



**Tempus Project n. 517340-TEMPUS-1-2011-1-IT-TEMPUS-SMGR
DOCUMENTATION FOR QUALITY ASSURANCE
OF STUDY PROGRAMMES
(DoQuP)**

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

Deliverable 1.1 - Standards for the quality assurance of study programmes

Deliverable 1.2 - Information and data for the quality assurance of study programmes

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 Standards and Guidelines for the
internal quality assurance of
study programmes in partner countries
(DoQuP Model)**

Final

June 2014

Summary

In the first two sections, the document establishes what is intended for quality and quality assurance of study programmes and presents the standards for internal quality assurance in the European Higher Education Area.

Then the DoQuP approach to internal quality assurance of study programmes is presented.

The third section describes what DoQuP intends for 'study programme of quality' and establishes the DoQuP standards for the internal quality assurance of study programmes.

The fourth section introduces the guidelines for the internal quality assurance of study programmes associated to each established standard. The guidelines concern the definition and adoption of a management system for quality, through the identification of the fundamental processes for a management for quality of a study programme and the establishment of the associated quality requirements and of the expected activities and behaviours for their accomplishment, and the identification of the information and data that study programmes should document to provide evidence of the quality of the educational service offered and therefore to assure their quality.

The whole of standards and guidelines (i.e. quality requirements, expected activities and behaviours for their accomplishment and information and data to be documented) constitutes the 'DoQuP Model' for the internal quality assurance of study programmes, reported in the fifth section.

1. Quality and Quality Assurance of Study Programmes

Today quality of study programmes is certainly one of the main objectives of the Bologna process.

Coherently with the ISO 9000 definition of quality, for ‘study programme quality’ it is intended and DoQuP intends “*the grade (level) of fulfilment of the objectives established coherently with the needs and expectations of all those who are interested in the educational service provided, that is the ‘interested parties’*”, or, in other words, “*the level of accomplishment of the quality requirements established coherently with the needs and expectations of all the interested parties*”.

In this context, quality assurance is the instrument to make programme quality transparent and trustworthy for all the interested parties (stakeholders), students and employers first of all.

Always coherently with the ISO 9000 definition of quality assurance, for ‘study programme quality assurance’ it is intended and DoQuP intends “*the whole of the activities (processes) for the management of the educational service aimed at achieving the established educational objectives and then at ‘ensuring trust’ in meeting the quality requirements to all interested parties*”.

2. Standards and Guidelines for internal Quality Assurance in the European Higher Education Area

Today the definition of suitable academic strategies in order to promote study programme quality can rely on the standards and guidelines for internal quality assurance of higher education established in the document *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* [1], proposed by the *European Association for Quality Assurance in Higher Education (ENQA)* and adopted by the Ministers of Higher Education of 45 countries in the meeting in Bergen (Norway) on 19-20 May 2005, which has found a generalised acceptance in the European context.

This document has also introduced the concepts of internal and external quality assurance. ‘Internal quality assurance’ regards the activities of quality assurance in the responsibility of the study programme or of the structure the study programme belongs to. ‘External quality assurance’ regards the activities of the quality assurance agencies.

The standards for internal quality assurance within Higher Education Institutions are reported in Part 1¹ of the ESG. They are shown in Table 1.

Table 1 - European standards for internal quality assurance within Higher Education Institutions

1. Policy and procedures for quality assurance	Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture that recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and
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¹ The standards are in three parts covering internal quality assurance of higher education (Part 1), external quality assurance of higher education (Part 2) and external quality assurance agencies (Part 3).

With reference to study programmes, the form of external quality assurance can include programme assessment and/or accreditation.

The standards for external quality assurance agencies regard the characteristics that should be fulfilled by external quality assurance agencies.

	be publicly available. They should also include a role for students and other stakeholders.
2. Approval, monitoring and periodic review of programmes and awards	Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.
3. Assessment of students	Students should be assessed using published criteria, regulations and procedures which are applied consistently.
4. QA of teaching staff	Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.
5. Learning resources and student support	Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.
6. Information systems	Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.
7. Public information	Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

These standards refer to the key aspects that characterise the quality of a study programme and that have to be considered in order to assure programme quality.

Then the ENQA document associates each standard the guidelines, which provide additional information about good practice and in some cases explain in more detail the meaning and importance of the standards. Although the guidelines are not part of the standards themselves, the standards should be considered in conjunction with them.

It is important to note that the purpose of these standards and guidelines is to provide a source of assistance and guidance to Higher Education Institutions in developing their own quality assurance system, as well as to contribute to a common frame of reference, which can be used by institutions. It is not the intention that these standards and guidelines should dictate practice or be interpreted as prescriptive or unchangeable.

3. DoQuP standards for internal quality assurance of study programmes

Consistently with the ESG and with the models for the quality assessment and accreditation of study programmes adopted by the European agencies, DoQuP assumes that a study programme can be said ‘of quality’ when it complies with the national standards and requirements and:

- it establishes educational objectives consistent with the mission of the institution the study programme belongs to and the educational needs of the labour market of reference, and learning outcomes consistent with the educational objectives^{2,3};

² For the definitions of ‘educational objectives’, ‘learning outcomes’ and other specific terms used in the document, see DoQuP Glossary of Terms.

³ The choice to start from the definition of the educational objectives and of the learning outcomes in the definition of a system of internal quality assurance requires a justification.

Today the need of communication, transparency and recognition at national and international level requires study programmes focused mainly on what a student has to learn and on the development of his/her competences than on what have to be taught, because it is the student who has to be prepared at best for his/her future role in the society. This

- it designs and implements an educational process adequate to accomplish the learning outcomes, takes under control its development, assures a correct assessment of students' learning and establishes appropriate criteria for students' progression in their studies;
- teaching staff, facilities, financial resources, student support services and partnerships with businesses, research institutions and other Higher Education Institutions are adequate to accomplish the programme outcomes and are taken under control;
- it monitors the results of the educational process;
- it adopts an adequate and effective management system for quality and guarantees the publicity of the information on the study programme.

These principles must inspire design, development and control of a study programme.

Correspondingly, the DoQuP approach defines the five 'DoQuP standards' for the, or 'DoQuP areas' of, internal quality assurance of study programmes. They are shown in Table 2.

Table 2 - DoQuP standards for internal quality assurance of study programmes

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.
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' progression in their studies.
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 easier the students' progression in their studies.
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' progression in their studies, students' opinion on the educational process, graduates' placement, in order to check the adequacy and effectiveness of the educational service provided.
E - Management system for	The institution the study programme belongs to should have a public quality assurance policy and an effective organization for the quality assurance of

requires the passage from a staff-centred or input-based approach to a student-centred or output-based approach, which assumes the student as the centre of the teaching and learning process.

In an output-based study programme the main emphasis must lie on the degree or qualification profile. The degree profile must clearly define the aims and purposes of the programme, in terms of educational objectives, i.e. what can be expected of the graduates in terms of the kinds of tasks they are equipped to undertake, their level of expertise and the responsibilities they can assume, and learning outcomes, i.e. what graduates will know, understand and be able to do by the time they have successfully completed the programme.

The degree profile is determined by the academic staff and endorsed by the responsible authorities and should be based on the identified and recognised needs by stakeholders.

The degree profile provides a succinct and focussed way of expressing and communicating the most important results of a higher education programme, and thus provides an essential tool for communication, transparency and recognition.

quality	<p>study programmes. The policy should be put into practice through the definition and adoption of an adequate and effective management system for quality of the study programmes, able to promote and assure their 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.</p> <p>Furthermore, the study programme should guarantee the publicity of the information on its characteristics and results.</p>
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The correspondence between ENQA and DoQuP standards is shown in Annex 1.

4. DoQuP Guidelines for the internal quality assurance of study programmes

According to DoQuP approach, an internal quality assurance of a study programme requires:

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

4.1 Management system for quality

A management system for quality must identify the processes to be managed and how they should be managed.

The processes associated to each DoQuP standard to be considered fundamental for a ‘management for quality’ of study programmes have been identified consistently with the ESG and with the models for the quality assessment and accreditation of study programmes adopted by the European agencies.

They are shown in Table 3.

Table 3 - Fundamental processes for a management for quality of study programmes

Standard	Fundamental processes
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 of the needs and put at disposal of financial resources C4 - Organisation and management of student support (orientteering, tutoring and assistance) services C5 - Establishment of partnerships with national and international businesses, research institutions and other Higher Education Institutions for carrying out students’ external education and mobility
D Monitoring and Results	D1 - Monitoring of the entrance students D2 - Monitoring of the students’ learning D3 - Monitoring of the students’ progression in their studies D4 - Monitoring of the students’ opinion on the educational process D5 - Monitoring of the graduates’ placement

E Management System for Quality	E1 - Definition of the policy and organization for quality assurance E2 - Definition of the management system of the study programme E3 - Revision E4 - Publicizing of information on the study programme
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The ‘DoQuP requirements for quality’, i.e. the needs or expectations for quality, associated to each identified process, and the activities and behaviours for their accomplishment have been identified again consistently with the ESG and with the models for the quality assessment and accreditation of study programmes adopted by the European agencies. They are reported in the ‘DoQuP Model’ (Section 5), together with the DoQuP standards.

The correspondence between ENQA Guidelines and DoQuP Quality Requirements is shown in Annex 1.

4.2 Information and data for quality assurance

The information and data that study programmes should document to provide evidence of the quality of the educational service offered, and therefore to assure their quality, have been established for each quality requirements of the DoQuP standards, always according to the ESG, the models for the quality assessment and accreditation of study programmes adopted by the European agencies and the documentation required by the Ministries of the partner countries.

Also the identified information and data for the quality assurance of study programmes are shown in the ‘DoQuP Model’ (Section 5).

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

In order to promote the transparency and comparability of study programmes 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.

In order to increase the transparency of study programmes 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.

5. DoQuP Model for the internal quality assurance of study programmes

The whole of standards and guidelines (i.e. quality requirements, expected activities and behaviours for their accomplishment and information and data to be documented) constitutes the ‘DoQuP Model’ for the internal (QA) assurance of study programmes (SPs), reported in following tables.

The DoQuP Model assumes that the study programme is the only structure in charge of the management of the processes associated to the quality requirements. In some cases, the structures in charge might be others, in particular the structure the study programme belongs to. This does not imply any change as for both the quality requirements and the expected activities and behaviours for their fulfilment.

For each quality requirement, the DoQuP Model lists the information and data for the QA of the SPs to be documented in the Documentation File⁴ by making them available directly on the file or by indicating the web site where they can be found or in attachment to the documentation file.

Furthermore, when considered useful the Model suggests the use of some tables for the documentation of the required information and data. Of course the organisation of the tables may be changed, but the new tables have to make available all the information and data required by the tables proposed in the Model.

General Entry
<p>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></p>
<p>Qualification <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></p>
<p>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></p>
<p>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></p>
<p>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></p>
<p>Accreditation Organisation(s) and Period of reference <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. Identify the year(s) for which the curriculum is validated/approved.</i></p>
<p>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></p>
<p>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></p>

⁴ See the document "DoQuP Standards and Guidelines for the internal quality assurance of study programmes in partner countries (DoQuP Model) - Documentation File".

<p>General / Specialist Focus</p> <p><i>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.</i></p> <p><i>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).</i></p>
<p>Orientation</p> <p><i>Outline the orientation of the SP. For example: whether the degree is primarily research, practically based, professional, applied, related to designated employment, etc..</i></p>
<p>Teaching & Learning Approaches</p> <p><i>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.</i></p> <p><i>Indicate (in maximum 3 lines) the main teaching and learning strategies and methods.</i></p>
<p>Assessment Methods</p> <p><i>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.</i></p> <p><i>Indicate (in maximum 3 lines) the main assessment methods.</i></p>
<p>Distinctive Features</p> <p><i>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.</i></p>

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 consulted and Methods and schedule of consultation

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

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 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 competences⁵ 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 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

⁵ A guide to formulating the SP competences is provided by Tuning [2]. A synthesis of the Tuning approach is reported in Annex A2.

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 outcomes⁶ 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 SP⁷ 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.

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.

Comparison with learning outcomes of other study programmes of the same typology

Make available the document where the exits of the comparison with the learning outcomes of other SPs of the same typology are registered.

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'

⁶ A guide to formulating the SP learning outcomes is provided by Tuning [2]. A synthesis of the Tuning approach is reported in Annex A3.1.

⁷ In particular, the SP learning outcomes should be consistent with the Dublin descriptors [3]. The Dublin descriptors for 1st and 2nd cycle SPs are reported in Annex A3.2.

<p>progression in their studies.</p>
<p>Quality Requirement B1 - Admission qualifications and requirements</p> <p>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.</p>
<p><u>Expected Activities and Behaviours</u></p> <p><i>The SP or the competent authority should define the qualifications required for admission to the SP.</i></p> <p><i>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.</i></p> <p><i>Furthermore, the SP should describe any activity managed to promote the mastery of the admission requirements by the students.</i></p> <p><i>Finally, the SP or the competent authority should establish the methods of assessment of the mastery of the admission requirements by the students.</i></p> <p><i>All these information should be registered in official documents.</i></p>
<p><u>Required Documentation</u></p> <p>Admission to the study programme (<i>Qualifications and requirements for the admission to the study programme, Assessment of the mastery of the admission requirements and Criteria of admission</i>)</p> <p><i>Provide the required qualifications and the established requirements and criteria for the admission to the SP, the methods of assessment of the mastery of the admission requirements by the students and the criteria of admission.</i></p> <p><i>Provide only information registered in official documents.</i></p>
<p>Quality Requirement B2 - Design and planning of the educational process</p> <p>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.</p> <p>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.</p>
<p><u>Expected Activities and Behaviours</u></p> <p><i>The SP should establish a curriculum⁸ 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.</i></p> <p><i>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.</i></p> <p><i>The curriculum should be also approved by another body besides the one composed by the only teaching staff of the SP.</i></p>

⁸ A synthesis of the Tuning comments to the formulation of the SP [4] is reported in Annex B2.

The curriculum should be reported in an official document.

For each didactic unit the SP should define at least:

- *name;*
- *number of ECTS credits⁹;*
- *course year and teaching period of delivery;*
- *lecturer/s;*
- *learning outcomes specific of the didactic unit and consistent with the established learning outcomes of the SP;*
- *contents and schedule;*
- *instructional forms of education (face to face education, paper-based distance education, ICT-based distance education), also in terms of hours/credits for each form, and typologies of educational activities or teaching techniques (e.g.: lectures, practical classes, project classes, laboratory sessions, projects, etc.), also in terms of number of hours/credits for each technique;*
- *assessment methods (e.g.: written examinations, oral examinations, etc.) and assessment 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 or assessment metrics (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 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' progression in their studies.

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

⁹ If the SP uses a national system of credits, report the number of national credits and the equivalence with the ECTS credits.

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 may 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 forms that describe the characteristics of the didactic units.

Provide only information registered in official documents.

Characteristics of the graduation exam

Describe the characteristics of the graduation exam.

Provide only information registered in official documents.

Suitability of the curriculum to the achievement of the learning outcomes

Document the suitability of the curriculum to the achievement of the expected learning outcomes.

To this aim the following table may be used.

Learning outcomes	Didactic units which contribute to the accomplishment of the learning outcome
...	...

Criteria for students' progression in their studies

Provide the criteria for students' progression in their studies.

Provide only information registered in official documents.

Calendar and timetable of didactic units and exams

Make available the:

- calendar and timetable of the didactic units,

- *calendar of the exams, graduation exam included, and composition of the exam commissions. Provide only information approved by the SP.*

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.

Expected Activities and Behaviours

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

The SP should take under control the development of the educational process in order to check its correspondence with designed and planned activities.

The correspondence of the development of the educational process with the designed and planned development may 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.).

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.

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.

The adequacy of the assessment tests to the learning outcomes and the correctness of the evaluation of the students' learning may 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).

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.

Required Documentation

Correspondence 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.

Control of the assessment tests and 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 easier the students' progression in their studies.

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 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 choice or selection of the 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

Document the criteria of identification and the criteria of choice or selection of the teaching staff. Provide only information registered in official documents.

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 curriculum vitae of each lecturer, with the description of the scientific and/or professional interests, activities and results.

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

Teaching support staff

Document the criteria of identification and the criteria of choice or selection of the teaching support staff. Provide only information registered in official documents.

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.).*

Quality Requirement C2 - Facilities

The study programme should have at disposal facilities, with the associated equipment, 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 the SP or the structure it belongs to may 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 of the SP 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 other resources at disposal of the SP and special initiatives undertaken by the SP or the structure it belongs to.

Quality Requirement C3 - Financial resources (optional)

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 easier students' learning and progression in their studies.

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, issue of the Diploma Supplement included;*
- *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 following information at least:

- *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 following information at least

- *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 following information at least:

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

Service for carrying out training periods outside University

Make the following information at least:

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

Service for students' international mobility

Make available the following information at least:

- *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 following information at least:

- *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 carrying out students' external education and mobility.

Expected Activities and Behaviours

The SP should establish partnerships with public and/or private bodies for carrying out 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 carrying out training periods outside University

Make available the list of the active partnerships for carrying out training periods outside University and for each partnership 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 may be used.

Partnerships for carrying out international mobility periods

Make available the list of the active partnerships for carrying out international mobility periods and for each partnership 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 may 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' progression in their studies, 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 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

Assessment of the mastery of the admission requirements *(only for first cycle and integrated programmes)*

Make available 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.

Enrolments in the first course year

Make available 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.*

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

Students' learning

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

Further monitoring

Describe the other methods of control of the assessment tests eventually carried out by the SP and make available their results relative at least at the last three cohorts for which full surveys are available.

Quality Requirement D3 - Students' progression in their studies

The study programme should monitor the students' progression in their studies (in particular: dropouts, 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' progression in their studies 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

Enrolments at the different course years

Make available 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.*

Dropouts

Make available 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.*

Credits acquired by the students

Make available 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.*

Graduation time

Make available 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.*

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.

Other monitoring may 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

Students' opinion on the didactic units

Describe the monitoring instrument and schedule of the students' opinion on the didactic units and make available the monitoring questionnaire and 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.

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 monitoring questionnaire and the results at least for the last three cohorts for which full surveys are available.

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 monitoring questionnaire and the results at least for the last three cohorts for which full surveys are available.

Opinion of the final year students on educational process and 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 monitoring questionnaire and the results at least for the last three cohorts for which full surveys are

available.

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

Graduates' job placement

Describe the monitoring instrument and schedule of the graduates' job placement and make available at least 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.

Prosecution of the studies in the second cycle programmes (*only for first cycle programmes*)

Make available 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.

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 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.

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 monitoring questionnaire and results (also with reference to the number of employers involved in the monitoring).

Standard E - Management system for quality

The institution the study programme belongs to should have a public quality assurance policy and an effective organization for the quality assurance of study programmes. The policy should be put into practice through the definition and adoption of an adequate and effective management system for quality of the study programmes, able to promote and assure their 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 study programme should guarantee the publicity of the information on its characteristics and results.

Quality Requirement E1 - Policy and organization for quality assurance

The institution the study programmes belongs to should have a public quality assurance policy and an effective organization for the quality assurance of study programmes.

Expected Activities and Behaviours

The institution the SP belongs to should pursue an adequate policy for the QA of SPs, in order to realise its vision of the quality of its SPs¹⁰ and the development of a quality culture.

The policy for the QA of SPs should take account of both the national context in which the institution operates and the institutional context. Such a policy should support:

- *the interrelation between education and the (international) professional field and discipline;*
- *the relationship between research and teaching & learning;*
- *the availability and development of facilities and student support services;*
- *the organisation of the QA system of the SPs;*
- *the development of a quality culture in which all internal stakeholders (SPs' leaders, staff, students) assume responsibility for SPs' quality;*
- *the involvement of external stakeholders (alumni, representatives of the professional field) in QA of SPs;*

Furthermore, also in order to contribute to the accountability of the institution, the policy should have a formal status and be publicly available.

¹⁰ The vision of the quality of SPs pertains to the institution's ambition regarding the quality of its education and its requirements regarding the quality of its SPs.

The policy should be put into practice through internal QA processes, managed by appropriate structures and that allow participation across the institution.

To this end the institution should adopt an effective organisation and decision-making structure with regard to the quality of its SPs which clearly defines responsibilities and tasks, in particular as for:

- *the definition of a QA system of the SPs consistent with the institution's policy and the support to the operational managers of the SPs as for its implementation;*
- *the verification of the compliance with the procedures and timing of the QA system by the SPs and the monitoring of their results (Students in entrance, etc.);*
- *the monitoring of the student support services;*
- *the evaluation of the extent to which its vision of the SPs' quality is realised;*
- *the improvement of the SPs' quality wherever required.*

The institution should also plan the timetable for the revision of the policy, organization and processes for the QA of SPs.

Required Documentation

Policy for quality assurance

Make available the document where the policy for QA of the institution the SP belongs to is registered.

Organization for quality assurance

Describe the organization and decision-making structure for the internal QA of SPs.

For each position of responsibility indicate tasks and composition (only in case of positions of responsibility composed by more people.

Provide also the timetable for the revision of the policy, organization and processes for the QA of SPs.

Provide only information registered in official documents.

Quality Requirement E2 - Management system of the study programme

The study programme should 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.

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 also indicate:

- *the document which attributes the responsibilities to the position of responsibility under*

consideration;

- in case of commissions, committees and teams, their composition.

The SP should also define the timescales for implementation of the processes for its management.

Required Documentation

Management system of the study programme

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 E2.1, with the indication of the:

- position of responsibility/ies in charge of the process management;
- positions of responsibility/ies collaborating at the process management (optional);
- document/s where the activities and/or the results of the process under consideration are registered;

for each identified process or sub-process, may be used.

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 positions of responsibility composed by more people).

To this aim the table reported in Annex E2.2 may be used.

Provide also the timescales for implementation of the processes for the SP management.

Provide only information registered in official documents.

Quality Requirement E3 - 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 the SP belongs to;
- resolutions of the structure 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 QA system and of opportunities of

<p><i>improvement of the management and/or of the results of single processes.</i></p> <p><i>Then, for each identified need of revision and for each opportunity of improvement, the SP should identify and adopt opportune improvement actions.</i></p> <p><i>The results of the revision should be reported in a Revision Report.</i></p>
<p><u>Required Documentation</u></p> <p>Management modalities of the revision process</p> <p><i>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.</i></p> <p>Results of the revision process</p> <p><i>Make available the Revision Report.</i></p> <p><i>A scheme of Revision Report is reported in Annex E3.</i></p>
<p>Quality Requirement E4 - Publicity of information</p> <p>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.</p>
<p><u>Expected Activities and Behaviours</u></p> <p><i>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 the SP belongs to.</i></p> <p><i>In particular, information and data associated to Standard A, Standard B - Quality Requirements B1, B2, Standard C - Quality Requirements C1, C2, C4, C5, Standard E - Quality Requirement E1 should be available for all the interested parties, while the access to the other information and data might be reserved.</i></p>
<p><u>Required Documentation</u></p> <p>Publicity of the documentation for the quality assurance of the study programme</p> <p><i>Make available all the required documentation on the web site of the SP or of the structure the SP belongs to.</i></p>

6. Conclusion

This document *DoQuP standards and guidelines for the quality assurance of study programmes in partner countries (DoQuP Model)*, developed and approved by the DoQuP consortium in consensus, is building an essential step for the definition of an internal QA system of SPs in the involved Asian partner countries, aligned with European and international quality standards by adapting to the national and regional conditions and requirements.

The availability of all the information and data for the QA (and assessment) of SPs is a necessary condition to promote quality and to implement improvement strategies.

References

[1] Standards and Guidelines for Quality Assurance in the European Higher Education Area, www.enqa.eu

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

[3] 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

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