

## Checklist limited programme assessment

Intended learning outcomes	Operationalisation / Argumentation
<p><i>The intended learning outcomes of the programme have been concretized with regard to content, level and orientation; they meet international requirements.</i></p> <p>The intended learning outcomes in terms of level and orientation (Bachelor, Master, professional or academic) fit within the Dutch qualifications framework.</p> <p>The content of the study lives up to the current requirements in international perspective from the professional field and imposed discipline.</p>	<ul style="list-style-type: none"> <li>• Does the programme have a clear mission and clear goals?</li> <li>• Does the committee agree with the description of the domain specific frame of reference provided by the programme? Does the description meet the requirements of a graduate of a bachelor's or master's programme?</li> <li>• Do the learning outcomes of the programme fit into the domain specific frame of reference? What position does the programme take within the domain? What are the strong points? What elements are missing?</li> <li>• Is the programme in line with the international requirements?</li> <li>• Are the intended learning outcomes in line with the Dublin Descriptors?</li> <li>• Are the intended learning outcomes sufficiently scientifically/academically oriented (as can be expected from an academic bachelor's programme)?</li> </ul>

Teaching learning environment	Operationalisation / Argumentation
<p><i>"The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes"</i></p> <p>The content and design of the program shall notify the admitted students are able to achieve the intended qualifications. Therefore, the quality of the staff and the program-specific facilities are essential.</p> <p>Program, staff and facilities form a coherent educational learning environment for students</p>	<ul style="list-style-type: none"> <li>- Realisation of the objectives of the program <ul style="list-style-type: none"> <li>o Role of research in education, academic nature of the study (literature, assignments, skills)</li> <li>o Role of the professional training (orientation on practice)</li> </ul> </li> <li>- Balance between research and practice-oriented training</li> <li>- Studyability and study load <ul style="list-style-type: none"> <li>o Difficult modules?</li> <li>o Structure program / coherence</li> <li>o Program too easy/ too difficult?</li> <li>o Connection to the inflow</li> <li>o Guidance</li> </ul> </li> <li>- Design of the curriculum:</li> <li>- <input type="checkbox"/> Is the didactical concept in line with the intended learning outcomes and are the intended learning outcomes supported by the work forms/study methods?</li> <li>- <input type="checkbox"/> Coherence of the curriculum? Use of 'lines of learning', 'learning tracks', etc.</li> <li>- Staff <ul style="list-style-type: none"> <li>o Quantity</li> <li>o Quality (professors involved? researchers involved?)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Study-specific facilities</li> </ul>
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Assessment and final qualifications	Operationalisation / Argumentation
<p><i>The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved</i></p> <p>The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.</p>	<ul style="list-style-type: none"> <li>- In terms of content               <ul style="list-style-type: none"> <li>o Quality of exams</li> <li>o Quality of theses</li> </ul> </li> </ul> <p>Are the intended learning outcomes achieved?</p> <ul style="list-style-type: none"> <li>- In terms of procedure               <ul style="list-style-type: none"> <li>o Assessment system</li> <li>o testplan and policy</li> <li>o Board of Examiners in control? .</li> </ul> </li> </ul>