch highlights in VET

- 2005 - 2010 Description of all professions in VET in an output oriented (competence based) qualifications framework
- National standards for assessment in VET



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- Initial VET in the Netherlands
 - level 2,3,4 according to the EQF
 - age 16 to 22

Reasons for reforms

- Stakeholders ask a wider range of competences
- Students show low motivation
- Output of diplomas is low

Competence based framework

- National Qualification File per VET diploma:
 - Job description
 - tasks, context, complexity, responsibility
 - strong link with EQF levels 2,3,4
 - Output description
 - can-do statements for each task
 - supporting skills and knowledge
 - Stakeholders involvement
 - work field, government, VET organisations

Learning outcomes in curricula and assessment

- 1 to 4 tasks in a qualification file
- Task/ competence matrix for each task
- Each orange dot marks an indicator for product or proces

Task 1: coaching clients according to a plan.		Competencies																									
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	
Task elements																											
2.1	coaches the client in selfcare			■	■																						
2.2	Coaches the client in social issues				■		■					■															
2.3	Coaches the client in dealing with mental problems							■											■								
2.4	Shows expertise in one specific field			■	■			■											■								

Learning outcomes in curricula and assessment

Extra information on the matrix

- All tasks, task elements and indicators are obligatory in examination
- Separate knowledge or skills tests or additional competence tests are possible. Each school decides on this (guidelines are issued per sector)
- Students get grades for each task, not for separate competences. (this has directed the training programmes to link activities to the tasks)



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Learning outcomes in curricula and assessment

- All examination (summative tests) is subject to the standards for examination
- Formative tests are part of the training programme
- Focus on objective procedures has made it hard to integrate formative testing in examination



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Learning outcomes in curricula and assessment

- Social and Civic competences described in a National document for VET
 - (political, economic, social, lifestyle)
- National tests from 2013 onwards
 - Dutch language
 - English (according to CEF levels)
 - Mathematics (Basis operations and calculations)



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Alignment of curricula with assessment

Standards of the inspectorate

- 1 Described procedures
 - Strict differentiation between summative and formative testing
 - Examination according to qualification file
 - Cutting scores are balanced
 - Described procedures of scoring are objective
 - Transparency for everybody involved
- 2 Processes
 - Authentic professional context
 - Execution of procedures ensures reliability
- 3 Justifying quality of diplomas
 - The board of examination justifies decisions taken
 - The board of examination investigates the all-round quality, analyses and advises



now you know

Implications to learners' assessment

Developments in examination

Traditional examination	Outcome based examination
Testing starts from day one, all input is tested	Testing is on output level at the moment most fit
Up to 400 tests on the way to a diploma	Reduction to as few as 5- 10 summative tests / tasks or assignments
Testing is mostly theoretical and paper based	<ul style="list-style-type: none">- Observation of practice during traineeship or in simulated context- Portfolio assessment- Assessment interview (Criteria related interview)



now you know

Strengths, Weaknesses, Challenges

Strengths:

- Stakeholder involvement in VET
- Clear policies on output level
- Strict policies on examination standards pushes the development

Weaknesses:

- New policy was implemented as a cost reduction
- Qualification files contents were changed many times
- Basic skills and knowledge were given too little attention
- Many training programs do not live up to the standards for examination



now you know

Strengths, Weaknesses, Challenges

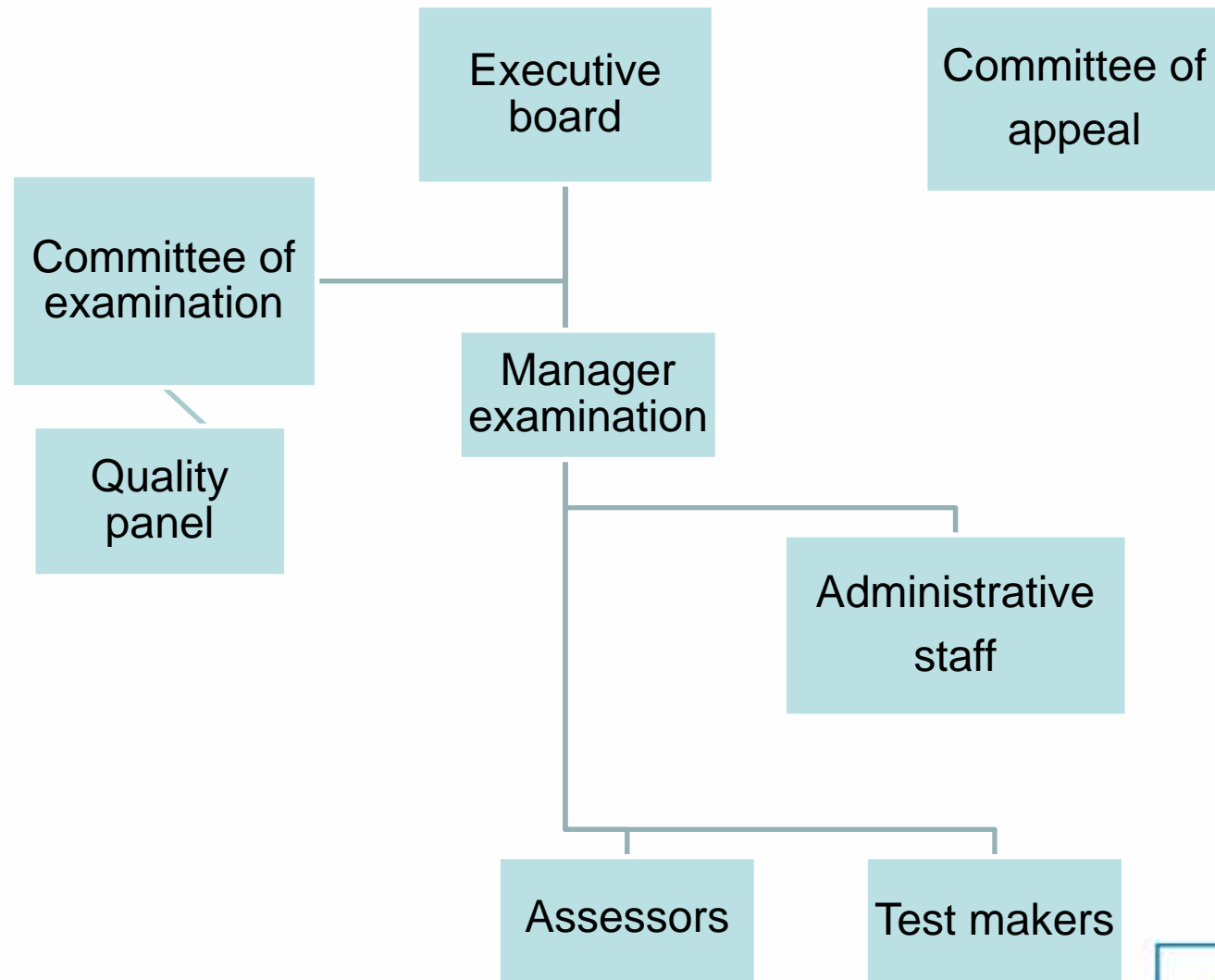
Challenges:

- Effective organisation of new teaching methods
- Develop objective examination procedures
 - Output oriented examination only
 - Cooperation for curriculum and assessment
- Support the skills and quality of the assessors and test makers
 - NVE (Dutch Association for Examination) is now working on a certification register for examination officials



now you know

Assessment organisation



now you know

Benefits for the learner

From the 'JOB Enquete 2010', a two-yearly questionnaire :

- connecting curriculum to assessment is improving and one of the highest positive scores in the questionnaire
- positive on hours of practicum/internship in VET
- highly positive on learning competencies
(e.g. Cooperation, reflection, planning and organizing, problem solving, communication)
- positive on learning individually and in groups
- testing/ assessment is judged positively over all



now you know

Thank you
for your attention

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