

Managing the exam processes: macro-level

Executive board, central board of directors, policy advisors, education advisor, test expert, representative professional field		PDCA
1.1 Formulate a view on exams and policy frameworks for examination.	1.1.1 Formulate view on exams and exam policy and tune to: <ul style="list-style-type: none"> - current rules and regulations(Dutch Education Act and exam standards); - personal and educational ambitions; - agreements at institutional, regional or national level. 1.1.2 Process evaluation data and propositions of improvement in the exam policy or implementation. 1.1.3 Obtain advice at relevant level (e.g. the board of examiners and auditor). 1.1.4 Set frameworks for the involvement of the professional field in the examination. 1.1.5 Formulate a view on the examination of disabled students and individual final year programmes. 1.1.6 Formulate exam policy in accordance with the de pdca-cycle.	1. Plan
1.2 Set up quality objectives for examination.	1.2.1 Formulate measurable objectives for: <ul style="list-style-type: none"> - the expertise of examination officers (internal and external); - the quality of exam products and processes. 1.2.2 Create an examination manual with: <ul style="list-style-type: none"> - agreements and procedures; - handbooks and checklists; - standard evaluations. 1.2.3 Formulate requirements and setting up formats for the responsibility of the examination (evaluation and documentation).	
2.1 Set up an effective examination organization.	2.1.1 Form an appeals committee. 2.1.2 Draw up the regulations for the appeals committee. 2.1.3 Appoint members of the board of examiners. 2.1.4 Clear assignment of duties and responsibilities within the own exam organization. 2.1.5 Make the exam organization operate properly (people, time, resources, schooling and support).	2. Do
3.1 Manage and monitor exam processes.	3.1.1 Manage the monitoring of: <ul style="list-style-type: none"> - the compliance with agreements, procedures and the use of documents, evaluations and the like; - the expertise (improvement) of examination personnel; - the control of the exam processes. 	3. Check
4.1 Formulate and record propositions of improvement.	4.1.1 Apply reports, evaluation and research results and advice in (central) examination agreements. 4.1.2 Formulate and implement steps of improvement and to achieve the quality objectives for: <ul style="list-style-type: none"> - the expertise of examination personnel; - processes; - products. 4.1.3 Set up and communicate a public accountability for the examination. 4.1.4 Invest in personal expertise according to examination and improving one's own functioning within the exam organization.	4. Act

NB: RAC (Recognition of Acquired Competencies) was left aside here. For now, this is not part of this project. The result as it is now is not naturally useful in the context of RAC.