CYCLICAL REVIEW REPORT

Degree course:	
Degree class:	
Campus:	
Starting year of the degree course:	
Last change of the Study Regulations:	
Last change of the Degree Regulations:	
Last stakeholder meeting:	

Indicare i soggetti coinvolti nel Riesame (componenti del Gruppo di Riesame e funzioni) e le modalità operative (organizzazione, ripartizione dei compiti, modalità di condivisione).

Study Course Council *(Gruppo di Riesame)*
Mandatory components
Prof. ……………………………. (Degree Course Director – Responsible of the Cyclical Review Report
Prof. ……………………………. (lecturer of the Degree course)
Sig.ra / Sig. ………………………………… (Student Representative)

In addition, the following were consulted: ………………………………………………………………………

The study course council met for discussion of the topics listed in the sections of this review report, operating as follows:

- **Xx.yy.zzzz**
- **Xx.yy.zzzz**

Presented, discussed and approved in the Degree Course Council on: **dd.mm.year**

Summary of the outcome of the Degree Course Council
(if possible, less than 1500 characters including spaces)
The maximum synthesis is recommended here. Give brief notice of any disagreements expressed or opinions that have not been shared by all members. The link to the minutes of the meeting of the Degree Course Council may also be added.

1 – DEFINITION OF THE CULTURAL AND PROFESSIONAL PROFILES AND THE ARCHITECTURE OF THE DEGREE COURSE

1-a   SUMMARY OF THE MAIN CHANGES IDENTIFIED SINCE THE LAST REVIEW
Describe the main changes since the previous cyclical review, also in relation to the corrective actions implemented within the Degree course.

Description without text length constraints.

1-b   DATA BASED ANALYSIS OF THE SITUATION
Include the main problems identified, the challenges, strengths and areas for improvement identified in the analysis of the period considered and in the outlook for the subsequent period.

Key elements:
- SUA-CdS: chapters A1.a, A1.b, A2, A2.a, A2.b, A4.a, A4.b, A4.c, B1.a
- Reports from teachers, students, external interlocutors

Recommended suggestions and issues:

1. Are the premises that led to the declaration of the character of the Degree Course in its cultural and professionalizing aspects in the planning phase still valid?

2. Are the needs and the potential for development (humanistic, scientific, technological, health or socio-economic) of the reference sectors satisfied, also in relation to subsequent study cycles, if any?

3. Have the main stakeholders interested in outgoing cultural/professional profiles been identified and consulted (students, teachers, scientific and professional organizations, representatives of the world of culture and production, also at international level), both directly and through the use of sector studies?

4. Have the reflections that emerged from the consultations been taken into consideration in the design of the Degree Course, above all with reference to the employment potential of graduates and the possible continuation of studies in subsequent cycles?

5. Are the specific didactic objectives and the expected learning outcomes, in terms of knowledge, skills and competences, also transversal, consistent with the outgoing cultural and professional profiles, also with regard to methodological aspects and to logical-linguistic processing? Have they been clearly declined by areas of learning?

6. Do the declared job profiles, job opportunities and prospects realistically take into account the different working possibilities for graduates?

7. Is the didactic offer still considered adequate to achieve its objectives? Is it up to date in terms of content?

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1-c   OBJECTIVES AND IMPROVEMENT ACTIONS

Include actions considered necessary in the light of changing conditions, identified threats and challenges, and include actions for improvement. The objectives should be chronologically distributed over a period of several years and should relate to substantial aspects of the students' learning and experience. Specify through which actions you believe the objectives can be achieved.

Description without text length constraints.

Objective(s):

Actions planned:

Modalities, resources, deadlines, responsibilities:

2 – THE STUDENT'S EXPERIENCE

2-a SUMMARY OF THE MAIN CHANGES IDENTIFIED SINCE THE LAST REVIEW
Describe the main changes since the previous cyclical review, also in relation to the corrective actions implemented within the Degree course.

Description without text length constraints.

2-b DATA BASED ANALYSIS OF THE SITUATION
Include the main problems identified, the challenges, strengths and areas for improvement identified in the analysis of the period considered and in the outlook for the subsequent period.

Description without text length constraints.

Key elements:
- Descriptions of all the courses
- SUA-CDS: chapters A3, B1.b, B2.a, B2.b, B5

Recommended suggestions and issues:

Orientation and tutoring

1. Are the entry, ongoing and exit orientation activities in line with the cultural and professional profiles drawn up by the Degree Course? (Examples: development of entry orientation activities; availability of effective tools for self-assessment of entry knowledge level). Do they raise students' awareness of their choices?

2. Do the entry and ongoing orientation activities take into account career monitoring results?

3. Do the initiatives for introduction or guidance to the world of work consider the results of the monitoring of the results and employment prospects?

Required entry knowledge and recovery

1. Is the required or recommended entry knowledge clearly identified, described and publicized? Is the syllabus prepared and adequately advertised?

2. Is the possession of the necessary entry knowledge level effectively verified? Are any insufficiencies promptly identified and communicated to the students?

3. Are there foreseen any entry or ongoing support activities? (Example: activities are organized to integrate and consolidate the recommended entry knowledge level or, in the case of second level Degree Courses, initiatives to promote the integration of students from different undergraduate classes and different universities).

4. In the case of three-year and single-cycle Degree Courses, are any insufficiencies promptly identified and communicated to the students? Are there any initiatives to the recovery of additional didactic requirements?

5. For second cycle Degree courses, are the curricular entry requirements defined, publicized and verified? Is the adequacy of the candidates' preparation checked?

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Organization of flexible courses and didactic methodology

1. Does the didactic organization create the prerequisites for student autonomy (through choices, critical learning, and study organization) and does it provide adequate guidance and support from the teaching staff? (For example: meetings are organized to help students choose between any curricula, availability of tutoring lecturers regarding the options relating to career plans, there are spaces and time slots for study activities self-managed by students ... etc.).

2. Do curricular and support activities use flexible teaching methods and tools, tailored to the specific needs of different types of students? (Example: support tutorships, in-depth courses, "honors" courses, creation of courses dedicated to particularly dedicated and motivated students that foresee intensified rhythms and a higher level of in-depth study ... etc).

3. Are there support initiatives for students with special needs? (Example: students away from home, foreigners, working students, students with disabilities, students with small children...)?

4. Does the Degree Course encourage disabled students to have access to the facilities and didactic materials?

Internationalization of didactics

1. Are there any plans to increase student mobility to support study and placement periods abroad (complementary to Erasmus programs)?

2. In the Degree Courses and in particular in the international ones, is the international didactic effectively implemented, with reference to foreign teachers and/or foreign students and/or joint, double or multiple degrees in agreement with foreign Universities?

Learning assessment

1. Does the Degree Course clearly define how the intermediate and final examinations are to be carried out?

2. Are the assessment methods used for the individual courses adequate to assess the achievement of the expected learning outcomes?

3. Are the methods of verification clearly described in the syllabi? Are they expressly communicated to the students?

Didactic interaction and evaluation in telematic Degree Courses

1. Have guidelines been provided to indicate how to develop the didactic interaction and the involvement of the profiles responsible for the intermediate and final evaluation (teachers and tutors)?

2. Within each online course, have adequate e-tivities (problems, reports, case studies, simulations, etc.) been foreseen, with relative feedback and training evaluation by the teacher or tutor with respect to the specific work of each individual student?

3. Are these guidelines and instructions being complied with?

2-c   OBJECTIVES AND IMPROVEMENT ACTIONS

Include actions considered necessary in the light of changing conditions, identified threats and challenges, and include actions for improvement. The objectives should be chronologically distributed over a period of several years and should relate to substantial aspects of the students' learning and experience. Specify through which actions you believe the objectives can be achieved.

Description without text length constraints.

Objective n. 2.1:

Actions planned:

Modalities, resources, deadlines, responsibilities:

3 – DEGREE COURSE RESOURCES

3-a SUMMARY OF THE MAIN CHANGES IDENTIFIED SINCE THE LAST REVIEW
Describe the main changes since the previous cyclical review, also in relation to the corrective actions implemented within the Degree course.

Description without text length constraints.

3-b DATA BASED ANALYSIS OF THE SITUATION
Include the main problems identified, the challenges, strengths and areas for improvement identified in the analysis of the period considered and in the outlook for the subsequent period.

Key elements:

- *SUA-CdS: B3, B4, B5*
- *Reports from teachers, students, administrative staff*
- *Indicators on the qualification of the teaching staff*
- *connection students/lecturers of the single lectures*
- *Resources and services available for the Degree Course*

Recommended suggestions and issues:

Allocation and qualification of the lecturers

1. *Are the teachers adequate, in number and qualification, to support the needs of the Degree course, taking into account both the scientific content and the didactic organization? For the evaluation of this aspect, for all the Degree courses, consider the number of reference lecturers (docenti di riferimento di ruolo) belonging to basic SSD or characterizing the class with a reference value equal to 2/3. For the telematic Degree courses only, consider also the number of tutors holding a PhD, again with a reference value of 2/3. In the event that these numbers are lower than the reference value, has the Degree course alerted the University in good time, assuming that corrective measures will be applied? Is the link between the scientific skills of the lecturers (ascertained through the monitoring of the research activity of their SSD) and their relevance to the didactic objectives enhanced? (Example: encouraging didactic continuity with PhD programs and the participation of students in the scientific activities of the Faculties / Departments concerned, proposing introductory lessons to the most relevant research topics)*

2. *Are there any problematic situations with respect to the student / teacher quotient? For the evaluation of this aspect, the current indicator is considered, overall and for the first year, with the reference value twice the number of class reference number (standard cost). If this threshold is exceeded, has the Degree Course promptly informed the University, assuming that corrective measures will be applied? (Example: it is to be considered a good practice to divide the program into several channels when it reaches double the reference number of students enrolled of the class (DM 987/2016).*

3. *Is the link between the scientific skills of the lecturers (ascertained through the monitoring of the research activity of their SSD) and their relevance to the didactic objectives enhanced? (Examples: didactic continuity with PhD programs, where present; activities aimed at the participation of students in the scientific activities of the Departments involved, proposal of*

introductory courses to the most important research topics... etc)

4. Are there initiatives to support the development of teaching skills in different disciplines? (Examples: teaching training, mentoring in the classroom, sharing methods and materials for teaching and assessment ...)?

5. Is the use of the three languages monitored? Are there any measures in place to correct any imbalances or shortcomings that may have occurred?

Allocation of staff, structures and support services to didactics

1. Do the teaching support services (Department, University) ensure effective support for the activities of the Degree Course? [This point of attention is not valid for the assessment of the Degree Course but serves to have an acknowledgement of the requirement R1.C.2 - requisito di Sede].

2. Is there an activity to verify the quality of support provided to lecturers, students and external stakeholders? [This point of attention is not valid for the evaluation of the Degree Course but serves to have an acknowledgement of the requirement R1.C.2 - - requisito di Sede].

3. Esiste una programmazione del lavoro svolto dal personale tecnico-amministrativo, corredata da responsabilità e obiettivi e che sia coerente con l'offerta formativa del CdS?

4. Is there a schedule of the work carried out by the technical-administrative staff, accompanied by responsibilities and objectives and which is consistent with the didactic offered by the Degree Course?

5. Are adequate facilities and resources available for teaching support? (Example: Libraries, teaching aids, IT infrastructure...)

6. Are the services easily accessible to students?

3-c   OBJECTIVES AND IMPROVEMENT ACTIONS

Include actions considered necessary in the light of changing conditions, identified threats and challenges, and include actions for improvement. The objectives should be chronologically distributed over a period of several years and should relate to substantial aspects of the students' learning and experience. Specify through which actions you believe the objectives can be achieved.

Description without text length constraints.

Objective n. 3.1:

Actions planned:

Modalities, resources, deadlines, responsibilities:

4 – MONITORING AND REVIEW OF THE DEGREE COURSE

4-a   SUMMARY OF THE MAIN CHANGES IDENTIFIED SINCE THE LAST REVIEW
Describe the main changes since the previous cyclical review, also in relation to the corrective actions implemented within the Degree course.

Description without text length constraints.

4-b   DATA BASED ANALYSIS OF THE SITUATION
Include the main problems identified, the challenges, strengths and areas for improvement identified in the analysis of the period considered and in the outlook for the subsequent period.

Key elements:
- *SUA-CDS: chapters B1, B2, B4, B5, B6, B7, C1, C2, C3, D4*
- *Cyclic and Annual Review Reports, reports from students, singularly or through the evaluation questionnaires for students and graduates, from lecturers, technical-administrative staff and from people outside the University*
- *Remarks and observations through the Degree Course meetings, Department meetrings or of any other body*
- *The last Annual Report by the Joint Studies Committee*
- *Report regarding the didactic evaluation by the Evaluation Committee*
- *Audit report by the Evaluation Committee (where available)*

Recommended suggestions and issues:

Contribution of lecturers and students
1. *Are there any common activities dedicated to the revision of the courses, to the didactic coordination between the courses, to the rationalization of the timetables, to the temporal distribution of the exams and to the support activities?*

2. *Are the problems identified and their causes analyzed?*

3. *Do teachers, students and support staff have the opportunity to make their observations and suggestions for improvement easily known?*

4. *Are the results of the teaching evaluation by students and graduates adequately analyzed and taken into account? Is credit and visibility given to the overall considerations of the Joint Studies Committee (and the other QA bodies)?*

5. *Does the Degree Course have procedures set in place for dealing with students' complaints and does it ensure that they are easily accessible?*

6. *How have the recommendations made by the Evaluation Committee at the Audit or in its Annual Report and its Report on the didactic evaluation been implemented?*

Involvement of external stakeholders

1. *Were there interactions in progress with the parties consulted during the planning of the Degree Course or with new interlocutors, in accordance with the different needs for a*

periodic updating of the didactic profiles?

2. *Were the methods of interaction in progress consistent with the nature (if predominantly cultural, scientific or professional), the objectives of the Degree Course and the need for a periodic updating of the didactic profiles, also, where appropriate, in relation to subsequent study cycles, including the PhD program?*

3. *If the employment rates of the graduates are not satisfactory, has the Degree Course increased its number of external stakeholders, in order to increase the opportunities of its graduates (e.g. through the activation of new internships, apprentice contracts, internships or other work orientation initiatives)?*

Revision methods for the course of studies

1. *Does the Degree Course guarantee that the didactic offered is constantly updated and reflects the most advanced disciplinary knowledge, also in relation to subsequent courses, including the PhD?*

2. *Were the curricula, the results of examinations and employment outcomes (in the short, medium and long term) of the Degree Course graduates analyzed and monitored, also in relation to those of the same class at national, macro-regional or regional level?*

3. *Are the proposed improvement actions by teachers, students and support staff (once their plausibility and feasibility have been assessed) followed?*

4. *Are the promoted measures monitored and their effectiveness properly assessed?*

4-c   OBJECTIVES AND IMPROVEMENT ACTIONS

Include actions considered necessary in the light of changing conditions, identified threats and challenges, and include actions for improvement. The objectives should be chronologically distributed over a period of several years and should relate to substantial aspects of the students' learning and experience. Specify through which actions you believe the objectives can be achieved.

Description without text length constraints.

Objective n. 3.1:

Actions planned:

Modalities, resources, deadlines, responsibilities:

5 – COMMENT ON THE INDICATORS

5-a   SUMMARY OF THE MAIN CHANGES IDENTIFIED SINCE THE LAST REVIEW
Describe the main changes since the previous cyclical review, also in relation to the corrective actions implemented within the Degree course.

Description without text length constraints.

5-b   DATA BASED ANALYSIS OF THE SITUATION
Include the main problems identified, the challenges, strengths and areas for improvement identified in the analysis of the period considered and in the outlook for the subsequent period.

The indicators of the Annual Monitoring Report are proposed to the Degree courses with the main aim of evoking a reflection on the achievements of the course's objectives. Thus, each Degree course is called to recognize, among the proposed ones, the most significant ones in relation to its own character and comment on their evolution over time (a time period of at least three years is suggested). The indicators should be related to the distribution of values at national or macro-regional level and by disciplinary class.

1. *Indicators relating to didactics (, group A, Annex E DM 987/2016)*
2. *Indicators related to Internationalization (group B, Annex E DM 987/2016)*
3. *Further indicators for the evaluation of didactics (group E, Annex E DM 987/2016)*
4. *Indicators regarding the study course and the regularity of the study careers (in-depth indicators for experimentation);*
5. *Satisfaction and employability (in-depth indicators for experimentation);*
6. *Consistency and qualification of the teaching staff (in-depth indicators for experimentation);*

Based upon the 2017-2019 programmatic financial agreement between the Free University of Bolzano and the Autonomous Province of Bolzano, special attention must be paid to the following indicators:
- *iC2 Percentage of graduates within the regular course duration*
- *iC10 Percentage of CFUs received abroad by regular students out of the total of CFUs achieved by students within the regular course duration*
- *iC11 Percentage of graduates within the regular course duration who have acquired at least 12 CFUs abroad*
- *iC17 Percentage of registered students graduating within one year beyond the regular duration of the degree course in the same Degree course*
- *iC24 Percentage of drop outs after N+1 years*

5-c   OBJECTIVES AND IMPROVEMENT ACTIONS
Include actions considered necessary in the light of changing conditions, identified threats and challenges, and include actions for improvement. The objectives should be chronologically distributed over a period of several years and should relate to substantial aspects of the students' learning and experience. Specify through which actions you believe the objectives can be achieved.

Description without text length constraints.

Objective n. 3.1:

Actions planned:

Modalities, resources, deadlines, responsibilities:

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