



Saba Comprehensive School

ST. JOHN'S - SABA - DUTCH CARIBBEAN

"Learning for life!"



Hospitality Assistant CN Course Outline

Introduction

This course outline is intended for students, parents/guardians, teachers and others who in one way or another are involved or interested in the Hospitality programs offered by the Saba Comprehensive School.

The course outline contains two parts:

- Part 1 is the Education and Examination Regulations (the EER). The EER defines the rules and regulations, processes and procedures in connection with the examination.
- Part two describes the program plan. Questions such as, What am I going to learn, When do certain topics dealt with during the course etcetera are answered in part 2.

This course outline applies to the 2015 – 2016 cohort. After having been established, this guide will not change during the course.

If there are any questions about this course outline, the courses SCS provides or the assessments, please approach the teachers or the managing board of the Saba Comprehensive School.

Other important documents related to the program are:

- Vocational Internship Guide
- School Guide (rules, regulations and house rules)
- Handbook on procedures, appeal and objections concerning exams

On behalf of the SCS hospitality team, we wish all participants a successful training.

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Part 1. The Education and Examination Regulations (EER)

This document is a part of the education and examination regulation (EER)
This examination regulation for Senior Secondary Vocational Education (MBO) SCS is applicable to the examination of students who started as of August 2015. See Annex 1 of the Education and Examination Regulation (EER) for an explanation of the definitions. This document is written in the HE form. "He" also entails SHE.

Article 1 General

1.1 The Skills Demonstration comprises an inquiry into the core tasks, the work processes, and skills that the student must have made him familiar with when rounding off the course.

1.2 Qualifying exams comprise skills and knowledge that the student must made himself familiar with when completing the course.

1.3 By participating in an examination, the student indicates to be abreast of the tenor of this regulation.

Article 2 Examination board

2.1 The competent authority institutes an examination board for the purpose of holding examinations. The examination board consists of the school director, the examination secretary and the internship coordinator.

2.2 The tasks, responsibilities and competences of this board are described in the 'Examination handbook'.

Article 3 Examiners

The examination board appoints the examiners.

Article 4 Admission and registration

4.1 Student

The student has, after correctly registering himself, access to all components of the examination of the course for which he has signed an educational agreement with the MBO SCS. The following criteria have been set for admission to an examination;

The student is in possession of a valid educational agreement;

The student has complied with conditions to participate in qualifying exams and aptitude exams as described in the EER.

4.2 Participant in the examinations

He who only wishes to be admitted to the examination provisions, can be registered as participant in the examinations.

Registration of the participant in the examinations can be done under the following conditions:

- The participant in the examinations complies with the conditions set for participation in the examinations, as described in the EER
- The participant in the examinations pays the examination fee approved by the institution, as mentioned in the EER

Article 5. Examination program

5.1 The general information regarding the planning, content and organization of the examinations is described in part 1 and part 2 of the EER 5.2 Data regarding the program and the implementation of the examinations for the academic year in question shall be made known to students in a timely manner via an examination planning.

Article 6 Participation

6.1 Students participate in the examinations of the course for which they are registered.

6.2 Students who have registered for an examination, are compelled to be present on the set date, time and place.

Article 7 Deviating tests

7.1 With regards to specific target groups and handicapped persons the EER may allow that a Skills Demonstration or a qualifying exam be examined in a variant manner. As general criteria for the deviating form, applies that it must comply with exam- related technical criteria of validity and trustworthiness and that the level and the objective of the deviating exam does not differ from the regular objective and level of the regular exam.

7.2 The request for a deviating examination form must be submitted in writing to the examining board on production of a declaration of a physician or another specialist, from which it appears that deviating examinations, if need be, ought to exist.

7.3 The deviating form of examining is no longer valid when the situation ceases to exist or when the declaration expires.

Article 8 Exemptions

A student or career coach of the student may submit a request to the examination board for exemption of a Skills Demonstration or qualification exam. This is possible on the basis of a diploma or certificate achieved earlier in the senior secondary vocational education or higher professional education. The criteria for exemption differ per course and per student. The Examination Board will take a decision on the request for exemption.

Article 9 Procedures during the examination

9.1 A student can be asked to identify himself prior to or during the examination.

9.2 During the distribution and writing of an examination there should be complete silence in the examination room.

9.3 A student must at all times follow the instructions of the examiner and/or overseer while writing an examination or doing an aptitude test.

9.4 Participating in a Skills Demonstration or qualifying exam implies that work once written keeps its validity. In exceptional cases the Examination Board can decide otherwise.

9.5 A student who during the examination or the Skills Demonstration falls ill or becomes unwell, can leave the examination location with the permission of the examiner/overseer. The examination board will determine the continuation of the examination in question (see Article 9.13 up to and including 9.16).

9.6 The student shall remain in the examination location until the end of the examination. Only with the permission of the examiner/overseer may a student leave the location during the examination.

9.7 The student may only have about him during the examination objects, tools, apparatus and aids which have been prescribed or admitted for that examination. Thus candidates are not allowed to take into the examination room any of the following : books, notes, boxes of instruments bearing data or any other article bearing data and paper for rough work. Electronic calculators are forbidden unless stated in advance. Mobile phones and other electronic devices are strictly forbidden.

9.8 The student is compelled to take along with him objects, tools, apparatus and aids listed on the invitation form of the aptitude test.

9.9 A student who arrives tardy for an Skills Demonstration(expected), shall contact the first assessor. The first assessor shall determine whether the assessment of the Skills Demonstration will continue.

9.10 A student who arrives tardy for a written or digitally qualifying test, reports at the examination office and may be admitted no later than 30 minutes after the start of the qualifying test.

9.11 Students are not allowed to leave the examination room during the first 30 minutes unless exceptional circumstances.

9.12 Students who arrive late will not be allowed extra time to make up for the lost time.

9.13 At a centrally developed examination the student may be admitted no later than 30 minutes after the start of the examination. The student, however, hands in the completed work at the time for it.

9.14 At an oral examination the examiner determines whether a student can still participate in the examination. If the student can no longer participate in the examination, it will be considered as absent. (see Article 10.7)

Falling ill at a centrally developed examination

9.15 If a student fall ill during the examination, a member of the examination board shall consult in first instance with the student regarding the question whether the examination can be continued. If the student is unable to complete the examination, the examination board will ascertain whether the student may continue with the examination later on the same day. The examination board shall report this in the written report.

9.16 If the student is allowed to continue the examination that same day, the student shall be kept in quarantine until such time.

9.17 If the student cannot to continue with the examination that same day, the examining board shall declare the examination work done during the examination as invalid. The reason shall be mentioned in the written report. A student is allowed though to leave the examination any time after the first 30 minutes providing he/she surrenders his/her question paper and/or answer book/paper. No re-admittance of the student is allowed.

Where a student is allowed to leave the room, he/she is accompanied by a member of staff or attendant.

9.18 Examination material must not be removed from the examination room by the student.

9.19 The examination board shall inform the student or- in the case of a minor- his/her parents/guardians in writing regarding the method in which the examination shall be completed.

Other rules for the Skills Demonstration

9.20 Further rules regarding the course of events during the Skills Demonstration are included in the EER.

Article 10 Irregularities

Student

10.1 Certain conduct and actions of a student before or during the examination may be considered by the examiner/overseer as an irregularity.

This applies in any case for:

- Making use of information of non-authorized sources;
- Committing plagiarism and/or using falsified documents;
- Not following (correctly) indications and instructions by an examiner or overseer;
- Not showing up for or participating in an examination set for a certain date, time and place, with mentioning any valid reason.

Conduct, actions, and so on, can be considered as an irregularity in the spirit of this article based on a founded decision of the examining board.

10.2 The examiner/overseer is entitled to bar a student who commits an irregularity from entering the examination location or to have him removed.

10.3 If an examiner or overseer detects an irregularity during a test, he shall report it on the official reports and gives, if need be, a verbal elucidation. The examination board shall determine based on this, if there is indeed any question of an irregularity in the spirit of this article. The examination board may impose a sanction afterwards.

10.4 The sanctions referred to in this article are:

- Exclusion from the next (regular) examination opportunity;
- Declaring the result of the Skills Demonstration in question or qualifying exams invalid;
- Exclusion from (further) participation in the examination of the component in question;
- Complete exclusion from further participation in examinations.

10.5 Before the sanction is imposed by the examination board, the student shall be heard. The student can be assisted by an older person, in the case of a minor, this person will be his legal representative.

10.6 In the case of being absent during an examination the student shall submit a written declaration, within 5 schooldays, after the planned examination to the employee at the examination office, containing the reason for his absence.

10.7 The examination board shall take a decision within 10 days after having heard the student or having received the written explanation of his absence. The examination board may decide that the absence was legitimate or illegitimate.

External causes

10.8 External causes may also lead to irregularities. In the case of irregularities caused by unexpected external causes the examiner or overseer shall act in accordance with his findings and reports it in the official reports.

10.9 In case the irregularity was caused by the conduct of personnel of the institution or by helpers hired by the institution, either by action or neglect, or by giving wrong information, sanctions referred to in paragraph 5, shall not be imposed.

10.10 Anyone involved with the examination and suspects that there is mention of irregularities is compelled to report same to the examination board.

Article 11 Determining of the results

11.1 Examination file

Pieces of evidence are kept in the student's examination record by means of which the student can demonstrate of having completed the examination successfully. It concerns in this case:

- the results of the Skills Demonstration;
- the results of qualifying exams among which the language and math examinations;
- having achieved applicable legal professional criteria;
- the assessment of professional practical formation;
- the assessment of career and citizenship;
- the assessment of activities of the optional part

11.2 *Skills Demonstration*

A Skills Demonstration shall be evaluated by more assessors. The result of the Skills Demonstration may be: 'passed', 'passed with excellent results' or 'failed'. When one does not achieve the exam, the student will receive a summary of the assessment containing at any rate the aspects that were insufficient.

11.3 *Qualifying exams*

Qualifying exams are about knowledge and skills that form a necessary part of the qualification but are not assessed in the Skills Demonstration. The caesura of an exam can be found on the participant's information.

11.4 *Professional Practical Training*

The examination board shall determine whether the Professional Practical Training has the required scope, expressed in days. The assessment of each Professional Practical Training ought to be sufficient.

11.5 *Career and citizenship and unspecified teaching time*

Both Career and Citizenship will be judged satisfactory if the obligation is fulfilled. If one or both are evaluated insufficiently, the student will receive a summary of the assessment containing at any rate the aspects that were insufficient.

11.6 Determining results

The examining board determines the results of each component/examination.

Article 12 Announcement of the results

12.1 The preliminary results of the Skills Demonstration shall be made known directly after the exam by the first assessor. The definitive results of a Skills Demonstration shall be announced in writing to the student by or on behalf of the examining board within 15 school days thereafter.

12.2 The results of a qualifying exam shall be made known to the student in writing within 15 days thereafter.

12.3 The results of the Professional Practical Training shall be made known to the student within 15 school days.

12.4 The results of Citizenship and career planning shall be made known to the student in writing within 15 school days.

12.5 In very exceptional cases may one deviate from the terms mentioned above, if one deviates from it, a written declaration shall be sent.

Article 13 Perusal right and storage terms

13.1 During 10 school days after the results of an examination the interested parties have the right of discussing and if possible perusing the examination work.

13.2 A request to discuss and/or peruse the examination work can be submitted at the examining board.

13.3 Perusal of examination work with reference to qualifying exam is only possible in the school building supervised by or on behalf of the examining board.

13.4 Pieces of evidence regarding examinations are kept after writing the Skills Demonstration or qualifying exams up to and including one year after the certificates have been handed out.

13.5 After the storage period has expired, the pieces may be destroyed.

Article 14 Resit

14.1 The student has the right to resit an Skills Demonstration or qualifying exam for which an insufficient mark was achieved at the first sitting. The examination board may attach conditions to a resit, and informs the student of this in writing.

14.2 The examining board determines whether or not an extra session will be held or whether the resit can be done by participating in (components of) examinations during the next regular session and informs the students regarding it. The right to resit by students is described in the EER.

14.3 The right to a resit for the component Professional Practical Training consists of a onetime extension. The examining board determines its scope.

Article 15 Request for reconsideration / complaint

15.1 If a student files a complaint, then the student will address himself to the examiner concerned or career coach in order to find a solution in consultation with each other.

If this has not lead to a satisfactory solution for the student, the student can then file a written complaint with the examining board.

A complaint about an examination can be aimed at:

- A request to reconsider an assessment of a (component) an examination;
- Other complaints about an examination.

15.2 When it concerns a request to reconsider, the student must submit the request in writing within five school days after the announcement of the assessment to the chairperson of the examining board.

15.3 When it is about other complaints regarding the examination, the student must submit the complaint in writing within five school days after sitting for an (component thereof) examination to the chairperson of the examining board.

A request/complaint shall comprise of at least:

- Name and address of the student;
- Date when the complaint was sent;
- Description of the complaint;
- Signature of student (if a minor signature by legal representative)
- Depending on the nature of the request/ complaint, mentioned under paragraph 1
- date of examination (component) of the complaint in question;
- date when the result was announced.

15.4 The examining board shall hear the parties concerned and takes a decision within ten days regarding the dispute and informs the student in writing about it. In the written announcement the possibility of entering an objection shall be indicated. A copy of the written announcement shall also be sent to the examination's office.

Article 16 Objection

16.1 The student may enter a written objection at the examination's bureau within five days of the date of the decision taken by the examining board. The petition shall at least contain:

- Name and address of the student;
- Date of dispatch;
- The decision against which the petition in question;
- Explanation of the content of the objection

16.2 The examination's office examines the petition including the request/complaint and takes a decision within ten school days and informs the student in writing of this. The possibility of entering an appeal shall be indicated in the written announcement.

16.3 A copy of the written announcement shall also be sent to the examining board.

Article 17 Appeal

17.1 The student may enter within five days of the date of the decision by the examination's office on the petition, a written appeal with Commission of Appeal. The commission of appeal is a commission instituted by the school board of the MBO SCS with external members who are not employed by the SCS.

The commission shall consist of:

- The name and address of the student;
- The date of dispatch;
- The decision against the appeal in question;

- Explanation of the content of the appeal

The commission of appeal conducts an investigation and takes a decision within four weeks after receipt of the appeal, unless it has extended this term by no more than two weeks by motivating it.

17.2 If the commission of appeal deems that the appeal is well-founded, it shall destroy the decision of the examination's office either partially or completely and may order the examination's office to take a new decision. The commission of appeal may set a term in its pronouncement for this.

17.3 In addition, the commission of appeal may charge the examination's office to administer anew the examination or any component thereof. The commission of appeal may set conditions for this.

17.4 The commission shall announce its decision in writing to the student and to the examination's office.

Article 18 Complaints and appeal at the centrally developed examination.

18.1 The student shall follow the route of the MBO SCS as described starting with Article 15 in this regulation if there are complaints regarding the conduct of a centrally developed examination.

18.2 The student may start a civil suit procedure pertaining to complaints about (realization of) the mark for the centrally developed examination.

Article 19 Overview of achieved results

Students are responsible for keeping track of their examination results. Minimally twice a year, the student shall receive a summary of the results.

Article 20 Qualified for the course

20.1 A student is qualified for a course if he/she has complied with the diploma-criteria.

20.2 If the diploma criteria have been complied with and have been approved by the examining board, this will be communicated to the student within five school days.

Article 21 Pieces of evidence

Students who have passed for (parts of) the examination, shall receive when leaving the course, the pieces of evidence in question.

A diploma accompanies a qualification with an overview of the Skills Demonstrations, the qualifying exams and the professional practical training. Part of a course shall be accompanied by one or more proofs of Skills Demonstrations achieved, the qualifying exams and the Professional Practical Training.

If the student has completed the supplemental modules successfully, he/she shall receive a certificate/proof of participation.

Article 22 Secrecy

Anyone involved with the conduct of the examination and in doing so gets hold of data has to treat this confidentially and is sworn to secrecy.

Unless a legal stipulation obligates him to make such public or while conducting the examination the necessity to make it public ensues from his task.

Article 23 Regulations Conflict

If any provision of the EER is contrary to the provisions of the examination regulations, the provisions of the EER shall prevail.

Article 24 Unforeseen circumstances

In case of circumstances for there are no provisions in this regulation of the EER (part 1 and 2), the competent authority in consultation with the examination's office, shall decide.

Part 2. Course Plan

Chapter 1. General Program Information

1.1 Information about the program

Applicable qualification file:	Horeca Caribisch Nederland
Qualifications:	Horeca assistant CN (Hospitality assistant CN)
CREBO numbers:	90660
MBO level:	1
Learning pathway:	BOL
Duration:	1600 study hours (1 years, 40 weeks of 40 hours)
Cohort:	2015 – 2016
Branch requirements:	No
Legal requirements:	No

1.2 Information about the school

School name:	Saba Comprehensive School
School address:	Thais Hill Road Saba, Dutch Caribbean
School telephone number:	+599-4163270
School e-mail address:	administration@learningsaba.com

Chapter 2. The Course

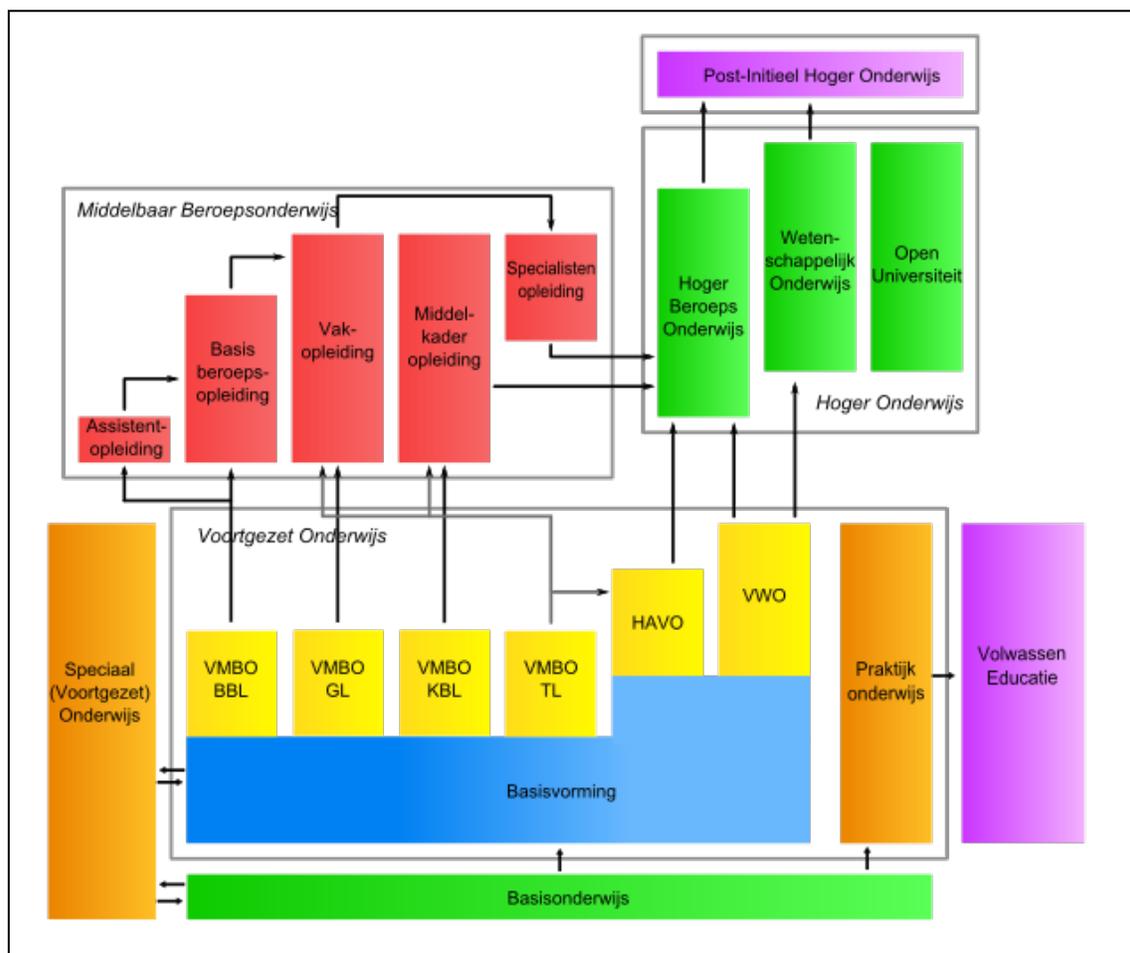
2.1 MBO structure

The focus of the MBO is to prepare students theoretically and practically for professional activities in the chosen profession, and to prepare them to become full members of society, having social interactions with others.

MBO means *Middelbaar Beroepsonderwijs*, which translates as *Secondary Vocational Education*.

The MBO connects to the VMBO (Vorbereidend Middelbaar Beroepsonderwijs, or Primary Vocational Education) and prepares students to enter the (local) labor market.

The Dutch educational system looks like this.



2.2 Levels of Secondary Vocational Education (the MBO)

MBO programs are organized in different levels. The differences between the levels are defined according to the following criteria:

- Complexity. The higher the level the more complex the skills of the professional practitioner are.
- Responsibility. The more responsibilities assigned to the professional practitioner, the higher the level of the program
- Transfer. The degree in which the professional practitioner must use previously learned knowledge and skills in new situations.

Within the MBO the following levels are used:

- Level 1. Assistant Worker Program. An assistant performs basic, process-oriented tasks. He is not responsible for his work and always works under supervision. He works routinely. An assistant program at SCS takes one year (1600 hours).
- Level 2. Basic Practitioner. He performs basic tasks, is responsible for his own work and sometimes finds himself in a new situation and must use his previous experience. A level-2 diploma is seen as a start qualification for the labor market. A level 2 program at SCS takes 2 years (3200 hours).
- Level 3. Professional Training. The practitioner performs more complex tasks, which are less routine-oriented. He is partly responsible for the work of others and must be able to improvise to solve issues on the work floor.
- Level 4. There are two different level-4 programs: a middle-management program where the practitioner functions as supervisor, with an emphasis on responsibilities, and the specialist program where the practitioner is able to perform the most complex skills in the profession. A level 4 diploma allows the participant to move on to higher professional education (Hoger Beroepsonderwijs, or HBO).

The Saba Comprehensive School offers programs at level 1 and level 2.

After doing the level 1 program, the student has the possibility to move on to a level 2 program. This is not mandatory, but recommended to increase the chances on the labor market.

After the student graduates from level 2, there are options for him to continue his studies on one of the other islands of the former Netherlands Antilles or elsewhere in the region. Outflow to the labor market is also a possibility.

You may also inform at the school about possibilities to move on to a level-3 program.

The options are: Zelfstandig Werkend Kok (independently working cook, only for the differentiation: Back of the House) and Zelfstandig Werkend Gastheer/vrouw (independently working waiter/waitress, only for the differentiation: Service). Advance to a level-3 program is possible only after graduating from the level-2 program and is not possible with a level-1 diploma.

2.3 Quality and Quality Assurance

Each program the Saba Comprehensive School provides, including the hospitality programs, are under the responsibility of the Dutch inspectorate. For the Saba Comprehensive School it means the school is obligated to deliver various documents to the inspectorate on demands and follow any suggestions and proposals the inspectorate provides. This means the program meets the standards and gives the diploma a legal, official status.

The final assessment will be provided by an external party and presented to the inspection for evaluation. The reason the assessment will be constructed externally is to avoid any conflicts of interest. If one teacher guides the students during the program, constructs the assessment and is the final assessor of the assessment, the student would be almost completely dependent on that teacher. Having the assessment constructed externally makes the process more trustworthy, transparent and valid. The quality of the assessment is assured and it meets the standards the inspectorate demands.



Chapter 3. The Saba Comprehensive School

3.1 The mission and vision of the Saba Comprehensive School

3.1.1 Mission

At Saba Comprehensive School we promote an exceptional level of education within the (Dutch) Caribbean in an effort to shape unique future leaders who demonstrate high moral values and are proud to be SCS students.

3.1.2 Vision

At Saba Comprehensive School we develop our young people holistically, so that they will make a meaningful contribution to the global society. We establish a clean, safe and healthy learning environment, in cooperation with all stakeholders

We bring our students to a level of readiness by equipping all with the necessary knowledge and skills. We provide inclusive Quality Secondary education & care.

3.2 Learning pathways

The Saba Comprehensive School provides programs in the Beroeps Opleidende Leerweg (school-based pathway), abbreviated to BOL.

The school-based pathway is a program in which the student attends school daily. During the program, the student gains practical experience by doing internships in accredited training companies. This internship is also called Beroeps Praktijk Vorming (professional practical education, the BPV or PPE). The number of hours the student spends in a training company varies per program. However, there is a regulation that states the student must spend at least 20% of his study hours outside the school in a training company. This makes the BOL pathway also very practically orientated. Chapter 3.6 of this document describes the BPV in more detail.

3.3 Admission requirements for the level 1 program

The Saba Comprehensive School follows certain rules and regulations for admission to the level-1 program.

- The student does NOT meet the required standards to be accepted on the level 2 program;
- The student is AT LEAST 16 years or older on August the 1st of the year the program starts.

3.4 Enroll to the program

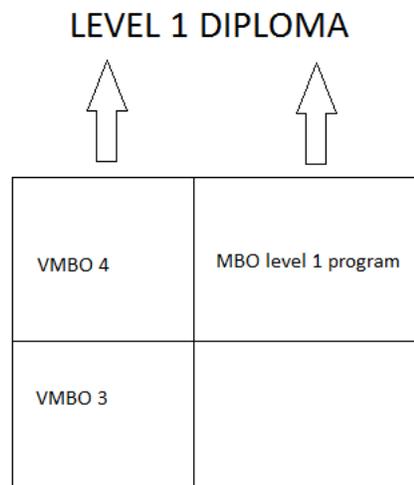
Students who enroll to the program from level 4 (VMBO or level 1) automatically continues in level 5 (level 2). They don't have to enroll.

Students with a VMBO diploma may enroll for level 5. They have to show a valid diploma when enrolling in the program. The VMBO diploma must be one of the learning pathways in the Hospitality direction.

3.4.1 Integration MBO in the VMBO program

At Saba Comprehensive School the students who do the VMBO program follow the same program as the MBO level 1 (Hospitality assistant) program. The specific VMBO tasks and competencies are provided during this 2 year VMBO phase as well as the MBO level 1 program. The reason to do so is that the (vocational) VMBO program and the (vocational) MBO level 1 program are similar.

Students at the Saba Comprehensive School there for have the possibility to graduate the level 1 program after completing the VMBO program, or enroll specifically for the level 1 program, do the 1 year program and then graduate.



3.5 Language of instruction

The Saba Comprehensive School uses English as the language of instruction at school. Students who want to continue their study on for example Bonaire or Curacao can receive additional training in Dutch and, if necessary in Papiamentu. At school you can obtain information about continuing your education on other islands and on the adjusted Dutch and/or Papiamentu program.

3.6 The BPV (Professional Practical Education)

The professional practical education (BPV) is a very important component of the program.

There are two kinds of BPV. The BPV at school, where the student is trained as a professional, takes place by means of practical and theoretical classes and the subjects the student needs to know and understand to carry out his profession. At school the student spends 12 to 16 hours per week on professional practical education.

The second kind of BPV is an internship where the student spends time in an accredited training company, working under the supervision of an experienced, certified coach. The BPV in a training company is mandatory. During a year, the student will spend 160 hours doing his BPV outside the school (4 weeks of 40 hours). The focus of this internship depends of the interests of the student, his talents and the possibilities in the company.

While performing his tasks in a training company, the student stays enrolled in the program.

Because the BPV is mandatory, the school has established certain conditions to make it possible for each student to obtain an equal level of learning experience outside the school.

For example:

- An accident insurance for the hours the student spends at the training company;
- Students will only be placed in training companies recognized by the ROA;
- The coaching and guidance on the floor can only be done by (ROA) certified or recognized job coaches;
- The basis for each internship is the internship agreement. This is an agreement between the student, the training company and the school and describes the agreements made;
- Organized coaching from the school;

- Books and modules with specific assignments that can be performed and evaluated at each training company.

Compensation, salary or any other financial rewards being paid to the student is not obligatory. If a company decides to pay or compensate costs, it is an agreement between the company and the student. The school cannot be involved in this agreement.

The Saba Comprehensive School is aware of the fact that an intern or trainee is not a fully-trained employee. Usually a trainee costs money and is not able to perform like a professional.

The student must obtain a positive (“pass”) assessment for the BPV outside the school in order to proceed to the final assessment. If the BPV outside the school is assessed as “insufficient,” the whole internship must be done over.

The Saba Comprehensive School is responsible for the assessment of the BPV period outside the school. In assessing the student, the experiences, observations and remarks of the job coach serve as guidelines.

In consultation with the student, a choice will be made in what field the student will do his BPV outside the school. The choices are Facility (including housekeeping), the kitchen or the service. Based on talent, skills, interests and achieved results a suitable internship that matches his future career will be found.

After his internship the experiences gained will be placed in the portfolio and his personal development plan.

3.6.1 Placing students

Students are allowed to find their own internship.

The internship found must take place at an accredited training company where a certified job coach does the daily guidance of the student. Preferably the internship takes place at a different company than where the student works.

If the student does not find a suitable internship, the school will place the student in a training company. The student’s character and interests will be taken into consideration when placing him. Therefore, the school provides a suitable internship. Students cannot refuse an internship provided by the school without valid reasons.

3.6.2 Guidance by the school during internship

The school appoints a coach, who is usually one of the teachers involved with the program. The coach monitors the progress by checking the internship module and tasks, conversations with the job coach and the student, and the qualification file. There is weekly contact between the company and the school. This contact can be done either by visiting the company by appointment or by telephone. The student is expected to be present at each visit of the teacher to the company. A written report will be made of each phone call and visit. These reports will be sent to the student and the job coach. If one or both disagree with the content, the teacher will adjust the report until it contains an actual reproduction of the contact about which all parties involved are in agreement.

3.6.3 Guidance in the training company

A certified job coach is responsible for the daily coaching of the student during the BPV. He hands out tasks, works with the student on school assignments and (re)directs the student while performing tasks. The job coach provides the teacher with the necessary information about the student's performance. The teacher assesses the student based on the input of the job coach.

3.6.4 Internship agreement (BPV agreement)

Each student who spends a learning period outside the school is bound by the BPV agreement signed before the internship takes place. This agreement is between the student, the learning company and the school and is explicitly **NOT** an employment agreement. Only the agreements about the internship between the three parties are put on paper. The internship agreement can be cancelled if one of the parties wishes to do so stating the reasons to the other parties involved in the agreement. The agreement between the three parties must be signed and returned to the school at least two weeks before the start of the internship. Without a signed agreement, a valid internship is **NOT** possible.

3.7 Completing the program

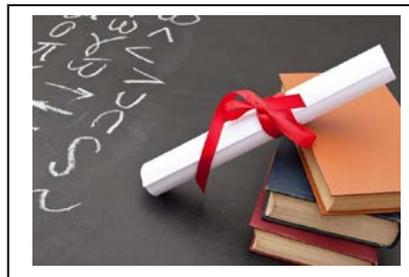
Tests will be given during the program. These tests are *formative* or *conditionally formative*. The results of these tests have no effect on the outcome and on the results of the assessment.

Only the conditionally formative tests determine if the student may continue to the assessment. For example, the BPV outside the school must be assessed positively in order to continue to the final assessment.

At the end of the program, a *summative* assessment will be held. This is a final exam in which all key tasks and work processes as described in the qualification file will be tested. The assessment includes multiple assignments and may be spread out over several days.

If the student passes the final assessment a diploma will be handed out. This is a Dutch MBO diploma and offers possibilities for the student to continue studying on level 2 on other islands of the former Netherlands Antilles. The Saba Comprehensive School works closely with other providers of education in the region to make it possible to continue studying in the region.

It is also possible for the student to stop studying and start working.



Chapter 4. The labor market

Normally a MBO program leads to the labor market and trains the student to carry out a profession.

Working in the hospitality sector on Saba or in the region is diverse, varied and challenging. Not a single day is the same as the one before.

Graduated practitioners can find employment at hotels, restaurants, catering companies and cafes, but a job in the cruise-tourism industry is also a possibility. Tourism is an important economic pillar. More tourists mean more employment in the sector.

The hospitality employee is aware of safety and safety aspects for people and the environment and is aware of the quality standards the company aims for.

4.1 Content of the profession of Hospitality Assistant

The hospitality assistant is a multi-tasker in the company. He can assist in the kitchen by doing preparations but he can also assist in the linen room, facility services and the restaurant. He can find employment in hotels, cafes, catering companies and restaurants.

Assisting in the kitchen means making "mis en place", doing the dishes and keep the work spaces clean.

Assisting in the restaurant means polishing glassware and cutlery, cleaning the restaurant area before the service, and arranges the furniture according a floor plan.

The hospitality assistant works on assignments given by the supervisor. He is part of the team and assists more experienced co-workers.



Chapter 5. The educational program

A school year at the Saba Comprehensive School is divided into 3 trimesters of 13 weeks each. Per trimester, the progress made by the student will be evaluated. An advice if the student can or may continue the program will be given each trimester. If the school decides that continuing the program is not an option at that moment, the student is given the change to repeat the trimester and do the classes over again. The (formative) tests given during the program determine whether the student is equipped with enough knowledge and skills to continue. The student's portfolio is of significant importance to make such decisions.

5.1 Subjects at school

During the classes at school, the student develops practical professional skills and develops social skills. Both will be practiced during the program.

Besides professional theory and practical skills, there will be a focus on the languages Dutch, English and Spanish, but also citizenship, career planning and social skills. Each subject must be present in the portfolio. During classes the student will be provided with subject assignments.

5.1.1 Practical and subject theory hospitality assistant

During the classes in practical skills and theoretical subject studies, the following professional subjects will be covered:

- Preparing basic dishes using basic techniques
- Hygiene and HACCP
- Serving food and drinks
- Facility services

5.1.2 Supporting courses

Besides the professional skills during the program there will be attention for the following:

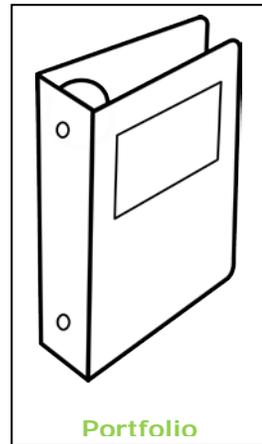
- The languages Dutch, English and Spanish
- Math and mathematical skills
- Social skills
- Citizenship (Learning, Career and Citizenship)

5.2 The portfolio

During the program, the student works on the development of his own portfolio. A portfolio is an overview of (relevant) experiences the student gains during his studies at school and outside the school. The portfolio is mandatory in order to enroll for the assessment and must therefore be assessed positively.

The portfolio comprises the following:

- An extensive CV with supporting documentation
- A career-planner
- A personal development plan
- Evidence of relevant professional experience gained during BPV, school assignments and work
- Evidence of relevant experience gained outside the program, like e.g. hobbies, sports and social activities



The supporting documentation in the portfolio can consist of pay slips, certificates and other valuable papers. Completed assignments handed out during classes must be present in the portfolio.

Evidences can also be informal, such as photos, videos, references and positive reactions of guests or colleagues.

Based on the portfolio, it will be determined whether the student has enough competencies to be successful at the assessment. The portfolio is the basis used to accredit competencies. During the assessment these competencies can be acknowledged.

5.2.1 Building the portfolio

At the start of the program, the student will receive the portfolio format. There he can gather and stock his evidences.

During the compilation of the portfolio, the school provides the student with a portfolio coach.

The portfolio coach can guide the student in the right direction, give feedback and monitor the process. The student is the owner of his portfolio. He is responsible for building his portfolio, gathering supporting documents and keeping the portfolio up to date. He decides if the portfolio can be handed over to the assessor for the assessment. The coach is **NOT** the assessor.

Together with the coach, the student determines the goals to reach during the program to enrich his portfolio. After each trimester, a portfolio conversation between the student and the coach will be held.

During this conversation there will be a reflection on what has been done, whether the set goals are realistic and whether new goals may have to be added or be removed.

Students also discuss each other's portfolios and exchange feedback, thus learning from each other.

5.2.2 Assessment of the portfolio

The portfolio must be assessed positively in order to continue to the final assessment. The portfolio will be assessed according to a preset checklist. The student may see this checklist before handing the portfolio over to the assessor. Based on the portfolio, but also the BPV and achievements during the course, the exam commission will issue an opinion on whether the student can participate in the final assessment (see 5.3).

5.3 Conditions to be admitted to the final assessment

To participate in the final assessment the student must have fulfilled certain obligations.

- The student must pass the assessment of the BPV outside the school
- The student must pass the portfolio assessment
- The student is enrolled as a student of the SCS
- The school has provided education for each key task and work process, the student has followed the education for each key task and work process
- The student is staying with a valid residency permit on Saba



Chapter 6. The planning of the program

The Saba Comprehensive School provides students with a year planner. The year planner contains the outlines of the program. The year planner is not included in this course outline. Based on experiences of teachers and the school with the program, but also the situation on the local market (labor market and the availability of internships as well as the availability of products), the year planner is being adjusted each year.

The school is determined to work as much as possible according the year planner. The reality of the moment may cause changes in the year planner though.

The key tasks and work processes mentioned in the year planner will be taught during the weeks indicated. Other subjects may also be taught that same week, but the accent will be in the mentioned key tasks and work processes. The student works on one theme per trimester. At the end of the trimester, the theme will be presented.

A class schedule shall be provided for each trimester.

6.1 Continuation after completing the level 1 program

Students who want to continue their studies on level 2 at the Saba Comprehensive School will be placed in the first year of the level 2 program after successfully doing the level 1 assessment. Dispensations and exemptions based on the level 1 diploma are not given. Although some key tasks and work processes are equal for level 1 and 2, the level of performing on level 2 is significantly higher than performing the same tasks on level 1. Experiences in the portfolio stay valid during the level 2 course.



Appendices

- Appendix 1. Competencies overview
- Appendix 2A. Overview of key tasks, work processes and competencies
Hospitality assistant
- Appendix 2B. Overview of competencies, key tasks and work processes
Hospitality assistant
- Appendix 3. Roadmap to qualification
- Appendix 4. Sample BPV agreement
- Appendix 5A. Portfolio content
- Appendix 5B. Requirements of the language portfolio
- Appendix 6. Reference levels language and math skills
- Appendix 7. The personal development plan (POP)

Appendix 1. Competencies overview

1	Leading & Deciding	1.1	Deciding & Initiating Action	1.2	Leading & Supervising		
2	Supporting & Cooperating	2.1	Adhering to Principles & Values	2.2	Working with People		
3	Interacting & Presenting	3.1	Relating & Networking	3.2	Persuading & Influencing	3.3	Presenting & Communicating
4	Analysing & Interpreting	4.1	Writing & Reporting	4.2	Applying Expertise & Technology	4.3	Analysing
5	Creating & Conceptualising	5.1	Learning & Researching	5.2	Creating & Innovating	5.3	Formulating Concepts & Strategies
6	Organising & Executing	6.1	Delivering & Meeting Expectations	6.2	Following Instructions & Procedures	6.3	Planning & Organizing
7	Adapting & Coping	7.1	Coping with Pressure	7.2	Adapting & Responding to Change		
8	Enterprising & Performing	8.1	Achieving Goals & Objectives	8.2	Entrepreneurial & Commercial Thinking		

Appendix 2A. Overview of key tasks, work processes and competencies Hospitality assistant

The following key tasks, work processes and competencies are taken from the qualification file Horeca CN.

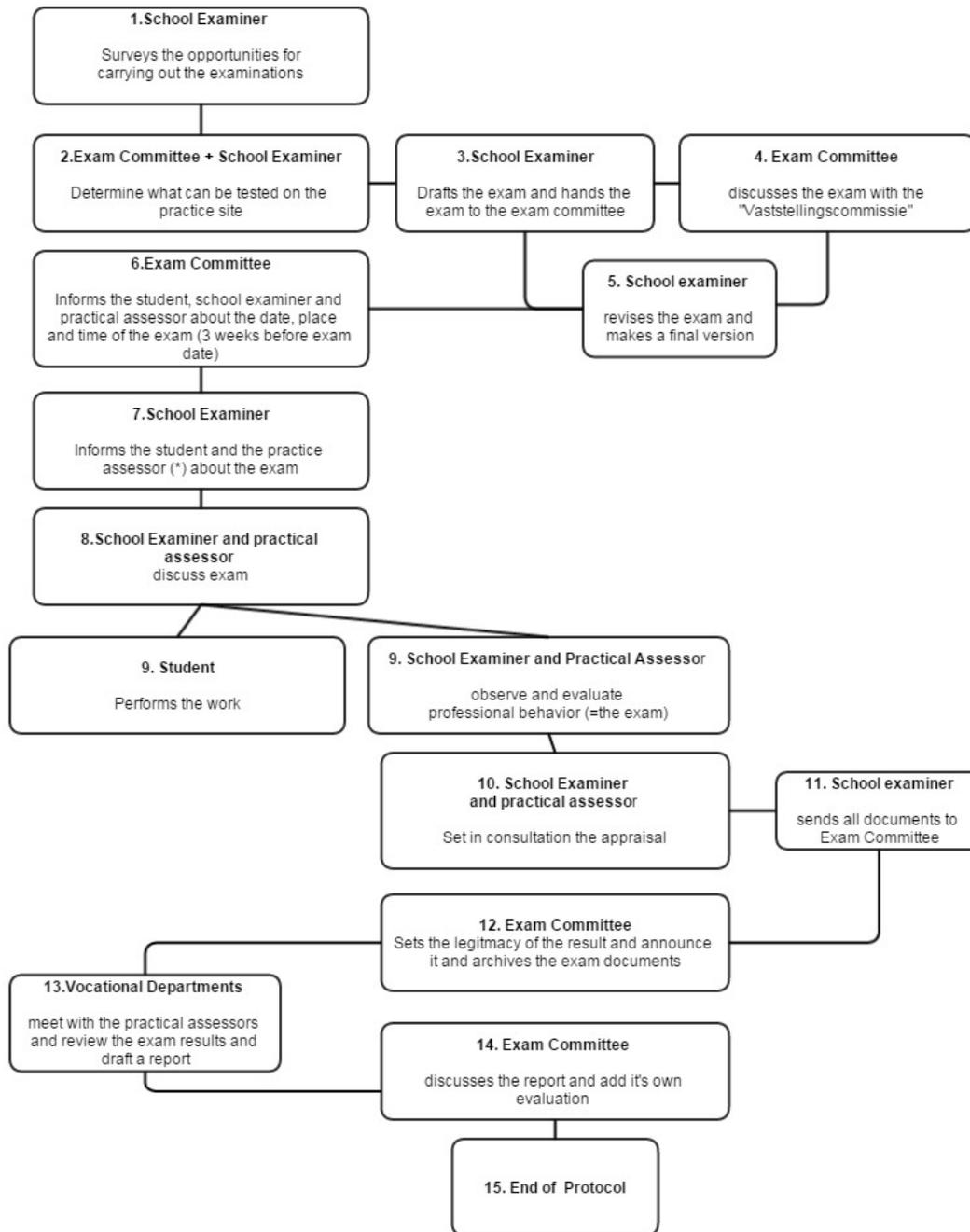
Key task	Work process	Competencies
1. Performs preparatory and finalization tasks	1.1 Set Mis en Place in the kitchen	Collaborate and consult
		Apply profession expertise
		Set materials and recourses into action
		Follow instructions and procedures
	1.2 Set Mis en place in the restaurant	Collaborate and consult
		Apply profession expertise
		Set materials and recourses into action
		Follow instructions and procedures
	1.3 Set Mis en place in the bar	Collaborate and consult
		Apply profession expertise
		Set materials and recourses into action
		Follow instructions and procedures
	1.4 Cleaning of used material	Apply profession expertise
		Set materials and recourses into action
		Follow instructions and procedures
1.5 Clean working premises	Apply profession expertise	
	Set materials and recourses into action	
	Follow instructions and procedures	

	1.7 Prepare banquet rooms according to specifications	Build relations and networks
		Follow instructions and procedures
2. Prepares dishes	2.2 Arrange the own work area	Apply profession expertise
		Set materials and recourses into action
		Follow instructions and procedures
	2.6 Assist in the preparation and cooking of dishes	Apply profession expertise
		Set materials and recourses into action
		Follow instructions and procedures
3. Serves and prepares drinks, serves dishes	3.8 Assist in the preparing drinks before serving	Collaborate and consult
		Apply profession expertise
		Set materials and recourses into action
	3.9 Assist in serving dishes	Apply profession expertise
		Set materials and recourses into action
7. Performs facility work	7.3 Prepare hotels rooms for guests	Perform with ethic and integrity
		Set materials and recourses into action
		Follow instructions and procedures
	7.5 Work in the laundry room	Apply profession expertise
		Set materials and recourses into action

Appendix 2B. Overview of competencies, key tasks and work processes Hospitality assistant

		Competencies																								
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
		Decide and initiate activity	Steer towards progress	Guide	Show interest and comprehension	Collaborate and consult	Perform with ethic and integrity	Build relations and networks	Convince and influence	Present	Formulate and report	Apply profession expertise	Set materials and recourses into action	Analyze	Analyze	Create en innovate	Learn	Plan and organize	Conform to the client's requirements and expectations	Produce quality	Follow instructions and procedures	Associate with change and adapt to it	Manage pressure and setbacks	Show enthusiasm and ambition	Handle with enterprising and commercially	Handle professionally
Work processes																										
1.1					X						X	X									X					
1.2					X						X	X									X					
1.3					X						X	X									X					
1.4											X	X									X					
1.5											X	X									X					
1.7							X														X					
2.2											X	X									X					
2.6											X	X									X					
3.8					X						X	X														
3.9											X	X														

Appendix 3. Roadmap to qualification



* A practical assessor is ROA Certified

Appendix 4. Sample BPV agreement

Article 1. Definitions

To avoid confusion article 1 describes the most important terms used in this agreement.

- BPV = Beroeps Praktijk Vorming, in this agreement the BPV outside the school is a synonym for internship.
- Training company = the company where the student does his internship.
- Job trainer = the person who does the daily activities with the student on the work floor (in Dutch he is called "leermeester").
- Educational institution = the school where the student is registered as participant or student
- BPV coach = the person (usually a teacher of the school) who has contact with the training company, the job trainer and the student during the internship.
- Internship = the period a student spends a learning period outside the school in a recognized training company to gain (work) experience in an authentic professional context.
- Workbook = the book with the assignments, assessment criteria, related work processes and relevant information about the Saba Comprehensive School
- Assignments = the assignments the student receives from the school to perform under supervision of the job trainer in the company
- Intern = the student who does the internship. Also called trainee.
- Student = the participant of the program who is enrolled at the Saba Comprehensive School

Article 2. Parties involved

The parties listed below agree the following about the internship period. This agreement describes the agreements between the student (intern), the training company and the Saba Comprehensive School. The BPV agreement is concluded for the specified time (the period the internship is being conducted) and is explicitly NOT a labor agreement as meant in the Dutch civil law.

The undersigned:

a) Name training company:

Address company:

Name of the representative:

Telephone:

E-mail:

(hereafter referred to as "the training company")

In case the representative is NOT the job trainer, the person who will perform as job trainer for the student is Mr./Mrs. _____, telephone _____, e-mail address _____.

b) Name School:

Address school:

Name representative:

E-mail representative:

Telephone representative:

(hereafter referred to as "the school")

c) Name intern:

Address intern:

ID number intern:

E-mail intern:

Telephone intern:

(hereafter referred to as "the intern" or "the student")

agree the following.

(remark: if the student did not reach the age of 18 years one of the parents or legal care takers sign the BPV agreement on behalf of the student).

Article 3. Education program and the BPV period

The intern is being offered the possibility to perform as an intern in the training company in the department _____ in the period from _____ until _____ as part of his educational program _____ level ____.

The intern is currently in the ___ year of the program. He should be performing as an intern at least ___ per week on the work floor assuming a ___ hour workweek.

During the internship the student will have the opportunity to work on the assignments as described in the workbook and has the opportunity to gain practical experiences.

The work hours the student must be present in the company also contain irregular hours. The intern can only be present at irregular hours when he is 18 years or older. The student spends at most ___ irregular hours in the company.

Article 4. Rights and obligations

The three parties recognize each other's rights and obligations as described in the appendix.

Article 5. Purpose of the internship

The learning objectives the intern must achieve during the internship are included in the BPV workbook. The purpose of the internship is described as followed (please tick what applies, more than one option is possible):

- The student will do an orientating internship. While doing his internship the focus is on observing and assisting more experienced workers. The purpose of this internship for the student is to gather as many relevant impressions about the profession as possible and to create an image what the profession is like.
The assessment of this orientating internship focusses more on professional attitude and progress and less on performance and production in the professional context.
- The student will do a vocational training during the internship. Because the student has learned at school the necessary skills and knowledge the focus of the internship is on learning new techniques and methods. The student is treated as employee with the same rights and obligations as employees with the difference that he is in a learning process.
The assessment of the vocational internship is focused on applying knowledge and skills in the professional context using professional attitude.
- Otherwise, namely _____.

Article 6. Contact between the training company, the school and the intern

The intern is and stays student of the Saba Comprehensive School when he is performing his internship. It might happen the student is being expected at school during "work hours". The job trainer will be informed well in advance if so.

Besides the days the student is being expected at school the Saba Comprehensive School the school also takes the initiative to contact the job trainer on a weekly base. This contact can take place by a telephone or skype call or by visiting the company by appointment. The progress and behavior of the student is being discussed during the contact moment. Each party as mentioned in article 2 must be present when the BPV coach visits the company.

The BPV coach has at least 4 contact moments with the student and the job trainer during the internship period.

The BPV coach takes notes during the visits or telephone calls and summarizes them in a form. The completed form shall be presented to the student and the job trainer. If they agree with the content the 3 parties sign. If one of the parties doesn't agree with the content the BPV coach adjusts until the 3 parties agree about the content.

The conclusion of the internship is a final interview where the general performance of the student is being evaluated.

Article 7. Illness and absence

When the intern falls sick or becomes ill he notifies the training company according the procedures used by the company. He also notifies the company when he became well again according the procedures used by the company.

When falling sick or becoming ill the student also notifies the BPV coach. When the student is absent due to sickness or illness more than 2 days he will see a family doctor. The student presents a note from the doctor dated the third day of his sickness or illness after getting well. The doctor's note must be presented to the BPV coach.

In case the student is forced to due internship one or more days for other reasons then sickness or illness the student must inform the training company and give the reasons why he cannot be present. He informs the BPV coach giving the reasons as well. The BPV coach determines whether the absence is permissible or impermissible and what the further actions will be according the school policy and regulations. Not giving reasons for absence is always impermissible absence.

The BPV coach and the job trainer determine together the (im)possibilities of conducting the missed hours after the internship period as mentioned in article 3. When the absence is impermissible the school regulations apply.

Article 8. Assessment and evaluation

The job trainer assesses the student by making statements about the student's performance, especially about the given assignments by the school, according to the standards for a starting professional.

He uses the evaluation forms and criteria provided by the school. The job trainer is responsible for the assessment per assignment. The school is responsible for the final assessment and grading the internship. The evaluation of the assignments by the job trainer is the essential input for the school to grade the student.



The job trainer evaluates with a Sufficient (done according the standards) or Insufficient (not done, or not done well enough according the standards). When an assignment can` t be performed in the company the job trainer notes "does not apply". When this happens the student is given the opportunity to perform the assignment at school under supervision of the teacher.

When the assignments are being assessed is an agreement between the job trainer and the student.

Article 9. Terminating the agreement

The BPV agreement will be terminated directly after the last day of the internship noted in article 3.

The agreement can also be cancelled by one of the three parties after giving an explanation to the other parties involved. If the three parties agree the agreement can be cancelled it will be cancelled.

Article 10. Complaints and appeal

If and when the student or job trainer are dissatisfied about the BPV period, BPV organization, preparation of the student, guidance of the student or anything that has to do with the BPV period the Saba Comprehensive School gives the opportunity to file a formal complaint. The BPV coordinator appointed by the school will deal with the complaint. He tries to find a satisfying solution for all parties.

In case the student does not agree with the solution he can file a complaint at the exam committee according to the applicable EER.

Article 11. Final provision

If this BPV agreement conflicts with another agreement signed by the company and the student this BPV agreement will prevail.

If and when situations occur this agreement doesn` t provide in the legal regulations apply.

Undersigning in 3 copies

Saba, _____ 20____

Intern

Job trainer
(representative company)

BPV coach
(representative school)

Appendix. Rights and obligations

The student

Rights:

- has a right to be coached by a professional, certified job trainer
- has a right to a workplace which is part of the regular operations in the training company
- is entitled to use the same services the company provides to a regular employee (use of the cantina, telephone use etcetera)
- is redundant in the company and NOT in the organization chart
- works schedules employees normally work as well
- is allowed request a meeting with the job trainer and/or the BPV coach

Obligations:

- adheres to agreements, including the house rules the company uses
- behaves according the normal social etiquette
- must present his progress when the job trainer ask for it
- notifies the job trainer (or his replacement) he is present before his shift starts and when his shift is done
- is responsible for keeping track of his progress and files this daily in his log file

The job trainer

Rights:

- has the right to be informed about the student before the internship starts and how the student performs and behaves at school
- has the right to be informed about the assignments the student must carry out during the internship and the assessment criteria used to assess the assignments
- may refuse the student access if the situation asks for it
- is allowed request a meeting with the student and/or the BPV coach

Obligations

- guide and coach the student during the internship according the ROA standards
- must use the normal social etiquette
- must report about the students` progress to all involved parties
- adheres to agreements with the student and the BPV coach

The BPV coach

Rights:

- may contact the job trainer about the students` progress during the BPV



Hospitality Assistant CN Course Outline

- has the right to make appointments with the student and the job trainer about the BPV and the progress
- may terminate the BPV agreements in case of compelling reasons
- can adjust the outcome of the job coaches` assessment and convert this to a final grading of the students` performance

Obligations:

- must review the students` performance and grade the performance using the job trainers` observations
- takes initiatives when it comes to making appointments about the progress.
- adheres to agreements made
- provides the job trainer with relevant information about the student, the school and/or the program
- redirect and adjust the process when necessary

Appendix 5A. Portfolio Content

The portfolio the student needs to hand in at the end of the program contains the following:

Part I:

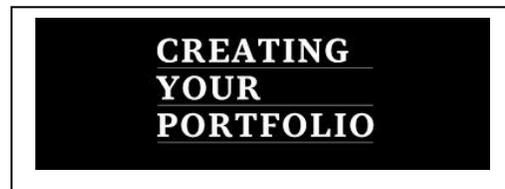
1. General information about the student (the portfolio owner)
2. Information about the program he follows at school
3. His personal CV
4. His personal development plan
5. His career plan (if not part of his POP)

Part II:

6. The final product of the vocational assignments he did during the program
7. The final product of the LLB assignments (citizenship)
8. The final product of the assignments Dutch, Spanish and English
9. The final product of the assignments math

Part III:

10. Formal evidences such as certificates, diplomas, references of work or internship
11. Informal evidences such as photos, videos, written statements and reactions from co-workers



Appendix 5B. Requirements of the language portfolio (English, Dutch and Spanish)

Student has submitted and passed all of the following tasks and assignments:

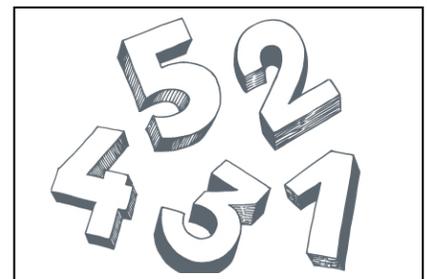
- Soft Skills Score Sheet
- Soft Skills Report
- Soft Skills Report Rubrics
- Professionalism Score Sheet
- Professionalism Report
- Professionalism Report Rubrics
- Application Letter
- Application Letter Rubrics
- Résumé
- Résumé Rubrics
- Job Interview Rubrics
- Job Module Reflective Report
- Job Module Reflective Report Rubrics
- Presentation Reflection on School Career
- Presentation Reflection on School Career Rubrics
- Listening Test Results
- Viewing Test Results
- Final Comprehension Test Results

Appendix 6. Reference levels languages and math skills

According to the education law for languages and math, a student on level 1 must master the set standards for languages and math.

To be able to receive a diploma the student must master the following levels.

English reading				A2/1F*
English listening				A2/1F*
English writing				A2/1F*
English conversation				A2/1F*
English presentation				A2/1F*
Dutch reading				A1*
Dutch listening				A1*
Dutch writing				A1*
Dutch conversation				A1*
Dutch presentation				A1*
Spanish conversation				A1*
Spanish reading				A1*
Arithmetic numbers				1F*
Arithmetic Measurement & Geometric				1F*
Arithmetic Relationship				1F*
Arithmetic Proportions				1F*



*Is only designated as examination for those students who do not transfer to MBO 2



Appendix 7. The Personal Development Plan (POP)

The personal development plan can be a very useful instrument for people who want to develop themselves professionally but also socially. By setting goals and describing which actions will be undertaken to realize them, the goals come within reach.

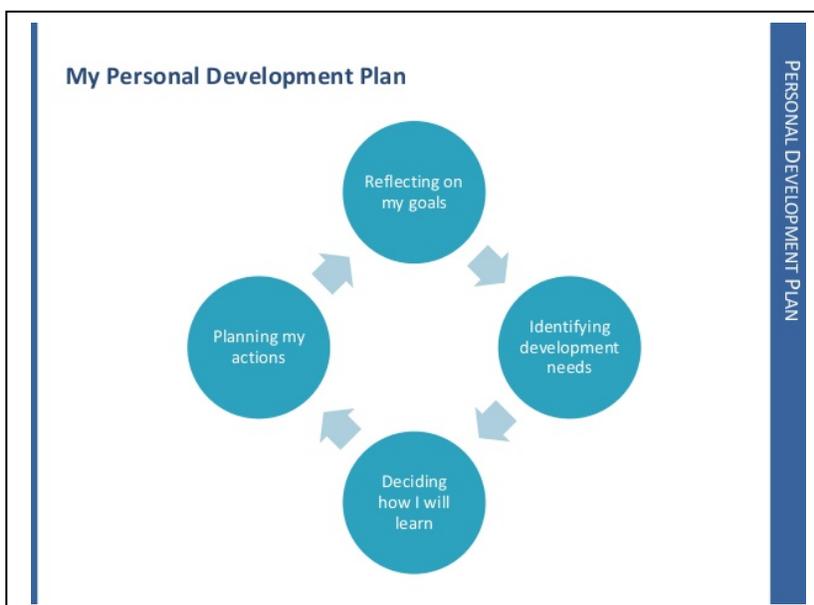
Goals that are set in de POP are described according to the SMART model (Specific, Measurable, Acceptable, Realistic and Time bound). The described goals are concrete and achievable. During the portfolio coaching hours at school, the teacher will monitor the set goals to make sure they are not too abstract and that they are the student's own, instead of being goals the teacher or the school would like to hear.

At school, the goals for each student can be different.

At the beginning of the program, the student fills out the POP form. This means that during his studies the goals are achieved, maybe adjusted or updated, or even disappear or be added to the POP. The POP therefore is a document that is never finished. During studies at school, but also during internships or work, the student discovers his talents and strong points, as well as his personal interests, less strong points and point that need to be improved. The POP is part of the portfolio. The POP is also discussed during the portfolio conversations.

The POP can be a guideline during the program but can also serve as in the basis for certain decisions, such as which type of company would be right for the student's internship, whether or not to continue the program, and his career planning.

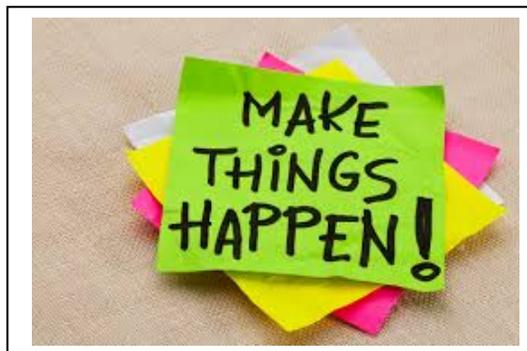
On the next page, there is a sample POP and an explanation.



Development objective	Activities to reach the objective	Desired result	Planning and deadline	Required

Explanation of the POP

- *Development objective.*
What does the student want to achieve during his studies? Objectives and goals are set as concrete as possible and are described according to the SMART model.
- *Activities to reach the objectives.*
Which steps are necessary to reach the objective?
- *Desired result.*
The student indicates when he is satisfied with the result. The result must be measurable.
- *Planning and deadline.*
When must the objective have been reached? Plan reaching the objectives not only at the end of the program, maybe some objectives can be reached earlier (p.e. discover if the chosen profession is something that he wishes to continue doing).
By setting a deadline, the objectives become achievable.
- *Required*
The tools, aids and services the student needs to reach out and achieve his objectives. A teacher is also a “tool” to reach these goals.



Conclusion

This course outline is developed in cooperation with EduDesign Caribbean. The course outline does not pretend to contain exhaustive details about the school and the program. In summary, this course outline describes the school organization, the outlines of the program and other relevant matters. By describing them and publishing them, the school works as transparently as possible.

If there are still questions or ambiguities, you may contact the school, the hospitality team or the management of the Saba Comprehensive School. We will be pleased to answer any questions you may have about the school or the program.



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