



List of Key Questions for Programme Design

In order to identify examples of good practice the following key questions should be answered:

1. Employability (involvement of the employers in the process of Curriculum Design)

- 1.1. Consultation process with the stakeholders (e.g. social partners)?
- 1.2. Is there convincing evidence that the degree/qualification will be recognized in terms of future employment?
- 1.3. Is the programme related to a specific professional context?
- 1.4. Surveys about the job market, use of existing information?

2. Degree Profile

- 2.1. Is the definition of the profile clear?
- 2.1. Are the target groups (students) clearly identified?
- 2.2. Does the level of the programme correspond to the level(s) of the degree foreseen in the European and National Qualification Framework?

3. Competences (clear description annex)

- 3.1. Are the Competences acquired by the students clearly identified in terms of subject specific and generic competences covering knowledge/cognitive competences, skills/ functional competences, professional and ethical competences (culture, values)?
- 3.2. Can the Competences acquired be assessed adequately?
- 3.3. Is the methodology of assessment of the competences clearly specified?

4. Learning Outcomes (clear description annex)

- 4.1. Have learning outcomes been clearly identified?
- 4.1. Are they appropriately distributed over the various parts of the programme?
- 4.2. Are the learning and teaching methods chosen for the development of competences clearly specified?

5. Credits and Workloads

- 5.1. Have ECTS Credits been allocated to the programme?
- 5.2. Is information on the programme presented as described in the ECTS Users' Guide?
- 5.3. Is student mobility facilitated in the programme?
- 5.4. Is a Diploma Supplement issued to the students automatically and without charge in a widely spoken European language (e.g. English, German, French, Spanish)?

6. Resources

- 6.1. Is the staffing (academic and supporting staff) for delivering the programme guaranteed?
- 6.2. Does the programme require the use of teaching staff from outside the department?
- 6.3. How are the necessary structural, financial and technical means (class rooms, equipment, sport facilities) guaranteed?
- 6.4. In the case of workplace experiences/placements, are there sufficient and suitable placements guaranteed?

7. Monitoring and evaluation

- 7.1. Is the quality of the programme monitored?
- 7.2. Is staff quality monitored?
- 7.3. Is the quality of the class rooms and the equipment required to deliver the programme sufficient?
- 7.4. Are data collected on the graduates' satisfaction with the programme? How is the alumni database organized?

8. Flexibility

- 8.1. Is student support and guidance organized?
- 8.1. Do you have personal study plans for students?
- 8.2. Do you offer your students opportunities for life-long-learning?
- 8.3. Do you have staff development programmes including e.g. pedagogical and/or language courses?

9. International elements

- 9.1. Is student mobility in your programme foreseen?
- 9.1. Is there a plan for staff mobility?
- 9.2. Do you regularly have foreign visiting lecturers?