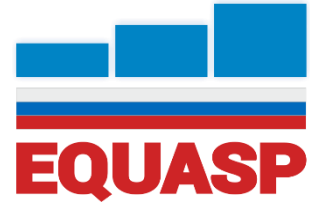




Co-funded by the
Tempus Programme
of the European Union



Tempus Project n. 517340-TEMPUS-1-2011-1-IT-TEMPUS-SMGR
On-line Quality Assurance of Study Programmes
(EQUASP)

Example of
Documentation for Quality Assurance of Study Programmes
according to the EQUASP Model

Bachelor in Physics
Documentation File - Annexes

November 2015

BACHELOR IN PHYSICS**Curriculum - Academic Year 2013-14**

Year/ Semester	Course Unit	ECTS credits	Lecturer(s)
<i>1/1°</i>	<i>Physics 1</i>	<i>6</i>	<i>Bernabeu Guillermo</i>
<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>

C

BACHELOR IN PHYSICS

Curriculum - Academic Year 2013-14 Characteristics of the Course Units

Name	Physics 1
Year / Semester	<i>1 / 1°</i>
Lecturer	<i>Bernabeu Guillermo</i>
Specific learning outcomes	...
Contents	...
Schedule	...
instructional forms of education	<i>Face to face, 60 hours</i>
Teaching techniques	<i>Lectures, 35 hours Practical classes, 20 hours Laboratory sessions, 5 hours</i>
Assessment methods	<i>Written and oral</i>
Assessment criteria	...
Assessment metrics	<i>Attribution of a final grade</i>
Criteria of attribution of the final grade	...
Preparatory course units	<i>Mathematics1</i>
Didactic material	<i>Bernabeu G., Physics 1, Equasp Edition</i>

Name	...
...	...

BACHELOR IN PHYSICS

Characteristics of the Graduation Exam

Workload	...
Requirements to be fulfilled by the final work	...
Criteria for the attribution of the graduation grade	...

BACHELOR IN PHYSICS**Suitability of the curriculum to the achievement of the expected learning outcomes
Academic Year 2013-14**

Learning outcomes	Course units which contribute to the accomplishment of the learning outcome
<i>Ability to demonstrate knowledge and understanding of physics fundamentals in: classical mechanics, vibrations and waves, optics and spectroscopy, thermodynamics, electromagnetism, quantum physics. The level of this knowledge of core physics is a basic one, i.e. the level needed for working with established areas of applications but not as high as is needed for research at the frontiers of knowledge.</i>	<i>Physics 1 Physics 2</i>
...	...

BACHELOR IN PHYSICS**Teaching Staff - Academic Year 2013-14**

Lecturer	Qualification *	Course units of the SP **	Course units of other SP **
<i>Bernabeu Guillermo</i>	<i>FP</i>	<i>Physic 1 (ID)</i>	<i>Physics 2 (AD)</i>
...			
<i>Musaio Angelo</i>	<i>PR</i>	<i>Experimental Physics (C)</i>	
...			

* FP: Full Professor; AP: Associate professor; ...; PR: Professional.

** ID: Institutional Duty; AD: Additional Duty; ...; C: Contract.

BACHELOR IN PHYSICS**Teaching Support Staff - Academic Year 2013-14**

Course Unit	Support Teacher	Qualification	N. of hours of didactic workload	Task
<i>Mathematics 1</i>	<i>Zich Michele</i>	<i>PhD Student</i>	<i>40</i>	<i>Practical Training</i>
...				
<i>Experimental Physics</i>	<i>Holzer David</i>	<i>Professional</i>	<i>12</i>	<i>Lab Assistance</i>
...				

PHYSICS DEPARTMENT

Classrooms

Classroom	Number of seats	Audiovisual equipment	Web connection	Surveillance Staff
<i>PD1</i>	<i>40</i>	<i>Multimedia projector</i>	<i>Yes</i>	<i>1 auxiliary (9.00-13.00 14.00-18.00)</i>
...				

PHYSICS DEPARTMENT

Laboratories

Laboratory	Equipment	Work places / N. students per work place	Technical Staff
<i>Informatics</i>	<i>30 PC</i>	<i>30 / 2</i>	<i>1 technician (9.00-13.00 14.00-18.00)</i>
<i>Metrology</i>	<i>Equipment for measuring mechanical quantities</i>	<i>6 / 4</i>	<i>1 technician (9.00-13.00 14.00-18.00)</i>
...			

PHYSICS DEPARTMENT

Libraries

Library of the Physics Department	
Bibliographical material of interest for the didactic activities of the Bachelor in Physics	...
Web Connection	...
Services offered	...
Opening time and access rules	...
Librarian staff available	...

BACHELOR IN PHYSICS**Partnerships for carrying out training periods outside the University**

Organization / Institution	No. of students involved A.Y. 2010/11	No. of students involved A.Y. 2011/12	No. of students involved A.Y. 2012/13
...

BACHELOR IN PHYSICS**Partnerships for carrying out mobility periods**

Institution	No. of students in exit A.Y. 2010/11	No. of students in entrance A.Y. 2010/11	No. of students in exit A.Y. 2011/12	No. of students in entrance A.Y. 2011/12	No. of students in exit A.Y. 2012/13	No. of students in entrance A.Y. 2012/13
...

PHYSICS DEPARTMENT

Needs of financial resources for the didactic activities - Academic Year 2013-14

Expense Voices	€
<i>Remuneration of the contract teachers</i>	...
<i>Remuneration of the support teachers</i>	...
<i>Updating of the equipment of the didactic laboratories</i>	...
<i>Maintenance of the didactic laboratories</i>	...
<i>Didactic material to be distributed to students</i>	...
...	...

PHYSICS DEPARTMENT

Availability of financial resources for the didactic activities - Academic Year 2013-14

Financer Body	€	Available for
<i>Central Administration of the University</i>	...	<i>Remuneration of the contract teachers Remuneration of the support teachers</i>
<i>Students' contributes</i>	...	<i>Updating of the equipment of the didactic laboratories Maintenance of the didactic laboratories Didactic material to be distributed to students</i>
<i>UBI Bank</i>	...	<i>Updating of the equipment of the didactic laboratories</i>
...

BACHELOR IN PHYSICS**Results of the assessment of the possession of the admission requirements**

	A.Y. 2010/11	A.Y. 2011/12	A.Y. 2012/13
No. of students with an admission grade between ... and ...			
...			
No. of students with an admission grade > ...			

BACHELOR IN PHYSICS

Students enrolled in the first course year

	A.Y. 2010/11	A.Y. 2011/12	A.Y. 2012/13
Students enrolled in the first course year			
New enrolments			
Provenance from other study programmes			
...			
Students enrolled in the first course year subdivided per geographical provenance			
Residents in the same town			
Residents in the same region			
...			
Foreign students			
Students enrolled in the first course year subdivided per school of provenance			
Secondary school			
Advanced secondary school			
College			
...			
Students enrolled in the first course year subdivided per grade of the school-leaving examination			
No. of students with grade of the school-leaving examination between ... and ...			
...			
No. of students with grade of the school-leaving examination > ...			

BACHELOR IN PHYSICS

Results of the tests for the assessment of the students' learning

Course units *	A.Y. 2010/11				A.Y. 2011/12				A.Y. 2012/13			
	No. of students **	No. of students who have overcome the exam ***	Average grade	Variation	No. of students **	No. of students who have overcome the exam ***	Average grade	Variation	No. of students **	No. of students who have overcome the exam ***	Average grade	Variation
...

* In alphabetical order.

** Number of students who had the course unit in their study plan in the year under consideration.

*** With reference to the students who had the course unit in their study plan in the year under consideration.

BACHELOR IN PHYSICS**Enrolments in the different course years**

	A.Y. 2010/11	A.Y. 2011/12	A.Y. 2012/13
No. of students enrolled in the 1st course year			
Students enrolled in the 2nd course year holding to the reference cohort*			
Total number of students enrolled in the 2nd course year			
Students enrolled in the 3rd course year holding to the reference cohort			
Total number of students enrolled in the 3rd course year			
Students enrolled in the 4th course year holding to the reference cohort			
Total number of students enrolled in the 4th course year			
Out-of-course students** holding to the reference cohort			
Total number of out-of-course students			

* Cohort: whole of the students enrolled in the first course year in the academic year of reference.

** University students who have failed to complete their course in the prescribed time.

BACHELOR IN PHYSICS**Dropouts**

	A.Y. 2010/11	A.Y. 2011/12	A.Y. 2012/13
Dropouts between the 1st and 2nd course year			
Students who have changed study programme in the same University			
Students who have changed University			
...			
Dropouts between the 2nd and 3rd course year			
Students who have changed study programme in the same University			
Students who have changed University			
...			
Dropouts between the 3rd and 4th course year			
Students who have changed study programme in the same University			
Students who have changed University			
...			

BACHELOR IN PHYSICS

Credits acquired by the students passing from one course year to the successive one

		A.Y. 2010/11	A.Y. 2011/12	A.Y. 2012/13
Students holding to the 2nd course year enrolled in the reference cohort	No. of students			
	Median of the acquired credits			
	Average value of the acquired credits			
	Variation			
Students enrolled in the 3rd course year holding to the reference cohort	No. of students			
	Median of the acquired credits			
	Average value of the acquired credits			
	Variation			
Students enrolled in the 4th course year holding to the reference cohort	No. of students			
	Median of the acquired credits			
	Average value of the acquired credits			
	Variation			
Out-of-course students holding to the reference cohort	No. of students			
	Median of the acquired credits			
	Average value of the acquired credits			
	Variation			

BACHELOR IN PHYSICS**Graduates**

	A.Y. 2010/11	A.Y. 2011/12	A.Y. 2012/13
No. of graduates			
Graduates holding to the cohort of A.Y. 2009/10	-	-	
Graduates holding to the cohort of A.Y. 2008/09	-		
Graduates holding to the cohort of A.Y. 2007/08			
Graduates with graduation grade \geq ...			

BACHELOR IN PHYSICS

Questionnaire for the monitoring of the students' opinion on the course units

Identification of the course unit

At least: Academic Year / Study Programme / Course Unit

Questions

a) Organization of the course unit

Timetable of the educational activities

1. Is the timetable of the educational activities (lectures, seminars, exercises, laboratory activities, etc.) compatible with the possibility to attend the lectures of all the other course units and, at the same time, with your needs of individual study?

Possible answers: Yes / More yes than no / More no than yes / No

Prior knowledge

2. Was your prior knowledge sufficient to understand the topics covered by the course unit?

Possible answers: Yes / More yes than no / More no than yes / No

Study materials

3. Are the indicated, recommended or provided study materials (textbooks, presentations, etc.) adequate for the study and learning of the topics covered by the course unit?

Possible answers: Yes / More yes than no / More no than yes / No

Examination modalities

4. Have the examination modalities been clearly defined before the beginning of the course unit?

Possible answers: Yes / More yes than no / More no than yes / No

b) Teaching activity

Respect of the timetable of the educational activities

5. Have the educational activities (lectures, seminars, exercises, laboratory activities, etc.) been carried out according to the established timetable?

Possible answers: Yes / More yes than no / More no than yes / No

Respect of the course-unit syllabus

6. Do the topics developed in the course unit correspond to the established syllabus?

Possible answers: Yes / More yes than no / More no than yes / No

Effectiveness of the integrative educational activities¹

7. Are the integrative educational activities (seminars, exercises, laboratory activities, etc.) coordinated with the lectures?

Possible answers: There are no integrative educational activities / Yes / More yes than no / More no than yes / No

8. Are the integrative educational activities (seminars, exercises, laboratory activities, etc.) effective for the learning of the discipline covered by the course unit?

¹ Integrative educational activities: all the educational activities different from lectures (seminars, exercises, laboratory activities, etc.).

Possible answers: There are no integrative educational activities / Yes / More yes than no / More no than yes / No

Teaching skills of the lecturer

9. Does the lecturer present the topics in a clear and understandable way?

Possible answers: Yes / More yes than no / More no than yes / No

10. Does the lecturer stimulate the interest/motivate in the discipline covered by the course unit?

Possible answers: Yes / More yes than no / More no than yes / No

Availability of the lecturer for questions and explanations

11. Is the lecturer available for questions and explanations?

Possible answers: Yes / More yes than no / More no than yes / No

Teaching skills of teaching support staff ²

12. Does the teaching support staff present the topics in a clear and understandable way?

Possible answers: There is no teaching support staff / Yes / More yes than no / More no than yes / No

13. Does the teaching support staff stimulate the interest/motivate in the discipline?

Possible answers: There is no teaching support staff / Yes / More yes than no / More no than yes / No

Availability of the teaching support staff for questions and explanations

14. Is the teaching support staff available for questions and explanations?

Possible answers: There is no teaching support staff / Yes / More yes than no / More no than yes / No

c) Facilities used by the course unit

Lecture rooms

15. Are the lecture rooms in which the educational activities have been carried out adequate (as for to get seated, to see well, to hear well, to write well)?

Possible answers: Yes / More yes than no / More no than yes / No

Premises and equipment for the integrative educational activities

16. Are the premises and equipment for the integrative study activities (seminars, tutorials, laboratories, etc.) adequate?

Possible answers: Yes / More yes than no / More no than yes / No

d) Interest and usefulness of the course unit

Interest of the course unit

17. Are the topics covered by the course unit of your interest?

Possible answers: Yes / More yes than no / More no than yes / No

Usefulness of the course unit

18. Do you think that the topics covered by the course unit will be useful for your future occupation/profession?

Possible answers: Yes / More yes than no / More no than yes / No

e) Further observations and suggestions

² Teaching support staff: teachers in charge of exercises, teachers in charge of laboratory activities, etc..

BACHELOR IN PHYSICS

Questionnaire for the monitoring of the students' opinion on the training periods outside the University

Information on the student

At least: Study Programme / Year of enrolment / Number of credits accumulated before the start of the training period outside University

Information on the training period

At least: Company/Organization where the training period has been carried out / Topic of the training period / Duration of the training period (from ... to ...) / Total number of training hours

Questions

Interest of the topic(s) of the training period

1. Has the topic of the training period been of your interest?

Possible answers: Yes / More yes than no / More no than yes / No

Correspondence between planned and carried out training activities

2. Was there correspondence between planned and carried out training activities?

Possible answers: Yes / More yes than no / More no than yes / No

Duration and number of training hours of the training period

3. Have the duration of the training period and the number of training hours been adequate?

Possible answers: Yes / More yes than no / More no than yes / No

Effectiveness of the training period as for the improvement of the subject-area related competences³

4. Has the training period improved your subject-area related competences?

Possible answers: Yes / More yes than no / More no than yes / No

Effectiveness of the training period as for the improvement of the generic competences⁴

5. Has the training period improved your generic competences?

Possible answers: Yes / More yes than no / More no than yes / No

Company/organization tutoring

6. Has the company/organization tutoring been adequate?

Possible answers: Yes / More yes than no / More no than yes / No

Assessment of the hosting company/organization

7. Would you carry out again the training period in the same company/organization?

Possible answers: Yes / More yes than no / More no than yes / No

Further Observations and Suggestions

³ Subject-area related competences: competences specific to a field of study.

⁴ Generic competences: competences common to any study programme.

BACHELOR IN PHYSICS

Questionnaire for the monitoring of the students' opinion on the periods of mobility

Information on the student

At least: Study Programme / Year of enrolment / Number of credits accumulated before the start of the mobility

Mobility programme

At least: University and Department where the mobility has been carried out / Duration of the mobility (from ... to ...) / Number of credits to be accumulated according to the mobility programme / Number of credits accumulated at the end of the mobility period

Questions

Language knowledge

1. Was your knowledge of the language sufficient to understand the topics covered by the course units?

Possible answers: Yes / More yes than no / More no than yes / No

Usefulness of the course units

2. Have the course units you followed during the period of mobility been recognized as an integral part of your curriculum?

Possible answers: Yes / More yes than no / More no than yes / No

Organization of the course units

3. What is your assessment of the organization of the course units (timetable of the educational activities, workload required for the achievement of the learning outcomes, availability of study materials, definition of the examination modalities)?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Teaching activities

4. What is your assessment of the teaching activities (respect of the timetable of the educational activities, respect of the syllabus of the course units, effectiveness of the integrative educational activities⁵, teaching skills of the lecturer and of teaching support staff, availability of the lecturers and of teaching support staff for questions and explanations)?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Facilities used by the course units

5. What is your assessment of the facilities used by the course units (lecture rooms, premises and equipment for the integrative educational activities, libraries)?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Examinations organization

6. What is your assessment of the examination organization (appeals, schedules, information, reservations, etc.)?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

⁵ Integrative educational activities: all the educational activities different from lectures (seminars, exercises, laboratory activities, etc.).

Support services

7. What is your assessment of the tutoring service?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Positive aspects of the mobility period

8. What have been the positive aspects of your mobility period?

Negative aspects of the mobility period

9. What have been the negative aspects of your mobility period?

Overall assessment of the mobility period

10. What is your overall assessment of the mobility period?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Assessment of the hosting University/Department

11. Would you carry out the mobility period in the same University/Department again?

Possible answers: Yes / More yes than no / More no than yes / No

Further Observations and Suggestions

BACHELOR IN PHYSICS

Questionnaire for the monitoring of the final year students' opinion on the educational process and on the student support services

Information on the graduate

At least: Age / Sex / Residence / Study Programme / Year of enrolment

Information on the carrying out of working activities

Example of question: Have you worked during the lecture periods?

Possible answers: Yes, full-time with continuity / Yes, part-time with continuity / Yes, but only occasionally, intermittently, seasonally/ No

Questions

a) Organization of the study programme

Individual learning and teaching path

1. Had you the possibility / have you been encouraged to design an individual learning and teaching path?

Possible answers: Yes / More yes than no / More no than yes / No

Organization of the course units

2. Has the overall organization of the course units (sequence of the course units in the syllabus, coordination among the course units, timetable of the educational activities) been satisfactory?

Possible answers: Yes / More yes than no / More no than yes / No

Required workload

3. Was the overall workload required by the course units for the achievement of the learning outcomes sustainable and appropriate to the duration of the SP?

Possible answers: Yes / More yes than no / More no than yes / No

Examination organization

4. Has the overall organization of examinations (appeals, schedules, information, reservations, etc.) been satisfactory?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Correspondence between the examination results and the student's preparation

5. Have the results of the examinations reflected your actual preparation?

Possible answers: Yes / More yes than no / More no than yes / No

Assistance to the preparation of the graduation exam

6. Has the assistance received during the preparation of the graduation exam been satisfactory?

Possible answers: Yes / More yes than no / More no than yes / No

b) Facilities used by the study programme

Logistic of the facilities used by the SP

7. What is your overall assessment of the logistic of facilities (lecture rooms, premises available for individual study, laboratories, including computer rooms) used by the SP?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Library services

8. What is your overall assessment of the library services (in particular: opening hours, access to lending and consultation, access to databases, availability and professionalism of the staff)?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

c) Student support services

Service offered by the student administrative office/dean's office⁶

9. What is your overall assessment of the service offered by the student administrative office/dean's office (in particular, access times, clarity of forms, availability and professionalism of the staff)?

Possible answers: I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Orienteering service for students in entrance/service offered by the Admission Office

10. What is your overall assessment of the orienteering service for students in entrance/service offered by the Admission Office?

Possible answers: I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Tutoring service

11. What is your overall assessment of the tutoring service?

Possible answers: I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Service for carrying out training periods outside University⁷

12. What is your overall assessment of the service for carrying out training periods outside University?

Possible answers: I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Service for students' mobility⁸

13. What is your overall assessment of the service for students' mobility?

Possible answers: I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Job placement service

14. What is your overall assessment of the job placement service?

Possible answers: It was not present / I have not used this service / Positive / More positive than negative / More negative than positive / Negative

Website of the University/Department/SP

15. What is your overall assessment of the University/Department/SP website (in particular as for ease of navigation, completeness and update of information on the study programme, etc.)?

Possible answers: I have not used the website / Positive / More positive than negative / More negative than positive / Negative

d) Overall assessments

⁶ Student administrative office/Dean's office: Office that manage the students' career (enrolments in the different course years, management of the administrative practices, etc.).

⁷ Training periods in national and/or international public and/or private bodies.

⁸ Mobility periods in national and/or international Higher Education Institutions.

Assessment of the SP

16. Are you satisfied of the SP you attended?

Possible answers: Yes / More yes than no / More no than yes / No

Assessment of the University experience

17. If you could go back in time, would you enrol in University again?

Possible answers: Yes, in the same SP of this university / Yes, but in another SP of this university / Yes, in the same SP but in another university / Yes, but in another SP in another university / No, I would not enrol in university

BACHELOR IN PHYSICS

Questionnaire for the monitoring of the graduates' job placement and of the employed graduates' opinions on the education received

Information on the employed graduate

Name and Surname / Age / Sex / Residence / Study Programme / Year of enrolment / Year of graduation

Questions

Graduate's current position/occupation

1. Which is your current position/occupation?

Possible answers: I am working in an area consistent with my qualification / I am working in a sector other than that of my qualification / I am looking for job / I am continuing or I intend to continue my studies / I am not looking for job and I do not intend to continue my studies / Other (military service, maternity leave, etc.)

Necessity of an educational qualification

2. Does your current position require an educational qualification equivalent to yours?

Possible answers: Yes, it is a requirement by law / It is not a requirement by law, but it is necessary / It is not a requirement by law, but it is still useful / It is not a requirement by law and is not useful

Utilization of the competences acquired at University

3. Are you using/Have you used the competences acquired at University in the activities you are carrying out/have carried out?

Possible answers: Yes / More yes than no / More no than yes / No

Time to full operativeness / profitability

4. How much time was needed to become fully operative / profitable?

Possible answers: Up to 3 months / Up to 6 months / Up to 1 year / More than 1 year

Usefulness of the training periods outside University⁹

5. Have the training periods carried out outside University helped you to enter the work environment?

Possible answers: I have not carried out any training period outside University / Yes / More yes than no / More no than yes / No

Usefulness of the mobility periods¹⁰

6. Have the carried out mobility periods helped you to enter the work environment?

Possible answers: I have not carried out any mobility period / Yes / More yes than no / More no than yes / No

Usefulness of the job placement service

7. Has the job placement service offered by the University been useful for finding a job?

Possible answers: A job placement service was not provided / I did not use the job placement service / Yes / More yes than no / More no than yes / No

Satisfaction on the acquired subject-area related competences¹¹

⁹ Training periods in national and/or international public and/or private bodies.

¹⁰ Mobility periods in national and/or international Higher Education Institutions.

¹¹ Subject-area related competences: competences specific to a field of study.

8. According to your working experience, what is your assessment of the education received by the attended SP as for the acquired subject-area related competences?

Possible answers: Positive / More positive than negative / More negative than positive / Negative

Missing subject-area related competences

9. If your assessment is not 'Positive', please list the main subject-area related competences that would have served you according to your working experience and that you have not acquired during your studies.

Satisfaction on the acquired generic competences¹²

10. According to your working experience, what is your assessment of the education received by the attended SP as for the acquired generic (making judgment, communication, team-working/leadership, lifelong learning) competences?

Possible answers: Yes / More yes than no / More no than yes / No

Missing generic competences

11. If your assessment is not 'Positive', please list the main generic competences that would have served you according to your working experience and that you have not acquired during your studies.

Main strengths of the attended SP

12. List the main strengths of the attended SP according to your opinion

Main weaknesses of the attended SP

13. List the main weakness of the attended SP according to your opinion

Overall assessment of the University experience

14. If you could go back in time, would you enrol in University again?

Possible answers: Yes, in the same SP of this University / Yes, but in another SP of this University / Yes, in the same SP but in another University / Yes, but in another SP in another University / No, I would not enrol in University

¹² Generic competences: competences common to any study programme.

BACHELOR IN PHYSICS

Processes and responsibilities for study programme management

Standards	Quality Requirements	Fundamental Processes	Sub-processes	Responsible/s of the process / sub-process	Position/s of responsibility collaborating in the process/ sub-process management (optional)	Document/s of registration of the activities and/or the results of the process / sub-process
A - Needs and Objectives	A1 - Educational needs of the labour market and other stakeholders	A1 - Identification of the educational needs of the labour market and other stakeholders	Definition of the organisations representative of labour market to be consulted	Council of the Physics Department		Minutes of the Council of the Physics Department
			Definition of the methods and schedule of consultation			
			Identification of the educational needs of the labour market	University / Labour Market Committee of the Physics Department		Minutes of the University / Labour Market Committee of the Physics Department
			Identification of the educational needs of other stakeholders	Council of the Physics Department		Minutes of the Council of the Physics Department
	A2 - Educational objectives	A2 - Definition of the educational objectives		Council of the Physics Department	Council of the Bachelor in Physics	Minutes of the Council of the Physics Department / Student's Guide
	A3 - Learning outcomes	A3 - Definition of the learning outcomes	Definition of the learning outcomes	Council of the Physics Department	Council of the Bachelor in Physics	Minutes of the Council of the Physics Department / Student's Guide
			Comparison with the learning outcomes of other SPs of the same typology	Council of the Bachelor in Physics	Didactic Commission of the Bachelor in Physics	Minutes of the Council of the Bachelor in Physics
B - Educational process	B1 - Design and planning of the educational process	B1 - Design and planning of the educational process	Definition of the curriculum	Council of the Physics Department	Didactic Commission of the Bachelor in Physics/ Council of the Bachelor in Physics	Minutes of the Council of the Physics Department / Student's Guide
			Definition of the characteristics of the course units			
			Definition of the characteristics of the graduation exam	Council of the Physics Department	Council of the Bachelor in Physics	Minutes of the Council of the Physics Department / Student's Guide
			Documentation of the suitability of the curriculum to the achievement of the learning outcomes	Council of the Bachelor in Physics	Didactic Commission of the Bachelor in Physics	Minutes of the Council of the Bachelor in Physics
			Definition of calendar and timetable of course units and exams	Council of the Physics Department	Didactic Commission of the Bachelor in Physics/ Council of the	Calendar and timetable of course units and exams available on the

					<i>Bachelor in Physics</i>	<i>website of the Physics Department</i>
B2 - Admission, recognition, progression and attestation	B2 - Admission, recognition, progression and attestation	Definition of qualifications and requirements for the admission to the SP	<i>Council of the Physics Department</i>	<i>Council of the Bachelor in Physics</i>		<i>Minutes of the Council of the Physics Department / Student's Guide</i>
		Assessment of the possession of the admission requirements				
		Definition of the criteria of admission				
		Definition of the rules for the recognition of higher education qualifications, periods of study and prior learning				
		Definition of the management criteria of the students' progression in their studies	<i>Council of the Physics Department</i>	<i>Didactic Commission of the Bachelor in Physics/ Council of the Bachelor in Physics</i>	<i>Minutes of the Council of the Physics Department / Student's Guide</i>	
		Definition of the documentation provided to graduates after the completion of their studies	<i>Council of the Physics Department</i>			<i>Minutes of the Council of the Physics Department / Student's Guide</i>
B3 - Realization of the educational process	B3 - Realization of the educational process	Definition of the control modalities of the correspondence of the development of the educational process with the designed and planned development	<i>Council of the Physics Department</i>			<i>Minutes of the Council of the Physics Department</i>
		Control of the correspondence of the development of the educational process with the designed and planned development	<i>Didactic Commission of the Bachelor in Physics</i>			<i>Minutes of the Council of the Bachelor in Physics</i>
		Definition of the control modalities of the assessment tests and of the final work/thesis in order to check their adequacy to the assessment of the achievement of the learning outcomes by students and the correctness of the evaluation of the	<i>Council of the Physics Department</i>			<i>Minutes of the Council of the Physics Department</i>

			students' learning			
			Control of the adequacy of the assessment tests and of the final work/thesis in order to check their adequacy to the assessment of the achievement of the learning outcomes by students and the correctness of the evaluation of the students' learning	<i>Didactic Commission of the Bachelor in Physics</i>		<i>Minutes of the Council of the Bachelor in Physics</i>
<i>C - Resources</i>	<i>C1 - Teaching staff</i>	<i>C1 - Identification and assignment of the teaching staff</i>	Identification of the needs of teaching staff	<i>Council of the Bachelor in Physics</i>		<i>Minutes of the Council of the Bachelor in Physics</i>
			Definition of the criteria of choice or selection of the teaching staff	<i>Council of the Physics Department</i>	<i>Council of the Bachelor in Physics</i>	<i>Minutes of the Council of the Physics Department</i>
			Assignment of the teaching staff			
			Organization of the activities for improving the didactic skills of the teaching staff	<i>Quality Committee of the Physics Department</i>		<i>Annual Report of the Quality Committee of the Physics Department</i>
			Identification of the needs of teaching support staff	<i>Council of the Bachelor in Physics</i>		<i>Minutes of the Council of the Bachelor in Physics</i>
			Definition of the criteria of choice or selection of the teaching support staff	<i>Council of the Physics Department</i>	<i>Council of the Bachelor in Physics</i>	<i>Minutes of the Council of the Physics Department</i>
			Assignment of the teaching support staff			
	<i>C2 - Facilities and support staff</i>	<i>C2 - Identification and allocation of facilities (in particular: lecture and study rooms, laboratories, libraries) and support staff</i>	Identification of the needs of lecture rooms and surveillance/assistance staff	<i>Council of the Bachelor in Physics</i>		<i>Minutes of the Council of the Bachelor in Physics</i>
			Allocation of lecture rooms and surveillance/assistance staff	<i>Council of the Physics Department</i>	<i>Council of the Bachelor in Physics</i>	<i>Minutes of the Council of the Physics Department</i>
			Identification of the needs of study rooms	<i>Council of the Bachelor in Physics</i>		<i>Minutes of the Council of the Bachelor in Physics</i>
			Allocation of study rooms	<i>Council of the Physics Department</i>	<i>Council of the Bachelor in Physics</i>	<i>Minutes of the Council of the Physics Department</i>
			Identification of the needs of laboratories and technical staff	<i>Council of the Bachelor in Physics</i>		<i>Minutes of the Council of the Bachelor in Physics</i>
			Allocation of	<i>Council of the</i>	<i>Council of the</i>	<i>Minutes of the</i>

			laboratories and technical staff	<i>Physics Department</i>	<i>Bachelor in Physics</i>	<i>Council of the Physics Department</i>
			Identification of the needs of libraries and librarian staff	<i>Council of the Bachelor in Physics</i>		<i>Minutes of the Council of the Bachelor in Physics</i>
			Allocation of libraries and librarian staff	<i>Council of the Physics Department</i>	<i>Council of the Bachelor in Physics</i>	<i>Minutes of the Council of the Physics Department</i>
C3 - Student support services	C3 - Organisation and management of student support (orienteering, tutoring and assistance) services		Organisation and management of the student administrative office	<i>Student Administrative Office of the University - Sector Physics</i>		<i>Annual Report of the Student Administrative Office of the University - Sector Physics</i>
			Organisation and management of the orienteering service for incoming students	<i>Orienteering Service for Incoming Students of the School of MPN Sciences</i>		<i>Annual Report of the Orienteering Service for Incoming Students of the School of MPN Sciences</i>
			Organisation and management of the tutoring service	<i>Tutoring Service of the Physics Department</i>		<i>Annual Report of the Tutoring Service of the Physics Department</i>
			Organisation and management of the service for carrying out training periods outside the University	<i>Service for carrying out training periods outside the University of the School of MPN Sciences</i>		<i>Annual Report of the Service for the carrying out of training periods outside the University of the School of MPN Sciences</i>
			Organisation and management of the mobility service	<i>Mobility Service of the School of MPN Sciences</i>		<i>Annual Report of the Service for the students' mobility of the School of MPN Sciences</i>
			Organisation and management of the job placement service	<i>Job Placement Service of the School of MPN Sciences</i>		<i>Annual Report of the Job Placement Service of the School of MPN Sciences</i>
C4 - Partnerships	C4 - Establishment of partnerships with national and international businesses, research institutions and other Higher Education Institutions for carrying out students' external education and mobility		Definition of the partnerships for carrying out training periods outside the University	<i>Council of the Physics Department</i>		<i>Minutes of the Council of the Physics Department</i>
			Monitoring of the training periods outside the University	<i>Service for carrying out training periods outside the University of the School of MPN Sciences</i>		<i>Annual Report of the Service for the carrying out of training periods outside the University of the School of MPN Sciences</i>
			Definition of the partnerships for carrying out mobility periods	<i>Council of the Physics Department</i>		<i>Minutes of the Council of the Physics Department</i>
			Monitoring of the mobility periods	<i>Mobility Service of the School of MPN</i>		<i>Annual Report of the Service for the</i>

				Sciences		students' mobility of the School of MPN Sciences	
	C5 - Financial resources	C5 - Identification of the needs and allocation of financial resources	Identification of the needs of financial resources Allocation of financial resources	Council of the Physics Department	Council of the Bachelor in Physics	Minutes of the Council of the Physics Department	
D - Monitoring and Results	D1 - Incoming students	D1 - Monitoring of the incoming students	Monitoring of the assessment of the possession of the admission requirements (<i>only first cycle and integrated second cycle SPs</i>) Monitoring of the enrolments at the first course year	Quality Committee of the School of MPN Sciences		Annual Report of the Quality Committee of the School of MPN Sciences	
	D2 - Students' learning	D2 - Monitoring of the students' learning					
	D3 - Students' progression in their studies	D3 - Monitoring of the students' progression in their studies					
	D4 - Students' opinion on the educational process	D4 - Monitoring of the students' opinion on the educational process	Definition of the monitoring instrument and schedule of the students' opinion on the course units	Monitoring of the students' opinion on the course units	Quality Committee of the School of MPN Sciences		Annual Report of the Quality Committee of the School of MPN Sciences
			Definition of the monitoring instrument of the students' opinion on the training periods outside the University	Monitoring of the students' opinion on the training periods outside the University			
			Monitoring of the students' opinion on the training periods outside the University	Service for carrying out training periods outside the University of the School of MPN Sciences		Annual Report of the Service for the carrying out of training periods outside the University of the School of MPN Sciences	
			Definition of the monitoring instrument of the students' opinion on the periods of mobility	Quality Committee of the School of MPN Sciences	Annual Report of the Quality Committee of the School of MPN Sciences		
			Monitoring of the students' opinion on the periods of mobility	Mobility Service of the School of MPN Sciences	Annual Report of the Service for the students' mobility of the School of MPN Sciences		

			<p>Definition of the monitoring instrument and schedule of the opinion of the final year students on the educational process and on the student support services</p> <p>Monitoring of the opinion of the final year students on the educational process and on the student support services</p>	<p><i>Quality Committee of the School of MPN Sciences</i></p>		<p><i>Annual Report of the Quality Committee of the School of MPN Sciences</i></p>
	D5 - Graduates' placement	D5 - Monitoring of the graduates' placement	<p>Definition of the monitoring instrument and schedule of the graduates' job placement</p> <p>Monitoring of the graduates' job placement</p> <p>Monitoring of the continuation of the studies in second cycle programmes (<i>only for first cycle SPs</i>)</p> <p>Monitoring of the continuation of the studies in PhD programmes (<i>only for second cycle SPs</i>)</p>	<p><i>Quality Committee of the School of MPN Sciences</i></p>		<p><i>Annual Report of the Quality Committee of the School of MPN Sciences</i></p>
	D6 - Employed graduates' and employers' opinion on the graduates' education	D6 - Monitoring of the employed graduates' and employers' opinion on the graduates' education	<p>Definition of the monitoring instrument and schedule of the employed graduates' opinions on the education received</p> <p>Monitoring of the employed graduates' opinions on the education received</p> <p>Definition of the monitoring instrument and schedule of the employers' opinion on the graduates' education</p>	<p><i>Quality Committee of the School of MPN Sciences</i></p> <p><i>(Sub-processes not yet managed)</i></p>		<p><i>Annual Report of the Quality Committee of the School of MPN Sciences</i></p>

			Monitoring of the employers' opinion on the graduates' education			
E - Management System	E1 - Policy and organization for quality assurance of study programmes	E1- Definition of the policy and organization for quality assurance of study programmes	Definition of the policy for quality assurance of study programmes	Academic Senate		Document 'Policy for QA of SPs' available on the University Website
			Definition of the organization for quality assurance of study programmes			Document 'Organization for QA of SPs' available on the University Website
	E2 - Management system of the study programme	E2 - Definition of the management system of the study programme		Council of the Physics Department		Document 'Management System of SPs' available on the Website of the Physics Department
	E3 - Review	E3 - Review	Definition of the management modalities of the review process	Council of the Physics Department		Minutes of the Council of the Physics Department
			Review process	Review Commission of the Bachelor in Physics		Review Report available on the Website of the Physics Department
E4 - Publicly availability of information	E4 - Provision of public access to information on the study programme		Didactic Commission of the Bachelor in Physics	Didactic Manager of the Bachelor in Physics	Information on the study programme available on the website of the Physics Department	

BACHELOR IN PHYSICS

Positions of responsibility

Positions of responsibility *	Composition **	Duties ***
Ministry of Education, University and Research	-	-
Academic Senate	See Statute, art. 15 http://www.uniequasp.it/statute	See Statute, art. 15 http://www.uniequasp.it/statute
Quality Presidium	<ul style="list-style-type: none"> - Vice Rector for the Didactics, who chairs it; - one representative per School; - the persons in charge of the following administrative departments: Planning, Assessment, Management Control and Statistics Department; Education, Higher Education and Student Services Department. 	<ul style="list-style-type: none"> - Definition of a QA system of the SPs consistent with the institution's policy and the support to the operational managers of the SPs as for its implementation. - Verification of the compliance with the procedures and timing of the QA system by the SPs and the monitoring of their results (Incoming students, etc.). - Monitoring of the student support services. - Promotion of the improvement of the SPs' quality wherever required.
Evaluation Committee	See Statute, art. 23 http://www.uniequasp.it/statute	See Statute, art. 23 http://www.uniequasp.it/statute
School of Mathematics, Physics and Natural Sciences	-	-
Council of the Physics Department	...	...
President of the Council of the Bachelor in Physics		
Quality Committee of the School of MPN Sciences	...	...
University / Labour Market Committee of the Physics Department	...	...
Council of the Bachelor in Physics	...	...
Didactic Commission of the Bachelor in Physics	...	...
Review Commission of the Bachelor in Physics	...	...
Student Administrative Office of the University - Sector School of MPN Sciences	...	...
Orienteering Service for Incoming Students of the School of MPN Sciences	...	...
Tutoring Service of the Physics Department	...	...
Service for carrying out training periods outside the University of the	...	...

<i>School of MPN Sciences</i>		
<i>Mobility Service of the School of MPN Sciences</i>	...	...
<i>Job Placement Service of the School of MPN Sciences</i>	...	...

* List all the positions of responsibility for the QA and the management of the SP.

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

*** List the duties of the position of responsibility under consideration or indicate the document and the web site where they are available.

BACHELOR IN PHYSICS

Revision Report - Year 2013

Standard A - Needs and Objectives	
Quality Requirement A1 - Educational needs of the labour market and other stakeholders	
Are the consulted stakeholders, in particular those of the labour market of reference, and the methods and schedule of consultation adequate in order to identify their educational needs?	Strength and weakness points ...
	Improvement actions ...
Have the educational needs of the stakeholders, in particular of those of the labour market of reference, been identified in a way useful to the definition of the educational objectives of the SP (i.e. in terms of professional profiles and/or functions/roles/activities expected for the graduates and of the associated required competences)?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement A2 - Educational objectives	
Have the educational objectives of the SP been established in terms of professional profiles of the graduates and/or roles/activities students are to be prepared for and associated competences to be developed and obtained by the students during the learning process?	Strength and weakness points ...
	Improvement actions ...
Are the educational objectives of the SP consistent with the mission of the institution the SP belongs to and the identified educational needs?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement A3 - Learning outcomes	
Have the learning outcomes of the SP been established in terms of what students are expected to know, understand and/or be able to demonstrate after completion of the educational process?	Strength and weakness points ...
	Improvement actions ...
Are the learning outcomes of the SP consistent with the established educational objectives?	Strength and weakness points ...
	Improvement actions ...
Are the learning outcomes of the SP comparable with the learning outcomes of other SPs of the same typology?	Strength and weakness points ...
	Improvement actions ...
Standard B - Educational process	
Quality Requirement B1 - Design and planning of the educational process	
Is the curriculum consistent with the established learning outcomes?	Strength and weakness points ...
	Improvement actions ...
Does the curriculum embed a student-centred learning and teaching approach that enables flexible learning	Strength and weakness points ...

paths and encourages students to take an active role in co-creating the learning process?	Improvement actions ...
Is the curriculum formally approved by another body besides the one composed by the only teaching staff of the SP?	Strength and weakness points ...
	Improvement actions ...
Do the assessment methods and criteria provide evidence of their capacity to check the effective achievement of the intended learning outcomes by the students and ensure trust that the level of achievement by the students is assessed in a credible way?	Strength and weakness points ...
	Improvement actions ...
Has the development of the educational process been planned in such a way that students are able to achieve the SP learning outcomes in the expected time, according to a gradual process and activities coherent and coordinated with each other?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement B2 - Admission, recognition, progression and attestation	
Are the qualifications and requirements for the admission to the SP adequate for a profitable participation of students in the established educational activities, in particular of the first course year?	Strength and weakness points ...
	Improvement actions ...
Do the methods of assessment allow to check the effective possession of the admission requirements by the students?	Strength and weakness points ...
	Improvement actions ...
Are the criteria of admission objective?	Strength and weakness points ...
	Improvement actions ...
Has the SP established appropriate rules for the recognition of higher education qualifications, periods of study and prior learning?	Strength and weakness points ...
	Improvement actions ...
Has the SP established appropriate management criteria of the students' progression in their studies?	Strength and weakness points ...
	Improvement actions ...
Does the SP provide graduates with appropriate attestation of the successfully completed studies?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement B3 - Realization of the educational process	
Has the SP defined effective modalities of control of the development of the educational process, in order to check its correspondence with the designed and planned development and resolve any urgent and	Strength and weakness points ...
	Improvement actions ...

immediate problem?	
Has the SP developed the educational process coherently with the designed and planned development?	Strength and weakness points ...
	Improvement actions ...
Has the SP defined effective modalities of control of the assessment tests and the final work/thesis, in order to check their adequacy to the assessment of the achievement of the learning outcomes by students and the correctness of the evaluation of the students' learning?	Strength and weakness points ...
	Improvement actions ...
Do the results of the control of the assessment tests and the final work/thesis provide evidence of their adequacy to the assessment of the achievement of the learning outcomes and of the correctness of the evaluation of the students' learning?	Strength and weakness points ...
	Improvement actions ...
Standard C - Resources	
Quality Requirement C1 - Teaching staff	
Has the SP established adequate criteria for the identification of the teaching staff?	Strength and weakness points ...
	Improvement actions ...
Is the teaching staff assigned according to pre-definite criteria of choice or selection?	Strength and weakness points ...
	Improvement actions ...
Are the quantity and qualification of the teaching staff adequate for the achievement of the established learning outcomes by students?	Strength and weakness points ...
	Improvement actions ...
Do the SP or the structure the SP belongs to offer the teaching staff the opportunity to improve their teaching skills, also in the use of new technologies, and achieve acceptable standards?	Strength and weakness points ...
	Improvement actions ...
Has the SP established adequate criteria for the identification of the teaching support staff?	Strength and weakness points ...
	Improvement actions ...
Is the teaching support staff assigned according to pre-definite criteria of choice or selection?	Strength and weakness points ...
	Improvement actions ...
Is the qualification of the teaching support staff adequate for the achievement of the established learning outcomes by students?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement C2 – Facilities and support staff	
Are the facilities (in particular: lecture and study rooms, laboratories, libraries) at disposal of the SP, with the associated equipment, quantitatively and	Strength and weakness points ...

qualitatively adequate for the development of the established educational activities with the established educational methods?	Improvement actions ...
Are the quantity and qualification of the support (surveillance/assistance, technical, librarian) staff adequate for the development of the established educational activities as designed and planned?	Strength and weakness points ...
	Improvement actions ...
Has the SP at disposal other resources (transports, canteens, student accommodations, sports facilities, etc.) useful to the effectiveness of the educational process?	Strength and weakness points ...
	Improvement actions ...
Do the SP or the structure it belongs to undertake special initiatives (cultural initiatives, recreational activities, etc.) useful to the effectiveness of the educational process?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement C3 - Student support services	
Has the SP at disposal student support (orienteeing, tutoring and assistance) services relevant to the educational process and able to make students' learning and progression in their studies easier?	Strength and weakness points ...
	Improvement actions ...
Are the quantity and qualification of the administrative staff adequate for an effective management of the student support services?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement C4 - Partnerships	
Are the quantity and quality of the partnerships with national and/or international public and/or private bodies for carrying out training periods outside the University adequate to the achievement of the intended learning outcomes?	Strength and weakness points ...
	Improvement actions ...
Can the number of students who have carried out training periods outside the University be considered satisfactory?	Strength and weakness points ...
	Improvement actions ...
Are the quantity and quality of the partnerships with other national and/or international Higher Education Institutions for the students' mobility adequate to the achievement of the intended learning outcomes?	Strength and weakness points ...
	Improvement actions ...
Can the number of students who have carried out periods of mobility in exit and in entrance be considered satisfactory?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement C5 - Financial resources	
Has the SP identified the needs of financial resources?	Strength and weakness points ...
	Improvement actions ...
Are the available financial resources adequate for the development of the educational process according to	Strength and weakness points ...

the designed and planned activities?	Improvement actions ...
Standard D - Monitoring and Results	
Quality Requirement D1 - Incoming students	
Do the results of the monitoring of the possession of the admission requirements provide evidence of the SP attractiveness? (<i>only for the first cycle and integrated second cycle SPs</i>)	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the incoming students provide evidence of the SP attractiveness?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement D2 - Students' learning	
Do the results of the monitoring of the students' learning provide evidence of the effectiveness of the course units?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement D3 - Students' progression in their studies	
Do the results of the monitoring of the students' progression in their studies (in particular: enrolments at the different course years and dropouts, number of credits acquired at the end of each course year, time to graduation) provide evidence of the effectiveness of the educational process?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement D4 - Students' opinions on the educational process	
Has the SP defined effective instruments and schedules for the monitoring of the students' opinion on the educational process (in particular: students' opinion on the course units, on the training periods outside the University, on the periods of mobility; final year students' opinion on the educational process and on the student support services), in order to check the perceived adequacy and effectiveness?	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the students' opinion on the educational process provide evidence of the adequacy and effectiveness of the educational process and of the student support services?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement D5 - Graduates' placement	
Has the SP defined effective instruments and schedules for the monitoring of the graduates' placement (in particular: graduates' job placement, continuation of the studies in second cycle programmes (<i>only for first cycle programmes</i>), continuation of the studies in PhD programmes (<i>only for second cycle graduates</i>)), in order to check the demand of the granted qualification and the correspondence of the educational objectives and learning outcomes of the SP to the educational needs of the labour market?	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the graduates placement provide evidence of the demand of the	Strength and weakness points ...

granted qualification and of the correspondence of the educational objectives and learning outcomes of the SP to the educational needs of the labour market?	Improvement actions ...
Quality Requirement D6 - Employed graduates' and employers' opinion on the graduates' education	
Has the SP defined effective instruments and schedules of monitoring of the employed graduates' opinions on the education received, in order to check the correspondence of the educational objectives and learning outcomes of the SP to the educational needs of the labour market?	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the employed graduates' opinions on the education received provide evidence of the correspondence of the educational objectives and learning outcomes of the SP to the educational needs of the labour market?	Strength and weakness points ...
	Improvement actions ...
Has the SP defined effective instruments and schedules of monitoring of the employers' opinions on the graduates' education, in order to check the correspondence of the educational objectives and learning outcomes of the SP to the educational needs of the labour market?	Strength and weakness points ...
	Improvement actions ...
Do the results of the monitoring of the employers' opinions on the graduates' education provide evidence of the correspondence of the educational objectives and learning outcomes of the SP to the educational needs of the labour market?	Strength and weakness points ...
	Improvement actions ...
Standard E - Management system	
Quality Requirement E1 - Policy and organization for quality assurance of study programmes	
Has the institution the SP belongs to an adequate and public policy for the QA of SPs?	Strength and weakness points ...
	Improvement actions ...
Has the institution the SP belongs to an effective organization	Strength and weakness points ...
	Improvement actions ...
Quality Requirement E2 - Management system of the study programme	
Has the SP implemented an adequate and effective management system, through the identification of the QA processes and the definition of an adequate organisational structure?	Strength and weakness points ...
	Improvement actions ...
Quality Requirement E3 - Review	
Has the SP defined effective modalities of management of the review process, involving teaching staff, students and interested parties from the labour market?	Strength and weakness points ...
	Improvement actions ...
Does the review process guarantee the constant adequacy and effectiveness of needs and objectives, educational process, resources, results and management system, and promote the improvement of the effectiveness of the processes for the SP	Strength and weakness points ...
	Improvement actions ...

management and of the associated results?	
Quality Requirement E4 - Publicly availability of information	
Does the SP make available on the web site of the SP or of the structure the SP belongs to full, up to date, easily acquired information, both quantitative and qualitative, on SP objectives, educational process, resources, results and management system?	Strength and weakness points ...
	Improvement actions ...