

## Testing plan for each programme

The *EUR Reference Framework for Tests and Examining Board* makes various references to the test plan. A test plan is drawn up for each bachelor and master programme under the responsibility of the Education Dean (Dutch Law programmes) or the Programme Director (Fiscal Law and Criminology programmes). The test plan is an actual reproduction of the test programme for the programme.

This proposal specifies a number of basic elements for test plans that have to be determined for each programme and evaluated at regular intervals. All these basic elements taken together constitute a test plan for a specific programme. A test plan may be a separate document or it may form part of a more comprehensive education policy document. We have decided to use basic elements instead of a format for the contents, because we are not sure whether a fixed pattern would be possible or even desirable. The basic elements represent the required components, but the way in which these are ultimately combined is not important. For example, information classified under element 3 in a general sense could be equally well specified under element 2 of the programme components.

### ***Framework***

The framework is described in the first element. This comprises the following components:

- the test policy that forms the basis for the test plan. This programme-specific test policy is based on the ESL's Comprehensive Test Policy Framework;
- the didactic concept of the programme;

The didactic concept forms the basis for the tests. A test plan should describe which didactic concept is used in the programme, how the basic principles of education are expressed in the test, the functions of the test, and what test tools or types of test fit in with this.

### ***Element 2. Curriculum***

This element gives all the relevant information on the curriculum and the curriculum components. This refers to the following information:

- a description of the curriculum components. The following information is given for each curriculum component:
  - learning objectives for the curriculum component
  - the specific final qualifications and final attainment levels<sup>1</sup> to which the curriculum component contributes
  - the type of test used

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<sup>1</sup> The term 'final qualifications' will be used from now on in this document.

- For many programmes, this matrix has been set up for visitation and accreditation at the level at which a programme component contributes to the final qualifications. This is the level that recurs in component (a). From the point of view of proper testing of the programme components and demonstrating that the final qualifications have been attained, it is desirable that the course objectives for the courses are linked in the matrix to the final qualifications for the programme. The *Reference Framework for Testing and Examining Board* states the following on this point: the final attainment levels for the programme, the course objectives for the separate components of the curriculum and the testing of the course objectives are satisfactorily intercoordinated to enable the final attainment levels for the programme to be tested sufficiently.

[illegible]

### ***Element 3. Description of the tests***

This element describes the types of test used in the programme, in a general sense and according to a fixed format. The following aspects are discussed for each type of test:

- form, composition and assessment;
- scheduling of tests;
- standardisation, time limit for handing in (if applicable) and time limit for assessment;
- resits and compensation;
- quality control, or the way in which regular evaluation is carried out.

In the case of a specific test type such as assessment of the B1 assignment, the bachelor and master thesis, or a work placement, the assessment form is included as an attachment.

### ***Element 4. Practical aspects of testing***

This element includes the following practical aspects:

- the best ways and the best times for giving students feedback;
- rules for holding tests (physical and digital);
- special provisions;
- how to deal with fraud and plagiarism;
- filing the relevant test material. This refers to the following: what material will be filed, how will it be filed, and who will be responsible for the filing;
- N.B.: this component still needs to be supplemented with the relevant legal information and a recommendation for the purpose of accreditation.