# Protocol for systematic quality assurance and external validation of final examination in professional education

Version 1.1

## Learning outcomes

1. Do the learning outcomes of the program reflect both the requirements from the professional field as well as the demands on Bachelor level?
2. Do the learning outcomes contain requirements with respect to research competence?
3. Does the final examination phase assess all learning outcomes at the required level and is it clear which learning outcome is assessed by which part of the examination phase?

## Professional assignments

4. Are the professional assignments suitable for the assessment of the qualifications?
5. Does the programme monitor the required degree of complexity of the assignments and the degree of independence of the students?

## Assessment

6. Does the programme ensure that each examiner possesses the competence required to do a proper assessment?
7. Do the assessment models guarantee a valid, reliable and transparent assessment and are the models workable for examiners?
8. Does the programme ensure a common interpretation of the evaluation models by the examiners?
9. Is the examination process transparent and workable and does it promote a reliable assessment?

## Preconditions

10. Does the institution provide all necessary conditions for proper execution of the examination programme?

## Accountability and quality improvement

11. Has a process for external quality assurance been put in place?
12. Does the institution provide external review committees with all evidence gathered in the examination programme on student competence?

Source: Expertgroep Protocol (2014) Beoordelen is mensenwerk, Den Haag: Vereniging Hogescholen