UNIVERSITÀ DEGLI STUDI DI GENOVA

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NETWORK FOR THE MODERNISATION OF
THE HIGHER EDUCATION SECTOR IN LIBYA

1st WHEEL ONLINE TRAINING
NETWORK FOR THE MODERNISATION OF THE HE SECTOR IN LIBYA

Task.3.3. Online Workshops Implementation
1st Topic: Quality Assurance
2° Theoretical session

Adopting ESG in the Italian University Courses and Implementing QA within Italian and Partner Institutions

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Prof. Alfredo Squarzoni
Professor Emeritus, University of Genoa, Italy

Aims of the presentation

➢ **To present and describe the fundamental processes of the Study Programmes' Quality Assurance (SPs' QA) implemented in Italian Universities** according to the indications of the *National Agency for the Evaluation of University System and Research* (Agenzia Nazionale per la Valutazione del sistema Universitario e della Ricerca - ANVUR) **in order to fulfil the ESG's standards**

and

➢ **to promote the internationalization of the Partner Country's SPs through the definition of effective SPs' QA systems coherent with the ESG**.

Standards and Guidelines for QA in the EHEA

In Europe and in the other countries adherent to the Bologna process the reference document for the definition and implementation of QA systems is the document *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG).

ESG found a generalised acceptance in the European context.

Quality assurance of SPs

In the ESG, **the term 'quality assurance' is used to describe all activities within the continuous improvement cycle** (i.e. assurance and enhancement activities).

Consequently, with '**study programme quality assurance**' we should intend **the whole of the activities (processes) for the management of the educational service offered by a study programme (SP) aimed at achieving the established educational objectives**.

QA is the instrument to make SPs' quality transparent and trustworthy for all stakeholders, students and employers first of all.

Internal and external QA

ESG introduced the concepts of **internal and external QA**.

With reference to SPs, '**internal quality assurance (iQA)**' regards the activities of QA in the responsibility of the SP or of the structure the SP belongs to.

'**External quality assurance**' regards the activities of the QA agencies and can include assessment and/or accreditation of SPs.

Here we are interested to iQA.

Standards and Guidelines

The standards and guidelines for iQA are established in ESG's *Part 1: Standards and guidelines for internal quality assurance*.

The **standards** of iQA are ten. They set out agreed and accepted practice for QA in Higher Education in the European Higher Education Area (EHEA).

Each standard is associated with **guidelines**. The guidelines explain why the standard is important and describe how standards might be implemented and set out good practices in the relevant area for consideration by the actors involved in QA.

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 standards and guidelines is to provide a source of assistance and guidance to HEIs in developing their own QA 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: **QA systems shall be consistent with the ESG in the substance, not in the form**.

Processes of the Quality Assurance

If the QA of a SP is the whole of the processes for the management of the educational service offered by the SP (from design to delivery, from monitoring to review), then **the definition of the QA system of a SP requires the identification of all the activities (processes) for the 'management for quality' of the SP**.

Aim of this presentation is t**o present and describe the fundamental processes of the SPs' QA implemented in Italian Universities** according to the indications of ANVUR **in order to fulfil the ESG's standards**.

The processes of the SPs' QA implemented in Italian Universities are identified in the report

Unique Annual Report of the SPs
(*Scheda Unica Annuale dei Corsi di Studio – SUA-CdS*)

in which all SPs of all Universities have to document the activities carried out for the SP' management and their exits and results.

In the following **the identified processes** are not presented in the same order as SUA-CdS requires to document them, but **are referred/associated to ESG standards**, in order to give clear evidence of how the SPs' QA system adopted in Italian Universities fulfils the ESG standards.

Everything that will be shown in the following is contained in the document

Guidelines for the implementation of the Quality Assurance of Study Programmes consistently with the ESG (Guidelines),

already distributed, which:

➢ to each identified process associates a '**quality requirement**', i.e. a statement which synthetizes the needs or expectations for quality that characterize SPs' QA in Italian Universities;

➢ describes the fundamental **expected activities**, i.e. the activities to be managed for fulfilling the quality requirement, and

➢ the fundamental **information and data** required in order to provide evidence of the quality of the educational service offered, and therefore to assure the SP's quality.

It is important to note that the document assumes that the SP is the only structure in charge of the management of the identified processes. In some cases, the structure in charge could be other, in particular the structure the SP belongs to (Faculty, Department, …).
This does not imply any change as for both the expected activities and the information and data to be documented.

The meanings commonly shared in the context of the European Higher Education Area of all the QA's terms used in the document *Guidelines* are reported in the document

Glossary of Terms,

that has already been distributed.

1.1 Policy for quality assurance

Standard

Institutions should have a policy for QA that is made public and forms part of their strategic management.
Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders*.

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Stakeholders are understood to cover all actors within an institution, including students and staff, as well as external stakeholders such as employers and external partners of an institution.

Processes associated to Standard 1.1

1.1.1 Definition of the policy, processes and organization of the Higher Education Institution for the QA of SPs

1.1.2 Definition of the management system of SPs

1.1.1 - Definition of the policy, processes and organization of the Higher Education Institution for the QA of SPs

The Institution the study programme belongs to should have a public policy and appropriate processes and organization for the QA of SPs.

Expected Activities

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 SPs and to develop a quality culture.

The policy for the QA of SPs should also take into account both the national context in which the Institution operates and the institutional context, in particular the Institution's mission.

Policy should support:

➢ **the organisation of the QA system of the SPs**, with reference to education provided, staff, facilities and student support services, monitoring of the results of the educational process, management system of the SPs.

➢ **The development of a quality culture**, according to which institutional leadership, individual staff members and students take on their responsibilities in the QA of SPs.

➢ **The involvement of external stakeholders** (alumni, representatives of the professional field) in the QA of SPs.

In order to contribute to the accountability of the Institution, **the policy should have a formal status and be publicly available**.

Furthermore, **the Institution the SP belongs to should keep under control the implementation of its policy and the quality of its SPs and pursue the improvement of the SPs' quality** wherever required by managing effective decision-making processes, thus contributing to the quality culture within the Institution.

The Institution should define an effective organisation for the QA of SPs, which clearly defines responsibilities and duties, for both to define and periodically revise its policy and to keep under control its implementation and the quality of its SPs.

Required Documentation

Policy for quality assurance

Make available the document/s where vision of the quality and policy for the QA of SPs of the Institution the SP belongs to are registered.

Processes and organization for the quality assurance of SPs

Describe the processes for the quality assurance of SPs managed by the Institution the SP belongs to.

List the positions of responsibilities for the QA of SPs at institutional level and make available at least the following information for each identified position of responsibility:

- ➢ composition (only in case of positions of responsibility composed by more people);
- ➢ duties.

Also provide the timetable for the revision of the policy, processes and organization for the QA of SPs.

Provide only information properly documented.

1.1.2 - Definition of the management system of study programmes

The study programme should implement an appropriate management system, through the identification of the quality assurance processes and the definition of a relevant organisational structure.

Expected Activities

The definition of a management system requires firstly the identification of the processes for the SP management. They should include at least the QA processes considered fundamental by this Guidelines.

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 their adequate management. To this end, the SP should identify the position of responsibility (person, commission, committee, etc.) in charge of the management of each identified process.

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Required Documentation

Management system of the study programme

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

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

➢ composition (only in case of positions of responsibility composed by more people);

➢ duties, with reference to the identified processes for the SP management.

Also provide the timescales for the implementation of the processes for the SP management.

Provide only information properly documented.

1.2 Design and approval of programmes

Standard

Institutions should have processes for the design and approval of their programmes.

The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes.

The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the EHEA.

Processes associated to Standard 1.2

1.2.1 Identification of the educational needs of the labour market and other stakeholders

1.2.2 Definition of the programme educational objectives

1.2.3 Definition of the programme learning outcomes

1.2.4 Design and planning of the educational process

1.2.1 - Identification of the educational needs of the labour market and other stakeholders

The study programme should identify the educational needs of the labour market of reference and other stakeholders.

Expected Activities

The SP should identify the educational needs of all its stakeholders and in particular those of the labour market of reference.

The educational needs should be identified in a way appropriate for the definition of the programme educational objectives and of the programme learning outcomes. To this end, **the educational needs should be identified in terms of functions expected for the graduates in the first years of their placement in the labour market and/or required competences**.

In order to identify the educational needs of the labour market, first of all **the SP should identify the organisations representative of the production, services and professions world and/or employers to be consulted**.

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 stakeholders *(Ministries, organisations representative of the production, services and professions world, etc.)*;
- ➤ identified through direct contacts with organisations representative of the production, services and professions world and/or employers *(e.g. through meetings of working groups composed by representatives from the Institution and from the labour market of reference, surveys by questionnaires, interviews, focus groups, etc.)*;
- ➤ identified through the relationships with organisations for carrying out training periods outside the Institution *(in companies, etc.)* by students;
- ➤ identified through the results of the graduates' placement in the labour market.

The SP should establish how the educational needs of the labour market of reference and other stakeholders are identified, i.e. **the consultations method/s and schedules** (e.g.: annual periodicity, at established terms, etc.), **and document the identified educational neds**.

All these information should be properly documented.

Required Documentation

Organisations/employers and other stakeholders consulted and Methods and schedule of consultation

List the organisations representative of the production, services and professions world and/or the employers and the other stakeholders consulted in order to identify their educational needs.
List the consultations method/s and schedules.
Provide only information properly documented.

Identified educational needs of the labour market and other stakeholders

List the identified educational needs of the labour market of reference and other stakeholders and make available the document where they are registered.

1.2.2 - Definition of the programme educational objectives

The study programme should define programme educational objectives consistent with the mission of the Institution the study programme belongs to and the identified educational needs.

Expected Activities

The programme educational objectives are the main programme aims of any study programme.

The SP should establish the programme educational objectives in terms of professional profiles of the graduates, i.e. of functions graduates are to be prepared for and/or subject-related and generic (transversal) competences to be developed and obtained by graduates.

The established programme educational objectives should be consistent with the mission of the Institution the SP belongs to and the identified educational needs.

Furthermore, **the SP should indicate the main areas in which graduates can be employed**, giving indications about the level of responsibility they will be qualified to take.

The first cycle study programmes should also indicate the second cycle SPs where graduates can continue their studies.

All these information should be properly documented.

Required Documentation

Programme educational objectives

List the established programme educational objectives.
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 SPs in which first cycle graduates can continue their studies.
Provide only information properly documented.

1.2.3 - Definition of the programme learning outcomes

The study programme should define programme learning outcomes adequate to the reference cycle (I or II) of the SP and consistent with the national qualification framework, if any, and with the established programme educational objectives.

Expected Activities

The SP should establish programme **learning outcomes in terms of what a student is expected to know, understand and/or be able to demonstrate after completion of the learning process**.

The learning outcomes should be adequate to the reference cycle (I or II)* of the SP and consistent with the national qualification framework, if any, and with the established programme educational objectives.

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* Very general learning outcomes of the reference cycles (I and II and III) are established by the Dublin descriptors and in the EQF for LLL.

Dublin Descriptors

The Dublin Descriptors provide very general statements of typical expectations of achievements and abilities associated with awards that represent the end of a Bologna cycle. The following five sets of criteria are distinguished:

➢ *Acquiring knowledge and understanding;*

➢ *Applying knowledge and understanding;*

➢ *Making judgements and choices;*

➢ *Communicating knowledge and understanding;*

➢ *Capacities to continue learning.*

European Qualifications Framework for Lifelong Learning (EQF-LLL)

The European Qualifications Framework for Lifelong Learning (EQF-LLL) is a common European reference framework which enables countries of the European Union to link their qualifications systems to one another.
The EQF uses eight reference levels based on learning outcomes that are defined in terms of knowledge, skills and competence (described in terms of responsibility and autonomy).

Furthermore, they should be **S.M.A.R.T.**:

➢ **Specific** (they should adequately reflect the context, level, scope and content of the programme),

➢ **Measurable** (they should be properly detailed in order to favour the understanding of the depth and extent of expected learning and objectively assessable in terms of what the student has actually achieved at the end of the programme),

➢ **Achievable** (consistent with the institutional context and the available resources),

➢ **Relevant** (only the 'key' learning outcomes necessary to fulfil the programme educational objectives should be established at programme level),

➢ **Time-related** (plannable and achievable within the specified workload).

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Required Documentation

<u>Programme learning outcomes</u>

List the programme learning outcomes.
Provide only information properly documented.

1.2.4 - Design and planning of the educational process

The study programme should design a curriculum consistent with the national standards, if any, and the established programme learning outcome and plan the development of the educational process in order to enable students to achieve the programme learning outcomes in the expected time.

Expected Activities

The SP should design a curriculum, i.e. a set of course units, consistent with the national standards, if any, and able to allow students to achieve the established programme learning outcomes.
The curriculum should be approved by another body besides the one composed by the only teaching staff of the SP and should be properly documented.

The study programme should plan the delivery of the course units in order to enable students to achieve the programme learning outcomes in the expected time, according to a gradual process and through coherent and coordinated educational activities.

For each course unit the SP should define at least:

➢ name;

➢ number of ECTS credits;

➢ course year and teaching period of delivery;

➢ learning outcomes specific of the course unit and consistent with the established programme learning outcomes;

➢ contents *(and schedule)*;

➢ **planned educational activities** *(e.g.: lessons, exercises, workshops, projects, etc.)*, also in terms of total hours for each type, and relative ways of delivery *(for example: in presence, at a distance, etc.)*, also in terms of total hours for each way;

➢ **teaching and learning methods** *(face to face education, paper-based distance education, ICT-based distance education)*, also in terms of hours/credits for each method, **and typologies of educational activities or teaching techniques** *(e.g.: lectures, practical classes, project classes, laboratory sessions, seminars, etc.)*, also in terms of number of hours/credits for each technique;

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➢ **assessment methods** *(e.g.: written exams, oral exams, etc.)* **and criteria** *("descriptions of what the learner is expected to do and to what level, in order to demonstrate that learning outcomes specific of the course units have been achieved and to what extent"),* criteria for measuring students' learning *(e.g.: attribution of a final grade, fitness declaration, etc.)* and criteria of attribution of the final grade, if any;

➢ preparatory course units, if any;

➢ educational material of reference *(e.g.: textbooks, lecture texts, etc.).*

The definition of the characteristics of the course 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 teaching and learning methods and of the methods and criteria of assessment of the students' learning. The SP should establish how to manage the coordination activity.

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

➢ workload, in terms of ECTS credits/hours;

➢ requirements to be fulfilled by the final work or thesis;

➢ carrying out of the graduation exam;

➢ criteria for the attribution of the graduation grade.

The characteristics of the course units and of the graduation exam should be properly documented.

The SP should also define:

➢ calendar and timetable of the course units,

➢ calendar of the exams, graduation exam included, and composition of the exam commissions.

The planning of the development of the educational activities should provide students with adequate time for individual study and facilitate their studies progression.

All these information should be approved by the SP.

Required Documentation

Curriculum

Make available the curriculum and indicate the body/ies in charge of its approval.
Provide only information properly documented.

Characteristics of the course units

Make available the forms which describe the characteristics of the course units and describe how the SP coordinates their definition.
Provide only information properly documented.

Characteristics of the graduation exam

Describes the characteristics of the graduation exam.

Provide only information properly documented.

Calendar and timetable of course units and exams

Make available the:

➢ calendar and timetable of the course units,

➢ calendar of the exams, graduation exam included, and composition of the exam commissions.

Provide only information approved by the SP.

1.3 Student-centred learning, teaching and assessment

Standard

Institutions should ensure that the programmes are delivered in a way that **encourages students to take an active role in creating the learning process**, and that the assessment of students reflects this approach.

Processes associated to Standard 1.3

1.3.1 - Embedding of a student-centred learning, teaching and assessment approach

The curriculum should embed a student-centred teaching, learning and assessment approach.

Expected Activities

According to the European Student Union (ESU 2010) '**student-centred teaching and learning**' means "A learning approach characterised by innovative methods of teaching aimed at promoting learning in communication with teachers and students and which takes students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical and reflective thinking".

In order to promote the implementation of a student-centred teaching and learning approach, **the SP should enable flexible teaching and learning paths and adopt teaching and learning methods able to encourage students to take an active role in co-creating the learning process.**

Student-centred assessment typically involves more formative assessment and less summative assessment than teacher-centred assessment.

Student-centred assessment involves the active engagement of students in setting goals for their learning and growth, monitoring their progress toward those goals, and determining how to address any gaps.

As reported in the guidelines associated to ESG's Standard1.3, student-centred assessment "allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.". This means that **students are involved in deciding how to demonstrate their learning**.

Required Documentation

Teaching, learning and assessment approach

Describe if ad how the SP embeds a student-centred teaching, learning and assessment approach.
Provide only information properly documented.

1.4 Student admission, progression, recognition and certification

Standard

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

Processes associated to Standard 1.4

1.4.1 - Definition of admission, recognition, progression and attestation regulations

The study programme should establish rules covering the main phases of the student 'life cycle': admission, recognition, progression and attestation.

Expected Activities

The SP should establish the qualifications required for admission to the SP and the admission requirements, in terms of knowledge and/or understanding and/or capacities required for a profitable participation of the students in the established educational activities, in particular of the first course year.

The SP should organize possible activities in order to promote the possession of the admission requirements by the students and establish the methods of assessment of their possession by the students.

The SP should also specify the required level of possession 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.

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The SP should establish rules for the recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal* and informal** learning.

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Formal learning means learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification.

* Non-formal learning means learning that is not provided by an education or training institution and typically does not lead to certification. However, it is structured.

** Informal learning means learning resulting from daily life activities related to work, family or leisure. It is not structured and typically does not lead to certification.

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

These criteria should regard at least:

➢ frequency of the educational activities;

➢ number of ECTS credits necessary for the enrolment in the successive course year;

➢ number of ECTS credits to be accumulated before the holding of training periods.

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

➢ part time students;

➢ working students,

➢ handicapped students;

➢ students who cannot attend the educational activities for a long period for causes independent from their will (e.g.: in case of illness, etc.).

Finally, **after the completion of the studies, the SP should provide the graduates with a document ('Diploma Supplement'*) explaining the qualification gained, including the achieved programme learning outcomes and the context, level, content and status of the pursued and successfully completed studies**.

All these information should be properly documented.

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* *The **Diploma Supplement** is an annex to the official qualification documentation that is designed to provide more detailed information on the studies completed according to an agreed format that has been drawn up by the European Commission, Council of Europe and UNESCO/CEPES and is internationally recognised.*

Required Documentation

Admission

Provide the required qualifications and the established requirements and criteria for the admission to the SP, and the methods of assessment of the possession of the admission requirements by students.
Provide only information properly documented.

Recognition

Provide the rules established for the recognition of higher education qualifications, periods of study and prior learning.
Provide only information properly documented.

Progression

Provide the established management criteria of the students' progression in their studies.

Provide only information properly documented.

Attestation

Make available the documentation provided to graduates after the completion of their studies.

Provide only information properly documented.

1.5 Teaching staff

Standard

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Processes associated to Standard 1.5

1.5.1 - Identification and allocation of the teaching staff

The study programme should have at disposal teaching staff quantitatively and qualitatively adequate for the achievement of the established learning outcomes by students.

Expected Activities

The SP should identify and make available teaching staff in charge of the course units quantitatively *(e.g. with reference to the number of students)* **and qualitatively** *(e.g. with reference to their qualification, competence and scientific interests)* **adequate for the achievement of the learning outcomes by students.**

The teaching staff should be appointed according to pre-definite criteria of selection/choice.

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

Furthermore, the teaching staff should have appropriate didactic skills. In this regard, **the SP should offer the teaching staff the opportunity to improve their teaching skills, also in using of new technologies, and to achieve acceptable standards**.

Required Documentation

<u>Teaching staff</u>

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

➢ academic or professional qualification;

➢ list of the SP course units he/she is in charge of.

Document the selection/choice criteria for appointment of the teaching staff. Provide only information properly documented.

Make available the CV 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 the use of new technologies and achieving acceptable standards.

1.6 Learning resources and student support

Standard

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Processes associated to Standard 1.6

1.6.1 Identification and allocation of facilities and support staff

1.6.2 Organisation and management of student support services

1.6.3 Identification of the needs and allocation of financial resources

1.6.1 - Identification and allocation of facilities and support staff

The study programme should have at disposal facilities *(in particular: lecture and study rooms, laboratories, libraries)*, **with the associated equipment, and technical-administrative staff quantitatively and qualitatively adequate for the development of the established educational activities as designed and planned and able to allow the application of the established educational methods.**

Expected Activities

The SP should identify and make available facilities *(in particular: lecture and study rooms, 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 lecture and study rooms; 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 educational activities according to what designed and planned and to actuate the established educational methods.**

Also **the available technical-administrative staff in charge of the management of the facilities should be quantitatively and qualitatively adequate.**

The SP should gather and update all the information necessary to provide evidence of the adequacy of the available facilities *[in particular: concerning lecture rooms, number of seats, availability of audio-visual equipment, availability of web connection, availability of surveillance and assistance staff; concerning study rooms, number of seats, availability of web connections, opening time and access rules, availability of surveillance and assistance staff; concerning laboratories and PC rooms, availability of equipment or personal computers and software of interest for the educational activities of the SP, number of workplaces and number of students for workplace, availability of technical staff; concerning libraries, available bibliographical material of interest for the educational 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, availability of librarian staff]* **and of the technical-administrative staff** *(in particular: qualification and duties).*

Of course, **the SP may have at disposal other resources** *(ICT services, transports, 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

Lecture rooms

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

➤ number of seats;

➤ supply of audio-visual equipment;

➤ availability of web connection;

➤ surveillance/assistance staff, their qualification and duties.

Study rooms

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

- ➤ number of seats;
- ➤ availability of web connections;
- ➤ opening time and access rules;
- ➤ surveillance/assistance staff, their qualification and duties.

Laboratories

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

➢ equipment and/or personal computers and software of interest for the educational activities of the SP available;

➢ number of workplaces and number of students for workplace;

➢ access rules;

➢ technical staff, their qualification and duties.

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 educational 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, their qualification and duties.

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.

1.6.2 - Organisation and management of student support services

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

Expected Activities

The students of the SP should have at their disposal the following services at least:

➢ **student administrative office**, whose main responsibility should be the management of the students' career;

➢ **orienteering service for incoming students**, 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;

➢ **tutoring servic**e, whose main responsibilities should be to favour an effective insertion in the educational process of the SP and an effective students' progression in their studies;

- **service for carrying out training periods outside Institution**, whose main responsibilities should be the organisation and the management of training periods at national and/or international public and/or private bodies;

- **international mobility service**, whose main responsibilities should be the organisation and the management of the international mobility of students in exit and in entrance;

- **job placement service**, whose main responsibility should be to favour the placement of the graduates in the labour market.

The SP should gather, update and make available all the information useful to provide evidence of the adequacy of the available services and of the administrative staff.

Required Documentation

Student administrative office

Make available the following information at least:
- ➤ office organisation and management;
- ➤ activities in charge of the office;
- ➤ administrative staff, their qualification and duties;
- ➤ activities and results at least for the last academic year.

Orienteering service for incoming students

Make available the following information at least:
➢ service organisation and management;
➢ activities in charge of the service;
➢ administrative staff, their qualification and duties;
➢ activities and results at least for the last academic year.

Tutoring service

Make available the following information at least:

➢   service organisation and management;

➢   activities in charge of the service;

➢   administrative staff, their qualification and duties;

➢   activities and results at least for the last academic year.

Service for carrying out training periods outside Institution

Make available the following information at least:
➢ service organisation and management;
➢ activities in charge of the service;
➢ administrative staff, their qualification and duties;
➢ activities and results at least for the last academic year.

Make available the list of the active partnerships for carrying out training periods outside the Institution and for each partnership the number of students who have carried out training periods in the body in consideration at least in the last three academic or solar years.

International mobility service

Make available the following information at least:
- ➢ service organisation and management;
- ➢ activities in charge of the service;
- ➢ administrative staff, their qualification and duties;
- ➢ activities and results at least for the last academic year.

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

Job placement service

Make available the following information at least:
- ➤ service organisation and management;
- ➤ activities in charge of the service;
- ➤ administrative staff, their qualification and duties;
- ➤ activities and results at least for the last academic year.

1.6.3 - Identification of the needs and allocation of financial resources

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

Expected Activities

The SP should define the needs of financial resources through the identification of the expense needs *(e.g.: remuneration of contract teachers; updating of the laboratory equipment; maintenance of the laboratories; educational 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 realization of the educational process**.

All this information should be properly documented.

Required Documentation

Needs of financial resources

Document the needs of financial resources, subdivided according to the expense typologies. Provide only information properly documented.

Availability of financial resources

Document the availability of financial resources and indicate at least:

➢ financing bodies;

➢ amount of the financial resources put at disposal;

➢ subdivision of the available financial resources according to the expense typologies.

Provide only information properly documented.

1.7 Information management

Standard

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Processes associated to Standard 1.7

1.7.1a Monitoring of incoming students

1.7.1b Monitoring of students' progression in their studies

1.7.2 Monitoring of students' feedback on the educational process

1.7.3 Monitoring of graduates' placement

1.7.4 Monitoring of employed graduates' feedback on education received and employers' feedback on graduates' education

1.7.1a - Monitoring of incoming students

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

Expected Activities

In order to check its attractiveness, the SP should monitor at least the incoming students enrolled in the first course year.

Required Documentation

Enrolments in the first course year

Make available the number of the incoming students enrolled in the first course year in the last three academic years for which full surveys are available.

1.7.1b - Monitoring of students' progression in their studies

The study programme should monitor the students' progression in their studies in order to check the effectiveness of the educational process.

Expected Activities

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

➢ the number of students passed from one course year to the successive one;

➢ the number of graduates within the official length of the SP.

Required Documentation

Enrolments in the different course years

Make available the number of students passed from a course year to the successive one for the last three cohorts for which full surveys are available.

Graduation time

Make available the number of graduates within the official length of the SP for the last three cohorts for which full surveys are available.

1.7.2 - Monitoring of students' feedback on the educational process

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

Expected Activities

In order to check the perceived adequacy and effectiveness of the educational process, **the SP should monitor at least the students' feedback on the course units and the final year students' feedback on the educational process and on the student support services**.

For each monitoring **the SP should define the monitoring instrument** *(e.g.: on-line questionnaires, paper questionnaires, etc.)* **and schedule** *(e.g.: before the end of the lessons, before the exam period, etc., for the students' feedback on the course units; in correspondence of enrolment at the graduation exam, for the final year students' feedback on the educational process and on the student support services)* **and gather the monitoring results**.

Required Documentation

Students' feedback on course units

Describe the monitoring instrument and schedule of students' feedback on course units and make available the monitoring questionnaire and both the results related to the single course units and the aggregated results related to all the programme course units at least for the last three cohorts for which full surveys are available.

Feedback of final year students on educational process and support services

Describe the monitoring instrument and schedule of final year students' feedback on educational process and 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.

1.7.3 - Monitoring of graduates' placement

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

Expected Activities

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

➢ **the percentage of employed graduates,**

➢ **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÷5 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**.

Furthermore, **the first cycle SPs** should gather the results relative to graduates who prosecute the studies in second cycle programmes and **the second cycle SPs** should gather the results relative to graduates who prosecute the studies in PhD programmes after 1 year from their graduation.

Required Documentation

Graduates' job placement

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

➢ percentage of employed graduates,

➢ placement time in the labour market,

➢ effectiveness of the degree in the working activity,

after 1÷5 years since graduation at least for the last three cohorts for which full surveys are available.

<u>Prosecution of the studies in second cycle programmes</u> *(only for first cycle graduates)*

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

<u>Prosecution of the studies in PhD programmes</u> *(only for second cycle graduates)*

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

1.7.4 - Monitoring of employed graduates' feedback on education received and employers' feedback on graduates' education

The study programme should monitor the employed graduates' feedback on education received and employers' feedback on graduates' education in order to check the correspondence of the programme educational objectives and programme learning outcomes to the educational needs of the labour market.

Expected Activities

In order to check the correspondence of the programme educational objectives and programme learning outcomes to the educational needs of the labour market, **the SP should monitor the feedback of the employed graduates on the education received and of the employers on the graduates' education**.

The SP should monitor the feedback of the employed graduates on the education received at least after 1÷5 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)*.

The SP should also monitor the feedback of the employers on the education of the graduates at least every *n* (e.g. 3) years.

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.: every 3 years, etc.)* **and should gather the monitoring results** *(also with reference to the number of employers involved in the monitoring).*

Required Documentation

Employed graduates' feedback on education received

Describe the monitoring instrument and schedule of employed graduates' feedback on education received 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' feedback on graduates' education

Describe the monitoring instrument and schedule of employers' feedback on graduates' education and make available the monitoring questionnaire and results (also with reference to the number of employers involved in the monitoring).

Questions that are frequently considered in the monitoring processes of:

➢ students' opinion on course units,

➢ final year students' opinion on educational process and student support services,

➢ graduates' job placement and employed graduates' opinions on education received,

➢ employers' opinion on education received by employed graduates,

are gathered in the document

Example of Questionnaires for the monitoring of the perceived quality of study programmes (Questionnaires)

that has already been distributed.

1.8 Public information

Standard

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Processes associated to Standard 1.8

1.8.1 - Provision of public access to information on the study programme

The study programme should make publicly available full, up to date, easily acquired information, both quantitative and qualitative, on study programme aims, educational process, resources and results.

Expected Activities

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

In particular, **at least information and data associated to Standard from 1.2 to Standard 1.6** (excluding information and data relative to process 1.6.3 - Identification of the needs and allocation of financial resources) **should be available for all the stakeholders**.

Required Documentation

Publicity of the documentation for the QA of the SP

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

In Italy, all the information and data to be documented in order to provide evidence of he QA of SPs have to be gathered in the report

Unique Annual Report of the SPs
(Scheda Unica Annuale dei Corsi di Studio – SUA-CdS)

that has to be updated every year.

The public part of the SUA-CdS of all the SPs implemented in all the Italian Universities are available in the portal **Universitaly** (https://www.universitaly.it/index.php/cercacorsi/universita).

1.9 On-going monitoring and periodic review of programmes

Standard

HEIs should monitor and periodically review their SPs to ensure that they respond to the needs of students and society. These reviews should lead to continuous improvement of the SPs. Any action planned or taken as a result should be communicated to all those concerned.

Processes associated to Standard 1.9

1.9.1 - Review of the study programme

The study programme should periodically review the management of the processes for the study programme management and the associated exits and results, in order to guarantee the constant effectiveness of the processes and the constant adequacy of exits and results or to promote the improvement of the effectiveness of the processes and the improvement of the associated exits and results.

Expected Activities

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

The body in charge of the management of the review process should involve representatives of teaching staff, enrolled students and stakeholders of the labour market.

The SP should define the review periodicity and the information and data to be taken into account, which should include at least the exits and results of the management of all the processes for the SP management.

The review process is composed by two main sub-processes:

➢ **a self-assessment process;**
➢ **an improvement process.**

The review should start with a self-assessment of the SP management and of the related results, finalised to the identification of the strengths and weaknesses *(in particular, as for the results, through the comparison of the SP results with those obtained in the preceding years and the results obtained by other SPs of the same typology, if available)*, **in terms of needs of revision of the SP's QA system and/or opportunities of improvement of the management and/or of the results of single processes**.

Then, **for each identified need of revision / opportunity of improvement, the SP should identify and adopt credible and effective revision / improvement actions**.

A condition for the identification and adoption of credible and effective revision / improvement actions is the knowledge of their causes *(e.g.: causes of dropouts, causes of delays in graduation time, etc)*. Therefore, the identification of the causes of the weaknesses should precede the identification and adoption of improvement actions.

The review should be documented in a Review Report.

The document

Review Report Template

already distributed, presents a list of questions for the review of SPs consistent with the *Guidelines for the implementation of the Quality Assurance of Study Programmes consistently with the ESG (Guidelines).*

Required Documentation

Management of the review process

Document the review periodicity and the information and data taken into account.

Review report

Make available the last Review Report.

1.10 Cyclical external quality assurance

Standard

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Processes associated to Standard 1.10

1.10.1 - External quality assurance of the study programme

The study programme should undergo external quality assurance in line with the ESG on a cyclical basis.

Expected Activities

In order to undergo external quality assurance, in general **SPs are requested to fill in a 'Documentation File' that describes the processes of the SP's QA system and presents the related results**.
In general, the Documentation File takes into consideration all the processes considered in this document.

Required Documentation

Documentation File

Make available the last Documentation File.

All the information and data to be documented in order to provide evidence of the QA of a SP, required by the *Guidelines for the implementation of the Quality Assurance of Study Programmes consistently with the ESG (Guidelines)* and described in the previous slides, have been gathered in the document

Documentation File Template

that has already been distributed.

In the document

Example of Documentation File,

already distributed, is presented an example of compilation of the _Documentation File Template_ for a hypothetical SP (_Master in Energy Efficient Buildings_).

Exercise

Today, **the definition and implementation of a quality assurance (QA) system consistent with the ESG is a necessary condition for the international recognition of SPs**.

The processes presented and described in this presentation are the fundamental processes of the SPs' QA identified and implemented in Italian Universities to fulfil the ESG Standards, but **in fact are also the processes managed in all the countries participating in the Bologna Process**

They should be implemented in all countries that want to promote the internationalization of their higher education.

The **proposed exercise** consists in the compilation of the following three tables:

➢ Positions of responsibility at Institution level;

➢ Positions of responsibility at School/Department and Study Programme level;

➢ Processes and responsibilities for SP management.

Positions of responsibility at Institution level

Positions of responsibility *	Composition **	Duties ***
…	…	…
…	…	…
…	…	…

* List all the positions of responsibility for the QA of SPs of the Institution.
** Provide the composition of the position of responsibility under consideration or indicate the document and the web site where it is available (only in case of positions of responsibility composed by more people).
*** List the duties of the position of responsibility under consideration or indicate the document and the web site where they are available.

Positions of responsibility at School/Department and Study Programme level

Positions of responsibility *	Composition **
…	…
…	…
…	…

* List all the positions of responsibility for the QA and the management of the SP.
** Provide the composition of the position of responsibility under consideration or indicate the document and the web site where it is available (only in case of positions of responsibility composed by more people).

Processes and responsibilities for study programme management

ESG Standards for iQA	Fundamental Processes	Is the process managed and documented consistently with the indications of the document *Guidelines*? *	Position/s of responsibility in charge of the process (Position/s of responsibility collaborating in the process management)	Document/s of registration of the activities and/or the results of the process
1.1 - Policy for quality assurance	1.1.1 - Definition of the policy, processes and organization of the Higher Education Institution for the quality assurance of study programmes			
	1.1.2 - Definition of the management system of study programmes			

* Possible responses: Yes; Partially; No.

1.2 - Design and approval of programmes	1.2.1 - Identification of the educational needs of the labour market and other stakeholders			
	1.2.2 - Definition of the programme educational objectives			
	1.2.3 - Definition of the programme learning outcomes			
	1.2.4 - Design and planning of the educational process			
1.3 - Student-centred learning, teaching and assessment	1.3.1 - Embedding of a student-centred learning, teaching and assessment approach			
1.4- Student admission, progression, recognition and certification	1.4.1 - Definition of admission, recognition, progression and attestation regulations			

1.5 - Teaching staff	1.5.1 - Identification and allocation of the teaching staff			
1.6 - Learning resources and student support	1.6.1 - Identification and allocation of facilities and support staff			
	1.6.2 - Organisation and management of student support services			
	1.6.3 - Identification of the needs and allocation of financial resources			

1.7 - Information management	1.7.1a - Monitoring of incoming students			
	1.7.1b - Monitoring of students' progression in their studies			
	1.7.2 - Monitoring of students' feedback on the educational process			
	1.7.3 - Monitoring of graduates' placement			
	1.7.4 - Monitoring of employed graduates' feedback on education received and employers' feedback on graduates' education			
1.8 - Public information	1.8.1 - Provision of public access to information on the study programme			
1.9 - On-going monitoring and periodic review of programmes	1.9.1 - Review of the study programme			

Examples of compilation of such tables are reported in the document

Example of Documentation File.

➢ All participants should **work in group per Institution**.

➢ Each Institution must **send their presentation in advance to my address** (a.squarzoni@unige.it) within 16 December 2021.

➢ The **tables prepared by the Partner Universities will be presented and discussed** in the Practical Session of Friday 17 December 2021.

Thank you for your kind attention!

a.squarzoni@unige.it