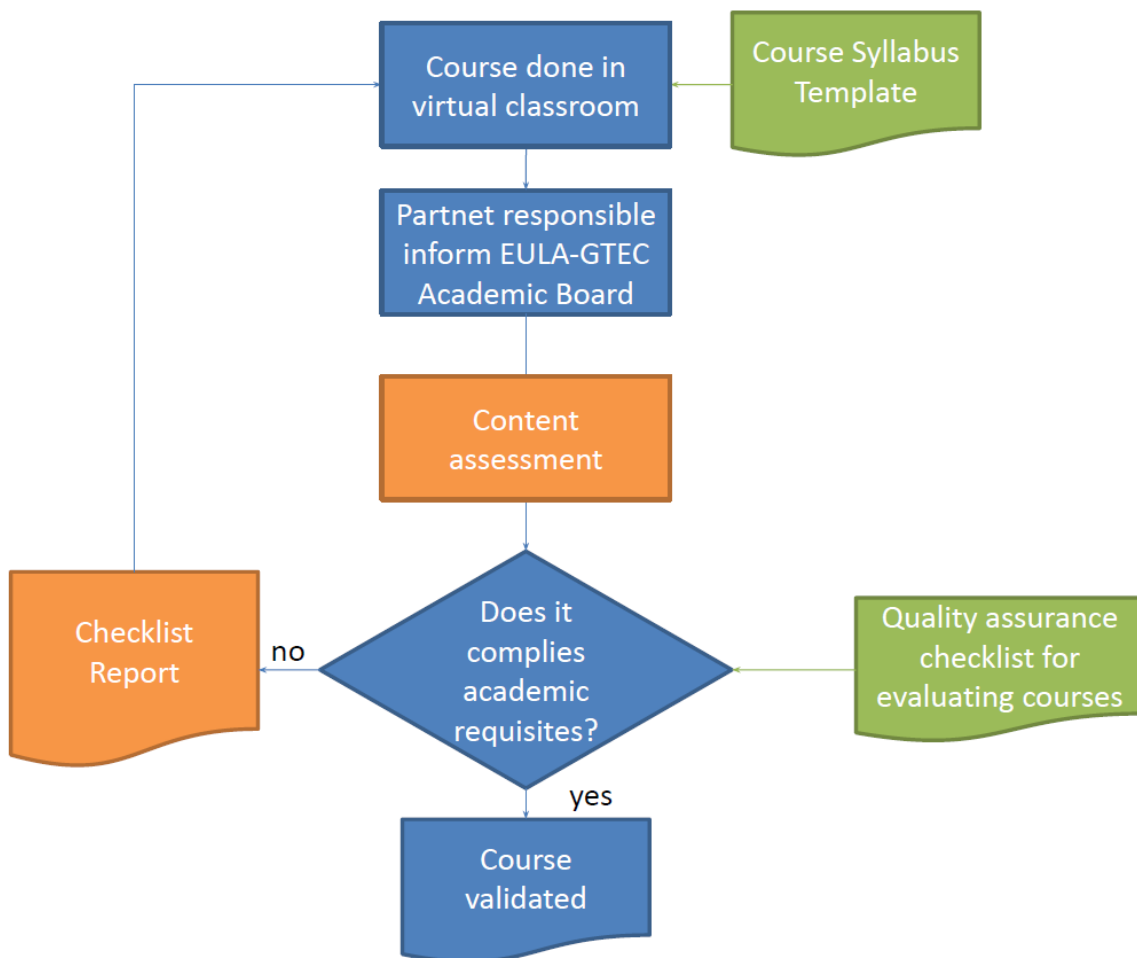# Programmes contents quality guideline

(WP7DRP05007ACO)

QUALITY ASSURANCE PROCESS AND

CHECKLIST

FOR EVALUATING COURSES

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QUALITY ASSURANCE VALIDATION PROCESS FOR EVALUATING COURSES

QUALITY ASSURANCE CHECKLIST FOR EVALUATING COURSES

DIMENSION: PLAN

Standard 1: Course Contents

Criteria	Yes	Partial	No/NA	Suggestions/Comments
1. Syllabus proposal used the syllabus template.				
2. Course objectives are stated clearly.				
3. Learning Goals (LG) are measurable.				
4. LG informs students about what they will be able to do/know, at the end of the course.				
5. Contents/topics are organized into modules.				
6. Development and progression of contents are clear.				
7. Teaching-learning process (TLP) and Activities are described in detail.				
8. Assessment is stated clearly, detailing the percentages/ point values for each assignment.				
9. Bibliography and learning materials are available.				
10. Course structure and schedule are included.				

Standard 2: Course Design

Criteria	Yes	Partial	No/NA	Suggestions/Comments
1. LG elaborated according to the initial skills of students.				
2. Course design considered students' needs.				
3. Course design allows flexibility for students to achieve the LG.				
4. TLP is a student-centered learning approach.				
5. TLP explicit different ways to learn, such as flipped classroom, problem-based learning, collaborative learning, didactic learning or				

others.				
6. Contents are coherent with objectives and LG.				
7. Assessment is aligned with contents, activities and LG.				
8. Assessment includes ongoing assignments and/or final exam.				
9. Each topic, in the Course structure, includes a lesson overview, activities, and assignments.				
10. The course activities enable students to use different learning styles.				
11. Activities and assignments promote active learning.				
12. Course provides feedback for students' progress.				
13. Course design explicit ways of students' feedback, e.g., pedagogical monitoring.				

DIMENSION: DO

Standard 3: Educational Requirements

Criteria	Yes	Partial	No/NA	Suggestions/Comments
1. Faculty team and students are informed about institutional policies and procedures.				
2. The first course instructions are clear and help the student to start the course.				
3. The faculty team introduce themselves at the beginning of the course.				
4. At the beginning of the course, students are invited to introduce themselves.				
5. The various course components are presented sequentially and with coherence.				
6. Assessment is flexible.				
7. Different assessment techniques are used (synchronous or asynchronous).				
8. Different assessment types are used (e.g., written assignments, online discussions or quizzes, e-portfolios, test-formative or summative, assignment work).				
9. Student support is offered and explained how to access it (areas of support: administrative, technological, digital library, tutors, special needs, pedagogical).				
10. Tutorial support is provided at least weekly.				
11. Faculty support is available (areas of support: administrative, technical, educational, information and media)				
12. Teachers and tutors give feedback to students on their progress and results on assessments.				

Standard 4: Learning materials and activities

Criteria	Yes	Partial	No/NA	Suggestions/Comments
1. The learning materials are presented and explained how they are to be used.				
2. Multimedia materials are used.				
3. The learning materials conform to guidelines concerning layout and presentation.				
4. Materials and activities are neutral as to sex, age, and ethnicity.				
5. Learning materials are accessible to all users (e.g., students with special needs).				
6. The learning materials are provided in more than one format.				
7. Learning materials are accessible via different devices (e.g., laptop, tablet and mobile phone).				

Standard 5: Technical Requirements

Criteria	Yes	Partial	No/NA	Suggestions/Comments
1. Faculty team and students are informed about the technical requirements to access the course.				
2. Faculty team and students are informed about the security and privacy procedures.				
3. Online forms and expectations of communication are clearly presented to students (student-student and student-teacher/tutor communication)				

Criteria	Yes	Partial	No/NA	Suggestions/Comments
4. The learning materials operated on specified equipment and platforms.				
5. Social media materials used take into consideration the accessibility and privacy issues.				
6. The technical aspects enable that students may access the learning materials.				

Standard 6: Virtual Learning Environment

Criteria	Yes	Partial	No/NA	Suggestions/Comments
1. Learning platforms used conform to usability and accessibility standards.				
2. The layout and design are coherent and logical.				
3. All the information presented are clear and organized sequentially.				
4. VLE includes a range of tools (e.g., search engines, chat, emails, blogs, online videoconferencing)				
5. The interface elements are consistent (e.g., font, text, presentation).				

DIMENSION: CHECK

Standard 7: Academic Success

Criteria	Yes	Partial	No/NA	Suggestions/Comments
1. Data from students' results are collected, including number of students enrolled, number of students assessed, number of students approved, number of students failed, number of student's dropout.				
2. Distribution of grades of approved students is available.				
3. Students attendance data is collected.				

Standard 8: Monitoring (pedagogical)

Criteria	Yes	Partial	No/NA	Suggestions/Comments
1. At the end of the course, the students fill an online questionnaire about their opinion/experience related to the quality of the course, including functioning of the course, student's self-evaluation and teachers' and tutors' performance.				
2. At the end of the course, the faculty team fill an online questionnaire about their opinion/experience related to the quality of the course, including functioning of the course, problems detected, student's evaluation, pedagogical practices and teachers' and tutors' performance				

DIMENSION: ACT

Standard 9: Course Report

Criteria	Yes	Partial	No/NA	Suggestions/Comments
1. The course report includes syllabus, schedule, summaries, enrolled students, students results, student's final appreciation, teachers and tutor's final evaluation, coordinator appraisal.				
2. The coordinator is responsible to elaborate the strengths of the course and the improvements needed.				
3. The course coordinator is responsible to propose improvement actions.				
4. Continuous improvement is based on monitoring, feedback and self-evaluation from students and faculty team.				
5. The course report is available one month after the course ended.				