



**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)**

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Annexes

Final

June 2014

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Annex 1 - Correspondence between ENQA standards and guidelines for internal quality assurance of higher education and DoQuP standards and quality requirements

1.1 Policy and procedures for quality assurance

ENQA Standard	Corresponding DoQuP Standards
<p>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 which 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.</p> <p>The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.</p>	E
ENQA Guidelines	Corresponding DoQuP Quality Requirements
<p>Formal policies and procedures provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance systems. They also help to provide public confidence in institutional autonomy. Policies contain the statements of intentions and the principal means by which these will be achieved. Procedural guidance can give more detailed information about the ways in which the policy is implemented and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures.</p> <p>The policy statement is expected to include:</p> <ul style="list-style-type: none"> • the relationship between teaching and research in the institution; • the institution’s strategy for quality and standards; • the organisation of the quality assurance system; • the responsibilities of departments, schools, faculties and other organisational units and individuals for the assurance of quality; • the involvement of students in quality assurance; • the ways in which the policy is implemented, monitored and revised. <p>The realisation of the EHEA depends crucially on a commitment at all levels of an institution to ensuring that its programmes have clear and explicit intended outcomes;</p> <p>that its staff are ready, willing and able to provide teaching and learner support that will help its students achieve those outcomes;</p> <p>and that there is full, timely and tangible recognition of the contribution to its work by those of its staff who demonstrate particular excellence, expertise and dedication.</p> <p>All higher education institutions should aspire to improve and enhance the education they offer their students.</p>	<p>E1,E2</p> <p>A3</p> <p>C1</p> <p>D4</p> <p>E3</p>

1.2 Approval, monitoring and periodic review of programmes and awards

ENQA Standard	Corresponding DoQuP
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	Standards
Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.	A, B, D, E
ENQA Guidelines	Corresponding DoQuP Quality Requirements
<p>The confidence of students and other stakeholders in higher education is more likely to be established and maintained through effective quality assurance activities which ensure that programmes are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency.</p> <p>The quality assurance of programmes and awards are expected to include:</p> <ul style="list-style-type: none"> • development and publication of explicit intended learning outcomes; • careful attention to curriculum and programme design and content; • specific needs of different modes of delivery (e.g. full time, part-time, distance-learning, e-learning) and types of higher education (e.g. academic, vocational, professional); • availability of appropriate learning resources; • formal programme approval procedures by a body other than that teaching the programme; • monitoring of the progress and achievements of students; • regular periodic reviews of programmes (including external panel members); • regular feedback from employers, labour market representatives and other relevant organisations; • participation of students in quality assurance activities. 	<p>A3</p> <p>B2</p> <p>B2</p> <p>C1,C2,C4</p> <p>B2</p> <p>D2,D3</p> <p>E3</p> <p>D5</p> <p>D4,E1,E2</p>

1.3 Assessment of students

ENQA Standard	Corresponding DoQuP Standards
Students should be assessed using published criteria, regulations and procedures which are applied consistently.	B
ENQA Guidelines	Corresponding DoQuP Quality Requirements

<p>The assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times and takes into account the extensive knowledge which exists about testing and examination processes. Assessment also provides valuable information for institutions about the effectiveness of teaching and learners' support.</p> <p>Student assessment procedures are expected to:</p> <ul style="list-style-type: none"> • be designed to measure the achievement of the intended learning outcomes and other programme objectives; • be appropriate for their purpose, whether diagnostic, formative or summative; • have clear and published criteria for marking; • be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification; • where possible, not rely on the judgements of single examiners; • take account of all the possible consequences of examination regulations; • have clear regulations covering student absence, illness and other mitigating circumstances; • ensure that assessments are conducted securely in accordance with the institution's stated procedures; • be subject to administrative verification checks to ensure the accuracy of the procedures. <p>In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.</p>	<p>B2,D2</p> <p>B2,D2</p> <p>B4</p> <p>C1</p> <p>B2</p> <p>B2</p> <p>B2</p> <p>D2</p> <p>C4</p> <p>E4</p>
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1.4 Quality assurance of teaching staff

ENQA Standard	Corresponding DoQuP Standards
<p>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.</p>	<p>C</p>
ENQA Guidelines	Corresponding DoQuP Quality Requirements

Teachers are the single most important learning resource available to most students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance.	C1, D4
Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence.	C1
Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills. Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.	C1

1.5 Learning resources and student support

ENQA Standard	Corresponding DoQuP Standards
Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.	C
ENQA Guidelines	Corresponding DoQuP Quality Requirements
In addition to their teachers, students rely on a range of resources to assist their learning. These vary from physical resources such as libraries or computing facilities ...	C2
... to human support in the form of tutors, counsellors, and other advisers. Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided.	C1,C4 B2, C2
Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.	C4,E3

1.6 Information systems

ENQA Standard	Corresponding DoQuP Standards
Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.	D
ENQA Guidelines	Corresponding DoQuP Quality Requirements

<p>Institutional self-knowledge is the starting point for effective quality assurance. It is important that institutions have the means of collecting and analysing information about their own activities. Without this they will not know what is working well and what needs attention, or the results of innovatory practices.</p> <p>The quality-related information systems required by individual institutions will depend to some extent on local circumstances, but it is at least expected to cover:</p> <ul style="list-style-type: none"> • student progression and success rates; • employability of graduates; • students’ satisfaction with their programmes; • effectiveness of teachers; • profile of the student population; • learning resources available and their costs; • the institution’s own key performance indicators. <p>There is also value in institutions comparing themselves with other similar organisations within the EHEA and beyond. This allows them to extend the range of their self-knowledge and to access possible ways of improving their own performance.</p>	<p style="text-align: center;">D3 D5 D4 D4 D1 C1, C2, C3, C4 D1,D2,D3,D4,D5 A3</p>
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1.7 Public information

ENQA Standard	Corresponding DoQuP Standards
<p>Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.</p>	E
ENQA Guidelines	Corresponding DoQuP Quality Requirements
<p>In fulfilment of their public role, higher education institutions have a responsibility to provide information about the programmes they are offering, the intended learning outcomes of these, the qualifications award, the teaching, learning and assessment procedures used, and the learning opportunities available to their students. Published information might also include the views and employment destinations of past students and the profile of the current student population. This information should be accurate, impartial, objective and readily accessible and should not be used simply as a marketing opportunity. The institution should verify that it meets its own expectations in respect of impartiality and objectivity.</p>	E4

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 study programmes

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 carrying out training periods outside University

Partnerships for carrying out 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 carrying out international mobility periods

Partnerships for carrying out 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 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 in the first course year (Data available at .../.../...)

Students enrolled in 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 in 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 in 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 in 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 in the first course year (Data available at .../.../...)

Students enrolled in 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 in 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 in 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 in 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' progression in their studies

D3.1_B – Enrolments in 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 in the 1st course year			
Students enrolled in the 2nd course year holding to the reference cohort*			
Total number of students enrolled in the 2nd course year			
Students enrolled in the 3rd course year holding to the reference cohort			
Total number of students enrolled in the 3rd course year			
Students enrolled in the 4th course year holding to the reference cohort			
Total number of students enrolled in the 4th course year			
Out-of-course students** holding to 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 in 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 in the 1st course year			
Students enrolled in the 2nd course year holding to the reference cohort*			
Total number of students enrolled in the 2nd course year			
Out-of-course students** holding to 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 in the 2nd course year holding to the reference cohort	N. of students			
	Median of the acquired credits			
	Medium value of the acquired credits			
	Variance			
Students enrolled in the 3rd course year holding to the reference cohort	N. of students			
	Median of the acquired credits			
	Medium value of the acquired credits			
	Variance			
Students enrolled in the 4th course year holding to the reference cohort	N. of students			
	Median of the acquired credits			
	Medium value of the acquired credits			
	Variance			
Out-of-course students holding to 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 in the 2nd course year holding to the reference cohort	N. of students			
	Median of the acquired credits			
	Medium value of the acquired credits			
	Variance			
	Variance			
Out-of-course students holding to 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 to the cohort of a.y. xx-3/xx-2	-	-	
Graduates holding to the cohort of a.y. xx-4 / xx-3	-		
Graduates holding to 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 to the cohort of a.y. xx-2/xx-1	-	-	
Graduates holding to the cohort of a.y. xx-3 / xx-2	-		
Graduates holding to the cohort of a.y. xx-4 / xx-3			
Graduates with graduation grade \geq ...			

Annex E2.1 - Processes for the SP management and responsibilities for their management

Standards	Quality Requirements	Fundamental Processes	Sub-processes	Position/s of responsibility/ies in charge of the processes / sub-processes	Position/s of responsibility/ies collaborating at the processes / sub-processes management (optional)	Documentation *
A - Needs and Objectives	A1 - Educational needs of the labour market	A1 - Identification of the educational needs of the labour market	Definition of the organisations representative of labour market to be consulted			
			Definition of the methods and schedule of consultation			
			Identification of the educational needs of the labour market			
	A2 - Educational objectives	A2 - Definition of the educational objectives				
	A3 - Learning outcomes	A3 - Definition of the learning outcomes	Definition of the learning outcomes			
			Comparison with the learning outcomes of other SPs of the same typology			
	B - Educational process	B1 - Admission qualifications and requirements	B1 - Definition of the admission qualifications and requirements	Definition of qualifications and requirements for the admission to the SP		
Assessment of the mastery of the admission requirements						
Definition of the criteria of admission						
B2 - Design and planning		B2 - Design and planning	Definition of the curriculum			

	of the educational process	of the educational process	Definition of the characteristics of the didactic units				
			Definition of the characteristics of the graduation exam				
			Documentation of the suitability of the curriculum to the achievement of the learning outcomes				
			Definition of the criteria for students' progression in their studies				
			Definition of calendar and timetable of didactic units and exams				
	B3 - Realization of the educational process	B3 - Realization of the educational process	Control of the correspondence of the development of the educational process with the designed and planned development				
			Control of the adequacy of the assessment tests to the learning outcomes and of the correctness of the evaluation of the students' learning				
	C - Resources	C1 - Teaching staff	C1 - Identification and put at disposal of the teaching staff	Identification of the needs of teaching staff			
				Put at disposal of the teaching staff			
				Identification of the needs of			

			teaching support staff			
			Put at disposal of the teaching support staff			
C2 - Facilities	C2 - Identification and put at disposal of facilities (in particular: lesson rooms, laboratories, libraries)	Identification of the needs of classrooms				
		Put at disposal of classrooms				
		Identification of the needs of rooms for individual study				
		Put at disposal of rooms for individual study				
		Identification of the needs of laboratories				
		Put at disposal of laboratories				
		Identification of the needs of libraries				
		Put at disposal of libraries				
C3 - Financial resources <i>(optional)</i>	C3 - Identification of the needs and put at disposal of financial resources <i>(optional)</i>	Identification of the needs of financial resources				
		Put at disposal of financial resources				
C4 - Student support services	C4 - Organisation and management of student support (orienteeing, tutoring and assistance) services	Organisation and management of the student administrative office				
		Organisation and management of the orienteeing service for students in entrance				
		Organisation and management of the tutoring				

			service			
			Organisation and management of the service for carrying out training periods outside University			
			Organisation and management of the service for the students' international mobility			
			Organisation and management of the job placement service			
	C5 - Partnerships	C5 - Establishment of partnerships with national and international businesses, research institutions and other Higher Education Institutions for carrying out students' external education and mobility	Definition of the partnerships for carrying out training periods outside University			
			Definition of the partnerships for carrying out international mobility periods			
	D - Monitoring and Results	D1 - Entrance students	D1 - Monitoring of the entrance students	Monitoring of the assessment of the mastery of the admission requirements (<i>only for first cycle and integrated programmes</i>)		
Monitoring of the enrolments in the first course						

			year			
	D2 - Students' learning	D2 - Monitoring of the students' learning				
	D3 - Students' progression in their studies	D3 - Monitoring of the students' progression in their studies				
	D4 - Students' opinion on the educational process	D4 - Monitoring of the students' opinion on the educational process	Monitoring of the students' opinion on the didactic units			
Monitoring of the students' opinion on the training periods outside University						
Monitoring of the students' opinion on the periods of international mobility						
Monitoring of the opinion of the final year students on the educational process and on the student support services						
D5 - Graduates' placement	D5 - Monitoring of the graduates' placement	Monitoring of the graduates' job placement				
		Monitoring of the prosecution of the studies in the second cycle programmes (<i>only for first cycle programmes</i>)				
		Monitoring of the employed graduates' opinions on the education received				

			Monitoring of the employers' opinion on the graduates' education (<i>optional</i>)			
E - Management System for Quality	E1 - Policy and organization for quality assurance	E1- Definition of the policy and organization for quality assurance				
	E2 - Management system of the study programme	E2 - Definition of the management system of the study programme				
	E3 - Revision	E3 - Revision				
	E4 - Publicity of information	E4 - 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 E2.2 – 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 E3 - 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 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 outcomes of the SP been established in	Strength and weakness points ...

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 credible way?	Strength and weakness points ...
	Improvement actions ...
Has the SP established appropriate criteria for the students' progression in their	Strength and weakness points ...
	Improvement actions

studies?	...
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?	Strength and weakness points ...
	Improvement actions ...
Does the SP control 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 outcomes?	Strength and weakness points ...
	Improvement actions ...
Do the SP or the structure 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 equipment, 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 (optional)	
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 (orientteering, 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 qualitatively to the achievement of the intended learning outcomes?	Strength and weakness points ...
	Improvement actions ...
Are the partnerships with foreign Universities or other Higher Education Institutions for the international mobility 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 their mastery of the admission requirements? <i>(only for the first cycle and</i>	Strength and weakness points ...
	Improvement actions ...

<i>integrated programmes)</i>	
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' progression in their studies	
Does the SP monitor the students' progression in their studies (in particular: enrolments in the different course years and 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?	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the students' progression in their studies provide evidence of the effectiveness of the educational process?	Strength and weakness points ...
	Improvement actions ...
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	Strength and weakness points ...
	Improvement actions

process provide evidence of the adequacy and effectiveness of the educational process and of the student support services?	...
Quality Requirement D5 - Graduates' placement	
Does the SP monitor the graduates' placement (in particular: graduates' job placement, prosecution of the studies in the second cycle programmes by first cycle graduates (<i>only for first cycle programmes</i>), employed graduates' opinions on the education received, employers' opinion on the graduates' education (<i>optional</i>)) 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 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?	Strength and weakness points ...
	Improvement actions ...
Standard E - Management system for quality	
Quality Requirement E1 - Policy and organization for quality assurance	
Has the institution the study programmes belongs to a public quality assurance policy and an effective organization for the quality assurance of study programmes?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement E2 - Management system of the study programme	
Has the SP adopted an adequate and effective	Strength and weakness points ...

<p>management system, through the identification of the processes for a management for quality of the SP and the definition of an adequate organisational structure?</p>	<p>Improvement actions ...</p>
<p>Quality Requirement E3 - Revision</p>	
<p>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 SP management and of the associated results?</p>	<p>Strength and weakness points ...</p> <p>Improvement actions ...</p>
<p>Quality Requirement E4 - Publicity of information</p>	
<p>Does the SP make public full, up to date, easily acquired information, both quantitative and qualitative, on SP objectives, educational process, resources, results and management system?</p>	<p>Strength and weakness points ...</p> <p>Improvement actions ...</p>