

CYCLICAL REVIEW REPORT 2025

Name of the Course of Study (CdS):	
Class:	
Location:	
Any other useful information (Department, Branch office):	
First academic year of activation:	
Last change to the Study Regulation:	
Last change to the Degree Regulation:	
Last stakeholder meeting:	

Specify who is involved in the Review Report (Review Group members and functions) and the working procedures (organisation, division of tasks, sharing procedure).

Study Course Council

Mandatory members:

Prof. (Degree Course Director – Responsible of the Cyclical Review Report)

Prof. (Lecturer of the Degree Course)

Prof. (Referent AQ of CdS)

Ms./ Mr. (Student Representative)

ANVUR recommends that the Student Representative is not a member of the CPDS. If this condition occurs, it is suggested to involve an additional student of the degree course in the Review group.

The blue sentences in the template represent indications and must be deleted before sending the draft Report to the Quality Committee.

Other components:

Prof. (Lecturer of CdS)

Prof. (Lecturer of CdS)

Dr. (Administrative Referent of CdS)

Dr. (Representative of Stakeholders)

Other actors involved:

The Degree Course Council met for discussion of the topics listed in the sections of this review report on the **dd/mm/yy**

Topic of the discussion:

-
-

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

Summary of the outcome of the Faculty 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 – Quality assurance in the degree course design

D.CDS.1-a Summary of the main changes identified since the last review (referred to the sub-field D.CDS.1)

Describe the main changes since the previous cyclical review, also in relation to the corrective actions implemented by the Degree course, considering the sub-field D.CDS.1 of AVA 3 and the related points of attention.

Description

Considering the sub-field D.CDS.1 of AVA 3 and the related points of attention, summarize in this table the corrective actions taken by the Degree Course on the basis of what emerged from the last Cyclical Review Report conducted for the Degree Course following the scheme reported below.

Action: N. (year)

Title:

Description:

Actions undertaken: *(Describe the actions undertaken and how they were implemented)*

Time of execution: *(in months)*

State of progress: *(executed - not executed; if not executed indicate the motivation)*

Achieved results: *(Describe the achieved results by specifying the reference indicator/s for the monitoring of the level of the achievement of the objective and the related detection/verification methods)*

D.CDS.1-b Analysis of the situation based on data and information

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

Key documents to consider:

- 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.

D.CDS.1.1 Degree course design and initial stakeholders' consultation

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.1.1

Include the main problems identified, challenges, **strengths and areas for improvement** emerging from the analysis of the period under review and the perspectives for the following period referred to the following questions:

1. Are the assumptions that led to the declaration of the character of the Degree Course in its cultural and professionalisation aspects at the planning stage still valid?
2. Are the needs and the potential for development of the reference sector 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, professors, scientific and professional organisations, representatives of the world of culture and manufacture, also at international level), both directly and considering sector studies?
4. Have the ideas 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. Do the declared job profiles, job opportunities and prospects realistically consider the different working possibilities for graduates?
6. Are the study programmes still considered adequate to achieve their objectives? Are they up to date in terms of content?

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.**

D.CDS.1.2 Definition of the characteristics of the Degree Course, training objectives and output profiles

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.1.2

Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:

1. Is the nature of the Degree Course clearly stated, in its cultural, scientific, and professional aspects? Are the learning objectives and output profiles clearly stated and are they consistent with each other?
2. Are the specific learning objectives and the expected learning outcomes, in terms of knowledge, skills, and competences – both disciplinary and transversal, clearly and completely described? Are they consistent with the outgoing cultural and professional profiles? Have they been clearly outlined by learning areas?

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"**.

D.CDS.1.3 Training offer and programmes

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.1.3

Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:

1. Are the study programmes clearly described? Are they consistent with the defined learning objectives, output profiles and associated transversal and disciplinary knowledge and skills?
2. Does the Degree Course stimulate the acquisition of transversal knowledge and skills also with the CFUs assigned to "other activities? Is there adequate evidence of this on the University website?

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"**.

D.CDS.1.4 Degree Course syllabus and methods of assessing learning

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.1.4**

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:*

1. *Do the syllabi sheets clearly illustrate the content and programmes of the courses in line with the educational objectives of the Degree Course? In the case of integrated courses, do the syllabi clearly illustrate the structure?*
2. *Does the Degree Course website give adequate and well-timed visibility to the syllabi?*
3. *Does the Degree Course clearly define how to carry out mid-term and final exams?*
4. *Are the testing methods adopted for the single courses adequate to determine the achievement of the expected learning outcomes?*
5. *Are the examination methods clearly described in the syllabi?*

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"**.*

D.CDS.1.5 Planning and organisation of Degree Courses teachings

Documentary sources section (no more than 8 documents):

Key documents:

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

Supporting documents:

- Title:
Short 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.1.5

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:*

1. *Does the Degree Course plan the design and delivery of teaching to facilitate the organisation of study, attendance and learning by students?*
2. *Have planning, coordination and monitoring meetings been scheduled between professors/lecturers, tutors, and specialists responsible for teaching, with a view to a possible modification of learning objectives or the organisation of exams?*

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".***

D.CDS.1-c OBJECTIVES AND IMPROVEMENT ACTIONS

By referring to the sub-field D.CDS.1 of AVA 3 and the related points of attentions, include interventions considered necessary or appropriate on the basis of the changed conditions and critical elements identified. The objectives may also be multi-year in scope and must relate to substantial aspects of the students' education and experience. Specify through which actions you believe you can achieve the objectives. Add fields for each improvement objective identified.

Action: (D.CDS.1/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)*

D.CDS.2 Quality assurance in the degree course delivery

D.CDS.2-a Summary of the main changes since the last cyclical review (referred to the sub-field D.CDS.2)

Describe the main changes since the previous cyclical review, also in relation to the corrective actions implemented within the Degree course, referred to the sub-field D.CDS.2 of AVA 3 and considering the related points of attention.

Description

Considering the sub-field D.CDS.2 of AVA 3 and the related points of attention, summarize in this table the corrective actions taken by the Degree Course on the basis of what emerged from the last Cyclical Review Report conducted for the Degree Course following the scheme reported below.

Action: N. (year)

Title:

Description:

Actions undertaken: *(Describe the actions undertaken and how they were implemented)*

Time of execution: *(in months)*

State of progress: *(executed - not executed; if not executed indicate the motivation)*

Achieved results: *(Describe the achieved results by specifying the reference indicator/s for the monitoring of the level of the achievement of the objective and the related detection/verification methods)*

D.CDS.2-b Analysis of the situation based on data and information

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

Key documents to consider:

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

D.CDS.2.1 Orientation and tutoring

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.2.1

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:*

1. *Are initial, in-course and final orientation activities in line with the cultural and professional profiles drawn up by the Degree Course? (Examples: existence of effective tools for self-assessment of recommended background knowledge).*
2. *Do initial, in-course and outgoing orientation activities foster students' awareness of their choices?*
3. *Do initial and in-course orientation activities consider the results of career monitoring?*
4. *Do outgoing orientation initiatives take into consideration the results of the monitoring of the employment outcomes and prospects?*

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"**.*

D.CDS.2.2 Knowledge required at admission and remediation of weaknesses

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.2.2

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:*

1. *Is the required or recommended admission knowledge clearly identified, described, and communicated? Is a syllabus drawn up and adequately disseminated?*
2. *Is the background knowledge effectively verified? Are any weaknesses accurately identified and communicated to the students?*
3. *Are support activities – at admission or in course – planned?*
4. *As regards bachelor's Degree Courses or single-cycle's Degree Courses, are any weaknesses reported to students? Are initiatives implemented to compensate for additional training obligations? For nationally scheduled courses, are the procedures for assigning and making up OFAs envisaged and defined?*
5. *For master's Degree Courses, are the curricular requirements for access defined, disseminated, and verified? Is the adequacy of the candidates' preparation verified?*

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"**.*

D.CDS.2.3 Flexible teaching methodologies and approaches

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.2.3

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:*

1. *Does the organisation of teaching activities create the preconditions for student autonomy (in choices, critical learning, organisation of study) and does it provide adequate guidance and support from professors and tutors? (Examples: meetings are organised to help students choose among possible curricula, guide-professors are available for career plan options, space and time are provided for self-directed study or in-depth study activities by students, etc.)*
2. *Do curricular and support activities use flexible teaching methods and tools, adjusted to the specific needs of the students? (Examples: there are support tutorials, in-depth courses, honours courses, courses for particularly dedicated and motivated students that provide for more sustained rhythms and a higher level of in-depth study, etc.)*
3. *Are there initiatives to support students with special needs? (e.g., off-site students, foreigners, workers, people with disabilities, with young children)?*
4. *Does the Degree Course promote accessibility, in its facilities and teaching materials, for students with disabilities, specific learning disorders (DSA) and special educational needs (BES)?*

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"**.*

D.CDS.2.4 Internationalisation of teaching

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.2.4

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:*

1. *Are initiatives planned to enhance students' mobility in support of study and placement periods abroad (with reference not only to Erasmus)?*
2. *With regard to international Degree Courses, is the international dimension of teaching actually realised, with reference to foreign lecturers and/or foreign students and/or joint, double or multiple degrees in agreement with foreign universities?*

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"**.*

D.CDS.2.5 Modalities of learning verification

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.2.5

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:*

1. *Does the Degree Course clearly define the procedure for mid-term and final examinations?*
2. *Are the assessment methods adopted for each teaching adequate to ascertain the achievement of the expected learning outcomes?*
3. *Are the assessment methods clearly described in the syllabus? Are they clearly communicated to the students?*
4. *Does the Degree Course record and monitor the progress of the learning and final examinations to determine any aspects for improvement? Are continuous improvement activities planned?*

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".***

D.CDS.2-c Objectives and improved 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.

Action: (D.CDS.2/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)*

D.CDS.3 Management of the degree course resources

D.CDS.3-a Summary of the main changes identified since the last review (referred to the sub-field D.CDS.3)

Describe the main changes since the previous Cyclical Review Report, also in relation to the improvement actions implemented in the Degree Course by referring to the sub-field D.CDS.3 of AVA 3 and the related points of attention.

Description

Considering the sub-field D.CDS.3 of AVA 3 and the related points of attention, summarize in this table the corrective actions taken by the Degree Course on the basis of what emerged from the last Cyclical Review Report conducted for the Degree Course following the scheme reported below

Action: N. (year)

Title:

Description:

Actions undertaken: *(Describe the actions undertaken and how they were implemented)*

Time of execution: *(in months)*

State of progress: *(executed - not executed; if not executed indicate the motivation)*

Achieved results: *(Describe the achieved results by specifying the reference indicator/s for the monitoring of the level of the achievement of the objective and the related detection/verification methods)*

D.CDS.3-b Analysis of the situation based on data and information

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

Key documents to consider:

- *SUA-CdS Form: B3, B4, B5*
- *reports or observations from professors, students, and administrative staff*
- *indicators on the qualifications of teaching staff*
- *tutors and important figures (SUA-CdS Form: Administration section)*
- *any plans related to the achievement of teaching resource requirements and specialist figures*
- *students/professors' ratio for each module*
- *resources and services available to the Degree Course*
- *Performance plan*

D.CDS.3.1 Equipment and qualification of teaching staff and tutors

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.3.1

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:*

1. *Are the lecturers/professors and specialists adequate, in terms of numbers and qualifications, to support the requirements of the Degree Course, considering both the scientific content and the teaching organisation (including vocational training activities and internships)?*

2. *Are the tutors adequate in number, qualification and training, type of activities to support the teaching requirements (content and organisation) of the Degree Course, considering the cultural and scientific content, delivery methods and the organisation of teaching?*
3. *If these quotas are lower than the reference value, has the Degree Course informed the Faculty in time, urging the application of corrective measures?*
4. *Is the link between professor's scientific skills (ascertained by monitoring the research activity of the SSD to which they belong) and their relevance to the teaching objectives enhanced?*
5. *Are there initiatives to support the development and updating of scientific, methodological, and teaching skills in support of the quality and innovation, including technological innovation, of the training activities carried out in presence and at distance in the various disciplines? (e.g., teaching training, mentoring in the classroom, sharing of methods and materials for teaching and assessment etc.)*
6. *Have adequate training/upgrading activities been planned for professors and tutors to carry out online teaching and to support the quality and innovation, including technological innovation, of the training activities carried out in presence and at distance? Are these activities still on implementation?*
7. *Is the application of the three languages monitored? Are there measures in place to remedy any shortcomings and deficiency that may have occurred?*

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".***

D.CDS.3.2 Supply of staff, facilities, and services to support teaching

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.3.2

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, referred to the following questions:*

1. *Does the teaching support service (facilities, equipment, and resources) ensure effective support for the activities of the Degree Course?*
2. *Is there any provision for auditing the quality of the support provided by the staff of the teaching support services available to the Degree Course?*
3. *Are adequate facilities, equipment, and resources available to support the teaching? (e.g., libraries, teaching tools, IT infrastructure etc.)*
4. *Are the services easily accessible to students and professors?*

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"**.*

D.CDS.3-c OBJECTIVES AND IMPROVEMENT ACTIONS

Related to the sub-field D.CDS.3 of AVA 3 and the points of attention, include interventions considered necessary or appropriate on the basis of the changed conditions and critical elements identified. The objectives may also be multi-year in scope and must relate to substantial aspects of the students' education and experience. Specify through which actions you believe you can achieve the objectives. Add fields for each improvement objective identified.

Action: (D.CDS.3/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)*

D.CDS.4 Degree course review and improvement

D.CDS.4-a Summary of the main changes identified since the last review (referred to the Sub-field D.CDS.4)

Describe the main changes since the previous Cyclical Review Report, also in relation to the corrective actions implemented within the Degree Course, referring to the sub-field D.CDS.4 of AVA 3 and the related points of attention.

Description

Considering the sub-field D.CDS.4 of AVA 3 and the related points of attention, summarize in this table the corrective actions taken by the Degree Course on the basis of what emerged from the last Cyclical Review Report conducted for the Degree Course following the scheme reported below:

Action: N. (year):

Title:

Description:

Actions undertaken: *(Describe the actions undertaken and how they were implemented)*

Time of execution: *(in months)*

State of progress: *(executed - not executed; if not executed indicate the motivation)*

Achieved results: *(Describe the achieved results by specifying the reference indicator/s for the monitoring of the level of the achievement of the objective and the related detection/verification methods)*

D.CDS.4-b. Analysis of the situation based on data and information

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

Key documents to consider:

- *the latest Annual Report of the Joint Study Committee*
- *report on the evaluation of teaching by the Evaluation Committee*
- *audition report of the Evaluation Committee (if available)*
- *SUA-CDS: sections B1, B2, B4, B5, B6, B7, C1, C2, C3, D4*
- *Annual Monitoring Reports (SMA), Cyclical Review Reports, reports from students, individually or by means of questionnaires for students and undergraduates, from professors, technical-administrative staff and from outside the university*
- *observations that emerged at meetings of the Degree Course, the Faculty or during other collegial meetings*

D.CDS.4.1 Contribution of professors/lecturers, students, and stakeholders to the review and improvement of the Degree Course

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.4.1

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, considering the following questions:*

1. *Are there past or ongoing interactions with the stakeholders consulted in the organisation phase of the Degree Course or with new stakeholders, according to the different needs for regular updating of training profiles? Does the Degree Course systematically analyse the outcomes of the consultations?*
2. *Do professors/lecturers, students, and technical-administrative staff have an easy way of making their observations and proposals for improvement known? Does the Degree Course take charge of the problems detected (once they are considered likely and feasible)?*
3. *Are the outcomes of the survey of the opinion of students, undergraduates and graduates adequately analysed and considered? Are the overall considerations of the Joint Studies Committee (and other Quality Assurance bodies) given credit and visibility?*
4. *Did the Degree Course set up easily and accessible procedures to handle any student complaints? Does it deal with critical issues that have arisen?*
5. *How have the recommendations made by the Evaluation Committee at the hearing meeting or in its annual reports and reports on the evaluation of teaching been implemented?*

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".***

D.CDS.4.2 Revision of the design and teaching methodologies of the Degree Course

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.4.2

*Include the main problems identified, challenges, **strengths** and **areas for improvement** that emerge from the analysis of the period under review and the perspectives for the following period, considering the following questions:*

1. *Are collegial activities dedicated to the revision of study programmes, teaching and learning assessment methods, didactic coordination between teachings, rationalisation of timetables, time distribution of examinations and support activities envisaged?*
2. *Does the Degree Course ensure that the training offer is constantly updated and reflects the most advanced disciplinary knowledge in relation to the progress of science and innovation also in relation to the subsequent study cycles including the PhD and the Schools of Specialisation?*
3. *Have study modules, learning outcomes and final examination results been analysed and monitored in order to improve the management of students' careers, as well as the employment outcomes (in the short, medium and long term) of graduates of the Degree Course also in relation to those of the same class on a national, macro-regional or regional basis?*
4. *If the employment outcomes of graduates were less than satisfactory, did the Degree Course increase the number of external stakeholders, to increase the opportunities of its graduates (e.g., through the activation of new internships, apprenticeship contracts, traineeships, or other job orientation measures)?*
5. *Does the Degree Course define and implement improvement actions on the basis of the analyses developed and the proposals made by the various players in the QA system, monitor their implementation and evaluate their effectiveness?*

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"**.*

D.CDS.4.c Objectives and improved actions

Considering the sub-field D.CDS.4 of AVA 3 and the related points of attention, 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.

Action: (D.CDS.4/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)*

Comments to the indicators

Analyse the indicators suggested by the AVA3 model for the periodic accreditation of the Degree Courses and included in Annual Monitoring Report (SMA) of CdS.

For the analysis of the indicators, it is suggested 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 points, the identification of improved actions. It is mandatory to adopt the same reference scheme proposed in sections "C" above.

In this Table are reported the indicators for the evaluation (consider the update version of October 2024, used for the SMA 2024):

- **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: Percentage of students continuing on to the second year in the same Degree Course.**
- **iC16bis: Percentage 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: Percentage of registered students graduating within one year beyond the regular duration of the Degree Course in the same Degree Course.**
- **iC19: Percentage of teaching hours provided by professors employed on a permanent basis out of total teaching hours provided.**
- **iC22: Percentage 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 CdS is free to comment, in addition to the indicators indicated above, further **indicators** of its own choice belonging to the groups reported above this table.*

It is recommended to compare the value of the indicators with geographical and national media and analyze their trend over a time (considering a period of at least three years).

*For indicators that present a **certain criticism** (value lower than the average for the geographical and national area or negative trend), it is recommended to investigate **the possible causes and propose corrective actions** using the scheme below (to be duplicated for each proposed action). Corrective actions with little connection to the highlighted **criticisms, generic proposals, unachievable or dependent on other bodies and uncontrollable** should be avoided.*

*It is suggested to identify the **possible causes** related to the improvement of each indicator during time and the implemented actions of the CdS based on the SMA and RRC.*

Action: 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)