Annex 13a

Checklist

Course approval checklist

In line with the Bologna / Copenhagen principles based on the SQF for Border Guarding

**Section 1: Information**

|  |  |
| --- | --- |
| **Course title** |  |
| **Project Manager** |  |
| **Review date(s)** |  |
| **Review version(s)** |  |
| **Peer Reviewer(s)** |  |

**Section 2: Approvals**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Name** | **Date** | **Signature** | **Decision** |
| **External Examiner**  |  |  |  |  |
| **Accreditation & QA Manager** |  |  |  |  |
| **Sector Board Chair** |  |  |  |  |
| **Head of TRU** |  |  |  |  |

**Section 3: Checklist**

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| --- | --- | --- |
| **Criterion** | **Completion** | **Comments of External Examiner** |
| **Correct template for the course used** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Course structure is suitable (layers)** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Level of the course is correct** | [ ]  Yes [ ]  No [ ]  Partial  |  |
| **Target group is clearly defined** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Entry criteria are defined** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Job competences are identified and tailored, in accordance with SQF profiles** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Course learning outcomes are identified and formulated correctly in order to reflect the job competences (highest level learning outcomes)** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Reference to the SQF learning outcomes / learning area / level is correct** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Learning outcomes are formulated correctly (specific, measurable etc.)** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Level of the learning outcomes is correct** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Learning outcomes are relevant to the job competences** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Modules / sessions learning outcomes are referenced to the highest level course learning outcomes** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **The Module / session / learning outcomes are aligned and contribute to the course learning outcomes** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Learning strategy is described** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **There is progression of learning throughout the course** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Learning strategy facilitates peer learning and group work** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Learning strategy facilitates the achievement of learning outcomes and are aligned to the assessment criteria** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Learning strategy and methods make maximal use of resources, including e-learning** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Assessment strategy is described** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Assessments are authentic to border guarding** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Assessments show how the learning outcomes are met** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Assessments are a learning opportunity** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Amount of assessments is reasonable (no over/under assessing)** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Marking rubrics / marking scheme are defined for each assessment** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Contents ensure that the desired learning outcomes are achieved** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Independent / experiential work is considered and weighted (case by case basis)** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Course structure and assessment strategy are designed to implement Recognition of Prior Learning (RPL) efficiently** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Learning hours (duration) is suitable for the achievement of learning outcomes** | [ ]  Yes [ ]  No [ ]  Partial |  |
| **Programme provides support to ensure that learning outcomes are achieved** | [ ]  Yes [ ]  No [ ]  Partial |  |