

Framework for the trust of local Industry

Presentation developed exam profiles

An exam profile is a document in which agreements have been settled about the organisation and execution of examination. The exam profiles have been developed in close consultation with the delegates of the education field and the professional field. The agreements in the exam profile solely have relation to the profession-oriented part, including the profession related requirements for modern foreign languages and arithmetic/mathematics. This **neither** concerns the generic requirements for these modules **nor** the requirements for Career and Citizenship.

Exam profiles describe agreements at two levels:

National: In the national format of exam profiles three themes have been described and explained on the basis of which further elaboration is needed, concerning sectorial and regional level:

1. Involvement of the professional field
2. Content and coverage
3. Quality development and professionalization

Regional: The agreements made on national level should be further elaborated under the responsibility of the education institution. The manner of the regional collaboration between the education institution and its field of action can differ per region. Every education institution makes collaboration agreements, following the agreements as described in the exam profiles. On the basis of regional experiences the exam profiles will be adjusted in the future.

Used points of view:

- The education institution is still legally responsible for the examination. If this means one deviates the agreements, it should be explained.
- Agreements between education and professional field at any level will be made mutually on the basis of equality. In this case equality is not the same as equal. The degree of acceptance should be equal with all stakeholders.

- Exam profiles do not double what is described in the law, qualification files and the Inspection's marking framework.
- There is a hierarchy of agreements which are in accordance with the three levels. Agreements at a particular level can form a framework for the underlying level, but this is only a possibility.
- With the development of the exam profiles it is determined that, on the basis of the national format, agreements should be made or in the region of the education institutions. (So: in this last case it will be included in the exam profile).
- For every exam profile there is a process description, which includes an development agenda for possible supplemental steps.
- In the design of the exam profile a connection has been made with the national developed process description of examination.
- Exam profiles contribute to the standardisation of examination. The following years this will be complemented by the use of the conceptual framework examination, general job description and by the sharpening of the testing framework.

The organised business community is involved in the examination processes in the following ways:

The vocational education carries out the tasks and responsibilities of the professional practice (both by regional delegates of department organisations and delegates of individual institutions).

Below are included the responsibilities and tasks of the *professional field* in the examination process:

Involvement professional practice	Jointly responsible	Advising role ¹	Not involved	Based on regional agreements
Processes examination				
Placing and settlement frameworks		x		
Construction of exams		x		
Assignment of exams	X			
Execution van exams				X
Assessment of exams	x ²			
Settlement of results	X			
Certification			x	
Evaluation				X

The constructor and assignee is not the same person.

Explanation:

Settlement of results

If no understanding in assessment can be reached between the vocational education and the professional practice, the board of examiners will take a decision, after the persons involved are heard.

In case of procedure of objection, as a result of the decision of the board of examiners, the professional practice has an equal contribution, if applicable.

You can find definitions of terms in the national glossary. You can find an explanation of the processes in the process description. The settlement of results is solely reference to examination in the BPV.

Education and business community made the following agreements about the content & coverage of the examination and execution conditions under which the examination takes place:

The core tasks will be examined with a variety of assessment instruments. The examination covers the core tasks, work processes and competences at the required level of a young professional. The vocational education provides insight into an overview (e.g. exam plan).

The starting point is:

- All core tasks and work processes should be assessed, in which knowledge, skills and competences should be assessed coherently.
- The assessment method(s)/instruments should be discussed with the regional professional field.
- If possible, the professional specific modules of Dutch and arithmetic (and English if applicable) will be integrated in the professional context.

Also see the testing framework of the Inspectorate of Education.

Education and professional field have the intention to look for possibilities for joint exam products.

Solely examining the qualification file in simulation is prohibited. The examination of the core tasks and work processes mainly takes place in the professional context³, preferably in the BPV.

At least the following core tasks or work processes will be examined in the professional context⁴, (preferably in the professional practice), see supplement.

¹ The advisor can give (uncalled-for) advice; the vocational education decides what to do with the advice.

² For now the responsibility is with the vocational education; in the future, based on the result of the declaration of intent, the professional field can get a different responsibility.

³ Professional context means BPV or simulation.

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The examination in the professional context takes place in the relevant professional context (department) with regard to the qualification file.

Guiding principle:

In this case it is about the essential tasks or work processes concerning the primary process and/or the direct relation with the client(s). In connection with the distinction between level 3 and 4, level 4 includes work processes related to the primary processes.

Education and business community have made the following agreements about the professionalism of those involved in the examination.

Professional field and vocational education together are responsible for the availability of sufficient professional assessors.

The vocational education together with the professional field and Calibris has

developed a sectorial competence profile for qualified assessors in the BPV.

On regional level vocational education and professional field make agreements.
It is strived that all the qualified assessors in the BPV fit this profile.

The educational institution has safeguarded the periodic qualification development, the research, the evaluation and improvement of the examination as follows:

On regional level vocational education and professional field make agreements about safeguarding the periodic qualification development, research and improvement of the examination.

The educational institution has taken care of the univocal and understandable description of the examination processes and has communicated with all persons involved:

The vocational education and professional field make agreements about the communication of the exam processes.

Also see process description for the description and explanation of exam processes.