



DoQuP project

WP.1 - Definition and implementation of an on-line documentation system for quality assurance of study programmes in partner countries

Deliverable 1.3 - Methodologies and procedures of definition, gathering, elaboration and presentation of the identified information and data for the quality assurance of study programmes

DoQuP Model for the quality assurance of study programmes in partner countries

Expected activities and behaviours and required documentation for the quality assurance of study programmes in partner countries

Document approved by the DoQuP Project Board

April 2013

Introduction

According to DoQuP approach, internal quality assurance of a study programme (SP) requires:

- the definition and adoption of a management system for quality;
- the documentation of the information and data necessary to provide evidence of the SP quality.

A management system for quality must identify the processes to be managed and how they should be managed. The processes for a management for quality of SPs in partner countries and the associated quality requirements have been identified in the document “DoQuP standards for quality assurance of SPs in partner countries”.

Then the information and data that SPs of the partner countries should document in order to provide evidence of the quality of the educational service offered and therefore to assure their quality have been identified in the document “DoQuP information and data for quality assurance of SPs in partner countries”.

Information and data to be documented should fulfil specific characteristics directly connected with the specific objectives of the DoQuP project.

a) In order to enhance the quality of the SPs, increase their transparency, promote their comparability and enhance mutual trust in their quality, information and data should be prepared according to drawing-up modes (extension, language, reading format) homogeneous at national (and international) level.

b) In order to increase the transparency of the SPs and to promote modernisation of higher education, the informative documentation should be easily accessible on the net, have a simple structure and be drawn up in a short and essential form, which shall optimize all aspects related to the interaction with all the interested parties.

The DoQuP Model for the quality assurance of SPs in partner countries describes the expected activities and behaviours for the accomplishment of the DoQuP quality requirements, proposes a scheme for the documentation of the identified information and data and gives the fundamental indications for its compilation by the SPs. In particular the DoQuP Model lists the documentation that has to be made available in the online file which will be designed and implemented in the context of the project and specifies how this documentation has to be made available, i.e. if it has to be reported directly on the file or if it has to be made available through an hyperlink or alternatively through the indication of the web site where it can be found.

The documentation file is reported in Annex Z at the end of the document.

Note

- It is important to remind that the DoQuP Model assumes that the SP is the only structure in charge of the management of the processes associated to the quality requirements and of the documentation for the quality assurance. In some cases the structures in charge could be others, in particular the structure which the SP belongs to. This does not change either the quality requirements or the required documentation.
- When considered useful the Model suggests utilizing some tables for the documentation of the required information and data. Of course the organisation of the tables can be changed, but the new tables have to make available all the information and data required by the tables proposed in the Model.

- *All the parts of the DoQuP Model written in Italics have not to be reported in the online documentation file.*

Institution ...

**Documentation for the quality assurance
of the study programme in**

XXX

General Entry
Official Name of the Study Programme <i>Provide the official name of the SP in the original language (no acronyms). When this is not in English provide also an English translation (if applicable) in italics. If there is an official English translation available, use the official one.</i>
Degree profile <i>Provide the full name (that is no acronyms) of the qualification as written in the original language. When this is not in English, provide an English translation in italics. If there is an official English translation available, use the official one.</i>
Cycle /Level <i>Indicate the cycle/level of the qualification in relation to the National Qualifications Framework (where available), the QF for EHEA and the EQF for LLL.</i>
Type of Degree & Length <i>Identify the type of degree, for example whether the degree is the result of a programme offered by a single institution or whether the degree is the result of a joint programme (joint degree or double / multiple degree). Indicate the length of the SP in ECTS-credits, and/or - if applicable - national/institutional credits and/or years of study.</i>
Institution(s) <i>Give the official name of the awarding institution(s) and the country where it is based. In case of joint SPs indicate also which is the coordinating institution. If the name is not in Latin alphabet, provide a transliteration or transcription. In addition, provide also an English translation (if applicable) in italics. If there is an official English translation available, please use the official one.</i>
Accreditation Organisation(s) <i>Identify the accreditation organisation(s) that provides the accreditation of the SP or the degree awarding institution and the country in which the accreditation organisation operates.</i>
Period of reference <i>Identify the year(s) for which the curriculum is validated/approved.</i>
Purpose <i>Provide (in no more than 2 sentences) a general statement about the SP, providing a short summary - a 'synthetic view' - of the overall purpose of the programme.</i>
Discipline(s) / Subject area(s) <i>Indicate the main discipline(s) / subject area(s) of the SP. If the programme is multi- or interdisciplinary, indicate the relative weight of the major components, if applicable (for instance: politics, law and economics - 60:20:20).</i>

General / Specialist Focus

This section aims to provide the reader with information on whether the degree is geared towards more general academic education or a specialism, or a combination of the two. A general SP focuses on the breadth of the subject area(s). A specialist programme focuses in greater depth on a particular subject or subjects. In many cases there will be a combination. For example: a programme in international relations might be broad but (also be focussed, for instance on a particular region or subject, or problem such as conflict resolution.

Specify and provide a short (no more than 3 sentences) description of the general and/or specialist focus of the SP. If the SP includes a specialism, please provide a succinct statement of the specialism(s).

Orientation

Outline the orientation of the SP. For example: whether the degree is primarily research, practically based, professional, applied, related to designated employment, etc..

Teaching & Learning Approaches

This section aims to provide the reader with information about the education style. Examples of teaching approaches include: student centred, teacher centred, teacher guided, self directed study. Examples of learning approaches include: problem based learning, task based learning, research based learning, learning through laboratory practice, reflective learning, work placements, group work, individual study and autonomous learning.

Indicate (in maximum 3 lines) the main teaching and learning strategies and methods.

Assessment Methods

This section aims to provide information about the main assessment methods in the programme. Examples of assessment methods include: oral and written examinations, essays, presentations, reports, project work, case studies, portfolio.

Indicate (in maximum 3 lines) the main assessment methods.

Distinctive Features

Indicate (in no more than 3 sentences) any additional features that distinguish this SP from other similar SPs. For example: if the programme includes a compulsory international component, a work placement, a specific environment or is taught in a second language.

Standard A - Needs and Objectives

The study programme should identify the educational needs of the labour market of reference, establish educational objectives coherent with the mission of the institution the study programme belongs to and the educational needs of the labour market of reference, and learning outcomes coherent with the established educational objectives.

Quality Requirement A1 - Educational needs of the labour market

The study programme should identify the educational needs of the labour market of reference. The educational needs should be identified in terms of professional profiles and/or functions/roles/activities expected for the graduates and associated required competences.

Expected Activities and Behaviours

The SP should identify the organisations representative of the production, services and professions world to be consulted in order to identify their educational needs.

The educational needs of the labour market of reference may be identified in many ways. They may be mentioned in documents, studies, labour market analysis of the external interested parties (Ministries, organisations representative of the production, services and professions world, ...) or may be identified through direct consultation of organisations representative of the production, services and professions world (e.g. through meetings of working groups composed by representatives from University and from the labour market of reference, investigations by questionnaires, interviews, focus groups, etc.), the relationships established with organisations of the labour market for the development of training periods or the development of the thesis work outside University by the students, the results of the graduates' placement in the labour market. The SP should indicate how the educational needs of the labour market of reference are identified, i.e. the consultations method/s and schedules (e.g.: annual periodicity, at established terms, etc.).

The educational needs of the labour market of reference should be identified in a way useful to the definition of the educational objectives and of the learning outcomes of the SP. To this end the educational needs should be identified in terms of professional profiles and/or functions/roles/activities expected for the graduates in the first years of their placement in the labour market and of associated required competences, and in terms of expected learning outcomes.

All these information should be registered in official documents.

Required Documentation

Organisations representative of labour market consulted

List the organisations representative of the production, services and professions world consulted in order to identify the educational needs of the labour market.

Provide only information registered in official documents.

Methods and schedule of the consultation

List the consultations method/s and schedules.

Provide only information registered in official documents.

Identified educational needs of the labour market

List the identified educational needs of the labour market of reference.

Provide only information registered in official documents.

Quality Requirement A2 - Educational objectives

The study programme should define educational objectives in terms of professional profiles of the graduates and/or functions/roles/activities students are to be prepared for and associated key competences to be developed and obtained by the students during the learning process consistent with the mission of the institution which the study programme belongs to and the educational needs of the labour market of reference.

Expected Activities and Behaviours

The SP should establish educational objectives in terms of professional profiles of the graduates and/or functions/roles/activities students are to be prepared for and associated key competences¹ to be developed and obtained by the students during the learning process. The established educational objectives should be consistent with the mission of the institution which the SP belongs to which the SP belongs to and the educational needs of the labour market of reference. Furthermore the SP should indicate the main areas in which graduates will find employment, giving indications about the level of responsibility they will be qualified to take. The first cycle programmes should also indicate the second cycle programmes where the graduates can prosecute their studies. All these information should be registered in official documents.

Required Documentation

Educational objectives

List the established educational objectives. For each established professional profile of the graduates and/or function/role/activity students are to be prepared for, list the associated key competences to be developed and obtained by the students during the learning process, subdivided between subject specific and generic ones. List the main areas in which graduates can find employment and the level of responsibility they are qualified to take. For first cycle programmes indicate also the second cycle programmes in which the first cycle graduates can prosecute their studies. Provide only information registered in official documents.

Quality Requirement A3 - Learning outcomes

The study programme should define learning outcomes in terms of what students are expected to know, understand and/or be able to demonstrate after completion of the educational process consistent with the national qualification framework, if any, and with the established educational objectives.

Expected Activities and Behaviours

The SP should establish learning outcomes² in terms of what a student is expected to know, understand and/or be able to demonstrate after completion of the learning process. They should be specific for the SP and detailed in order to favour the understanding of the depth and extent of learning expected at the end of the educational process. The learning outcomes should be adequate to the reference cycle (I or II) of the SP³ and consistent with the national qualification framework, if any, and with the established educational objectives. The learning outcomes should be registered in an official document.

¹ A guide to formulating the programme competences is provided by Tuning [1]. A synthesis of the Tuning approach is reported in Annex A2.

² A guide to formulating the SP learning outcomes is provided by Tuning [1]. A synthesis of the Tuning approach is reported in Annex A3.1.

³ In particular the SP learning outcomes should be consistent with the Dublin descriptors [2]. The Dublin descriptors for 1st and 2nd cycle SPs are reported in Annex A3.2.

The SP should compare the established learning outcomes with those of other SPs of the same typology offered in the national and international contexts, in order to check the correspondences and point out the differences. The SP should document the results of the comparison, pointing out its peculiarities with respect to the SPs under the comparison.

Required Documentation

Learning outcomes

List the learning outcomes of the SP.

Provide only information registered in official documents.

Results of the comparison with the learning outcomes of other study programmes of the same typology

Make available the hyperlink at the document where the exits of the comparison with the learning outcomes of other SPs of the same typology are registered (alternatively indicate the web site where they can be found).

Standard B - Educational process

The study programme should assure students educational activities able to accomplish the established learning outcomes through contents, methods and times adequately designed and planned, take under control their development, assure a correct assessment of students' learning through suitable assessment methods and criteria, and establish appropriate criteria for students' studies progression.

Quality Requirement B1 - Admission qualifications and requirements

The study programme or the competent authority should define qualifications and requirements for the admission to the study programme adequate for a profitable participation of the students to the established educational activities, in particular of the first course year.

Expected Activities and Behaviours

The SP or the competent authority should define the qualifications required for admission to the SP.

Furthermore the SP or the competent authority should establish the admission requirements, in terms of knowledge and/or understanding and/or capacities required for a profitable participation of the students to the established educational activities, in particular of the first course year. The SP or the competent authority should also specify the required level of mastery of the admission requirements and the criteria for the selection of the students to be admitted when the number of applications is larger than the number of students who can be enrolled.

Furthermore the SP should describe any activity managed to promote the mastery of the admission requirements by the students.

Finally the SP or the competent authority should establish the methods of assessment of the mastery of the admission requirements by the students.

All these information should be registered in official documents.

Required Documentation

Qualifications, requirements and criteria for the admission to the SP

Provide the required qualifications and the established requirements and criteria for admission to the SP.

Provide only information registered in official documents.

Assessment of the mastery of the admission requirements

Provide the methods of assessment of the mastery of the admission requirements by the students.

Provide only information registered in official documents.

Quality Requirement B2 - Design and planning of the educational process

The study programme should design a curriculum and characteristics of the didactic units consistent with the established learning outcomes. The study programme should also establish appropriate criteria for students' progression in their studies.

Furthermore the study programme should plan the development of the educational process in such a way that students are able to achieve the learning outcomes in the expected time, according to a gradual process and activities coherent and coordinated with each other.

Expected Activities and Behaviours

The SP should establish a curriculum⁴ and characteristics of the didactic units able to permit the achievement of the established learning outcomes within the official length of the SP, according to a gradual process and didactic activities coherent and coordinated among them.

The curriculum should indicate at least the list of the didactic units, their sequence (year and semester of delivery), the number of ECTS credits associated at each unit and the unit lecturer.

The curriculum should be also approved by another body besides the one composed by the only teaching staff of the SP.

The curriculum should be reported in an official document.

For each didactic unit the SP should define at least:

- *name;*
- *number of ECTS credits⁵;*
- *course year and semester of delivery;*
- *lecturer/s;*
- *learning outcomes specific of the didactic unit and consistent with the established learning outcomes of the SP;*
- *contents and schedule;*
- *typologies of the educational activities (e.g.: theoretical lessons, practical lessons, laboratories, projects, etc.), also in terms of number of hours/credits for each typology, and relative instructional forms of education (e.g.: face to face education, distance education, blended education, etc), also in terms of hours/credits for each form;*
- *assessment methods (e.g.: written examinations, oral examinations, etc.) and criteria (descriptions of what the learner is expected to do and to what level, in order to demonstrate that a learning outcome has been achieved and to what extent); criteria for measuring students' learning (e.g.: attribution of a final grade, fitness declaration, etc.) and criteria of attribution of the final grade, if any;*
- *preparatory didactic units, if any;*
- *didactic material of reference (e.g.: textbooks, lecture texts, etc.).*

The assessment methods and criteria should provide evidence of their capacity to check the effective achievement of the intended learning outcomes by the students and ensure trust that the level of achievement by the students is assessed in a credible way.

The definition of the characteristics of the didactic units should be coordinated by the SP, particularly in order to avoid gaps or superimpositions in the definition of the specific learning outcomes and contents and to assure the suitability of the assessment methods to a correct assessment of the students' learning. The SP should define how to manage the coordination activity.

Also the characteristics of the didactic units and the information about the coordination activity should be reported in official documents.

As for the graduation exam, the SP should define at least:

- *workload, in terms of ECTS credits;*
- *requirements to be fulfilled by the thesis;*
- *criteria for the attribution of the graduation grade.*

Also the characteristics of the graduation exam should be reported in an official document.

The SP should document the suitability of the syllabus to the achievement of the expected learning

⁴ A synthesis of the Tuning comments to the formulation of the SP [3] is reported in Annex B2.

⁵ If the SP uses a national system of credits, report the number of national credits and the equivalence with the ECTS credits

outcomes, by at least pointing out the didactic units (thesis work included) which contribute to the accomplishment of each programme learning outcome.

The SP should establish management criteria of the students' career able to favour a regular students' studies progression.

The criteria to be established should regard at least:

- frequency of the didactic activities;
- number of ECTS credits to be accumulated for the enrolment in the successive course year;
- number of ECTS credits to be accumulated before the development of training periods.

Furthermore, the SP should establish appropriate rules to regulate the studies progression of at least:

- part time students;
- working students,
- students who cannot attend the didactic activities for a long period for causes independent from their will (e.g.: in case of illness, etc.).

The established criteria should be reported in an official document.

The SP should define:

- calendar and timetable of the didactic units,
- calendar of the exams, graduation exam included, and composition of the exam commissions, able to allow students adequate time for individual study and to facilitate their studies progression.

All these information should be approved by the SP.

Required Documentation

Curriculum

Provide the curriculum with at least the list of the didactic units, their sequence (year and semester of delivery), the number of ECTS credits associated at each unit and the unit lecturer.

To this aim the following table can be used.

Year/ Semester	Didactic Unit	ECTS credits	Lecturer
...

Provide only information registered in official documents.

Characteristics of the didactic units

Describe how the SP coordinates the definition of the characteristics of the didactic units and make available the hyperlink at the forms which describe the characteristics of the didactic units (alternatively indicate the web site where they can be found).

Provide only information registered in official documents.

Characteristics of the graduation exam

Make available the hyperlink at the document which describes the characteristics of the graduation exam (alternatively indicate the web site where they can be found).

Provide only information registered in official documents.

Suitability of the curriculum to the achievement of the expected learning outcomes

Document the suitability of the curriculum to the achievement of the expected learning outcomes. To this aim the following table can be used.

Learning outcomes	Didactic units which contribute to the accomplishment of the learning outcome
...	...
<p>Criteria for students' studies progression</p>	
<p><i>Provide the criteria for students' studies progression. Provide only information registered in official documents.</i></p>	
<p>Calendar and timetable of didactic units and exams</p>	
<p><i>Make available the hyperlink at:</i></p> <ul style="list-style-type: none"> • <i>calendar and timetable of the didactic units,</i> • <i>calendar of the exams, graduation exam included, and composition of the exam commissions, (alternatively indicate the web site where they can be found).</i> <p><i>Provide only information approved by the SP.</i></p>	
<p>Quality Requirement B3 - Realization of the educational process</p>	
<p>The study programme should implement the educational process coherently with the designed and planned development.</p> <p>The study programme should also control the development of the educational process, in order to check its correspondence with the designed and planned development, and the adequacy of the assessment tests to the learning outcomes and the correctness of the evaluation of the students' learning.</p>	
<p><u>Expected Activities and Behaviours</u></p>	
<p><i>The SP should implement the educational process coherently with the designed and planned development.</i></p>	
<p><i>The SP should take under control the development of the educational process in order to check its correspondence with designed and planned activities.</i></p>	
<p><i>The correspondence of the development of the educational process with the designed and planned development can be controlled in different ways, 'direct' (e.g.: direct control of the observance of the lecture timetable by the lecturers, etc.) and/or 'indirect' (e.g.: through the control of the lecture registers, through the survey of the students' opinions on the didactic units, etc.).</i></p>	
<p><i>The SP should establish how to control the correspondence of the development of the educational process with the designed and planned development. Both the adopted methods and the results of the control should be reported in an official document.</i></p>	
<p><i>The SP should take under control also the assessment tests in order to check their adequacy to the learning outcomes and the correctness of the evaluation of the students' learning.</i></p>	
<p><i>The adequacy of the assessment tests to the learning outcomes and the correctness of the evaluation of the students' learning can be controlled in different ways, 'direct' (e.g.: the ex-ante control of the examination tests or questions, the direct control of the oral tests, the ex-post control of the written, etc.) and/or 'indirect' (e.g.: through the monitoring of the results of the assessment tests, through the survey of the medium final grade and of the grade variance for each didactic unit which requires the attribution of a final grade).</i></p>	
<p><i>The SP should establish how to control the adequacy of the assessment tests to the learning outcomes and the correctness of the evaluation of the students' learning. Both the adopted methods and the results of the control should be reported in an official document.</i></p>	
<p><u>Required Documentation</u></p>	

Correspondence of the development of the educational process with the designed and planned development

Describe how the SP takes under control the correspondence of the development of the educational process with the designed and planned development and document the results of the control at least for the last academic year.

Adequacy of the assessment tests to the learning outcomes and correctness of the evaluation of the students' learning

Describe how the SP takes under control the adequacy of the assessment tests to the learning outcomes and the correctness of the evaluation of the students' learning and document the results of the control at least for the last academic year.

Standard C - Resources

The study programme should have at disposal teaching staff, facilities, financial resources, student support services and partnerships with businesses, research institutions and other Higher Education Institutions adequate for the accomplishment of the learning outcomes and able to make students' studies progression easier.

Quality Requirement C1 - Teaching staff

The study programme should have at disposal teaching staff, including teaching support staff, adequate for the achievement of the established learning outcomes.

Expected Activities and Behaviours

The SP should identify and make available teaching staff in charge of the didactic units quantitatively (e.g. with reference to the number of didactic units or of credits in the same disciplinary area, to the number of students) and qualitatively (e.g. with reference to their qualification, competence and scientific interests) adequate to favour the achievement of the intended programme learning outcomes by the students.

The lecturers should be appointed according to pre-definite criteria of choice or selection. The SP should establish the choice or selection criteria. This information should be reported in an official document.

Furthermore the teaching staff should possess adequate didactic skills. To this regard the SP or the structure which the SP belongs to should offer the teaching staff the opportunity to improve their teaching skills and reach acceptable standard.

The SP should gather and update all the information necessary to provide evidence of the adequacy of the available teaching staff (in particular: academic or professional qualification and CV, which should contain information on research activities carried out and papers published in the last x (e.g. 5) years as for academicians or on professional works and/or activities carried out in the last x (e.g. 5) years as for professionals).

Also the teaching support staff (i.e. persons in charge of practical lessons, persons in charge of laboratory activities, etc.) should be qualitatively adequate to the achievement of the intended learning outcomes by the students.

Even in this case the SP should establish criteria for the selection of the teaching support staff and gather and update all the information necessary to provide evidence of the adequacy of the available teaching support staff. This information should be reported in an official document.

The SP should gather and update all the information necessary to provide evidence of the adequacy of the available teaching support staff [in particular: qualification; total number of hours of didactic workload; task (e.g.: practical training, lab assistance, etc.)].

Required Documentation

Teaching staff

List the SP lecturers and provide at least the following information for each lecturer:

- *academic or professional qualification;*
- *list of the didactic units he/she is in charge of, subdivided into didactic units of the SP under consideration and didactic units of other SPs;*
- *for each didactic unit, if he/she is the holder or the title on the basis of which it is covered (e.g.: additional duty, contract, etc.).*

Make also available the hyperlink at the curriculum vitae of each lecturer, with the description of the scientific and/or professional interests, activities and results (alternatively indicate the web site where this information can be found).

Document the criteria of selection of the lecturers.

Provide only information registered in official documents.

Provide the information about the opportunities offered to the teaching staff for improving their teaching skills and reaching acceptable standards.

Teaching support staff

For each didactic unit which utilises support teachers, make available the list of the support teachers and provide at least the following information for each of them:

- *qualification;*
- *total number of hours of didactic workload;*
- *task (e.g.: practical training, lab assistance, etc.).*

Document the criteria of selection of the teaching support staff.

Provide only information registered in official documents.

Quality Requirement C2 - Facilities

The study programme should have at disposal facilities, with the associated equipments, quantitatively and qualitatively adequate for the development of the established educational activities and able to allow the application of the established didactic methods.

Expected Activities and Behaviours

The SP should identify and make available infrastructures (in particular: classrooms, rooms for individual studies, laboratories, libraries) quantitatively (e.g. with reference to the number of enrolled students) and qualitatively (e.g. with reference to logistics, habitableness, availability of audiovisual equipment, availability of web connection as for the classrooms and rooms for the individual study; laboratory activities established in the curriculum as for the laboratories; needs of documentation by the students as for the libraries) adequate to the development of the didactic activities according to what designed and planned and to actuate the established didactic methods.

The SP should gather and update all the information necessary to provide evidence of the adequacy of the available facilities [in particular: number of seats, supply of audiovisual equipments, availability of web connection, surveillance and assistance staff available as for classrooms; number of seats, availability of web connections, opening time and access rules, surveillance and assistance staff available as for rooms for individual study; equipments or personal computers and software of interest for the didactic activities of the SP available, number of workplaces and number of students for workplace, technical staff available as for laboratories and PC rooms; available bibliographical material of interest for the didactic activities of the SP; availability of web connections, services offered (consultation of books and journals, book rent, bibliographical researches, access to data bases, etc.), opening time and access rules, librarian staff available as for libraries].

Of course the SP may have at disposal other resources (dedicated transport, canteens, student accommodations, sports facilities, etc.) and undertake special initiatives (cultural initiatives, recreational activities, etc.) useful to the effectiveness of the educational process.

Required Documentation

Classrooms

List the classrooms utilised by the SP and provide at least the following information for each of them:

- *number of seats;*
- *supply of audiovisual equipments;*
- *availability of web connection;*
- *surveillance and assistance staff available.*

Rooms for individual study

List the rooms for individual studies utilised by the students and provide at least the following information for each of them:

- number of seats;
- availability of web connections;
- opening time and access rules;
- surveillance and assistance staff available.

Laboratories

List the laboratories (PC rooms included) utilised by the SP and provide at least the following information for each of them:

- equipments or personal computers and software of interest for the didactic activities of the SP available;
- number of work places and number of students for work place;
- technical staff available.

Libraries

List the libraries utilised by the students of the SP and provide at least the following information for each of them:

- availability of updated bibliographical material of interest for the didactic activities of the SP also in native language;
- availability of web connections;
- services offered (consultation of books and journals, book rent, bibliographical researches, access to data bases, etc.);
- opening time and access rules;
- librarian staff available.

Other resources and special initiatives

List the other resources at disposal of and the special initiatives undertaken by the SP.

Quality Requirement C3 (optional) - Financial resources

The study programme should have at disposal financial resources adequate for the development of the educational process according to the designed and planned activities.

Expected Activities and Behaviours

The SP should define the needs of financial resources through the identification of the expense voices (e.g.: remuneration of the contract teachers; remuneration of the support teachers; updating of the laboratory equipments; maintenance of the laboratories; didactic material to be distributed to students; etc.) and the amount of the relative expenses.

Then the SP should make available the financial resources necessary to the development of the educational process according to what designed and planned.

All this information should be reported in official documents.

Required Documentation

Needs of financial resources

Document the needs of financial resources, subdivided according to the expense typologies. Provide only information registered in official documents.

Availability of financial resources

Document the availability of financial resources and indicate at least:

- *financer bodies;*
- *amount of the financial resources put at disposal;*
- *subdivision of the available financial resources according to the expense typologies.*

Provide only information registered in official documents.

Quality Requirement C4 - Student support services

The study programme should have at disposal student support (orienteeing, tutoring and assistance) services relevant to the educational process and able to make students' learning and studies progression easier.

Expected Activities and Behaviours

The student support services which should be at disposal of the SP are at least:

- *the student administrative office, whose main responsibility should be the management of the students' career;*
- *the orienteeing service for students in entrance, whose main responsibilities should be to favour a correct knowledge of the educational objectives and of the characteristics of the SP and to orient students in order to favour an aware choice of the SP;*
- *the tutoring service, whose main responsibilities should be to favour an effective insertion in the educational process of the SP and an effective studies progression of the students;*
- *the service for the development of training periods outside University, whose main responsibilities should be the organisation and the management of training periods;*
- *the service for the students' international mobility, whose main responsibilities should be the organisation and the management of the mobility of students in exit and in entrance;*
- *the orienteeing service for students in exit (job placement service), whose main responsibility should be to favour the placement of the graduates in the labour market.*

The SP should gather and update all the information necessary to provide evidence of the adequacy of the available student support services.

Required Documentation

Student administrative office

Make available the hyperlink at the web site where the following information at least are reported (alternatively indicate the web site address where they can be found):

- *office organisation and management;*
- *available staff;*
- *activities in charge of the office;*
- *activities and results of the last academic year at least.*

Orienteering service for students in entrance

Make available the hyperlink at the web site where the following information at least are reported (alternatively indicate the web site address where they can be found):

- *service organisation and management;*
- *available staff;*
- *activities in charge of the service;*
- *activities and results of the last academic year at least.*

Tutoring service

Make available the hyperlink at the web site where the following information at least are reported (alternatively indicate the web site address where they can be found):

- *service organisation and management;*
- *available staff;*
- *activities in charge of the service;*
- *activities and results of the last academic year at least.*

Service for the carrying out of training periods outside University

Make available the hyperlink at the web site where the following information at least are reported (alternatively indicate the web site address where they can be found):

- *service organisation and management;*
- *available staff;*
- *activities in charge of the service;*
- *activities and results of the last academic year at least.*

Service for the students’ international mobility

Make available the hyperlink at the web site where the following information at least are reported (alternatively indicate the web site address where they can be found):

- *service organisation and management;*
- *available staff;*
- *activities in charge of the service;*
- *activities and results of the last academic year at least.*

Job placement service

Make available the hyperlink at the web site where the following information at least are reported (alternatively indicate the web site address where they can be found):

- *service organisation and management;*
- *available staff;*
- *activities in charge of the service;*
- *activities and results of the last academic year at least.*

Quality Requirement C5 - Partnerships

The study programme should have at disposal partnerships with national and international businesses, research institutions and other Higher Education Institutions quantitatively and qualitatively adequate for the carrying out of students’ external education and mobility.

Expected Activities and Behaviours

The SP should establish partnerships with public and/or private bodies for the carrying out of training periods outside University (training periods, carrying out of the final work, etc.) adequate to the achievement of the intended learning outcomes.

The SP should establish partnerships with foreign Universities or other Higher Education Institutions for the international mobility of the students (carrying out of periods of education abroad, delivery of joint titles, etc.) adequate to the achievement of the intended learning outcomes.

Required Documentation

Partnerships for the carrying out of training periods outside University

Make available the hyperlink at the list of the active partnerships for the carrying out of training periods outside University and for each partnership at the number of students who have carried out training periods in the body in consideration in the last three academic or solar years at least. To this aim the table reported in Annex C5.1 can be used.

Partnerships for the carrying out of international mobility periods

Make available the hyperlink at the list of the active partnerships for the carrying out of international mobility periods and for each partnership at the number of students, in exit and in entrance, who have carried out periods of international mobility in the Institution in consideration in the last three academic or solar years at least.

To this aim the table reported in Annex C5.2 can be used.

Standard D - Monitoring and Results

The study programme should monitor the results of the educational process at least with respect to entrance students, students' learning, students' studies progression, students' opinion on the educational process, graduates' placement, in order to check the adequacy and effectiveness of the educational service provided.

Quality Requirement D1 - Entrance students

The study programme should monitor the entrance students in order to check its attractiveness.

Expected Activities and Behaviours

In order to check its attractiveness, the SP should monitor the entrance students through the gathering of the results relative at least to:

- the assessment of the mastery of the admission requirements by the entrance students enrolled in the first course year (only for the first cycle programmes);*
- the number of the entrance students enrolled in the first course year, their geographical and secondary school of provenance.*

As for the results of the assessment of the mastery of the admission requirements, the required data are the levels of mastery of the admission requirements.

As for the school provenance, the required data regard the typology of the provenance school and the grade of the school-leaving examination.

Required Documentation

Results of the monitoring of the assessment of the mastery of the admission requirements
(only for first cycle and integrated programmes)

Make available the hyperlink at the data relative at least at the last three cohorts for which full surveys are available required by Table D1.1_B of Annex D1.

Alternatively indicate the web site where they can be found.

Results of the monitoring of the enrolments at the first course year

Make available the hyperlink at the data relative at least at the last three cohorts for which full surveys are available required by:

- Table D1.2_B for the Bachelors;*
 - Table D1.2_M for the Masters;*
- of Annex D1.*

Alternatively indicate the web site where they can be found.

Quality Requirement D2 - Students' learning

The study programme should monitor the students' learning in order to check the effectiveness of the didactic units.

Expected Activities and Behaviours

In order to check the effectiveness of the didactic units, for each didactic unit the SP should monitor the students' learning through the gathering of the following data at least:

- the number of students who have to take the examination in the academic year under consideration;*
- the number of students who have passed the examination in the academic year under consideration;*
- the medium value of the grades attributed to all the students who have passed the examination;*
- the grade variance.*

The control of the results of the assessment tests makes also possible the indirect control of the adequacy of the tests to check the level of achievement of the learning outcomes specific of the

single didactic unit and the correctness of the assessment of the students' learning by the lecturers. At this regard direct and more adequate monitoring are the ex-ante control of the examination tests, the control of the development of the assessment tests, the ex-post control of the written tests, etc..

Required Documentation

Results of the monitoring of the students' learning

Make available the hyperlink at the data relative at least at the last three cohorts for which full surveys are available required by Table D2.1 of Annex D2.

Alternatively indicate the web site where they can be found.

Results of further monitoring

Describe the other methods of control of the assessment tests eventually carried out by the SP and make available the hyperlink at their results relative at least at the last three cohorts for which full surveys are available (alternatively indicate the web site where they can be found).

Quality Requirement D3 - Students' studies progression

The study programme should monitor the students' studies progression (in particular: drop-outs, number of credits acquired at the end of each course year, time to graduation) in order to check the effectiveness of the educational process.

Expected Activities and Behaviours

In order to check the effectiveness of the educational process, the SP should monitor the students' studies progression through the gathering of the following data at least:

- the number of students who pass from one course year to the successive one and the number of dropouts;
- the median and the mean value, with the associated variance, of the number of ECTS credits with which students pass from one course year to the successive one;
- the number of graduates within the official length of the programme.

Required Documentation

Results of the monitoring of the enrolments at the different course years

Make available the hyperlink at the data relative at least at the last three cohorts for which full surveys are available required by:

- Table D3.1_B for the Bachelors;
- Table D3.1_M for the Masters;

of Annex D3.

Alternatively indicate the web site where they can be found.

Results of the monitoring of the dropouts

Make available the hyperlink at the data relative at least at the last three cohorts for which full surveys are available required by:

- Table D3.2_B for the Bachelors;
- Table D3.2_M for the Masters;

of Annex D3.

Alternatively indicate the web site where they can be found.

Results of the monitoring of the credits acquired by the students who pass from one course year to the successive one

Make available the hyperlink at the data relative at least at the last three cohorts for which full surveys are available required by:

- Table D3.3_B for the Bachelors;
- Table D3.3_M for the Masters;

of Annex D3.

Alternatively indicate the web site where they can be found.

Results of the monitoring of the graduation time

Make available the hyperlink at the data relative at least at the last three cohorts for which full surveys are available required by:

- Table D3.4_B for the Bachelors;
- Table D3.4_M for the Masters;

of Annex D3.

Alternatively indicate the web site where they can be found.

Quality Requirement D4 - Students' opinion on the educational process

The study programme should monitor the students' opinion on the educational process in order to check the perceived adequacy and effectiveness.

Expected Activities and Behaviours

In order to check the perceived adequacy and effectiveness of the educational process, the SP should monitor at least the students' opinion on:

- the didactic units;
- the training periods outside University;
- the periods of international mobility;

and the final year students opinion on the educational process and on the student support services. The monitoring of the students' opinion should at least consider the list of questions reported in Annex D4.

Other monitoring can regard the survey of the entrance students' opinion on the orienteering service for students in entrance.

For each monitoring the SP should define the monitoring instrument (e.g.: on-line questionnaires, paper questionnaires, interviews, etc.) and schedule (e.g.: before the end of the lessons, during the examination period, etc.) and should gather the monitoring results. In particular the information and data gathered through the monitoring of the students' opinion on the didactic units should be aggregated with reference to both the single didactic unit and all the didactic units of the curriculum in order to monitor the perceived effectiveness of the development of the didactic units on the whole.

Required Documentation

Monitoring and results of the students' opinion on the didactic units

Describe the monitoring instrument and schedule of the students' opinion on the didactic units and make available the hyperlink at the monitoring questionnaire and at the results relative to both the single didactic unit and all the didactic units of the curriculum at least for the last three cohorts for which full surveys are available (alternatively indicate the web site where they can be found).

Monitoring and results of the students' opinion on the training periods outside University

Describe the monitoring instrument and schedule of the students' opinion on the training periods outside University and make available the hyperlink at the monitoring questionnaire and at the results at least for the last three cohorts for which full surveys are available (alternatively indicate the web site where they can be found).

Monitoring and results of the students' opinion on the periods of international mobility

Describe the monitoring instrument and schedule of the students' opinion on the periods of international mobility and make available the hyperlink at the monitoring questionnaire and at the results at least for the last three cohorts for which full surveys are available (alternatively indicate the web site where they can be found).

Monitoring and results of the opinion of the final year students on the educational process and on the student support services

Describe the monitoring instrument and schedule of the final year students' opinion on the educational process and on the student support services and make available the hyperlink at the monitoring questionnaire and at the results at least for the last three cohorts for which full surveys are available (alternatively indicate the web site where they can be found).

Quality Requirement D5 - Graduates' placement

The study programme should monitor the graduates' placement in order to check the qualification spendability, the correspondence of the study programme educational objectives to and the adequacy of the study programme learning outcomes for the educational needs of the labour market.

Expected Activities and Behaviours

In order to check the spendability of the granted qualification, the correspondence of the SP educational objectives and the adequacy of the SP learning outcomes to the educational needs of the labour market, the SP should monitor the graduates' placement in the labour market through the survey of the following data at least:

- *the percentage of employed graduates;*
- *only for second cycle graduates, the percentage of graduates who prosecute their studies in PhD;*
- *the placement time in the labour market;*
- *the effectiveness of the degree in the working activity (where for 'effectiveness' it is intended both the formal and substantial necessity of the degree in the working activity and the use of the acquired competences);*

after 1÷3 years since graduation.

For this monitoring the SP should define the monitoring instrument (e.g.: on-line questionnaires, paper questionnaires, interviews, etc.) and schedule and should gather the monitoring results.

The first cycle SPs should also gather the results relative to the first cycle graduates who prosecute their studies in the second cycle programmes after 1 year from the graduation.

The SP should monitor the opinions of the employed graduates on the education received after 1÷3 years since graduation.

For this monitoring the SP should define the monitoring instrument (e.g.: on-line questionnaires, paper questionnaires, interviews, focus groups, etc.) and periodicity (e.g.: annual, every three years, etc.) and should gather the monitoring results (also with reference to the number of graduates involved in the monitoring).

(Optional)

The SP should also monitor the opinions of the employers on the education of the graduates after 1÷3 years since graduation.

For this monitoring the SP should define the monitoring instrument (e.g.: on-line questionnaires, paper questionnaires, interviews, focus groups, etc.) and periodicity (e.g.: annual, every three years, etc.) and should gather the monitoring results (also with reference to the number of employers involved in the monitoring).

Required Documentation

Monitoring and results of the graduates' job placement

Describe the monitoring instrument and schedule of the graduates' job placement and make available the hyperlink at least at the following monitoring results:

- *percentage of employed graduates;*
- *only for second cycle graduates, percentage of graduates who prosecute their studies in PhD;*
- *placement time in the labour market;*
- *effectiveness of the degree in the working activity*

after 1÷3 years since graduation at least for the last three cohorts for which full surveys are available (alternatively indicate the web site where they can be found).

Monitoring and results of the prosecution of the studies in the second cycle programmes (only for first cycle programmes)

Make available the hyperlink at the results relative to the first cycle graduates who prosecute their studies in the second cycle programmes after 1 year from the graduation at least for the last three cohorts for which full surveys are available.

Monitoring and results of the employed graduates' opinions on the education received

Describe the monitoring instrument and schedule of the employed graduates' opinion on the education received after 1÷3 years since graduation and make available the hyperlink at the monitoring questionnaire and results (also with reference to the number of graduates involved in the monitoring) at least for the last three cohorts for which full surveys are available (alternatively indicate the web site where they can be found).

Monitoring and results of the employers' opinion on the graduates' education (optional)

Describe the monitoring instrument and schedule of the employers' opinion on the graduates' education after 1÷3 years since graduation and make available the hyperlink at the monitoring questionnaire and results (also with reference to the number of employers involved in the monitoring).

Standard E - Management system for quality

The study programme should adopt an adequate and effective management system, able to promote and assure the study programme quality and the improvement of the effectiveness of the processes for the study programme management and of the associated results, and should assure its continual adequacy and effectiveness.

Furthermore the SP should guarantee the publicity of the information on the study programme.

Quality Requirement E1 - Management system

The study programme should define and adopt an adequate and effective management system, through the identification of the processes for a management for quality of the study programme and the definition of an adequate organisational structure.

The study programme should also commit explicitly to the development of a culture which recognises the importance of quality and quality assurance.

Expected Activities and Behaviours

The definition of a management system requires first of all the identification of the processes for the SP management. They should include at least the processes considered fundamental for a 'management for quality' of the SPs by the DoQuP approach. Furthermore the processes composed by more sub-processes, whose management is in charge of different positions of responsibility (e.g.: a single person, a team of persons, a committee, a commission, etc.), should be subdivided in the component sub-processes up to the level at which it is possible to identify the positions of responsibility in charge of their management without ambiguities.

Then the definition of a management system requires the definition of an organisational structure, i.e. of the responsibilities for the management of the identified processes, able to assure an adequate management of the identified processes. To this end the SP should identify the position of responsibility (person, commission, committee, etc.) in charge of the management of each process or sub-process identified.

For each position of responsibility identified, the SP should indicate:

- the document which attributes the responsibilities to the position of responsibility under consideration;*
- in case of commissions, committees and teams, their composition;*
- the document/s where the position of responsibility under consideration registers the activities carried out and/or their results, also in order to control the assumption of the attributed responsibilities.*

The SP should also commit explicitly to the development of a culture which recognises the importance of quality and quality assurance.

Required Documentation

Processes for the SP management and organisational structure

List the processes for the SP management and the responsibilities for their management.

To this aim a 'responsibility matrix' as the one reported in Annex E1.1 can be used.

Positions of responsibilities

List the positions of responsibilities for the SP management and make available at least the following information for each position of responsibility identified:

- appointment;*
- composition (only in case of Commissions, Committees, Working Groups, ...).*

To this aim the table reported in Annex E1.2 can be used.

Commitment to the development of a quality culture

Describe the SP policy and associated procedures for the assurance and the strategy for the continuous enhancement of the SP quality.

Provide only information registered in official documents.

Quality Requirement E2 - Revision

The study programme should periodically revise needs and objectives, educational process, resources, results and management system, in order to guarantee their constant adequacy and effectiveness and promote the improvement of the effectiveness of the processes for the study programme management and of the associated results.

Expected Activities and Behaviours

The revision is a periodic and scheduled process, finalised to the improvement of the SP.

To this end the SP should first of all define the management modalities of the revision (in any case the revision should involve the teaching staff, the enrolled students and the interested parties of the labour market), its periodicity, the period of the academic year in which it should be carried out and the information and data to be taken into account, which however should include:

- *changes in the national laws and norms and/or in the statute and by-laws of the structure which the SP belongs to;*
- *resolutions of the structure which the SP belongs to and/or of its own bodies;*
- *outcomes of the relationships with the interested parties;*
- *needs and availability of resources;*
- *results of the monitoring activities;*
- *results of the self-assessment and external assessment activities.*

All these information should be reported in an official document.

The revision must start with a self-assessment finalised to the identification of the strong and weak points of the SP, through at least the comparison of the SP's results with those obtained in the preceding years and the results obtained by other SPs of the same typology, if any, and to the identification of the causes of the weak points (e.g: causes of the dropouts, motivations of delays in graduation, etc.).

The self-assessment may bring to the identification of needs of revision or redefinition of the educational objectives and process and of the internal quality assurance system and of opportunities of improvement of the management and/or of the results of single processes.

Then, for each identified need of revision and for each opportunity of improvement, the SP should identify and adopt opportune improvement actions.

The results of the revision should be reported in a Revision Report.

Required Documentation

Management of the revision process

Document the management modalities of the revision process, its periodicity, the period of the academic year in which it should be carried out and the information and data taken into account.

Results of the revision process

Make available the hyperlink at the Revision Report (alternatively indicate the web site where it can be found).

A scheme of Revision Report is reported in Annex E2.

Quality Requirement E3 - Publicity of information

The study programme should make public full, up to date, easily acquired information, both

quantitative and qualitative, on programme objectives, educational process, resources, results and management system.

Expected Activities and Behaviours

All the required documentation for the QA of the SP should be made available on the web site of the SP or of the structure which the SP belongs to.

In particular, information and data associated to Standard A, Standard B, Standard C - Quality Requirements C1, C2, C4, C5 -, Standard D should be available for all the interested parties, while the access to the other information and data could be reserved.

Required Documentation

Publicity of the documentation for the QA of the SP

Make available all the required documentation on the web site of the SP or of the structure the SP belongs to.

References

[1] TUNING, *A Guide to Formulating Degree Programme Profiles, Including Programme Competences and Programme Learning Outcomes*,
<http://www.unideusto.org/tuningeu/publications.html>

[2] Bologna Working Group on Qualifications Frameworks, *A Framework for Qualifications of the European Higher Education Area*,
http://www.bolognaprocess.it/content/index.php?action=read_cnt&id_cnt=6118

[3] TUNING, *Universities' contribution to the Bologna Process. An introduction*, 2nd edition,
<http://www.unideusto.org/tuningeu/publications.html>

Annex A2 - Synthesis of the Tuning approach to the definition of the programme competences

Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Competences are developed and acquired by the students during the educational process. Some competences are subject-area related (specific to a field of study), others are generic (common to any degree programme). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a programme.

Key competences are the main competences developed in a SP, connected to the functions/roles/activities the graduate is expected to carry out in the labour market and intended learning outcomes, expressed in terms of competences.

The competences to be established are a selection of the 'specific' and 'generic' competences that will have to be acquired by the time the SP is completed. A minimum of 8 and a maximum of 15 key competences are suggested.

To select the key competences, single out the main competences of the SP that, listed together, provide a good insight into the character of the SP to a relatively uninformed reader. Keep in mind that the degree profile aims to characterise the degree as a whole. This will be reflected especially in the sets of competences and sets of the learning outcomes to be established.

When describing the competence, remember that the competence should reflect an area of capability in relation to an identified level (first cycle/Bachelor, second cycle/Master). The Dublin descriptors could be used as a reference point.

With regard to the *subject specific competences*, if the programme subject area is one of those for which the key subject-specific competences have been identified, use them as reference framework (<http://www.unideusto.org/tuningeu/competences/specific.html>).

With regard to the *generic competences*, use the standard list of generic competences developed by Tuning (<http://www.unideusto.org/tuningeu/competences/generic.html>). Do not copy it: rather, use it as a starting point to write a more detailed competence statement tailored to the programme.

At this regard it is suggested to:

- begin with a short definition or the name of the competence (e.g.: Research, Communication, Interpersonal, Teamwork, Ethics) followed by a colon ':' (e.g.: Communication:);
- add to this short definition a qualifying/informative statement. (e.g.: Communication: ability to communicate effectively with a range of people from different backgrounds).

Example

Tuning lists 'teamwork' as a generic competence. This description is very general and does not show what the student is able to demonstrate. Therefore, it is necessary to give more detail and context to the competence so that the reader can understand exactly what the competence entails. An example of a competence statement might be: *capacity for working in a team and for assuming responsibility for certain tasks.*

The example meet the requirement that the description of the competence should be as short as possible, while at the same time providing enough context and detail as to give the reader some insight into what the student is able to do.

Annex A3.1 - Synthesis of the Tuning approach to the definition of the programme learning outcomes

Learning outcomes are statements – made by the academic staff – of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Learning outcomes have to be expressed in terms of the level of competence (knowledge, understanding, skills and abilities) to be obtained by the learner. Consequently, the SP learning outcomes should align with the programme competences, not necessarily on a one to one basis, but overall. Learning outcomes must be accompanied by appropriate assessment criteria which can be used to judge whether the expected learning outcomes have been achieved. Learning outcomes, together with assessment criteria, specify the requirements for the award of credit, while grading is based on attainment above or below the requirements for the award of credit.

The set of SP learning outcomes (PLOs) is the same for all students who have completed the SP. If there are structured optional pathways or tracks within the SP, additional learning outcomes may be added to specify the results of those specific pathways or tracks.

PLOs have to be aligned with, and informed by, relevant international and national frameworks at both the general educational level and the specific subject level.

General international frameworks for Europe are the Qualifications Framework for the European Higher Education Area (QF for the EHEA) and the European Qualifications Framework for Lifelong Learning (EQF for LLL). For each cycle, or level, a set of descriptors has been designed to describe the attainments / attributes of all those holding that qualification. These descriptors are meant for SPs in general, in relation to the level/cycle involved, and by definition are not related to a particular subject, topic or area. They should be taken into account when phrasing and designing PLOs.

When they are available, it is - in addition - strongly advised to consult subject specific frameworks, such as the relevant Tuning subject area reference frameworks (<http://www.unideusto.org/tuningeu/subject-areas.html>) and/or national conceptual frameworks of subject related descriptors. These frameworks contain subject specific descriptors for each of the cycles or levels and are used as a reference to decide whether the PLOs of a particular SP meet minimum standards.

The following are characteristics of good, verifiable, comprehensible and observable PLOs. They should be:

- specific (giving sufficient detail, written in clear language);
- objective (formulated in a neutral way, avoiding opinions and ambiguities);
- achievable (feasible in the given timeframe and with the resources available);
- useful (they should be perceived as relevant for higher education studies and civil society);
- relevant (should contribute to the aim of the qualification involved);
- standard-setting (indicate the standard to be achieved).

(Note: These general characteristics also apply to didactic unit PLOs.)

The language used to describe the learning outcomes is of crucial importance. While there are a variety of different ways of outlining a learning outcome, each one normally contains *five key components*:

1. an indication of the *type* of PLO: knowledge, cognitive processes, skills, or other competences. The PLO should clearly reflect the type of learning to be achieved: this means making it explicit

whether the PLO is about acquiring knowledge, developing understanding and cognitive processing, learning a mechanical skill, a professional stance or the like. The language should also indicate whether the PLO is predominantly focused on one or more of the types of learning.

2. An active *verb* form. At this regard different taxonomies or classification systems have been developed to explain how people learn and what features distinguish the beginner from the expert. The taxonomies have specific verbs and expressions associated with their classification system. While these systems can be helpful in writing PLO statements, each of these taxonomies has its strengths and shortcomings. Each has been developed in a particular timeframe and for a particular purpose and might not always be applicable to present day learning.
3. The *subject* or *topic area* of the learning: this can be specific or general and refers to the subject matter, a field of knowledge, a professional activity, an ability to perform or a particular skill.
4. An indication of the *standard* or the *level* that is intended / achieved by the PLO. This needs to reflect the breadth, depth and complexity of the learning as well as the relevant qualification descriptor.
5. The *scope* and/or *context* of the PLO.

Examples

To illustrate the above, we analyse here two examples, one from the field of History and one from the field of Physics.

- a) ‘Knowledge of European and world chronology, especially from 1500 on, and ability to describe in synthetic terms the main approaches to the study of European empires and to world and global history’

Type	Verb	Subject or Topic area	Standard or Level	Scope and/or Context
Knowledge				
Ability	to describe	European and world chronology, especially from 1500 on	in synthetic terms	the main approaches to the study of European empires and to world and global history

- b) ‘Ability to make measurements of physical quantities and to pursue an investigation by the design, execution and analysis of experiments, to compare results with existing knowledge and theories, and to draw conclusions (including degree of uncertainty)’.

Type	Verb	Subject or Topic area	Standard or Level	Scope and/or Context
	to make measurement	physical quantities		
Ability	to pursue	investigation	by design, execution and analysis of experiments	to compare results with existing knowledge and theories, and to draw conclusions (including degree of uncertainty)

After completing the list (which should contain no more than 15 to 20 PLOs), it is important to check whether the list of SP learning outcomes accurately reflects the nature of the SP and is complete.

Annex A3.2 - Dublin descriptors for 1st and 2nd cycle studyprogrammes

Qualifications that signify completion of the *first cycle* are awarded to students who:

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Qualifications that signify completion of the *second cycle* are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Annex B2 - Synthesis of the Tuning comments to the formulation of the study programme

The SP is a set of coherent educational components, based on learning outcomes, that are recognized for the award of a specific qualification through the accumulation of a specified number of credits and the development of specified competences.

The formulation of a SP requires:

- the definition of the curriculum with its didactic units (modules and other educational activities);
- the definition of the didactic unit characteristics (specific learning outcomes, content, etc.);
- the planning of the curriculum development.

Curriculum

- Curriculum should be coherent with the degree profile and, in particular, with the intended learning outcomes.
- Curriculum should not overload students with excessive and redundant content.
- Curriculum should be organized in a consistent and efficient way by using workload-based credits.

Course units

- One of the main objectives of the Bologna process is to make SPs and periods of learning more comparable and compatible. This objective is strongly promoted by making use of the concept of levels, learning outcomes, competences and ECTS credits, but a further way to promote this aim is to base SPs on units of equal size. ‘Modularization’ of educational programmes will promote transparency, and will facilitate mobility and recognition. It may also help to make SPs more feasible to study, because it offers an instrument to balance the student workload over the different phases of the programme.
- The learning outcomes of the individual units should, together, result in the level of competences to be obtained by the learner, to be verified by the overall learning outcomes. According to the Tuning methodology all units are - in one way or another - related to each other. This not only applies to the didactic units which are part of the major or core part of the SP, but also to minor didactic units and electives. In a well designed SP, minors and electives should strengthen the profile of the SP while giving learners the ability to ‘custom fit’ the SP to their needs.
- In particular, SPs normally presume progression regarding the level of competences to be obtained and hence the learning outcomes to be achieved. As a consequence, the learning outcomes of didactic units which develop the competences at the highest level should precisely match the SP learning outcomes.
- Once the characteristics of the didactic units have been defined, at least two checks are necessary.

One regards whether the key generic and subject specific competences are covered, that means: to check progression paths of the key generic and subject specific competences identified; to check whether all SP key generic and subject specific competences are covered by the didactic units.

The other regards the curriculum balance and feasibility, that means: to check whether the completed SP is balanced in terms of the effort it requires and the competences to be achieved;

to check whether the credits have been allocated on sound principles and that the students can complete the individual units and the whole SP within the allotted time.

Planning

- The planning of the curriculum development should promote the accomplishment of learning objectives by the students in the scheduled period of time, through a gradual process and activities which are consistent and co-ordinated with one another.

Annex C5.1 - Partnerships for the carrying out of training periods outside University

Partnerships for the carrying out of training periods outside University			
Body	N. of students involved a.y. xx-3/xx-2	N. of students involved a.y. xx-2/xx-1	N. of students involved a.y. xx-1/xx
...

Annex C5.2 - Partnerships for the carrying out of international mobility periods

Partnerships for the carrying out of international mobility periods						
Institution	N. of students in exit a.y. xx-3/xx-2	N. of students in entrance a.y. xx-3/xx-2	N. of students in exit a.y. xx-2/xx-1	N. of students in entrance a.y. xx-2/xx-1	N. of students in exit a.y. xx-1/xx	N. of students in entrance a.y. xx-1/xx
...

Annex D1 - Results of the monitoring of the entrance students

D1.1_B – Results of the tests for the assessment of the mastery of the admission requirements (Data available at .../.../...)

	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
N. of students with an admission grade between ... and ...			
...			
N. of students with an admission grade > ...			

D1.2_B – Students enrolled at the first course year (Data available at .../.../...)

Students enrolled at the first course year	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
New enrolments			
Provenance from other study programmes			
...			
Students enrolled at the first course year subdivided per geographical provenance	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
Residents in the same province			
Residents in the same region			
...			
Foreign students			
Students enrolled at the first course year subdivided per school of provenance	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
...			
...			
...			
Students enrolled at the first course year subdivided per grade of the school-leaving examination	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
N. of students with grade of the school-leaving examination between ... and ...			
...			
N. of students with grade of the school-leaving examination > ...			

D1.2_M – Students enrolled at the first course year (Data available at .../.../...)

Students enrolled at the first course year subdivided per geographical provenance	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
New enrolments			
Provenance from other study programmes			
...			
Students enrolled at the first course year subdivided per geographical provenance	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
Residents in the same province			
Residents in the same region			
...			
Foreign students			
Students enrolled at the first course year subdivided per first cycle programme of provenance	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
...			
...			
...			
...			
Students enrolled at the first course year subdivided per graduation grade	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
...			
...			
...			
...			

Annex D2 - Results of the tests for the assessment of the students' learning

D2.1 – Results of the tests for the assessment of the students' learning (Data available at .../.../...)

Diadactic units *	a.y. xx-3 / xx-2				a.y. xx-2 / xx-1				a.y. xx-1 / xx			
	N. of students **	N. of students who have overcome the exam ***	Medium grade	Variance	N. of students **	N. of students who have overcome the exam ***	Medium grade	Variance	N. of students **	N. of students who have overcome the exam ***	Medium grade	Variance
...	::	::	::	::	::	::	::	::	::	::	::	::

* In alphabetical order.

** Number of students who had the didactic unit in their study plan in the year under consideration.

*** With reference to the students who had the didactic unit in their study plan in the year under consideration.

Annex D3 - Results of the students' studies progression

D3.1_B – Enrolments at the different course years (Data available at .../.../...)

	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
N. of students enrolled at the 1st course year			
Students enrolled at the 2nd course year holding at the reference cohort*			
Total number of students enrolled at the 2nd course year			
Students enrolled at the 3rd course year holding at the reference cohort			
Total number of students enrolled at the 3rd course year			
Students enrolled at the 4th course year holding at the reference cohort			
Total number of students enrolled at the 4th course year			
Out-of-course students** holding at the reference cohort			
Total number of out-of-course students			

* Cohort: whole of the students enrolled in the first course year in the academic year of reference.

** University students who have failed to complete their course in the prescribed time

D3.1_M – Enrolments at the different course years (Data available at .../.../...)

	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
N. of students enrolled at the 1st course year			
Students enrolled at the 2nd course year holding at the reference cohort*			
Total number of students enrolled at the 2nd course year			
Out-of-course students** holding at the reference cohort			
Total number of out-of-course students			

* Cohort: whole of the students enrolled in the first course year in the academic year of reference.

** University students who have failed to complete their course in the prescribed time

D3.2_B – Dropouts (Data available at .../.../...)

	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
Dropouts between the 1st and 2nd course year			
Students who have changed study programme in the same University			
Students who have changed University			
...			
Dropouts between the 2nd and 3rd course year			
Students who have changed study programme in the same University			
Students who have changed University			
...			
Dropouts between the 3rd and 4th course year			
Students who have changed study programme in the same University			
Students who have changed University			
...			

D3.2_M – Dropouts (Data available at .../.../...)

	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
Dropouts between the 1st and 2nd course year			
Students who have changed study programme in the same University			
Students who have changed University			
...			

D3.3_B – Credits acquired by the students passing from one course year to the successive one (Data available at .../.../...)

		a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
Students enrolled at the 2nd course year holding at the reference cohort	N. of students			
	Median of the acquired credits			
	Medium value of the acquired credits			
	Variance			
Students enrolled at the 3rd course year holding at the reference cohort	N. of students			
	Median of the acquired credits			
	Medium value of the acquired credits			
	Variance			
Students enrolled at the 4th course year holding at the reference cohort	N. of students			
	Median of the acquired credits			
	Medium value of the acquired credits			
	Variance			
Out-of-course students holding at the reference cohort	N. of students			
	Median of the acquired credits			
	Medium value of the acquired credits			
	Variance			

D3.3_M – Credits acquired by the students passing from one course year to the successive one (Data available at .../.../...)

		a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
Students enrolled at the 2nd course year holding at the reference cohort	N. of students			
	Median of the acquired credits			
	Medium value of the acquired credits			
	Variance			
	Variance			
Out-of-course students holding at the reference cohort	N. of students			
	Median of the acquired credits			
	Medium value of the acquired credits			
	Variance			

D3.4_B - Graduates (Data available at .../.../...)

	a.y. xx-3/xx-2	a.y. xx-2/xx-1	a.y. xx-1/xx
N. of graduates			
Graduates holding at the cohort of a.y. xx-3/xx-2	-	-	
Graduates holding at the cohort of a.y. xx-4 / xx-3	-		
Graduates holding at the cohort of a.y. xx-5 / xx-4			
Graduates with graduation grade \geq ...			

D3.4_M - Graduates (Data available at .../.../...)

	a.y. xx-3/xx-2	a.y. xx-2/xx-1	a.y. xx-1/xx
N. of graduates			
Graduates holding at the cohort of a.y. xx-2/xx-1	-	-	
Graduates holding at the cohort of a.y. xx-3 / xx-2	-		
Graduates holding at the cohort of a.y. xx-4 / xx-3			
Graduates with graduation grade \geq ...			

Annex D4 - Questions to be considered in the monitoring of the students' opinion on the educational process

D4.1 – Questions to be considered in the questionnaire for the gathering of the students' opinion on the didactic units

To be defined

D4.2 – Questions to be considered in the questionnaire for the gathering of the students' opinion on the training periods outside University

To be defined

D4.3 – Questions to be considered in the questionnaire for the gathering of the students' opinion on periods of international mobility

To be defined

D4.4 – Questions to be considered in the questionnaire for the gathering of the final year students' opinion on the educational process and on the student support services

To be defined

Annex E1.1 - Processes for the SP management and organisational structure

Area	Fundamental processes	Sub-processes	Position of responsibility/ies in charge of the process management	Positions of responsibility/ies collaborating at the process management	Documentation *	
A - Needs and Objectives	A1 - Identification of the educational needs of the labour market					
	A2 - Definition of the educational objectives					
	A3 - Definition of the learning outcomes					
B - Educational Process	B1 - Definition of the admission qualifications and requirements					
	B2 - Design and planning of the educational process					
	B3 - Realization of the educational process					
C - Resources	C1 - Identification and put at disposal of the teaching staff					
	C2 - Identification and put at disposal of facilities (in particular: lesson rooms, laboratories, libraries)					
	C3 - Identification and put at disposal of financial resources					
	C4 - Organisation and management of student support (orienteeing, tutoring and assistance) services	C4.1 - Organisation and management of the student administrative office				
		C4.2 - Organisation and management of the orienteeing service for students in entrance				
		C4.3 - Organisation and management of the tutoring service				
		C4.4.1 - Organisation and management of the service for the development of training periods outside University				
		C4.4.2 - Organisation and management of the service for the students' international mobility				
		C4.6 - Organisation				

		and management of the orienteering service for students in exit				
	C5 - Establishment of partnerships with national and international businesses, research institutions and other Higher Education Institutions for the development of students' external education and mobility					
D - Monitoring and Results	D1 - Monitoring of the entrance students	D1.1 - Monitoring of the assessment of the mastery of the admission requirements				
		D1.2 - Monitoring of the enrolments at the first course year				
	D2 - Monitoring of the students' learning					
	D3 - Monitoring of the students' studies progression					
	D4 - Monitoring of the students' opinion on the educational process	D4.1 - Monitoring of the students' opinion on the didactic units				
		D4.2 - Monitoring of the students' opinion on the training periods outside University;				
		D4.3 - Monitoring of the students' opinion on the periods of international mobility;				
		D4.5 - Monitoring of the final year students' opinion on the educational process and on the student support services				
	D5 - Monitoring of the graduates' placement	D5.1 - Monitoring of the graduates' job placement				
		D5.2 - Monitoring of the prosecution of the studies in the second cycle programmes				
		D5.3 - Monitoring of the employed graduates' opinion on the education received				
		D5.4 - Monitoring of the employers' opinion on the graduates' education				
	5 5 5	E1 - Definition and				

	adoption of the management system				
	E2 - Revision				
	E3 - Publicizing of information on the study programme				

* Indicate in which document the activities and/or the results of the process under consideration are registered.

Annex E1.2 – Positions of responsibility

Positions of responsibility *	Appointment **	Composition ***
...

* List all the positions of responsibility for the management of the SP.

** Indicate the document where the position of responsibility under consideration is appointed.

*** Provide the composition of the position of responsibility under consideration (only in case of Commissions, Committees, Working Groups, etc.).

Annex E2 - Revision Report

Standard A - Needs and Objectives	
Quality Requirement A1 - Educational needs of the labour market	
Are the consulted organisations representative of the production, services and professions world and the methods and schedule of consultation adequate in order to identify the educational needs of the labour market?	Strength and weakness points ...
	Improvement actions ...
Have the educational needs of the labour market of reference been identified in a way useful to the definition of the educational objectives and of the learning outcomes of the SP, i.e. in terms of professional profiles and/or functions/roles/activities expected for the graduates and of the associated required competences?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement A2 - Educational objectives	
Have the educational objectives of the SP been established in terms of professional profiles of the graduates and/or roles/activities students are to be prepared for and associated competences to be developed and obtained by the students during the learning process?	Strength and weakness points ...
	Improvement actions ...
Are the educational objectives of the SP consistent with the mission of the institution which the SP belongs to and the educational needs of the labour market of reference?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement A3 - Learning outcomes	
Have the learning	Strength and weakness points

outcomes of the SP been established in terms of what students are expected to know, understand and/or be able to demonstrate after completion of the educational process?	...
	Improvement actions ...
Are the learning outcomes of the SP consistent with the established educational objectives?	Strength and weakness points ...
	Improvement actions ...
Are the learning outcomes of the SP comparable with the learning outcomes of other SPs of the same typology?	Strength and weakness points ...
	Improvement actions ...
Standard B - Educational process	
Quality Requirement B1 - Admission qualifications and requirements	
Are the qualifications and requirements for the admission to the SP adequate for a profitable participation of the students to the established educational activities, in particular of the first course year?	Strength and weakness points ...
	Improvement actions ...
Do the methods of assessment allow to check the effective mastery of the admission requirements by the students?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement B2 - Design and planning of the educational process	
Are the curriculum and the characteristics of the didactic units and of the graduation exam consistent with the established learning outcomes?	Strength and weakness points ...
	Improvement actions ...
Do the assessment methods and criteria provide evidence of their capacity to check the effective achievement of the intended learning outcomes by the students and ensure trust that the level of achievement by the students is assessed in a	Strength and weakness points ...
	Improvement actions ...

credible way?	
Has the SP established appropriate criteria for the students' progression in their studies?	Strength and weakness points ...
	Improvement actions ...
Has the development of the educational process been planned in such a way that students are able to achieve the SP learning outcomes in the expected time, according to a gradual process and activities coherent and coordinated with each other?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement B3 - Realization of the educational process	
Has the SP developed the educational process coherently with the designed and planned development?	Strength and weakness points ...
	Improvement actions ...
Does the SP control the development of the educational process, in order to check its correspondence with the designed and planned development and the adequacy of the assessment tests to the learning outcomes and the correctness of the evaluation of the students' learning?	Strength and weakness points ...
	Improvement actions ...
Standard C - Resources	
Quality Requirement C1 - Teaching staff	
Are the lecturers appointed according to pre-definite criteria of choice or selection?	Strength and weakness points ...
	Improvement actions ...
Is the teaching staff quantitatively and qualitatively adequate for the achievement of the established learning	Strength and weakness points ...
	Improvement actions ...

outcomes?	
Do the SP or the structure which the SP belongs to offer the teaching staff the opportunity to improve their teaching skills and reach acceptable standards?	Strength and weakness points ...
	Improvement actions ...
Is the teaching support staff qualitatively adequate for the achievement of the established learning outcomes?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement C2 - Facilities	
Are the facilities at disposal of the SP, with the associated equipments, quantitatively and qualitatively adequate for the development of the established educational activities with the established didactic methods?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement C3 - Financial resources	
Are the financial resources at disposal of the SP adequate for the development of the educational process according to the designed and planned activities?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement C4 - Student support services	
Has the SP at disposal student support (orienteering, tutoring and assistance) services relevant to the educational process and able to make students' learning and studies progression easier?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement C5 - Partnerships	
Are the partnerships with public and/or private bodies for the carrying out of training periods outside University adequate quantitatively and	Strength and weakness points ...
	Improvement actions ...

qualitatively to the achievement of the intended learning outcomes?	
Are the partnerships with foreign Universities or other Higher Education Institutions for the international mobility of the adequate quantitatively and qualitatively to the achievement of the intended learning outcomes?	Strength and weakness points ...
	Improvement actions ...
Standard D - Monitoring and Results	
Quality Requirement D1 - Entrance students	
Does the SP monitor the entrance students in order to check its attractiveness?	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the entrance students provide evidence of the SP attractiveness?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement D2 - Students' learning	
Does the SP monitor the students' learning in order to check the effectiveness of the didactic units?	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the students' learning in provide evidence of the effectiveness of the didactic units?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement D3 - Students' studies progression	
Does the SP monitor the students' studies progression (in particular: enrolments at the different course years and drop-outs, number of credits acquired at the end of each course year, time to graduation) in order to check the effectiveness of the educational process?	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the students' studies progression	Strength and weakness points ...
	Improvement actions

provide evidence of the effectiveness of the educational process?	...
Quality Requirement D4 - Students' opinions on the educational process	
Does the SP monitor the students' opinion on the educational process (in particular: students' opinion on the didactic units, on the training periods outside University, on the periods of international mobility; final year students' opinion on the educational process and on the student support services) in order to check the perceived adequacy and effectiveness?	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the students' opinion on the educational process provide evidence of the adequacy and effectiveness of the educational process and of the student support services ?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement D5 - Graduates' placement	
Does the SP monitor the graduates' placement (in particular: graduates' job placement and prosecution of the studies in the second cycle programmes by first cycle graduates, employed graduates' opinions on the education received, employers' opinion on the graduates' education) in order to check the qualification spendability, the correspondence of the SP educational objectives to and the adequacy of the SP learning outcomes for the educational needs of the labour market?	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the	Strength and weakness points ...

graduates placement provide evidence of the qualification spendability, of the correspondence of the SP educational objectives to and of the adequacy of the SP learning outcomes for the educational needs of the labour market?	Improvement actions ...
Standard E - Management system for quality	
Quality Requirement E1 - Management system	
Has the SP defined and adopted an adequate and effective management system, through the identification of the processes for a management for quality of the SP and the definition of an adequate organisational structure?	Strength and weakness points ...
	Improvement actions ...
	Improvement actions ...
Does the SP commit explicitly to the development of a culture which recognises the importance of quality and quality assurance?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement E2 - Revision	
Does the SP periodically revise needs and objectives, educational process, resources, results and management system, in order to guarantee their constant adequacy and effectiveness and promote the improvement of the effectiveness of the processes for the study programme management and of the associated results?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement E3 - Publicity of information	
Does the SP make public full, up to date, easily acquired information, both quantitative and qualitative, on SP objectives, educational	Strength and weakness points ...
	Improvement actions ...

process, resources, results and management system?	
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Annex Z – Documentation File

Institution ...

Documentation for the quality assurance of the study programme in

XXX

General Entry
Official Name of the Study Programme ...
Degree profile ...
Cycle /Level ...
Type of Degree & Length ...
Institution(s) ...
Accreditation Organisation(s) ...
Period of reference ...
Purpose ...
Discipline(s) / Subject area(s) ...
General / Specialist Focus ...
Orientation ...
Teaching & Learning Approaches ...
Assessment Methods ...
Distinctive Features ...

Standard A - Needs and Objectives

The study programme should identify the educational needs of the labour market of reference, establish educational objectives coherent with the mission of the institution the study programme belongs to and the educational needs of the labour market of reference, and learning outcomes coherent with the established educational objectives.

Quality Requirement A1 - Educational needs of the labour market

The study programme should identify the educational needs of the labour market of reference. The educational needs should be identified in terms of professional profiles and/or functions/roles/activities expected for the graduates and associated required competences.

Organisations representative of labour market consulted

...

Methods and schedule of the consultation

...

Identified educational needs of the labour market

...

Quality Requirement A2 - Educational objectives

The study programme should define educational objectives in terms of professional profiles of the graduates and/or functions/roles/activities students are to be prepared for and associated key competences to be developed and obtained by the students during the learning process consistent with the mission of the institution which the study programme belongs to and the educational needs of the labour market of reference.

Educational objectives

...

Quality Requirement A3 - Learning outcomes

The study programme should define learning outcomes in terms of what students are expected to know, understand and/or be able to demonstrate after completion of the educational process consistent with the national qualification framework, if any, and with the established educational objectives.

Learning outcomes

...

Results of the comparison with the learning outcomes of other study programmes of the same typology

...

Standard B - Educational process

The study programme should assure students educational activities able to accomplish the established learning outcomes through contents, methods and times adequately designed and planned, take under control their development, assure a correct assessment of students' learning through suitable assessment methods and criteria, and establish appropriate criteria for students' studies progression.

Quality Requirement B1 - Admission qualifications and requirements

The study programme or the competent authority should define qualifications and requirements for the admission to the study programme adequate for a profitable participation of the students to the established educational activities, in particular of the first course year.

Qualifications, requirements and criteria for the admission to the SP

...

Assessment of the mastery of the admission requirements

...

Quality Requirement B2 - Design and planning of the educational process

The study programme should design a curriculum and characteristics of the didactic units consistent with the established learning outcomes. The study programme should also establish appropriate criteria for students' progression in their studies.

Furthermore the study programme should plan the development of the educational process in such a way that students are able to achieve the learning outcomes in the expected time, according to a gradual process and activities coherent and coordinated with each other.

Curriculum

...

Characteristics of the didactic units

...

Characteristics of the graduation exam

...

Suitability of the syllabus to the achievement of the expected learning outcomes

...

Criteria for students' studies progression

...

Calendar and timetable of didactic units and exams

...

Quality Requirement B3 - Realization of the educational process

The study programme should implement the educational process coherently with the designed and planned development.

The study programme should also control the development of the educational process, in order to check its correspondence with the designed and planned development, and the adequacy of the assessment tests to the learning outcomes and the correctness of the evaluation of the students'

learning.

Correspondence of the development of the educational process with the designed and planned development

...

Adequacy of the assessment tests to the learning outcomes and correctness of the evaluation of the students' learning

...

Standard C - Resources

The study programme should have at disposal teaching staff, facilities, financial resources, student support services and partnerships with businesses, research institutions and other Higher Education Institutions adequate for the accomplishment of the learning outcomes and able to make students' studies progression easier.

Quality Requirement C1 - Teaching staff

The study programme should have at disposal teaching staff, including teaching support staff, adequate for the achievement of the established learning outcomes.

Teaching staff

...

Teaching support staff

...

Quality Requirement C2 - Facilities

The study programme should have at disposal facilities, with the associated equipments, quantitatively and qualitatively adequate for the development of the established educational activities and able to allow the application of the established didactic methods.

Classrooms

...

Rooms for individual study

...

Laboratories

...

Libraries

...

Other resources and special initiatives

...

Quality Requirement C3 (optional) - Financial resources

The study programme should have at disposal financial resources adequate for the development of the educational process according to the designed and planned activities.

Needs of financial resources

...

Availability of financial resources

...

Quality Requirement C4 - Student support services

The study programme should have at disposal student support (orienting, tutoring and assistance) services relevant to the educational process and able to make students' learning and studies progression easier.

Student administrative office

...

Orienteering service for students in entrance

...

Tutoring service

...

Service for the carrying out of training periods outside University

...

Service for the students' international mobility

...

Job placement service

...

Quality Requirement C5 - Partnerships

The study programme should have at disposal partnerships with national and international businesses, research institutions and other Higher Education Institutions quantitatively and qualitatively adequate for the carrying out of students' external education and mobility.

Required Documentation

Partnerships for the carrying out of training periods outside University

...

Partnerships for the carrying out of international mobility periods

...

Standard D - Monitoring and Results

The study programme should monitor the results of the educational process at least with respect to entrance students, students' learning, students' studies progression, students' opinion on the educational process, graduates' placement, in order to check the adequacy and effectiveness of the educational service provided.

Quality Requirement D1 - Entrance students

The study programme should monitor the entrance students in order to check its attractiveness.

Results of the monitoring of the assessment of the mastery of the admission requirements
(only for the first cycle programmes)

...

Results of the monitoring of the enrolments at the first course year

...

Quality Requirement D2 - Students' learning

The study programme should monitor the students' learning in order to check the effectiveness of the didactic units.

Results of the monitoring of the students' learning

...

Results of further monitoring

...

Quality Requirement D3 - Students' studies progression

The study programme should monitor the students' studies progression (in particular: drop-outs, number of credits acquired at the end of each course year, time to graduation) in order to check the effectiveness of the educational process.

Results of the monitoring of the enrolments at the different course years

...

Results of the monitoring of the dropouts

...

Results of the monitoring of the credits acquired by the students who pass from one course year to the successive one

...

Results of the monitoring of the graduation time

...

Quality Requirement D4 - Students' opinion on the educational process

The study programme should monitor the students' opinion on the educational process in order to check the perceived adequacy and effectiveness.

Monitoring and results of the students' opinion on the didactic units

...

Monitoring and results of the students' opinion on the training periods outside University

...

Monitoring and results of the students' opinion on the periods of international mobility

...

Monitoring and results of the opinion of the final year students on the educational process and on the student support services

...

Quality Requirement D5 - Graduates' placement

The study programme should monitor the graduates' placement in order to check the qualification spendability, the correspondence of the study programme educational objectives to and the adequacy of the study programme learning outcomes for the educational needs of the labour market.

Monitoring and results of the graduates' job placement

...

Monitoring and results of the prosecution of the studies in the second cycle programmes
(only for first cycle programmes)

...

Monitoring and results of the employed graduates' opinions on the education received

...

Monitoring and results of the employers' opinion on the graduates' education *(optional)*

...

Standard E - Management system for quality

The study programme should adopt an adequate and effective management system, able to promote and assure the study programme quality and the improvement of the effectiveness of the processes for the study programme management and of the associated results, and should assure its continual adequacy and effectiveness.

Furthermore the SP should guarantee the publicity of the information on the study programme.

Quality Requirement E1 - Management system

The study programme should define and adopt an adequate and effective management system, through the identification of the processes for a management for quality of the study programme and the definition of an adequate organisational structure.

The study programme should also commit explicitly to the development of a culture which recognises the importance of quality and quality assurance.

Processes of the internal quality assurance system and organisational structure

...

Positions of responsibility

...

Quality Requirement E2 - Revision

The study programme should periodically revise needs and objectives, educational process, resources, results and management system, so to guarantee their constant adequacy and effectiveness, and promote the improvement of the effectiveness of the processes for the study programme management and of the associated results.

Management of the revision process

...

Results of the revision process

...

Quality Requirement E3 - Publicity of information

The study programme should make public full, up to date, easily acquired information, both quantitative and qualitative, on programme objectives, educational process, resources, results and management system.

Publicity of the documentation for the QA of the SP

...