

Checklist whole exam process
Project QAFEE CARE, 16 October 2013 Innsbruck
A checklist based on the Process Architecture Examination, by which the whole exam process of an exam cycle (1 year) can be evaluated.
Place in the PAE Checking phase
For whom is this document intended? Boards of examiners
What can this document be used for? On the basis of the checklist below the board of examiners can provide insight into the strong and less strong points of the past exam cycle, by using information about the separate exam process. The conclusions are to be accountable internally and externally and to work continuously on improvements.
Instruction for use of the document (suggestion) <ol style="list-style-type: none"> 1. Read the introduction of this document which says to which the checklist (does not) refer to. 2. The checklist is general; update the checklist based on own quality objectives, own view and own policy, as laid down in the own examination handbook. 3. Involve multiple persons in the exam process with different tasks when filling in the checklist. 4. Make use of evaluation data from enquiries, (internal) audits and other (self) evaluation activities when filling in the checklist. 5. Discuss the answers in the checklist and draw conclusions about the good points and less good points. Name possible points of improvement. 6. Implement the conclusions in the annual report (accountability) - see documentand the annual planning for the next exam cycle (see document...). 7. Tip: The checklist can be used as part of the evaluation of all exam processes which are part of the examination. It is still needful to check and, if necessary, to adjust the quality of the separate (per process field) procedures, instruments and officers during the academic year.

Introduction about the evaluation of the whole exam process

Evaluating the whole exam process (from setting frameworks to certifying)

The board of examiners should make certain that the exam processes (Set Frameworks, Construction & Assessment) are in conformity with the descriptions in the examination handbook. This evaluation occurs at two levels:

1. During the conduct of the exam processes, per process field of the process architecture (from setting frameworks to certifying) will be evolved (pictured by the little arrows in model above). For example: during the development the quality of the exams will be checked too: for example, the constructor asks a colleague to shadow, and the exam is assessed. You do not wait with this until the end of the year.
2. In order to determine the proper functioning (pictured by the big light blue arrow from DO to Check in the schedule above) of the whole exam process, an evaluation takes place annually, usually at the end of the academic year. Data from evaluations, as intended in 1, is part of this evaluation. When filling in the checklist, data from questionnaires, (internal) audits and other (self) evaluation activities can be used. The outcome of these evaluations can name the good points, the less good points and the points of improvement.

Central questions during the evaluation of the whole exam process

This document relates to the second form of evaluation mentioned above: the annual evaluation of the whole exam process. Of course, evaluation data will be used which became available earlier. The following questions are central in this annual evaluation:

1. Do the separate exam processes go as agreed in the examination handbook?
2. Do the separate exam processes have the desired result?
3. Will exam processes be checked and adjusted?
4. Does the whole exam process/ the whole exam cycle have the desired result?
5. Is the coherence between the exam processes in order?

Checklist whole exam process

Answering possibilities

Y	Yes
N	No
P	Partly

A. Process field setting frameworks

Checking point		Answ.	This is evident from
EXAM VIEW			
1.	The view on examination traced back to the general view on quality of education of the institution		
3.	The persons involved in the exam process are aware of the exam view		
4.	The exam view is alive with the persons involved in the examination process		
EXAM REGULATIONS			
1.	The exam regulations is geared to the latest (national) developments		
2.	The persons involved in the examination process are aware of the exam regulations		
3.	The students are aware of the examination regulations		
4.	The examination regulations are checked for possible adjustments annually		
EXAMINATION HANDBOOK			
1.	The examination handbook describes the processes and procedures, tasks and responsibilities of the persons involved in the exam		
2.	The information in the examination handbook is accessible to all persons involved in the exam and can be easily found		
3.	The persons involved in the exam know where to find the examination handbook and how to use it		
4.	The handbook examination is current		
5.	The examination handbook is evaluated and adjusted if necessary, annually.		
SET FRAMEWORKS			
1.	The exam view has been laid down		
2.	The exam regulations have been laid down		
3.	The examination handbook has been laid down		
SET UP AN EXAM PLAN			
1.	For each education there is a complete and correct exam plan available		
2.	All imposed graduation requirements are reflected in the exam plan and 'covered' by an exam component		

Checking point		Answ.	This is evident from
3.	The exam plan gives insight into the matrixes/instruments of the exam and the training		
4.	The exam plan describes whether the exam takes place within the institution or within the practical vocational training.		
ASSESS EXAM PLAN			
1.	All exam plans have been assessed		
EVALUATE EXAM PROCESSES PROCESS FIELD SETTING FRAMEWORKS			
1.	The processes come to set frameworks, are evaluated and, if necessary, are adjusted.		
2.	The processes are well attuned to each other		

B. Process field Construction and Assessment

Answering possibilities

Y	Yes
N	No
P	Partly

Checking point		Answ.	This is evident from
DECIDE PURCHASE/CONSTRUCTION			
1.	The choice of purchasing or constructing will be reviewed annually. If necessary, the choice will be adjusted.		
PURCHASE EXAMS			
1.	The purchase of exams is based on still current reasons		
2.	The agreement with the exam provider is checked on purchase conditions and educational parts annually		
3.	The quality of the purchased products is evaluated. The outcomes of the evaluations are taken in the consideration of the purchase or are the basis of talks/negotiations with the provider.		
CONSTRUCT EXAMS			
1.	The constructed exams consist of an assignment, assessment model, instructions for student and assessor, test matrix		
2.	The constructed exams are in accordance with the rules and regulations and the agreements made in the handbook.		
3.	The exams meet the quality requirements with respect to content and testing techniques		
4.	The exams are of sufficient level and are in accordance with the qualification files		
5.	The quality of constructed exams is evaluated and the outcome of the evaluations is taken in the consideration of self constructing the exams		
ASSESS EXAMS			
1.	The assessors screen the exams for the quality of content as well as testing techniques		
2.	The assessors link findings to the constructor in a correct way (if necessary)		
3.	The assessor of a certain exam is not the constructor of that exam		
4.	The assessed exams are in accordance with rules and regulations and the agreements made in the handbook.		
5.	The exams meet the requirements with respect to		

Checking point		Answ.	This is evident from
	content and testing techniques: <ul style="list-style-type: none"> - are attuned to graduation requirements from QF - are attuned to any judicial professional and sector requirements - are attuned to any graduation requirements Language and Arithmetic 		
EVALUATION EXAM PROCESSES PROCESS FIELD PURCHASE/CONSTRUCTION AND ASSESSMENT			
1.	The separate processes within this process field have been evaluated and adjust, if needed.		
2.	They are well attuned to one another		
3.	The involved constructors have the competence to fulfill their task		
4.	The involved assessors have the competence to fulfill their task		
5.	The functioning of the persons involved is evaluated after every finished cycle. If needed, plans of improvement (schooling) are set up.		
6.	The expertise is demonstrable by schooling, certification, experience and/or experience		

C. Process field Examination

Answering possibilities

Y	Yes
N	No
P	Partly

Checking point		Answ	This is evident from
(TO LET) EXECUTE			
1.	The exams from the exam plan are executed		
2.	The students are timely invited to take the exam		
3.	Beforehand, the student disposes of sufficient information about the exam		
4.	The student knows in what way and he/she is assessed		
5.	The exams are organized in accordance with described conditions of conduct (exam aids, circumstances, preparations)		
6.	In advance, with every exam it is clear who the assessor is		
7.	Each exam has complete and clear assessment instructions		
8.	A clear and complete assessment form is available per exam		
9.	Per exam an exam report is set up.		
10.	The assessor and student fill in an evaluation form at the end of the exam		
(TO HAVE IT) ASSESS(ED)			
1.	The student's performance is assessed by the assessment criteria drawn up in advance		
2.	The assessment requires the four-eyes principle		
3.	The result of the exam is well-founded and stated on the assessment form		
4.	The student will receive the exam result within the agreed and settled time limit		
5.	The assessment is clear and does justice to the student's performance.		
DETERMINE RESULT			
6.	Any professional or protest procedure is dealt with as agreed in the examination handbook.		
	The result of the exams is archived within the settled time limit		
	Archiving the exam results is efficient and effective: documentation is easy to find.		
EVALUATION EXAM PROCESSES PROCESS FIELD EXAMINATION			
1.	The separate processes within this process field are evaluated and adjusted, if needed.		

	Checking point	Answ	This is evident from
2.	The processes are attuned to one another		
3.	The involved assessors have the competence to fulfill their task		
4.	The functioning of the persons involved is evaluated after each ended cycle. If needed, plans of improvement (schooling) are set up.		
5.	The expertise is demonstrable by schooling, certification, experience and/or experience		

D. Process field Certification

Answering possibilities

Y	Yes
N	No
P	Partly

Checking point		Answ	This is evident from
DECISION TO CERTIFICATION			
2.	The board of examiners determines which students are applicable for certification; this is done by the board within the time limit as stated in the handbook		
	The decision for certification does justice to the performance of the student, related to the graduation requirements of the qualification file.		
CERTIFICATE			
1.	The graduation ceremony is organized within X weeks before the graduation ceremony		
2.	The students are informed within X weeks before the graduation ceremony		
3.			
4.	The board of examiners prints out the diplomas after assessment		
5.	The diplomas are signed		
6.	It is clear where and by whom the exams are administered		
7.	The diplomas are timely made available		
8.	When diplomas are not collected, they are archived		
9.	The content of the diploma and the result list meet the permanent components which an institution of vocational education should mention as a standard		
EVALUATION EXAM PROCESSES PROCES FIELD CERTIFICATION			
1.	The separate processes within this process field are evaluated and adjusted, if needed.		
2.	The processes are attuned to one another		
3.	The persons involved have the competence to fulfill their task		
4.	The expertise is demonstrable by schooling, certification, experience and/or experience		

E. The whole exam process (all exam processes in coherence with each other)

Answering possibilities

Y	Yes
N	No
P	Partly

Checking point		Answ.	This is evident from
SAFEGAURD WHOLE EXAM CYCLE			
1.	Evaluation takes place in the whole exam cycle		
2.	The various process fields are attuned to one another		
3.	The communication between the persons involved in the process fields is good.		
4.	The end result of the whole exam cycle meets the requirements set in advance		
5.	Agreements around the exam process, within the process fields as well as between the process fields, are met		
6.	The required expertise of the persons involved per process field are evaluated and adjusted, if needed		
7.	The persons involved in the exam process are motivated and sufficiently facilitated		
8.	All persons involved are aware of the plans of improvement		
9.	The plans of improvement are regularly checked on execution		
10.	The evaluations are in compliance with the plan-do-check-act cycle: What was the process' planning and the desired result? How did the execution go? What can/should be improved?		
INVOLVEMENT PROFESSIONAL FIELD			
1.	The professional field in question has clear trust in the institution's examination		
2.	There is regular consultation about examination between the professional field and the institution		
3.	The professional field actively participates in the examination		
EXAM OFFICERS			
1.	Those who have a managing, guarding and monitoring position have the competence to fulfill their task		
2.	The functioning of the above mentioned officers is evaluated after every ended cycle.		
3.	For example, the expertise is demonstrable by schooling, certification, experience		