

## ANNEX 2

### TUNING Checklist for Curriculum Evaluation

The following elements can be distinguished within the framework of curriculum evaluation: the educational process, the educational outcome and the means and facilities required for programme delivery.

#### **Educational Process:**

- degree profile (aims educational programme)
- learning outcomes and competences to be achieved
- degree/educational programme build-up and order of programme components (to realize progression)
- coherence of degree / educational programme
- division of workload over the semester and academic year
- feasibility of programme
- teaching, learning and assessment methods
- connection of secondary and higher education
- international cooperation and student mobility

#### **Educational product / outcome:**

- study rate, cessation of study and switch-overs (output)
- output of 1st and 2nd cycle
- employability

#### **Means and facilities required:**

- structural and technical facilities
- staff and material means
- student support: student counsellors

### EDUCATIONAL PROCESS

#### **1. Degree / programme profile**

##### *Premises:*

The degree programme has a clearly defined profile which is based on the demands set by an academic degree on the one hand, and by the needs of society on the other hand by taking the future labour-market of graduates (of that particular programme) into consideration.

##### *Questions:*

To what extent do the available data show that the programme profile meets the demands set to it? If necessary, which adjustments are thought to be desirable?

#### **2. Learning outcomes and competences at programme level**

##### *Premises:*

The degree programme has clearly defined learning outcomes that reflect the programme profile. The learning outcomes are described in terms of competences to be attained by the students (knowledge, understanding and skills).

##### *Questions:*

To what extent do the learning outcomes and competences to be attained by the students correspond with the programme profile? If necessary, which adjustments are thought to be desirable?

#### **3. Learning outcomes and competences of the (separate) programme components**

##### *Premises:*

For each degree programme component a total of about five learning outcomes has been formulated, which clearly contribute to realizing the learning outcomes at programme level. The learning outcomes are described in terms of competences to be attained (knowledge, understanding and skills)

*Questions:*

Are the learning outcomes (explicitly) mentioned in the course syllabus of each programme component (module or course unit), and explained further when required? To what extent is it clear from the descriptions that specific competences are practised? Is indicated which level of the competences is aimed for.

#### **4. Curriculum set-up and the sequence of programme components / educational modules**

*Premises:*

The curriculum is structured in such a way that coherence is assured within the total programme, in the various phases of the programme, and the separate programme components, and continuous progression is made with regard to the generic and subject-specific competences that have to be attained in terms of knowledge, understanding and skills.

*Questions:*

To what extent is it clear in practice that the programme is structured in such a way that coherence is assured and that progression is made with regard to knowledge, understanding and skills in relation to the learning outcomes and competences to be attained? If necessary, which adjustments are thought to be desirable?

#### **5. (Division of) workload**

*Premises:*

The programme is structured in such a way that a well-balanced division of the total workload is realized for the programme as a whole, for and within the separate academic years, and for and within both semesters. The calculated workload per programme component must correspond with the time that a typical student needs to attain the required learning outcomes.

*Questions:*

To what extent is it shown in practice that the total workload is divided according to the premises in the above? If necessary, which adjustments are thought to be desirable?

#### **6. Feasibility of degree programme**

*Premises:*

The programme is set up in such a way that it is feasible for a typical student (to complete the programme within the given time frame). This implies a good mixture of teaching, learning and assessment methods, no unnecessary impediments between programme components, and sufficient supervision/tutoring by the teaching staff.

*Questions:*

To what extent are guaranteed that a well-balanced combination of teaching and learning and assessment methods is applied, sufficient supervision by teaching staff is available, and entrance requirements for programme components are only required when a motivation with regard to educational content can be given? If necessary, which adjustments are thought to be desirable?

#### **7. Teaching, learning and assessment methods**

*Premises:*

The teaching, learning and assessment methods used are varied and have been chosen because they are particularly well-suited to achieving the formulated learning outcomes and competences.

*Questions:*

To what extent does the available information, in particular the educational and assessment regulations and course syllabi, assure that the formulated premises are being met? If necessary, which adjustments are thought to be desirable?

### **8. Connection of secondary and higher education**

*Premises:*

The programme has been set up so that it takes into consideration the entrance level of students. For first cycle programmes it concerns the connection to secondary education, and for second cycle programmes it concerns the connection to first cycle programmes (that give entrance to the second cycle programmes).

*Questions:*

To what extent is made certain that the programme is set up in such a way that a good transition is provided with regard to entrance qualifications for first and second cycle? If necessary, which adjustments are thought to be desirable?

### **9. International cooperation**

*Premises:*

There is structural cooperation with foreign partner institutions. This cooperation can be joint degree programmes and/or facilitating student exchanges and recognizing the academic achievements undertaken at the partner institutions.

*Questions:*

In what way is it guaranteed that students do not get behind schedule if they take part of their programme at a foreign partner institution, except when they are responsible for it themselves (e.g. because they have changed their programme without consultation, or because they have not completed programme components successfully). If necessary, which adjustments are thought to be desirable?

## **EDUCATIONAL PRODUCT**

### **10. (Realized) output of 1st or 2nd cycle**

*Premises:*

The Faculty/School aims to achieve the following aims: successful completion of the first year of study xx% (maximum two years after starting the programme), completion of a first cycle degree based on a completed first year xx% (four years after starting the educational programme), completion of a second cycle degree xx% (two or three years after starting the educational programme).

*Questions:*

Does the programme realize the set percentages? If not, why? Which suggestions are made in that case to bring about improvement?

### **11. Employability**

*Premises:*

The degree programme meets a need in society as can be concluded from the fact that the transition to the labour market in a broad sense is good.

*Question:*

Do graduates find (suitable) employment within a reasonable period of time that fits the profile and level of the degree programme?

## **REQUIRED FACILITIES AND MEANS**

### **12. Structural and technical facilities**

*Premises:*

Sufficient structural and technical facilities and provisions are available for the delivery of the degree programme.

*Question:*

Are any bottlenecks apparent in practice in the delivery of the programme with regard to facilities and provisions?

### **13. Material and personnel means**

*Premises:*

For the delivery of the programme sufficient quantitative and qualitative personnel means are made available in terms of teaching and supporting (administrative and technical) staff. Each programme / organizational unit has sufficient means for the delivery of the programme (guest lecturers, materials etc.)

*Question:*

To what extent are the assigned means sufficient in practice to deliver the programme according to its original premises and set-up?

### **14. Student support, advising and tutoring**

*Premises:*

A system for student support, student advising and tutoring is available to students.

*Question:*

In what way is the demand/need met for an adequate system of student support, advising and tutoring?