

GUIDELINES FOR THE DRAFTING OF THE CYCLICAL REVIEW REPORT OF DEGREE COURSE

Quality Committe

unibz

02-2025

Contents

Introduction	2
Legal Framework	3
Structure and suggestions for the drafting of the Cyclical Review Report	4
Section a	4
Section b	5
Section C	14
Materials provided by the Quality Committee	16
Execution and Approval	16
Information and contact	17

Introduction

These Guidelines have been defined by the Quality Committee (PQ) starting from the guidelines for Quality Assurance and Self-Assessment at the level of the Faculty, Study Course and PhD of the Free University of Bolzano taking into account the ANVUR indications referred to in the "Guidelines for the Quality Assurance System in Universities", approved with the Resolution of the University Board no. 189 of 8 August 2024. They intend to provide information and operational indications for the drafting of the Cyclical Review Report (RRC), with the aim of supporting the work of the Course Council, the Quality Assurance and Review group of the Degree Course and the Faculty AQ Responsible.

The Cyclical Review Report plays a fundamental role in the process of self-assessment and continuous improvement of the Degree Course. The drafting of the document allows a very in-depth and detailed self-assessment of the overall progress of the Degree Course, based on the AQ Requirements related to the Degree Courses (D.CDS 1.1- D.CDS 4.2 illustrated in the "AVA Requirements" section of the Guidelines for Quality Assurance and Self-Assessment at the Faculty, Course and PhD level of unibz).

The Cyclical Review Report, together with the annual monitoring, represents an **important activity within the Quality Assurance cycle of the Degree Courses**, based on a self-assessment and continuous improvement process, summarized in Figure 1.

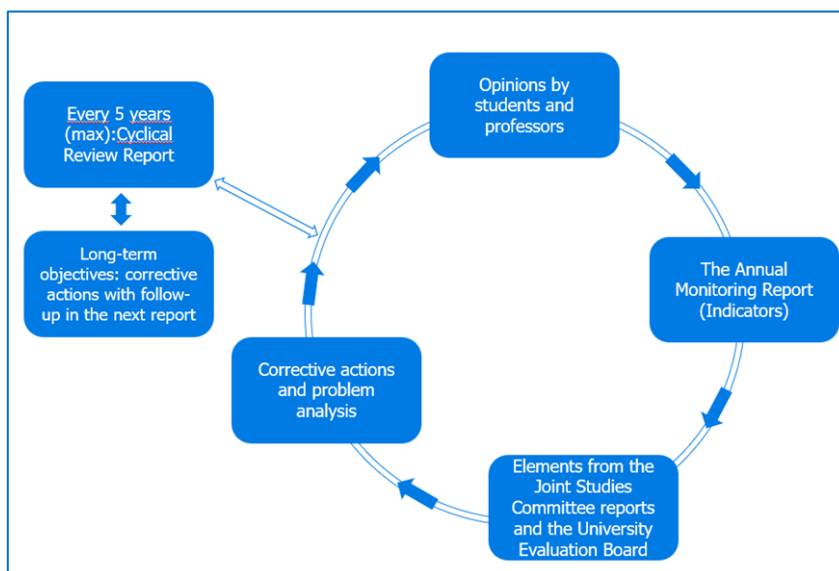


Figure 1. The QA cycle of the Degree Course

The improvement process is based on the Plan-Do-Check-Act (PDCA) logic, which can be summarized as follows: (a) define the **objectives**, i.e. the results to be achieved (Plan) and plan and develop **an integrated set of approaches and actions** to achieve the objectives (**Plan**); (b) **implement the identified approaches and related processes (Do)**, (c) **monitor** planning and implementation (**Check**), and finally (d) promote improvement activities to make the approaches and processes more effective (**Act**). The Cyclical Review Report is added to the annual monitoring, that each Degree Course must prepare on a periodic basis (e.g. every five years), where the Degree Course sets multi-year objectives and improvement actions with verification at the next review, always taking into account the Annual Monitoring Reports (SMA) and the annual reports of the Joint Studies Committees (CPDS) and the Evaluation Committee (NdV).

The Cyclical Review Report must be drafted no more frequently than every five years, and in any case in one of the following situations:

- upon specific request of ANVUR, the MUR or the University;
- in the event of substantial changes to the Degree regulation;
- in the event of serious critical issues that have emerged;
- upon request of the University Evaluation Board.

Legal Framework

- MUR - DM 1154 del 14.10.2021, ["Decreto Autovalutazione, valutazione e accreditamento iniziale e periodico delle sedi e dei corsi di studio"](#);
- ANVUR – Accreditamento periodico delle sedi e dei corsi di studio universitari ["Linee Guida per il Sistema di Assicurazione della Qualità negli Atenei"](#), approvate con Delibera del Consiglio Direttivo n. 189 dell'8 agosto 2024
- [Legge 30 dicembre 2010, n. 240, art. 2, co. 2, lett. g](#);
- [Decreto legislativo 27 gennaio 2012, n. 19, art. 13](#);

Structure and suggestions for the drafting of the Cyclical Review Report

The RRC template is designed by the PQ according to the model prepared by ANVUR and is divided as follows:

- 1) A title page;
- 2) D.CDS.1 Quality Assurance in the planning of the Degree Course;
- 3) D.CDS.2 Quality Assurance in the provision of the Degree Course;
- 4) D.CDS.3 Management of the Degree Course resources;
- 5) D.CDS.4 Review and improvement of the Degree Course;
- 6) Comment on the indicators.

On the **frontispiece**, part 1, are present information on the Study Course and data regarding the composition of the Review Group, the dates of the meetings, the objects discussed, and the persons present.

The **central parts 2-5**, which concern the attention points of the AVA 3 system, are structured in the same way. They are divided into **three sections** (a, b, c) as described below:

Section a

In each section a, entitled "**Summary of the main changes related to the last Review Report (with reference to the Sub-field)**", a comment is required on the changes undertaken on the basis of the corrective actions proposed in the previous Cyclical Review Report with reference to the sub-field of the section (e.g. D.CDS.1) and the related points of attention. If the Degree Course has carried out the previous RRC using a template organized in a different way, please reorganize its contents in the sections of the template updated to the AVA 3 model in order to fill in this section correctly.

If a Course Degree undertakes the Cyclical Review Report for the first time, this section may be omitted.

To facilitate the monitoring of corrective actions already taken/to be taken, please use the schematic template shown in the template.

Section b

Each **section b**, entitled "**Analysis of the situation on the basis of data and information**", takes into account the structure of the requirements for Quality Assurance of the Course Degree of the "Accreditation Model for Quality Assurance in the Degree Courses" ([part D.CDS p. 23 and on](#)), which defines points of attention and aspects to be considered.

As a starting point, both the documentary sources to be considered and a series of questions to be answered, in line with the points of attention, are indicated. It is requested to consider **all the questions** listed.

The diagram of section b, as present in the template, is reported below. When filling out the RRC, it is therefore advisable to read it.

Documentary sources section (no more than 8 documents):

Key documents:

- Title:
Short Description:
Reference (chapter/paragraph, etc.):
Document Upload / Link:

Supporting documents:

- Title:
Short Description:
Reference (chapter/paragraph, etc.):
Document Upload/Link:

Self-assessment (without limitation of words) by answering the following questions in line with the Point of Attention D.CDS.X.X

Include the main problems identified, challenges, **strengths** and **areas for improvement** emerging from the analysis of the period under review and the outlook for the following period.

Critical issues/areas for improvement

*List in this section the critical issues and/or areas for improvement that have emerged from the discussion of the reflection points, with a sufficient level of detail to define **any actions to be taken, to be reported in Section C.***

The sub-fields and the description of the related points of attention and aspects to be considered are reported below. Further notes on the points of attention are available at the following [link](#).

1 - QUALITY ASSURANCE IN THE DESIGN OF THE DEGREE COURSE

Sub-field 1 aims at **verifying the presence and level of implementation of quality assurance processes in the design phase of the Degree Course.**

It is divided into the following 5 Points of Attention with the related Aspects to Consider:

Points of attention (PdA)	Aspects to be considered (AdC)
D. CDS. 1.1 Degree Course Design and Initial Stakeholder Consultation	D.CDS.1.1 During the design phase (initial and review of the study programme, also following review actions) of the Degree Course, the needs, the potential for developing and updating educational profiles and the acquisition of transversal competences are examined in depth, also in relation to subsequent study cycles (including PhD courses and Schools of Specialisation) and the employment outcomes of graduates. D.CDS.1.1.2 The main stakeholders in the outgoing educational profiles of the Degree Course are identified and consulted directly or indirectly (also through sector studies, where available) in the design (initial and review of the study programme, also following review actions) of the Degree Course, with particular attention to the employment potential of graduates or to the continuation of their studies in subsequent cycles; the outcomes of stakeholder consultations are taken into account in the definition of the Degree Course objectives and educational profiles. [All aspects to be considered in this point of attention also form the basis for the assessment of department requirement D.2]
D. CDS 1.2 Definition of the character of the	D.CDS.1.2.1 The character of the Degree Course (in its cultural, scientific and professional aspects), its educational objectives (general and specific) and the output profiles are consistent with each other and are clearly explained.

Degree study and output profiles	Course, objectives D.CDS.1.2.2 The specific study objectives and expected learning outcomes (disciplinary and transversal) of the study programmes identified are consistent with the outgoing cultural, scientific and professional profiles and are clearly articulated by learning areas. [All aspects to be considered in this point of attention also form the basis for the assessment of department requirement D.2]
D. CDS. 1.3 Study programmes and career paths	D.CDS.1.3.1 The study programme is clearly described and is consistent, also in terms of the disciplinary contents and methodological aspects of the Degree Course, with the study objectives, the cultural/professional output profiles and the knowledge and skills (disciplinary and transversal) associated with them. The study programme is ensured adequate visibility on the University's web pages. D.CDS.1.3.2 The structure of the Degree Course and the articulation in hours/CFU of didactic delivery (DE), interactive (DI) and self-study activities are adequately specified. D.CDS.1.3.3 The Degree Course guarantees broad, trans- and multi-disciplinary study programmes (in relation to at least the free-choice CFUs) and stimulates the acquisition of transversal knowledge and skills also with the CFUs assigned to "other training activities". [All aspects to be considered in this point of attention also form the basis for the assessment of department requirement D.2]
D. CDS. 1.4 Study programmes and methods for verifying learning	D.CDS.1.4.1 The contents and programmes of the teaching programmes are consistent with the degree course's educational objectives, are clearly illustrated in the course outlines and are given adequate and timely visibility on the degree course's web pages. D.CDS.1.4.2 The methods for conducting the tests for each teaching are clearly described in the teaching modules, are consistent with the individual learning objectives and are suitable for ascertaining the achievement of the expected learning outcomes. The methods for teaching assessments are communicated and explained to the students. D.CDS.1.4.3 The procedure for the final examination is clearly defined and explained to the students.

D. CDS. 1.5 Planning and organisation of the teachings of the Degree Course	D.CDS.1.5.1 The Degree Course plans the design and delivery of teaching to facilitate the organisation of study, active participation and learning by students. D.CDS.1.5.2 Lecturers, tutors and specialist figures, where foreseen, meet to plan, co-ordinate and, if necessary, modify the training objectives, contents, methods and timing of teaching delivery and verification.
--	---

2 – QUALITY ASSURANCE IN THE DEGREE COURSE DELIVERY

Sub-field D.CDS.2 aims to ascertain **the presence and level of implementation of quality assurance processes in the delivery of the Degree Course.**

It is divided into the following 6 Points of Attention with the relative Aspects to be Consider.

Points of attention (PdA)	Aspects to be considered (AdC)
D. CDS. 2.1 Orientation and tutoring activities	D.CDS.2.1.1 Admission and ongoing orientation activities promote students' awareness of their choices. D.CDS.2.1.2 Tutoring helps students in their career development and in making informed choices, also taking into account the outcomes of career monitoring. D.CDS.2.1.3 Initiatives for introduction or support into employment take into account the results of monitoring outcomes and employment prospects. [All the aspects to be considered in this point of attention also serve as feedback for the assessment of location requirement D.3].
D. CDS. 2.2 Knowledge required at admission and remediation of deficiencies	D.CDS.2.1 The knowledge required or recommended for the admission to attend the Degree Course is clearly identified, described and communicated. D.CDS.2.2 The possession of the initial knowledge indispensable for attending Bachelor and single-cycle Degree Courses is effectively verified in an appropriately designed manner. D.CDS.2.2.3 In Bachelor and single-cycle Degree Courses, any gaps are promptly identified and communicated to the students

	with reference to the different areas of initial knowledge verified and targeted initiatives are activated for the recovery of additional training obligations. D.CDS.2.2.4 In second-cycle Degree Courses, the curricular requirements for access and the suitability of the personal background of candidates are clearly defined, communicated, and verified. [All the aspects to be considered in this point of attention also serve as feedback for the assessment of location requirement D.3].
D. CDS. 2.3 Teaching methodologies and flexible courses	D.CDS.2.3.1 The didactic organisation of the Degree Course creates the prerequisites for student autonomy and competence acquisition and provides appropriate guidance and support from lecturers and tutors. D.CDS.2.3.2 Curricular and support activities use flexible teaching methods and tools, adapted to the specific needs of different types of students. D.CDS.2.3.3 There are dedicated initiatives for students with special needs. D.CDS.2.3.4 The Degree Course promotes the accessibility of all students, particularly those with disabilities, specific learning disorders (DSA) and special educational needs (BES), to learning facilities and materials. [All the aspects to be considered in this point of attention also serve as feedback for the assessment of location requirement D2 and D.3].
D. CDS. 2.4 Internationalisation of teaching	D.CDS.2.4.1 The Degree Course promotes the enhancement of student mobility, also through initiatives supporting study and work placement periods abroad. D.CDS.2.4.2 With particular regard to international Degree Courses, the Degree Course takes care of the international dimension of teaching, encouraging the presence of foreign lecturers and students and/or providing for the awarding of double, multiple or joint degrees in agreement with foreign Universities.

[All the aspects to be considered in this point of attention also serve as feedback for the assessment of location requirement D.1].	
D. CDS. 2.5	
Planning and monitoring of learning assessments	D.CDS.2.5.1 The Degree Course implements the planning and monitoring of learning and final examinations.
D. CDS. 2.6	D.CDS.2.6.1 The Degree Course has guidelines or indications on how to manage teaching interaction and the involvement of lecturers and tutors in mid-term and final assessment. The guidelines and indications are effectively complied with.
	D.CDS.2.6.2 The Degree Course has indicated the substitute technologies/methodologies for "situational learning", which are suitable to replace face-to-face reporting.

3 – MANAGEMENT OF DEGREE COURSE REOURCES

Course resource management refers to sub-area D.CDS.3 whose objective is:

"Ensure that the Degree Course has an adequate supply and qualification of teaching staff, tutors and technical-administrative personnel, uses facilities suited to teaching needs and offers functional and accessible services to students and students".

It is divided into the following 2 Points of Attention with the corresponding Aspects to Consider.

Points of Attention (PdA)	Aspects to be Considered (AdC)
D. CDS. 3.1	
Endowment and qualification of teaching staff and tutors	D.CDS.3.1.1 The number and qualifications of lecturers and specialists are adequate to support the teaching requirements (content and organisation also of professional training activities and work placements) of the Degree Course, taking into account both the cultural and scientific content and the teaching organisation and delivery methods. If their number is lower than the reference value, the Degree Course informs the Department/University of the deficiencies found, urging the application of corrective measures.
	D.CDS.3.1.2 The tutors are adequate in terms of number, qualifications and training, and type of activity to support the teaching requirements (content and organisation) of the degree

	course, taking into account the cultural and scientific content, the delivery methods and the teaching organisation. If the number is lower than the reference value, the Degree Course informs the Department/ University of the deficiencies found, urging the application of corrective measures. D.CDS.3.1.3 In the allocation of teaching subjects, the link between the professors' scientific expertise and the teaching objectives is stressed. D.CDS.3.1.4 For Degree Courses that are exclusively or mainly at distance, the number, type and competences of tutors are specified, and selection methods are defined in line with the indicated profiles. D.CDS.3.1.5 The Degree Course promotes, incentivises and monitors the participation of lecturers and/or tutors in initiatives for training, growth and scientific, methodological and teaching skills updating in support of the quality and innovation, including technological innovation, of the training activities carried out in the presence and at a distance, while respecting disciplinary diversity. [This aspect to be considered also serves as feedback for the evaluation of seat requirement B.1.1.4]. [All the aspects to be considered in this point of attention also serve as feedback for the assessment of location requirement D.2].
D. CDS. 3.2 Staff, facilities, and support services for teaching	D.CDS.3.2.1 Adequate teaching support facilities, equipment and resources are available. [This aspect to be considered also serves as feedback for the assessment of location requirements B.3.2, B.4.1 and B.4.2 and E.DIP.4 and the departments being visited]. D.CDS.3.2.2 The personnel and teaching support services made available to the Degree Course ensure effective support for the Degree Course activities. [This aspect to be considered also serves as feedback for the assessment of location requirement B.1.3]. D.CDS.3.2.3 A work schedule for the work carried out by the administrative staff in support of the teaching activities of the degree course is available, together with responsibilities and objectives. [This aspect to be considered also serves as feedback for the assessment of location requirement B.1.3].

D.CDS.3.2.4 The Degree Course promotes, supports and monitors the participation of administrative staff supporting the Degree Course in training and follow-up activities organised by the University. [This aspect to be considered also serves as feedback for the assessment of location requirement B.1.3].

D.CDS.3.2.5 The teaching services made available to the Degree Course are easily used by professors/lecturers and students and their effectiveness is verified by the University. [This aspect to be considered also serves as feedback for the assessment of location requirement B.1.3.2].

4 – DEGREE COURSE REVIEW AND IMPROVEMENT

The monitoring and review of the Degree Course are developed in Sub-Area D.CDS.4 whose objective is: **"To ascertain the ability of the Degree Course to recognise the critical aspects and margins for improvement of its teaching organisation and to define consequent interventions"**.

It is divided into the following 2 Points of Attention with the relative Aspects to Consider.

Points of Attention (PdA)	Aspects to be Considered (AdC)
D. CDS. 4.1 Contribution of lecturers, students and stakeholders to the review and improvement of the Degree Course	D.CDS.4.1.1 The Degree Course systematically analyses and takes into account the outcomes of ongoing interactions with stakeholders, also with a view to periodically updating the training profiles. D.CDS.4.1.2 Professors/lecturers, students, and technical-administrative staff can easily make their observations and proposals for improvement known. D.CDS.4.1.3 The Degree Course systematically analyses and takes into account the results of the survey of the opinions of students, undergraduates, graduates and grants credit and visibility to the overall considerations of the Joint Studies Committee and other QA bodies.

	D.CDS.4.1.4 The Degree Course has procedures in place to handle student complaints and ensures that these are easily accessible to them. D.CDS.4.1.5 The Degree Course systematically analyses the problems detected, their causes and defines improvement actions where necessary.
D. CDS. 4.2 Revision of the design and teaching methodologies of the Degree Course	D.CDS.4.2.1 The Degree Course organises collegiate activities dedicated to the revision of learning objectives and courses, teaching and learning assessment methods, didactic coordination between courses, rationalisation of timetables, time distribution of learning assessments and support activities. D.CDS.4.2.2 The Degree Course ensures that the study programme is constantly updated taking into account advances in science and teaching innovation, also in relation to subsequent study cycles including the PhD course and the Schools of Specialisation. D.CDS.4.2.3 The Degree Course is systematically analysed and monitored, also in relation to those of the same class on a national, macro-regional or regional basis. D.CDS.4.2.4 The Degree Course systematically analyses the results of learning and final examinations in order to improve student career management. D.CDS.4.2.5 The Degree Course systematically analyses and monitors the employment outcomes (short-, medium- and long-term) of the graduates, also in relation to those of the same class on a national, macro-regional or regional basis. D.CDS.4.2.6 The Degree Course defines and implements improvement actions on the basis of the analyses developed and the proposals coming from the different actors of the QA system, monitors their implementation and evaluates their effectiveness. [All of these attention points also serve as feedback for the assessment of location requirement D.2].

Section C

In the **section c**, entitled "**Objectives and improvement actions**" section, the identification of any corrective actions aimed at improving critical situations is required.

For each proposed corrective action, it is recommended to define the objectives, the actions to be undertaken, identify the responsible person, define the necessary intervention times and duration. Corrective actions with little connection to the highlighted critical issues, generic or unachievable requests or those dependent on other entities and uncontrollable should be avoided. In addition to the corrective actions identified for the annual monitoring report, **corrective actions over a multi-year and longer period of time should be listed here.**

The outline of this section is presented below:

Action: (D.CDS.X/n./RC-202X)

Title and description:

Area to improve:

Reference indicator/s: *(Specify reference indicator(s) for monitoring the degree of achievement of the objective and how it will be measured/verified.)*

Description of undertaken action:

Subject responsible: *(where possible it is suggested to identify a single person responsible for the action and not a group es. CdS, lectures of CdS)*

Resources: *(Define the types of resources needed (people, materials, technologies, services, knowledge, financial resources, etc.) and quantify them by assessing their actual availability)*

Time of execution: *(in months)*

Deadline: *(precise date)*

The last part of the RRC is the **comment on the indicators**, the Degree Course is required to analyse and discuss the indicators of AVA 3 model for the periodic accreditation of the Degree Course and included in the Annual Monitoring Report (SMA) of the Degree Course.

For the analysis of the indicators, the Quality Committee suggests to use the same scheme adopted for the analysis of the Points of Attention, developing the analysis of the situation, the analysis of the critical issues, the identification of improvement actions for which the same reference scheme has been proposed in **section C** as reported above.

Below are the indicators to consider:

- iC02: Percentage of graduates (L; LM; LMCU) within the normal course duration
- iC10: Percentage of CFUs gained abroad by regular students out of the total CFUs gained by students within the normal Degree Course duration.

- iC11: Percentage of graduates within the normal Degree Course duration who acquired at least 12 CFUs abroad.
- iC13: Percentage of CFUs achieved in the first year out of CFUs to be achieved.
- iC14: Proportion of students continuing on to the second year in the same Degree Course.
- iC16bis: Proportion of students who go on to the second year in the same Degree Course having acquired at least 2/3 of the CFUs required in the first year.
- iC17: Overall student/professors' ratio (weighted by teaching hours).
- iC19: Percentage of teaching hours provided by professors employed on a permanent basis out of total teaching hours provided.
- iC22: Proportion of enrolled students (L; LM; LMCU) who graduate within the normal course duration.
- iC24 Percentage of dropouts after N+1 years.
- iC27: Overall student/professors' ratio (weighted by teaching hours).
- iC28: Ratio of students enrolled in the first year/first-year professors (weighted by teaching hours).

The Degree Course is free to discuss, in addition to the indicators indicated above, further indicators of its own choice belonging to the groups reported in the above table.

The PQ recommends comparing the value of the indicators with geographical and national mean values and analyze their trend over time (where possible).

For indicators that present a certain criticism (value lower than the average of the geographical and national area or negative trend), it is recommended to investigate the possible causes and propose corrective actions. It is suggested to avoid corrective actions with few or no connection to the highlighted criticisms, and suggestions that are **generic, unachievable or dependent on other bodies and uncontrollable**.

It is also suggested to identify possible causal links between the improvement of each indicator over time and the actions implemented by the Degree Course after the Annual Monitoring Report (SMA) and Cyclical Review (RRC) Report.

Materials provided by the Quality Committee

The Quality Committee provides each study course with the following work materials useful for the preparation of the Cyclical Review Report:

- The present *Guidelines* for compiling the Cyclical Review Report available in Italian and English;
- The templates for the Cyclical Review Report, to fill in Italian or English.

The main documents to take into account are:

- SUA-CdS;
- Website and Syllabi of the Degree Course;
- Annual Report of the Joint Study Committee (*Relazione annuale della Commissione Didattica Paritetica*);
- Annual Monitoring Report (*Scheda Monitoraggio Annuale*);
- Previous Cyclical Review Report;
- Results of the course evaluation by students and reports by the University Evaluation Committee;
- Annual Reports of the Evaluation Committee (NdV)
- Minutes of the Degree Course Council, the Faculty Council and other meetings;
- Notes, minutes of meetings and reports of internal and external Stakeholders.

Useful link: <https://scientificnet.sharepoint.com/sites/unibzQADidactics>
<https://scientificnet.sharepoint.com/sites/unibzQualityAssurance/SitePages/Relazioni-annuali-NdV.aspx>

Execution and Approval

The Cyclical Review Report is drafted in Italian or English by the QA and review Group and the Degree Course Council, supported by the QA responsible of the faculty, under the responsibility of the Director of the Degree Course. Please note that the Cyclical Review Report is required for all Degree Courses (including New Degree Courses) according to the cycle indicated in the 'introduction' section of these guidelines and that the final document must be approved by the Faculty Council.

The Quality Committee will upload the report in the SUA-CdS database.

Below are report the deadlines for each responsible:

Deadline	Responsible	Action
March	Quality Committee	Informative Meeting Cyclical Review Report and training on Point of Attention (AVA3)
15/04/25	Degree Course Director	Send to Quality Committe the draft of the Cyclical Review Repor
18/05/25	Quality Committee	Feedback: Cyclical Review Report
15/07/25	Degree Course Director Faculty Council	Final Cyclical Review Report discussed and approved by Faculty Council Send to Quality Committe

Information and contact

For further information, please contact the Support Office of the Quality Committee:

✉ **quality.committee@unibz.it**

☎ **0471 011600**