QuickScan for Accreditation Preparation

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| Programme |  |
| Name Programme director |  |
| Accreditation Date |  |
| QA-team UT member |  |

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| **General items not specific to standards:*** Facts and figures -> educational dashboard ([Education | BI-Studio (utwente.nl)](https://www.utwente.nl/en/bi-studio/intranet/bi-portal/education/))
* Reflection on previous accreditation -> description of past developments supported by Programme development plans of recent years
* Student chapter -> reflection of students on the programme
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| **Item** | **Possible evidence/indicators** | **Status** | **Action points** |
| Standard 1: Intended Learning Outcomes |
| The Programme Intended Learning Outcomes (PILOs) tie in with the level and orientation of the programme | * PILOs are related to Meijers criteria
* PILOs are related to EQF/NLQF ([English (nlqf.nl)](https://nlqf.nl/english))
* PILOs are related to a domain specific reference framework
* PILOs are related to a domain specific body of knowledge and skills
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| The PILOs are geared to the expectations of the (international) professional field and / or discipline | * Show how the PILOs are checked by, or co-constructed with, the professional field
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| **Item** | **Possible evidence/indicators** | **Status** | **Action points** |
| Standard 2: Teaching and Learning Environment |
| The curriculum enables the incoming students to achieve the PILOs | * ILOs of the courses are related to the PILOs
* Student-staff ratio
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| The teaching-learning environment enable the incoming students to achieve the PILO | * NSE and ISB results, panel meeting minutes, SEQ results, course evaluations
* Programme specific teaching and learning facilities (labs, student workspaces) are provided
* Academic and non-academic support is provided
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| The teaching-learning environment encourages students to play an active role in the design of their own learning process | * Vision on learning and teaching of the programme (f.e. TEM, CBL)
* Minor and elective space in the programme
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| The teachers have sufficient expertise in both subject matter and teaching methods to teach the curriculum | * Survey and evaluation results (NSE, SEQ, etc.)
* Overview of domain knowledge of the teaching team
* UTQ, PhD and English language proficiency percentages
* SUTQ and/or teaching fellows in the programme
* Professionalisation activities by the programme
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| The choice of teaching language is justified | * Justification related to orientation and professional field
* International features (f.e. CeQuint)
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| **Item** | **Possible evidence/indicators** | **Status** | **Action points** |
| Standard 3: Assessment |
| The programme has an adequate system of student assessment in place | * Assessment matrix on programme level of formative and summative testing
* Vision on testing and assessment
* Assessment policy
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| Student assessments are valid, reliable and sufficiently independent | * Example exams, correction sheets and results
* Test screening reports
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| The assessment requirements are transparent to the students | * Assessment procedures are described
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| The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards | * EER and R&R of the EB
* Test screening reports
* List of examiners and/or appointment requirements
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| The assessment supports the students own learning process | * Evaluation results focussed on examination
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| **Item** | **Possible evidence/indicators** | **Status** | **Action points** |
| Standard 4: Achieved Learning Outcomes |
| The programme demonstrates that the PILOs are achieved by the results of the tests | * Assessment matrix
* Distribution of grades
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| The programme demonstrates that the PILOs are achieved by the final projects | * Thesis carrousel
* Distribution of grades
* Cum Laude percentages
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| The programme demonstrates that the PILOs are achieved by the performance of graduates in practice or post-graduate programmes | * Exit survey, alumni survey, NAE
* Professional advisory board reflections on achieved PILOs
* Internship evaluations
* Career overview of alumni
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| Other action points: |
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