

## Managing exam processes: meso and micro level

Meso for example: location, sector or college director, director of education, operation manager, manager of examination, head of exam bureau, secretary to the board of examiners*		meso	micro	PDCA
Micro for example: exam coordinator, exam manager, manager of examination, education manager, education coordinator				
<b>1.1 Convert the view on examination and policy frameworks in the own education to operational starting points and concrete steps and actions.</b>	1.1.1 Contribute to the formation of an exam view for the own organization.	x	X	<b>1. Plan</b>
	1.1.2 List the external development regarding the own qualification files.		X	
	1.1.3 Set up and specify an exam plan for each crebo number.		X	
	1.1.4 Develop the procedure for the applications for individual final year programmes.	x		
	1.1.5 Adjust agreements as a result of evaluations and propositions of improvement from a previous exam round and document and justify this.	x	X	
	1.1.6 Concretize structural contacts with the professional field into agreements and assignments for the exam personnel.	x	X	
	1.1.7 Determine time, place, resources and manpower for the examination processes.	x	X	
	1.1.8 Set up a strategy for the implementation of the examination processes.	x		
	1.1.9 A clear and workable division of tasks, roles and responsibilities among persons within the ed (based on expertise of employees).	x	X	
<b>1.2 Concretize quality objectives for the own education.</b>	1.2.1 Set objectives for the expertise of individual exam officers (internal and external).		X	
	1.2.2 Set up a training plan for the exam personnel (short term and long term).	x	X	
	1.2.3 Concretize quality objectives for exam processes and products into desired results and necessary organization.	x	X	
<b>2.1 Manage the exam organization.</b>	2.1.1 Developed procedures and products (handbook, protocol, checklist, evaluation form, and the like): - to adjust for examination processes and reports for the own education; - to provide with the necessary support; - to use for examination processes and reports.	x x x	X X	<b>2. Do</b>
	2.1.2 Give order to: - the development (or purchase) of exams; - the development of adapted examination for disabled candidates; - the organization of examination for exceptional cases indicated by the board of examiners.	x x	X X	
	2.1.3 Provide for the use of cohort and valid crebo number qualification files through all steps in the exam cycle.		X	
	2.1.4 Accept applications for individual final year programmes.	x		
	2.1.5 Solve recurrent logistic and administrative problems in the examination.		X	
	2.1.6 Assign tasks and responsibilities to individual employees in the exam organization.	x	X	
	2.1.7 Make agreements about professional improvement linked to effort in the examination organization at individual and team level.	x	X	
	2.1.8 Provide for: - clear information about the examination to students;	x	X	

	<ul style="list-style-type: none"> <li>- clear information about the role and accessibility of the board of examiners to students;</li> <li>- clear information about the role and accessibility of the appeals committee;</li> <li>- adequate documentation and archiving of exam processes and results and student data;</li> <li>- management of the construction process of exam tests or purchase of exam tests;</li> <li>- sufficient and professional exam personnel;</li> <li>- comparable quality of the exam conditions during examination in the work place;</li> <li>- transparency and verifiability of the examination processes;</li> <li>- facilitation of the adaptation of exams (time, manpower and resources) indicated by the board of examiners.</li> </ul> <p>2.1.9 Organize:</p> <ul style="list-style-type: none"> <li>- structural contacts with the professional field;</li> <li>- educational meeting for exam personnel (internal and external);</li> <li>- the administrative and logistic support of the exam processes.</li> </ul>	x x x x x x x x x x x x	X X X X X	
<b>3.1 Organize and facilitate self-monitoring.</b>	3.1.1 Provide for own, adequate monitoring moments and time in the exam cycle. 3.1.2 Organize evaluations (possibilities and resources) entailed in conduct and assessment.	x x	X	<b>3. Check</b>
<b>3.2 Evaluate and justify the exam organization.</b>	3.2.1 Evaluate the performance of the exam organization (processes, products and expertise of the exam personnel). 3.2.2 Evaluate the quality of the exam results (with internal and external persons involved). 3.2.3 Evaluate own performance.	x  x	X	
<b>3.3 Document and report findings.</b>	3.3.1 Document the structural contacts with the professional field. 3.3.2 Document results of the professional improvement of exam personnel. 3.3.3 Document complaints and objections. 3.3.4 Document and report findings and consequences for the public accountability.	x x x x	X X X	
<b>4.1 Contribute to the improvement of the exam policy.</b>	4.1.1 Advise on adjustment of the exam policy based on results, evaluations, feedback and research data.	x	X	
<b>4.2 Adjust own performance in connection with feedback reports, evaluation and research.</b>	4.2.1 Formulate and implement improvements for: <ul style="list-style-type: none"> <li>- the management and facilitation of the exam organization;</li> <li>- the implementation by exam officers;</li> <li>- the necessary professional improvement of the own exam personnel;</li> <li>- the own performance.</li> </ul> 4.2.2 Improve, document and justify the own expertise. 4.2.3 Communicate and implement steps of improvement.	x x x x x	X X X X X	<b>4. Act</b>

NB1: In practice, it is evident that the secretary to the board of examiners is assigned with the monitoring and quality assurance. MIND! Implementation and monitoring should be as independent of each other as possible. Check the job responsibilities of the secretary to the board of examiners on conflicting responsibilities.

NB2: 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.