

## ANNEX 1

### TUNING List of Key Questions for Programme Design and Programme Delivery, Maintenance and Evaluation in the Framework of the Bologna Reform

#### Programme design

<i>Items</i>	<i>Key questions</i>
Degree profile	<ul style="list-style-type: none"> <li>• Has the <b>need for and the potential</b> of the (new) degree programme been established comprehensively fully and clearly?</li> <li>• Does it aim to satisfy established or new professional and/or social demands?</li> <li>• Was there a <b>consultation</b> with stakeholders? Did they identify the need for the degree programme?</li> <li>• Was the <b>approach</b> used for the <b>consultation adequate</b>? Were the groups selected the relevant ones for the degree programme considered?</li> <li>• Are the <b>definition</b> of the profile, the identification of the <b>target groups</b> to be addressed and its place in the national and international setting <b>clear</b>?</li> <li>• Is there convincing evidence that the profile will be <b>recognized</b> in terms of <b>future employment</b>? Is it related to a specific professional or social context?</li> <li>• Is this profile <b>academically challenging</b> for staff and students?</li> <li>• Is there <b>awareness of the educational context</b> in which the programme is offered?</li> </ul>
Learning outcomes	<ul style="list-style-type: none"> <li>• Have <b>clear and adequate learning outcomes</b> been identified at the level of the programme as a whole and of each of its components?</li> <li>• Will they result in <b>the profile</b> identified? Are they adequately distributed over the various parts of the programme?</li> <li>• Is the <b>progression and coherence</b> of the programme and its units sufficiently guaranteed?</li> <li>• Are the learning outcomes <b>formulated in terms of subject-specific and generic competences</b> covering knowledge, understanding, skills, abilities and values?</li> <li>• What guarantee is there that the learning outcomes will be <b>recognized and understood</b> within and outside Europe?</li> </ul>
Competences	<ul style="list-style-type: none"> <li>• Are the <b>competences</b> to be obtained by the student clearly <b>identified and formulated</b>, both subject-specific and generic?</li> <li>• Is the <b>level</b> of the competences to be obtained appropriate for this specific degree programme?</li> <li>• Are the competences to be gained expressed in such a way that they can actually <b>be measured</b>?</li> <li>• Is <b>progression guaranteed</b> in the development of the competences?</li> <li>• Can the competences obtained be assessed adequately? Is the <b>methodology of assessment</b> of the competences clearly specified and suitable for the <b>expressed learning outcomes</b>?</li> <li>• Are the approaches chosen for <b>learning and teaching</b> the competences clearly <b>specified</b>? What evidence is there to assure that the results will be reached?</li> <li>• Are the approaches chosen sufficiently <b>varied and innovative / creative</b>?</li> <li>• Are the competences identified <b>comparable and compatible</b> with the <b>European reference points</b> relative to the subject area? (if applicable)</li> </ul>
Level	<ul style="list-style-type: none"> <li>• Has the <b>entrance level</b> of potential students been taken into consideration when identifying their learning needs?</li> <li>• Does the level of learning outcomes and competences correspond to the <b>level(s)</b> of</li> </ul>

	<p>the degree (cycle) foreseen in the <b>European and National Qualification Framework</b>?</p> <ul style="list-style-type: none"> <li>• If sublevels are included, are these described in terms of learning outcomes expressed in competences?</li> <li>• Are levels described in terms of: <ul style="list-style-type: none"> <li>- acquiring knowledge, understanding, skills and abilities</li> <li>- applying knowledge, understanding, skills and abilities in practice</li> <li>- making informed judgments and choices</li> <li>- communicating knowledge and understanding</li> <li>- capacities to continue learning</li> </ul> </li> </ul>
Credits and Workload	<ul style="list-style-type: none"> <li>• Is the degree programme <b>ECTS based</b>? Is it in alignment with the <b>ECTS key features</b>?</li> <li>• Have <b>credits</b> been allocated to the programme? How is the adequacy of this <b>allocation</b> guaranteed?</li> <li>• How are credits related to the <b>learning outcomes</b> of this programme?</li> <li>• How is the <b>correlation</b> between <b>workload and credit</b> allocation checked?</li> <li>• How is a <b>balanced</b> student <b>workload</b> guaranteed during each learning period in terms of learning, teaching and assessment activities?</li> <li>• What mechanisms are used for <b>revision</b> of credit allocation and learning, teaching and assessment activities? How are the students involved in this process?</li> <li>• Is <b>information</b> on the programme (modules and/or course units) presented as described in the <b>ECTS Users' Guide</b>?</li> <li>• How is <b>student mobility</b> facilitated in the programme?</li> <li>• How are <b>students advised</b> about mobility?</li> <li>• How are the <b>key documents of ECTS</b> used for mobility?</li> <li>• Who is responsible for <b>recognition</b> and which are the procedures used?</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• How is the <b>formal acceptance</b> of the programme and the resources required to deliver it, guaranteed?</li> <li>• Is the <b>staffing</b> (academic and supporting staff and workplace supervisors) for delivering the programme guaranteed? Does the programme require the use of teaching staff from outside the department/institution?</li> <li>• Is <b>staff development</b> foreseen in terms of (new) approaches to learning, teaching and assessment?</li> <li>• How are the necessary <b>structural, financial and technical means</b> (class rooms, equipment, health and safety procedures etc.) guaranteed?</li> </ul> <p>In the case of workplace learning/placements, are there sufficient and suitable <b>placements</b> guaranteed?</p>

**Programme delivery, maintenance and evaluation**

Monitoring	<ul style="list-style-type: none"> <li>• How is the <b>quality of delivery</b> of the programme and its components monitored?</li> <li>• How is <b>staff quality and motivation</b> for the delivery of the programme monitored?</li> <li>• Are there systems in place to <b>evaluate</b> the quality of the learning environment in <b>workplace learning/placements</b>?</li> <li>• Is the <b>quality of class rooms and the equipment</b> (including workplace environments) required to deliver the programme sufficient?</li> <li>• How is the <b>entrance level</b> of potential students monitored?</li> <li>• How is <b>student performance</b> monitored in terms of quality of learning outcomes to be obtained / competences to be achieved and time required to complete the programme and its components?</li> <li>• In what way is the <b>employability</b> of graduates monitored?</li> </ul>
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	<ul style="list-style-type: none"> <li>•How is the <b>alumni database</b> organized?</li> <li>•Are data collected on the <b>graduates' satisfaction</b> with the programme?</li> </ul>
Updating	<ul style="list-style-type: none"> <li>•How is the system for <b>updating / revision</b> of the degree programme organized?</li> <li>•In what way can changes related to <b>external developments</b> in society be incorporated in the programme?</li> <li>•How is <b>staff development</b> related to programme updating organized and guaranteed?</li> </ul>
Sustainability and responsibility	<ul style="list-style-type: none"> <li>•How is the <b>sustainability</b> of the programme guaranteed?</li> <li>•How is it guaranteed that the relevant bodies take <b>responsibility for sustaining and updating</b> of the programme?</li> </ul>
Organisation and Information	<ul style="list-style-type: none"> <li>•How is the <b>updating of information</b> regarding the degree programme organized and guaranteed?</li> <li>•How is the adequacy of the system of <b>student support, advising and tutoring</b> ensured?</li> <li>•Is a <b>Diploma Supplement</b> issued to the students automatically and without charge in a widely spoken European language?</li> </ul>