Tempus Project n. 543727-TEMPUS-1-2013-1-IT-TEMPUS-SMGR
ON-LINE QUALITY ASSURANCE OF STUDY PROGRAMMES (EQUASP)

WP.1 - Standards and Guidelines for Quality Assurance of Study Programmes

Deliverable 1.1 - Standards and Guidelines for Quality Assurance of Study Programmes

WP.2 - Online documentation for Quality Assurance of Study Programmes

Deliverable 2.1 - Documentation for Quality Assurance of Study Programmes

Deliverable 2.2 - Methodologies and procedures of definition, gathering, elaboration and presentation of information and data for Quality Assurance of Study programmes

EQUASP Standards and Guidelines for internal Quality Assurance of Study Programmes (EQUASP Model)

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Annexes

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Annex 1 – Correspondence ESG Standards and Guidelines for internal Quality Assurance / EQUASP Standards and Quality Requirements

1.1 Policy for quality assurance

Standard	Corresponding EQUASP Standard(s)
Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	**E - Management system** The institution the study programme belongs to should have a public quality assurance policy and an effective organization for the quality assurance of study programmes. The policy should be put into practice through the definition and adoption of an appropriate and effective management system, able to assure the quality of the study programme and the continual improvement of the effectiveness of the processes for the study programme management and of the associated results.
Guidelines	**Corresponding EQUASP Quality Requirement(s)**
Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available. Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports • the organisation of the quality assurance system; • departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance; • academic integrity and freedom and is vigilant against academic fraud; • guarding against intolerance of any kind or discrimination against the students or staff; • the involvement of external stakeholders in quality assurance.	E1 - Policy and organization for the quality assurance of study programmes The institution the study programmes belongs to should have a public policy and an effective organization for the quality assurance of study programmes, and effective decision-making processes. *Notes* • *'Academic integrity and freedom and is vigilant against academic fraud' and 'Guarding against intolerance of any kind or discrimination against the students or staff' not considered.* • *The involvement of external stakeholders is ensured by the consultation of the labour market in order to identify its educational needs (see QR A1) and by the monitoring of the students' opinions on the educational process (see QR D4) and of the employed graduates' and employer's opinions on the graduates' education (see QR D6).*
The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.	E1 - Policy and organization for the quality assurance of study programmes The institution the study programmes belongs to should have a public policy and an effective organization for the quality assurance of study programmes, and effective decision-making processes. E2 - Management system of the study programme The study programme should implement an appropriate and effective management system, through the identification of the quality assurance processes and the definition of a relevant organisational structure.
The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.	*Notes* • *Not considered.*

1.2 Design and approval of programmes

Standard	Corresponding EQUASP Standard(s)

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.	**A - Needs and Objectives** The study programme should identify the educational needs of the labour market of reference and other stakeholders, establish educational objectives coherent with the mission of the institution the study programme belongs to and the identified educational needs, and learning outcomes coherent with the established educational objectives. **B - Educational process** The study programme should assure students educational activities consistent with the national standards, if any, and able to achieve the established learning outcomes through contents, methods, workload and times adequately designed and planned, promote a student-centred teaching and learning approach, assure a correct assessment of students' learning through suitable assessment methods and criteria. The study programme should also define appropriate rules covering student admission, recognition, progression and attestation and keep under control the development of the educational process.
Guidelines	**Corresponding EQUASP Quality Requirement(s)**
Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.	*Notes* • *General considerations (not considered in the definition of the guidelines).*
Programmes • are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes; • are designed by involving students and other stakeholders in the work;. • benefit from external expertise and reference points; • reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts); • are designed so that they enable smooth student progression; • define the expected student workload, e.g. in ECTS; • include well-structured placement opportunities where appropriate[1]; • are subject to a formal institutional approval process. [1] Placements include traineeships, internships and other periods of the programme that are not spent in the institution but that allow the student to gain experience in an area related to their studies.	A1 - Educational needs of the labour market and other stakeholders The study programme should identify the educational needs of the labour market of reference and other stakeholders. The educational needs should be identified in terms of professional profiles and/or functions/roles/activities expected for the graduates and associated required competences. A2 - Educational objectives The study programme should define educational objectives in terms of professional profiles of the graduates and/or functions/roles/activities students are to be prepared for and associated key competences to be developed and obtained by the students during the learning process, consistent with the mission of the institution the study programme belongs to and the identified educational needs. A3 - Learning outcomes The study programme should define learning outcomes, in terms of what students are expected to know, understand and/or be able to demonstrate after completion of the educational process, consistent with the national qualification framework, if any, and the established educational objectives. B1 - Design and planning of the educational process The study programme should design a curriculum and characteristics of the course units and of the graduation exam consistent with the national standards, if any, and the established learning outcomes. The curriculum should embed a student-centred learning and teaching approach. The study programme should also define assessment methods and criteria able to ensure a correct assessment of the students' learning. Furthermore, the study programme should plan the development of the educational process in order to enable students to achieve the learning outcomes in the expected time, according to a

	gradual process and through coherent and coordinated educational activities. B3 - Realization of the educational process The study programme should realise the educational process coherently with the designed and planned development and keep under control its development, in order to resolve any urgent and immediate problem and to check the adequacy of the assessment tests and of the final work/thesis to the learning outcomes and the correctness of the evaluation of the students' learning. *Notes* • *Students are indirectly involved through the monitoring of their opinions on the educational process (see QR D4), the results of which have to be considered in the review of the educational process (see QR E3).* • *The involvement of other stakeholders is indirectly ensured by the consultation of the labour market in order to identify its educational needs (see QR A1) and by the monitoring of the employed graduates' and employer's opinions on the graduates' education (see QR D6), the results of which have to be considered in the review of the educational process (see QR E3).* • *Four purposes of higher education of the Council of Europe not considered.* • *The expected student workload in ECTS for each educational activity has to be documented by the programme in the QR B1.*

1.3 Student-centred learning, teaching and assessment

Standard	Corresponding EQUASP Standard(s)
Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	**B - Educational process** The study programme should assure students educational activities consistent with the national standards, if any, and able to achieve the established learning outcomes through contents, methods, workload and times adequately designed and planned, promote a student-centred teaching and learning approach, assure a correct assessment of students' learning through suitable assessment methods and criteria. The study programme should also define appropriate rules covering student admission, recognition, progression and attestation and keep under control the development of the educational process.
Guidelines	**Corresponding EQUASP Quality Requirement(s)**
Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes. The implementation of student-centred learning and teaching • respects and attends to the diversity of students and their needs, enabling flexible learning paths; • considers and uses different modes of delivery, where appropriate; • flexibly uses a variety of pedagogical methods; • regularly evaluates and adjusts the modes of delivery and pedagogical methods; • encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher; • promotes mutual respect within the learner-teacher relationship;	B1 - Design and planning of the educational process The study programme should design a curriculum and characteristics of the course units and of the graduation exam consistent with the national standards, if any, and the established learning outcomes, and. The curriculum should embed a student-centred learning and teaching approach. The study programme should also define assessment methods and criteria able to ensure a correct assessment of the students' learning. Furthermore, the study programme should plan the development of the educational process in order to enable students to achieve the learning outcomes in the expected time, according to a gradual process and through coherent and coordinated educational activities. *Notes* • *Procedures for dealing with students' complaints not considered.*

• has appropriate procedures for dealing with students' complaints. Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following: • assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field; • the criteria for and method of assessment as well as criteria for marking are published in advance; • the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process; • where possible, assessment is carried out by more than one examiner; • the regulations for assessment take into account mitigating circumstances; • assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;	
• a formal procedure for student appeals is in place.	*Notes* • *Not considered.*

1.4 Student admission, progression, recognition and certification

Standard	Corresponding EQUASP Standard(s)
Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	**B - Educational process** The study programme should assure students educational activities consistent with the national standards, if any, and able to achieve the established learning outcomes through contents, methods, workload and times adequately designed and planned, promote a student-centred teaching and learning approach, assure a correct assessment of students' learning through suitable assessment methods and criteria. The study programme should also define appropriate rules covering student admission, recognition, progression and attestation and keep under control the development of the educational process.
Guidelines	**Corresponding EQUASP Quality Requirement(s)**
Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.	*Notes* • *General considerations (not considered in the definition of the guidelines).*
It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided. Institutions need to put in place both processes and tools to collect, monitor and manage information on student progression. Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on • institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention; • cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country. Graduation represents the culmination of the students' period of	B2 - Admission, recognition, progression and attestation The study programme should establish rules covering all phases of the student 'life cycle', and in particular student admission, recognition, progression and attestation.

study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.	

1.5 Teaching staff

Standard	Corresponding EQUASP Standard(s)
Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.	**C. Resources** The study programme should have at disposal teaching staff, facilities, student support services, partnerships and financial resources adequate for the achievement of the learning outcomes and able to make easier the students' progression in their studies.
Guidelines	**Corresponding EQUASP Quality Requirement(s)**
The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3). Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment • sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching; • offers opportunities for and promotes the professional development of teaching staff; • encourages scholarly activity to strengthen the link between education and research; • encourages innovation in teaching methods and the use of new technologies.	C1 - Teaching staff The study programme should have at disposal teaching staff, including teaching support staff, quantitatively and qualitatively adequate for the achievement of the established learning outcomes by students. The teaching staff should be assigned according to pre-definite criteria of choice or selection and the programme should offer the teaching staff the opportunity to improve their teaching skills and the use of new technologies.

1.6 Learning resources and student support

Standard	Corresponding EQUASP Standard(s)
Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	**C. Resources** The study programme should have at disposal teaching staff, facilities, student support services, partnerships and financial resources adequate for the achievement of the learning outcomes and able to make easier the students' progression in their studies.
Guidelines	**Corresponding EQUASP Quality Requirement(s)**
For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems. The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support. Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services	C2 - Facilities and support staff The study programme should have at disposal facilities (lecture and study rooms, laboratories, libraries), with the associated equipment, and technical-administrative staff quantitatively and qualitatively adequate for the development of the established educational activities as designed and planned and able to allow the application of the established educational methods. C3 - Student support services The study programme should have at disposal student support (orienteering, tutoring and assistance) services relevant to the educational process and able to make easier students' learning and progression in their studies. C4 - Partnerships The study programme should have partnerships with national and/or international businesses, research institutions and other

available to them. In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.	Higher Education Institutions quantitatively and qualitatively adequate for carrying out students' external education and mobility. C5 - Financial resources The study programme should have at disposal financial resources adequate for the development of the educational process according to the designed and planned activities. *Notes* • *Opportunities to develop support and administrative staff' competences not considered.*

1.7 Information management

Standard	Corresponding EQUASP Standard(s)
Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	**D. Monitoring and Results** The study programme should monitor the results of the educational process, at least with respect to incoming students, students' learning, students' progression in their studies and graduates' placement, the students' opinion on the educational process and the employed graduates' and employers' opinion on the graduates' education, in order to check the adequacy and effectiveness of the educational service provided.
Guidelines	**Corresponding EQUASP Quality Requirement(s)**
Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system. The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:	*Notes* • *General considerations (not considered in the definition of the guidelines).*
• key performance indicators;	*Notes* • *Key performance indicators not considered.*
• profile of the student population;	D1 - Incoming students The study programme should monitor incoming students in order to check its attractiveness.
• student progression, success and drop-out rates;	D2 - Students' learning The study programme should monitor the students' learning in order to check the effectiveness of the course units. D3 - Students' progression in their studies The study programme should monitor the students' progression in their studies (in particular: dropouts, number of credits acquired at the end of each course year, time to graduation) in order to check the effectiveness of the educational process.
• students' satisfaction with their programmes;	D4 - Students' opinion on the educational process The study programme should monitor the students' opinion on the educational process in order to check the perceived adequacy and effectiveness.
• learning resources and student support available;	*Notes* • *Already considered in Standard C.*
• career paths of graduates;	D5 - Graduates' placement The study programme should monitor the graduates' placement in order to check the demand of the granted qualification and the correspondence of the educational objectives and learning outcomes of the study programme to the educational needs of the labour market. D6 - Employed graduates' and employers' opinion on the graduates' education

	The study programme should monitor the employed graduates' and employers' opinion on the graduates' education in order to check the correspondence of the educational objectives and learning outcomes of the study programme to the educational needs of the labour market.
Various methods of collecting information may be used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.	*Notes* • *See QR E3.*

1.8 Public information

Standard	Corresponding EQUASP Standard(s)
Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	**E. Management system** The institution the study programme belongs to should have a public quality assurance policy and an effective organization for the quality assurance of study programmes. The policy should be put into practice through the definition and adoption of an appropriate and effective management system, able to assure the quality of the study programme and the continual improvement of the effectiveness of the processes for the study programme management and of the associated results.
Guidelines	**Corresponding EQUASP Quality Requirement(s)**
Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.	E4 - Publicly availability of information The study programme should make publicly available full, up to date, easily acquired information, both quantitative and qualitative, on study programme objectives, educational process, resources, results and management system.

1.9 On-going monitoring and periodic review of programmes

Standard	Corresponding EQUASP Standard(s)
Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.	**E. Management system** The institution the study programme belongs to should have a public quality assurance policy and an effective organization for the quality assurance of study programmes. The policy should be put into practice through the definition and adoption of an appropriate and effective management system, able to assure the quality of the study programme and the continual improvement of the effectiveness of the processes for the study programme management and of the associated results.
Guidelines	**Corresponding EQUASP Quality Requirement(s)**

Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students. They include the evaluation of: • the content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date; • the changing needs of society; • the students' workload, progression and completion; • the effectiveness of procedures for assessment of students; • the student expectations, needs and satisfaction in relation to the programme; • the learning environment and support services and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.	E3 - Review The study programme should periodically review needs and objectives, educational process, resources, results and management system, in order to guarantee their constant adequacy and effectiveness and promote the improvement of the effectiveness of the processes for the study programme management and of the associated results. Students and representatives of the labour market of reference should be involved in the review process.
Revised programme specifications are published.	*Notes* • *Not required.*

1.10 Cyclical external quality assurance

Standard	**EQUASP S&G Correspondence**
Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.	*Notes* • *This ESG standard does not regard the EQUASP project.*
Guidelines	
External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities.	
Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution).	
Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.	

Annex 2 – Correspondence EAFSG Standards and Guidelines for Programme Management / EQUASP Standards and Quality Requirements

EAFSG	EQUASP

Standard	Standard(s)
2.4.1 Programme Aims The aims of accredited programmes must reflect the needs of employers and other stakeholders. The programme outcomes must be demonstrably consistent with the aims.	**A - Needs and Objectives** The study programme should identify the educational needs of the labour market of reference and other stakeholders, establish educational objectives coherent with the mission of the institution the study programme belongs to and the identified educational needs, and learning outcomes coherent with the established educational objectives.
Guidelines	**Quality Requirements**
The **aims** should take into account employment opportunities for graduates, potential developments in technology, the needs of employers, the wide range of applications of engineering, postgraduate opportunities for graduates, the mission of the university and the interests of students.	**A1 - Educational needs of the labour market and other stakeholders** The study programme should identify the educational needs of the labour market of reference and other stakeholders. The educational needs should be identified in terms of professional profiles and/or functions/roles/activities expected for the graduates and associated required competences. **A2 - Educational objectives** The study programme should define educational objectives in terms of professional profiles of the graduates and/or functions/roles/activities students are to be prepared for and associated key competences to be developed and obtained by the students during the learning process, consistent with the mission of the institution the study programme belongs to and the identified educational needs. **A3 - Learning outcomes** The study programme should define learning outcomes, in terms of what students are expected to know, understand and/or be able to demonstrate after completion of the educational process, consistent with the national qualification framework, if any, and the established educational objectives.

Standard	Standard(s)
2.4.2 Teaching and Learning Process The teaching and learning process must enable engineering graduates to demonstrate the knowledge, understanding, skills and abilities specified in the Programme Outcomes. The programme curriculum must specify how this is to be achieved.	**B - Educational process** The study programme should assure students educational activities consistent with the national standards, if any, and able to achieve the established learning outcomes through contents, methods, workload and times adequately designed and planned, promote a student-centred teaching and learning approach, assure a correct assessment of students' learning through suitable assessment methods and criteria. The study programme should also … keep under control the development of the educational process.
Guidelines	**Quality Requirements**
The curriculum should give comprehensive information on all the modules in the degree programme, including the syllabus, the module learning outcomes, the methodology of teaching and learning, credit allocation, the method of module assessment, and any pre-requisite or co-requisite modules or other programme requirements. The curriculum should ensure that the module learning outcomes aggregate to the programme learning outcomes, including the effect of student choice of modules.	**B1 - Design and planning of the educational process** The study programme should design a curriculum and characteristics of the course units and of the graduation exam consistent with the national standards, if any, and the established learning outcomes. ... Furthermore, the study programme should plan the development of the educational process in order to enable students to achieve the learning outcomes in the expected time, according to a gradual process and through coherent and coordinated educational activities.
The learning process should be sufficiently flexible to accommodate different entry qualifications of students and different learning styles. If the programme includes time spent in industry or in	**B1 - Design and planning of the educational process** ... The curriculum should embed a student-centred learning and teaching approach.

another HEI, it should be assessed in the context of its contribution to the achievement of the Programme Outcomes.	The study programme should also define assessment methods and criteria able to ensure a correct assessment of the students' learning. …
The assessment of students should evaluate achievement of the specified module learning outcomes, and be both rigorous and fair. Wherever possible there should be second marking of student work or moderation of assessments. Students should have an opportunity to redeem work that is assessed as being below standard, provided this can be done without compromising output standards.	**B1 - Design and planning of the educational process** … The study programme should also define assessment methods and criteria able to ensure a correct assessment of the students' learning. ...
Independent and external scrutiny of the assessment of students, and of the decisions on progress and completion, are effective in ensuring that output standards are maintained. The arrangements for any such scrutiny should be documented.	**B3 - Realization of the educational process** The study programme should realise the educational process coherently with the designed and planned development and keep under control its development, in order … to check the adequacy of the assessment tests and of the final work/thesis to the learning outcomes and the correctness of the evaluation of the students' learning.

Standard	**Standard(s)**
2.4.3 Resources The resources to deliver the programme must be sufficient to enable the students to demonstrate the knowledge, understanding, skills and abilities specified in the Programme Outcomes.	**C - Resources** The study programme should have at disposal teaching staff, facilities, student support services, partnerships and financial resources adequate for the achievement of the learning outcomes and able to make easier the students' progression in their studies.
Guidelines	**Quality Requirements**
The number, qualifications and experience of the teaching staff should be adequate to teach the programme to the standard specified in the Programme Outcomes. The programme should be supported by an effective team of technical and administrative staff. There should be arrangements in place for ensuring that staff are updated to use and apply new technologies and receive training as and when required.	**C1 - Teaching staff** The study programme should have at disposal teaching staff, including teaching support staff, quantitatively and qualitatively adequate for the achievement of the established learning outcomes by students. The teaching staff should be assigned according to pre-definite criteria of choice or selection and the programme should offer the teaching staff the opportunity to improve their teaching skills and the use of new technologies. **C2 - Facilities and support staff** The study programme should have at disposal … technical-administrative staff quantitatively and qualitatively adequate for the development of the established educational activities as designed and planned and able to allow the application of the established educational methods.
The laboratory, computing and workshop facilities should have the equipment necessary to support the programme; the arrangements for safe access by students should ensure appropriate opportunities for student practical activities, particularly to support project work.	**C2 - Facilities and support staff** The study programme should have at disposal facilities (… laboratories, …), with the associated equipment, … quantitatively and qualitatively adequate for the development of the established educational activities as designed and planned and able to allow the application of the established educational methods.
Student support services, including but not limited to, tutoring, library and other information resources, assistance with external placements, should be readily accessible by students.	**C2 - Facilities and support staff** The study programme should have at disposal facilities (… libraries), with the associated equipment, … quantitatively and qualitatively adequate for the development of the established educational activities as designed and planned and able to allow the application of the established educational methods. **C3 - Student support services** The study programme should have at disposal student support (orienteering, tutoring and assistance) services relevant to the educational process and able to make easier students' learning and progression in their studies. **C4 - Partnerships** The study programme should have partnerships with national and/or international businesses, research institutions and other Higher Education Institutions quantitatively and qualitatively adequate for carrying out students' external education and mobility.

The resources necessary to deliver the programme should be supported by an adequate budget.	**C5 - Financial resources** The study programme should have at disposal financial resources adequate for the development of the educational process according to the designed and planned activities.

Standard	Standard(s)
2.4.4 Student admission, transfer, progression and graduation The criteria for student admission, transfer, progression and graduation must be clearly specified and published, and the results monitored.	**B - Educational process** ... The study programme should also define appropriate rules covering student admission, recognition, progression and attestation ... **D - Monitoring and Results** The study programme should monitor the results of the educational process, at least with respect to incoming students, students' learning, students' progression in their studies …, in order to check the adequacy and effectiveness of the educational service provided.
Guidelines	**Quality Requirements**
Students should be informed of the qualifications necessary to enter the programme and of the regulations necessary to progress to completion. The criteria for students to transfer into later stages of the programme should be clearly specified.	**B2 - Admission, recognition, progression and attestation** The study programme should establish rules covering all phases of the student 'life cycle', and in particular student admission, recognition, progression and attestation.
Records of student achievement provide essential information for the review and development of programmes. There should be arrangements for monitoring the progress of students through the programme against their entry qualifications, so as to provide essential data for reviewing entry to the programme. In particular the number of, and reasons for, non-completions should be recorded. The overall performance of students in individual modules should be noted in order to identify assessment results that are significantly different from the norm.	**D1 - Incoming students** The study programme should monitor the incoming students in order to check its attractiveness. **D2 - Students' learning** The study programme should monitor the students' learning in order to check the effectiveness of the course units. **D3 - Students' progression in their studies** The study programme should monitor the students' progression in their studies (in particular: dropouts, number of credits acquired at the end of each course year, time to graduation) in order to check the effectiveness of the educational process.

Standard	Standard(s)
2.4.5 Internal Quality Assurance Accredited engineering degree programmes must be supported by effective quality assurance policies and procedures.	**B - Educational process** … The study programme should also … keep under control the development of the educational process. **D - Monitoring and Results** The study programme should monitor the results of the educational process, at least with respect to … graduates' placement, the students' opinion on the educational process (and the employed graduates' and employers' opinion on the graduates' education), in order to check the adequacy and effectiveness of the educational service provided. **E - Management system** The institution the study programme belongs to should have a public quality assurance policy and an effective organization for the quality assurance of study programmes. The policy should be put into practice through the definition and adoption of an appropriate and effective management system, able to assure the quality of the study programme and the continual improvement of the effectiveness of the processes for the study programme management and of the associated results.
Guidelines	**Quality Requirements**
The programme should have quality assurance procedures that are consistent with the HEI quality	**E1 - Policy and organization for quality assurance of study programmes** The institution the study programmes belongs to should have a public policy and

assurance policy. It would be expected that there is a defined and documented procedure for reviewing the programme at regular intervals using all relevant data, including an evaluation of student achievement against the stated programme aims.	an effective organization for the quality assurance of study programmes, and effective decision-making processes. **E2 - Management system of the study programme** The study programme should implement an appropriate and effective management system, through the identification of the quality assurance processes and the definition of a relevant organisational structure. **E3 - Review** The study programme should periodically review needs and objectives, educational process, resources, results and management system, in order to guarantee their constant adequacy and effectiveness and promote the improvement of the effectiveness of the processes for the study programme management and of the associated results. Students and representatives of the labour market of reference should be involved in the review process.
Feedback should be obtained in an agreed format from the students on an accredited programme on all taught modules in the programme, to enable the effectiveness of each module to be evaluated. There should be clearly understood arrangements for the day to day management of the programme to resolve any urgent and immediate problems.	**B3 - Realization of the educational process** The study programme should realise the educational process coherently with the designed and planned development and keep under control its development, in order to resolve any urgent and immediate problem …. **D4 - Students' opinion on the educational process** The study programme should monitor the students' opinion on the educational process in order to check the perceived adequacy and effectiveness. **(D5 - Graduates' placement** The study programme should monitor the graduates' placement in order to check the demand of the granted qualification and the correspondence of the educational objectives and learning outcomes of the study programme to the educational needs of the labour market.**)** **(D6 - Employed graduates' and employers' opinion on the graduates' education** The study programme should monitor the employed graduates' and employers' opinion on the graduates' education in order to check the correspondence of the educational objectives and learning outcomes of the study programme to the educational needs of the labour market.**)**
Information about all aspects of the programme, including the quality assurance procedures, should be publicly available.	**E4 - Publicly availability of information** The study programme should make publicly available full, up to date, easily acquired information, both quantitative and qualitative, on study programme objectives, educational process, resources, results and management system.

Annex 3 – Correspondence EAFSG / EQUASP Required Documentation

EAFSG		EQUASP
1. Programme Aims	**1.1 Educational needs of the labour market and other stakeholders** Relevant industry and labour market organisations and other stakeholders consulted, and methods and schedule of consultation. Identified educational needs of the labour market and other stakeholders.	**A1 - Educational needs of the labour market and other stakeholders** **Organisations/employers consulted and Methods and schedule of consultation** List the organisations representative of the production, services and professions world and/or the employers consulted in order to identify the educational needs of the labour market. List the consultations method/s and schedules. Provide only information properly documented. **Identified educational needs of the labour market** List the identified educational needs of the labour market of reference and make available the document where they are registered. **Identified educational needs of other stakeholders** List the other stakeholders consulted and their identified educational need, and make available the document where they are registered.
	1.2 Programme Aims Set of Programme Aims	**A2 - Educational objectives** **Educational objectives** List the established educational objectives. For each established professional profile of the graduates and/or function/role/activity students are to be prepared for, list the associated key competences to be developed and obtained by the students during the learning process, subdivided between subject specific and generic ones. List the main areas in which graduates can find employment and the level of responsibility they are qualified to take. For first cycle programmes indicate also the second cycle SPs in which the first cycle graduates can continue their studies. Provide only information properly documented.
	1.3 Programme outcomes Set of programme outcomes.	**A3 - Learning outcomes** **Learning outcomes** List the learning outcomes of the SP. Provide only information properly documented. **(Comparison with learning outcomes of other SPs of the same typology** Describe the exits of the comparison with the learning outcomes of other SPs of the same typology or make available the document where they are registered.**)**
2. Teaching and Learning Process	**2.1 Teaching and Learning Process** Curriculum and description of its characteristics. Characteristics of the modules/course units (in particular: number of ECTS credits, learning outcomes, content, typologies of teaching activities, assessment of students' learning, pre-requisites, didactic material). Documentation of the suitability of the curriculum to the achievement of the programme outcomes.	**B1 - Design and planning of the educational process** **Curriculum** Describe synthetically the structure and the characteristics of the curriculum and provide the curriculum with at least the list of the course units, their sequence (year and semester of delivery), the number of ECTS credits associated at each unit and the unit lecturer. Indicate also the body/ies that approve the curriculum. **Characteristics of the course units** Describe how the SP coordinates the definition of the characteristics of the course units and make available the forms which describe the characteristics of the course units. Provide only information properly documented. **Characteristics of the graduation exam** Describes the characteristics of the graduation exam. Provide only information properly documented. **Suitability of the curriculum to the achievement of the learning outcomes** Document the suitability of the curriculum to the achievement of the expected learning outcomes.
	2.2 Assessment of students' learning *Note: The methods and criteria of*	*The methods and criteria of assessment of the students' learning have to be included in the characteristics of the course units/modules.*

	assessment of the students' learning should be included in the characteristics of the course units/modules.	
	2.3 Planning of the learning process Calendar and timetable of didactic activities and examinations.	**B1 - Design and planning of the educational process** **Calendar and timetable of course units and exams** Make available the: • calendar and timetable of the course units, • calendar of the exams, graduation exam included, and composition of the exam commissions. Provide only information approved by the SP.
	2.4 Management of the learning process Description of how the teaching and learning process and student assessment are managed including a feedback loop in relation to the quality of the learning process and the assessment of students. This should include statistical analysis and documentation used.	**B3 - Realization of the educational process** **Control of the development of the educational process** Describe how the SP keeps under control the development of the educational process, in order to check its correspondence with the designed and planned development, and resolves the urgent and immediate problems, and document the results of the control at least for the last academic year. **Control of the assessment tests and of the final work/thesis** Describe how the SP keeps under control 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, and document the results of the control at least for the last academic year.
3. Resources	**3.1 Teaching staff** Curricula vitae of teaching staff. Teaching support staff. Recruitment policy in the selection of the teaching staff. Opportunities offered to the teaching staff to improve their teaching skills and the use of new technologies.	**C1 - Teaching staff** **Teaching staff** List the SP teaching staff and provide at least the following information for each lecturer: • academic or professional qualification; • list of the course units he/she is in charge of, subdivided into course units of the SP under consideration and course units of other SPs; • for each course unit, if he/she is the holder or the title on the basis of which it is covered (e.g.: additional duty, contract, etc.). Make also available the CV of each lecturer, with the description of the scientific and/or professional interests, activities and results. Document the criteria of choice or selection of the teaching staff. Provide only information properly documented. Provide the information about the opportunities offered to the teaching staff for improving their teaching skills and achieving acceptable standards. **Teaching support staff** For each course unit which utilises support teachers, make available the list of the support teachers and provide at least the following information for each of them: • qualification; • total number of hours of didactic workload; • duties (e.g.: practical training, lab assistance, etc.). Document the criteria of choice or selection of the teaching support staff. Provide only information properly documented.
	3.2 Facilities and support staff Classrooms used by the programme, with the equipment available. Rooms for individual study used by the students of the programme, with the equipment available. Laboratories/workshops used by the programme, with the equipment and technical staff available. Libraries used by the students of the	**C2 - Facilities and support staff** **Lecture rooms** List the lecture rooms utilised by the SP and provide at least the following information for each of them: • number of seats; • supply of audio-visual equipment; • availability of web connection; • surveillance/assistance staff, their qualification and duties. **Study rooms** List the rooms for individual studies utilised by the students and provide at least the following information for each of them:

	programme, with the equipment, services and library staff available. Other resources and special initiatives.	• number of seats; • availability of web connections; • opening time and access rules; surveillance/assistance staff, their qualification and duties. **Laboratories** List the laboratories (PC rooms included) utilised by the SP and provide at least the following information for each of them: • equipment and/or personal computers and software of interest for the educational activities of the SP available; • number of work places and number of students for work place; • access rules; • technical staff, their qualification and duties. **Libraries** List the libraries utilised by the students of the SP and provide at least the following information for each of them: • availability of updated bibliographical material of interest for the educational activities of the SP; • availability of web connections; • services offered (consultation of books and journals, book rent, bibliographical researches, access to data bases, etc.); • opening time and access rules; • librarian staff, their qualification and duties. **Other resources and special initiatives** List other resources at disposal of the SP and special initiatives undertaken by the SP or the structure it belongs to.
	3.3 Financial resources Needs and availability of financial resources.	**C5 - Financial resources** **Needs of financial resources** Document the needs of financial resources, subdivided according to the expense typologies. Provide only information properly documented. **Availability of financial resources** Document the availability of financial resources and indicate at least: • financer bodies; • amount of the financial resources put at disposal; • subdivision of the available financial resources according to the expense typologies. Provide only information properly documented.
	3.4 Student support services Organization, management and activities of student support (career advice, tutoring and assistance) services, and administrative staff available.	**C3 - Student support services** **Student administrative office** Make available the following information at least: • office organisation and management; • activities in charge of the office; • administrative staff, their qualification and duties; • activities and results of the last academic year at least. **Orienteering service for incoming students** Make available the following information at least: • service organisation and management; • activities in charge of the service; • administrative staff, their qualification and duties; • activities and results of the last academic year at least. **Tutoring service** Make available the following information at least: • service organisation and management; • activities in charge of the service; • administrative staff, their qualification and duties; • activities and results of the last academic year at least.

		Service for carrying out training periods outside the University Make available the following information at least: • service organisation and management; • activities in charge of the service; • administrative staff, their qualification and duties; • activities and results of the last academic year at least. **Mobility service** Make available the following information at least: • service organisation and management; • activities in charge of the service; • administrative staff, their qualification and duties; • activities and results of the last academic year at least. **Job placement service** Make available the following information at least: • service organisation and management; • activities in charge of the service; • administrative staff, their qualification and duties; • activities and results of the last academic year at least.
	3.5 Partnerships Partnerships which enable training periods outside the university. Partnerships which enable international study mobility periods.	**C4 - Partnerships** **Partnerships for carrying out training periods outside the University** Make available the list of the active partnerships for carrying out training periods outside the University and for each partnership the number of students who have carried out training periods in the body in consideration in the last three academic or solar years at least. To this aim, the table of Annex C4.1 can be used. **Partnerships for carrying out mobility periods** Make available the list of the active partnerships for carrying out students' mobility periods and for each partnership the number of students, in exit and in entrance, who have carried out periods of mobility in the Institution in consideration in the last three academic or solar years at least. To this aim, the table of Annex C4.2 can be used.
4. Student Admission, transfer, progression and graduation	**4.1 Rules governing the students' academic career** Qualifications and requirements for admission to the programme and methods of assessment of their possession by the students. Regulations for the recognition of higher education qualifications, periods of study and prior learning. Criteria for the management of the students' progression in their studies. Certification of students' studies successfully completed.	**B2 - Admission, recognition, progression and attestation** **Admission** Provide the required qualifications and the established requirements and criteria for the admission to the SP, the methods of assessment of the possession of the admission requirements by students. Provide only information properly documented. **Recognition** Provide the rules established for the recognition of higher education qualifications, periods of study and prior learning. Provide only information properly documented. **Progression** Provide the established management criteria of the students' progression in their studies. Provide only information registered in official documents. **Attestation** Make available the documentation provided to graduates after the completion of their studies. Provide only information properly documented.
	4.2 Entrance students Results of the assessment of the possession of the admission requirements. Results of the examination performance in the first year.	**D1 - Incoming students** **Assessment of the possession of the admission requirements** *(only first cycle and integrated second cycle SPs)* Make available the data relative at least at the last three cohorts for which full surveys are available required by Table D1.1_B of Annex D1. **Enrolments in the first course year** Make available the data relative at least at the last three cohorts for which full

		surveys are available required by: – Table D1.2_B for the Bachelors; – Table D1.2_M for the Masters; of Annex D1.
	4.3 Student assessment Result of the assessment of the students' learning in each module and each year.	**D2 - Students' learning** **Students' learning** Make available the data relative at least at the last three cohorts for which full surveys are available required by Table D2.1 of Annex D2.
	4.4 Student progression Results of the monitoring of student progression in the different course years. Results of the monitoring of dropouts. Results of the monitoring of the credits acquired by the students who pass from one course year to the next one. Results of the monitoring of the duration of studies leading to graduation.	**D3 - Students' progression in their studies** **Enrolments in the different course years** Make available the data relative at least at the last three cohorts for which full surveys are available required by: • Table D3.1_B for the Bachelors; • Table D3.1_M for the Masters; of Annex D3. **Dropouts** Make available the data relative at least at the last three cohorts for which full surveys are available required by: • Table D3.2_B for the Bachelors; • Table D3.2_M for the Masters; of Annex D3. **Credits acquired by the students** Make available the data relative at least at the last three cohorts for which full surveys are available required by: • Table D3.3_B for the Bachelors; • Table D3.3_M for the Masters; of Annex D3. **Graduation time** Make available the data relative at least at the last three cohorts for which full surveys are available required by: • Table D3.4_B for the Bachelors; • Table D3.4_M for the Masters; of Annex D3.
5. Internal Quality Assurance	**5.1 Policy and processes for the quality assurance of programmes** Policy for the quality assurance of programmes of the HEI. Organizational structure for the quality assurance of programmes and decision-making processes of the HEI.	**E1 - Policy and organization for quality assurance of study programmes** **Policy for quality assurance** Make available the document/s where vision of the quality and policy for the QA of SPs of the institution the SP belongs to are registered. **Organization for quality assurance** List the positions of responsibilities for the QA of SPs of the institution the SP belongs to and make available at least the following information for each position of responsibility identified: • composition (only in case of positions of responsibility composed by more people); • duties. Describe the decision-making processes. Provide also the timetable for the revision of the policy and organization for the QA of SPs. Provide only information properly documented.
	5.2 Management system of the programme Quality assurance policies and procedures relevant to the programme.	**E2 - Management system of the study programme** **Management system of the study programme** List the processes for the SP management and the responsibilities for their management. For this purpose, a 'responsibility matrix' as the one proposed in Annex E2.1 could be used, with the indication for each identified process or sub-process of: • the responsible of the process/sub-process; • the position/s of responsibility collaborating in the process/sub-process

		management (optional); • the document/s where the activities and/or the results of the process/sub-process under consideration are registered. List the positions of responsibilities for the SP management and make available at least the following information for each position of responsibility identified: • composition (only in case of positions of responsibility composed by more people); • duties. For this purpose, the table of Annex E2.2 could be used. Provide also the timescales for the implementation of the processes for the SP management. Provide only information properly documented.
	5.3 Programme review and development Policies and procedures for programme review and development. Results of most recent programmatic review.	**E3 - Review** **Management of the review process** Document the management modalities of the review process, its periodicity, the period of the academic year in which it should be carried out and the information and data taken into account. **Results of the review process** Make available the Review Report. A check-list for the review coherent with the EQUASP Model is shown in Annex E3.
	5.4 Student feedback on the learning process Students' opinion on the quality of course units/modules. Students' opinion on the training periods outside the university. Students' opinion on the periods of international mobility. Opinion of the final year students on the learning process and support services.	**D4 - Students' opinion on the educational process** **Students' opinion on the course units** Describe the monitoring instrument and schedule of the students' opinion on the course units and make available the monitoring questionnaire and the results relative to both the single course units and all the course units of the curriculum at least for the last three cohorts for which full surveys are available. **Students' opinion on the training periods outside the University** Describe the monitoring instrument and schedule of the students' opinion on the training periods outside the University and make available the monitoring questionnaire and the results at least for the last three cohorts for which full surveys are available. **Students' opinion on the periods of mobility** Describe the monitoring instrument and schedule of the students' opinion on the periods of mobility and make available the monitoring questionnaire and the results at least for the last three cohorts for which full surveys are available. **Opinion of the final year students on educational process and support services** Describe the monitoring instrument and schedule of the final year students' opinion on the educational process and on the student support services and make available the monitoring questionnaire and the results at least for the last three cohorts for which full surveys are available.
	5.5 Engineering graduates' placement Results of the monitoring of the graduates' job placement. Results of the monitoring of student progression to Master programmes (only for Bachelor programmes). Results of the monitoring of student progression to Doctoral studies (only for Master programmes). Results of the monitoring of employed graduates' opinions on the education received. Results of the monitoring of employers'	**D5 - Graduates' placement** **Graduates' job placement** Describe the monitoring instrument and schedule of the graduates' job placement and make available at least the following monitoring results: • percentage of employed graduates; • placement time in the labour market; • effectiveness of the degree in the working activity after 1÷3 years since graduation at least for the last three cohorts for which full surveys are available. **Prosecution of the studies in the second cycle programmes** *(only for first cycle graduates)* Make available the results relative to the first cycle graduates who prosecute their studies in second cycle SPs after 1 year from the graduation at least for the last three cohorts for which full surveys are available.

	opinion on the graduates' education	**Prosecution of the studies in PhD programmes** *(only for second cycle graduates)* Make available the results relative to the second cycle graduates who prosecute their studies in PhD programmes after 1 year from the graduation at least for the last three cohorts for which full surveys are available. **D6 - Employed graduates' and employers' opinion on the graduates' education** **Employed graduates' opinion on the education received** Describe the monitoring instrument and schedule of the employed graduates' opinion on the education received and make available the monitoring questionnaire and results (also with reference to the number of graduates involved in the monitoring) at least for the last three cohorts for which full surveys are available. **Employers' opinion on the graduates' education** Describe the monitoring instrument and schedule of the employers' opinion on the graduates' education and make available the monitoring questionnaire and results (also with reference to the number of employers involved in the monitoring).
	5.6 Public availability of information Documentation in relation to the quality assurance of the programme as publicly provided.	**E4 - Publicly availability of information** **Publicity of the documentation for the QA of the SP** Make available all the required documentation on the web site of the SP or of the structure the SP belongs to.

Annex 4 – Correspondence AEER Accreditation Criteria of First Cycle Programmes - EQUASP S&G for iQA of SPs

Criterion 1. Program objectives	Corresponding EQUASP QR(s)	Notes
1.1 Each engineering program must have: 1.1.1 clearly stated and documented objectives that are in full correspondence with the State Educational Standard, the institution mission and the needs of the program constituencies;	… the EUASP approach to iQA of SPs assumes that a SP may be said 'of quality' when it complies with the national standards and requirements … A1, A2, A3	
1.1 Each engineering program must have: 1.1.2 a system for achievement of program objectives and their improvement.	B1	
1.2 Program objectives must be published and available for all the constituencies as well as shared by each faculty member participating in program delivery.	E4, B1	

Criterion 2. Program content	Corresponding EQUASP QR(s)	Notes
2.1 The program must meet requirements of the State Educational Standard of the Russian Federation.	… the EQUASP approach to iQA of SPs assumes that a SP may be said 'of quality' when it complies with the national standards and requirements …	National requirement
2.2 The program must have clearly stated and documented learning outcomes that correspond with the program objectives.	A3	
2.3 The program must be of at least 240 ECTS credits.	-	National requirement
2.4 The program and syllabus for each course must be consistent with the program objectives and ensure the achievement of program outcomes by all the graduates.	B1	
2.5 Studies in mathematics and natural sciences must ensure the fundamentals for engineering disciplines. This component must contain both basic and advanced level courses.	-	Specific for Engineering SPs
2.5.1 Studies in mathematics and natural sciences must be of at least 60 ECTS credits including at least 24 ECTS credits for advanced courses.	-	Requirement for accreditation
2.5.2 The objective of the course in mathematics is to ensure student's ability to apply mathematical methods for solving engineering problems.	-	Specific for Engineering SPs
2.5.3 Studies in natural sciences must ensure knowledge and understanding of the basic systems and processes and their further application in engineering practice.		
2.6 Studies in humanities and socioeconomic sciences must provide graduates with the appropriate knowledge in social, economic, legal issues and professional ethics, foster commitment for sustainable development, health and safety issues.		
2.6.1 Studies in humanities and socioeconomic sciences must be of at least 36 ECTS credits.	-	Requirement for accreditation
2.6.2 This component must develop communication skills by delivering information and ideas, design problems and find their possible solutions.	-	Specific for Engineering SPs
2.7 Studies in engineering must ensure breadth and adequate depth of training in the specialty area in accordance with program objectives.		
2.7.1 Studies in engineering must be of at least 110 ECTS credits including not less than 24 ECTS credits for advanced major courses.	-	Requirement for accreditation
2.7.2 Studies in engineering must correspond with the level of studies in mathematics and natural sciences and ensure the application of acquired knowledge in engineering practice.	-	Specific for Engineering SPs
2.7.3 Engineering design shall develop student's creative thinking and skills for		

solving engineering problems using the acquired knowledge and original ideas. Basic elements in engineering design are objectives and criteria development, synthesis, analysis, manufacture, testing, and evaluation.		
2.8 Studies must culminate with the final qualification project with the elements of research and development activity.		

Criterion 3. Students and study process	**Corresponding EQUASP QR(s)**	**Notes**
3.1 Students admitted for the program must have a complete secondary education.	B2	National requirement
3.2 Students must demonstrate a necessary level of knowledge in natural sciences and mathematics. If the institution enrolls students with the insufficient level of training in these sciences, it must be able to demonstrate a system that ensures the acquisition of a necessary level of knowledge for these students for mastering educational program.	B2	Specific for Engineering SPs
3.3 Study process must ensure the achievement of learning outcomes by all the students. The program must have a system ensuring on-going evaluation of the accomplishment of the curricular tasks as well as a feedback mechanism for continuous improvement of the program.	B1, E3	
3.4 Senior students must have an opportunity to practice at the research laboratories and industrial enterprises.	B1, C4	Specific for Engineering SPs
3.5 Students' academic mobility that implies mastering some disciplines of a curriculum by a student, practice work and internship at other national and/or foreign higher education institutions is an important consideration in the program evaluation.	C3, C4	

Criterion 4. Faculty	**Corresponding EQUASP QR(s)**	**Notes**
4.1 Faculty must be represented by instructors so as to cover all of the curricular areas of the program.	C1	
4.2 Faculty must be sufficiently qualified.		
4.2.1 Faculty must have appropriate education and systematically improve his/her qualification by professional development, internships and etc.		
4.2.2 The faculty's industrial experience in the relevant field and participation in research projects are of important consideration in program evaluation.	C1	Specific for Engineering SPs
4.2.3 The faculty must be involved in the improvement of both the whole program and each discipline.	E3	
4.2.4 The faculty membership in professional societies, awards, grants and fellowships are of important consideration in program evaluation.	C1	
4.2.5 Academy members and prize laureates among the faculty are of important consideration in program evaluation.		
4.3 The number of instructors with doctoral degrees must be not less than 60% of the faculty participating in program delivery.	-	National requirement
4.4 Each faculty member must be actively involved in scholarly research, design and methodological works that must be evidenced by research and methodological reports, participation in scientific conferences, and at least two publications per year for the recent five years.	C1	
4.5 Each instructor must comprehend and prove the relation and links of his discipline to other curricular components, and understand the role of his discipline in specialist's training.		
4.6 The faculty turnover must not exceed 40% during the accreditation period.	-	National requirement

Criterion 5. Professional qualifications	**Corresponding EQUASP QR(s)**	**Notes**
5.1 Students must have been preparing for engineering practice through the whole period of study. The research and design experience must be based on the knowledge and skills acquired in previous course projects that incorporate the following considerations: economic, ethical, social, political, environmental, sustainability, health and safety issues.	-	Specific for Engineering SPs
5.2 The program must ensure the achievement of the learning outcomes by all the	B1	

graduates.		
The engineering program graduates must: 5.2.1 demonstrate basic knowledge of science, mathematics, and engineering and understanding of the scientific principles underlying their branch of engineering; 5.2.2 have a coherent knowledge of their branch of engineering including some at the forefront of the branch; 5.2.3 apply their knowledge and understanding to identify, formulate and solve engineering problems using established methods; 5.2.4 be able to select and apply relevant analytic and modelling methods; 5.2.5 be able to conduct searches of literature, and to use data bases and other sources of information; 5.2.6 be able to design and conduct experiments as well as to interpret data and draw the conclusions; 5.2.7 be able to select and use appropriate equipment, tools and methods; 5.2.8 be able to combine theory and practice and methods to solve engineering problems, and be aware of their limitations; 5.2.9 function effectively as an individual and as a member of a multidisciplinary team; 5.2.10 have a broad education including knowledge and understanding of contemporary societal and political issues; 5.2.11 have knowledge of foreign language at the level allowing to communicate effectively with the international engineering community with consideration of differences in culture, language, and social and economic factors; 5.2.12 demonstrate awareness of the health, safety and legal issues and responsibilities of engineering practice, the impact of engineering solutions in a societal and environmental context; 5.2.13 commit to professional ethics, responsibilities and norms of engineering practice; 5.2.14 recognize the need for, and have the ability to engage in independent, life-long learning.	-	Specific for Engineering SPs
5.3 The department/institution must have an assessment process of learning outcomes for both the whole program and each disciplines with documented results. The results must be used the further program and study process improvement.	B1, B3, D2, E3	

Criterion 6. Facilities	**Corresponding EQUASP QR(s)**	**Note**
6.1 The institution facilities must be in full correspondence with the license requirements.	C2	National requirement
6.2 Classrooms, laboratories, and associated equipment must be modern and adequate to meet the program objectives.	C2	
6.3 Program must provide students with opportunities for independent learning and research activities.	B1	
6.4 The institution/department must regularly renovate, improve and develop its facilities.	C2, E3	

Criterion 7. Information infrastructures	**Corresponding EQUASP QR(s)**	**Note**
7.1 Information infrastructures must be adequate to meet the program objectives.	C2	
7.2 The institution/department must have a library offering all the necessary study materials: textbooks, technical, reference and general literature, various periodicals, etc.	C2	
7.3 Computer labs with internet access and local networks must be in place to support students' and faculty activities. The institution/department must control the accessibility and use of computer labs.	C2	
7.4 Free internet access for students and faculty is an important consideration in program evaluation.	C2	
7.5 The institution/department must regularly renovate, improve and develop its information infrastructures.	C2, E3	

Criterion 8. Finance and management	Corresponding EQUASP QR(s)	Note
8.1 The program financial resources must be in full correspondence with the license requirements.	C5	National requirement
8.2 The institution/department financial policy and management must aim to improve the quality of the program.	E1, E3	
8.3 The institution/department resources must be sufficient to attract, retain and provide for the continued professional development of a well-qualified faculty.	C1, C5	
8.4 Administration and support staff and institutional services must be adequate to meet the program objectives.	C2, C3	
8.5 The institution/department management must be efficient to guarantee the improvement of the program.	E1, E2, E3	
8.6 The quality management system of the institution/department certified by independent organizations is an important consideration in program evaluation.	*Notes* • *Not considered*	

Criterion 9. Graduates	Corresponding EQUASP QR(s)	Note
9.1 The program must have at least one graduation in order to be accredited.	-	Requirement for accreditation
9.2 The institution/department must have a system for monitoring placement data and career development of the graduates.	D5	
9.3 The results of this study must be applied for further development of academic programs.	E3	

Annex 5 – Correspondence AEER Accreditation Criteria of Second Cycle Programmes - EQUASP S&G for iQA of SPs

Criterion 1. Program objectives	Corresponding EQUASP QR(s)	Notes
1.1 Each engineering program must have: 1.1.1 clearly stated and documented objectives that are in full correspondence with the State Educational Standard, the institution mission and the needs of the program constituencies;	… the EUASP approach to iQA of SPs assumes that a SP may be said 'of quality' when it complies with the national standards and requirements … A1, A2, A3	
1.1 Each engineering program must have: 1.1.2 a system for achievement of program objectives and their improvement.	B1	
1.2 Program objectives must be published and available for all the constituencies as well as shared by each faculty member participating in program delivery.	E4, B1	

Criterion 2. Program content	Corresponding EQUASP QR(s)	Notes
2.1 The program must meet requirements of the State Educational Standard of the Russian Federation.	… the EQUASP approach to iQA of SPs assumes that a SP may be said 'of quality' when it complies with the national standards and requirements …	National requirement
2.2 The program must have clearly stated and documented learning outcomes that correspond with the program objectives.	A3	
2.3 The program must be of at least 120 ECTS credits.	-	National requirement
2.4 The program and syllabus for each course must be consistent with the program objectives and ensure the achievement of program outcomes by all the graduates.	B1	
2.5 Studies in mathematics and natural sciences must ensure the adequate specialist training for studying engineering disciplines at advanced level on the basis of knowledge acquired from first cycle program.	-	Specific for Engineering SPs
2.5.1 Studies in mathematics and natural sciences must be of at least 24 ECTS credits and include advanced courses.	-	Requirement for accreditation
2.5.2 The objective of the course in mathematics is to ensure student's in-depth knowledge and ability to apply mathematical methods for solving complex (non-standard) engineering problems.	-	Specific for Engineering SPs
2.5.3 Studies in natural sciences must ensure in-deep knowledge and understanding of the basic systems and processes and their further application in engineering practice.		
2.6 Studies in engineering must ensure in-depth specialist training adequate to enter engineering profession and contribute to the development of managerial skills.		
2.6.1 Studies in engineering must be of at least 30 ECTS credits and include advanced major courses.	-	Requirement for accreditation
2.6.2 Studies in engineering must correspond with the level of studies in mathematics and natural sciences and ensure the application of acquired knowledge in engineering practice.	-	Specific for Engineering SPs
2.6.3 Engineering design shall develop student's creative thinking and skills for solving engineering problems using the in-depth engineering knowledge, abstract thinking and original analysis lying outside the scope of standards and code of practice. Basic elements in engineering design are objectives and criteria		

development, synthesis, analysis, manufacture, testing, and evaluation.		
2.7 Program must include research projects containing no less than 20 ECTS credits.		
2.8 Studies must culminate with the final qualification project (master's thesis) containing not less than 24 ECTS credits.	-	Specific for Engineering SPs

Criterion 3. Students and study process	Corresponding EQUASP QR(s)	Notes
3.1 Students admitted for the program must complete a first cycle program in corresponding branch of engineering.	B2	National requirement
3.2 Students must have deep fundamental training for mastering educational program.	B2	Specific for Engineering SPs
3.3 Study process must ensure the achievement of learning outcomes by all the students. The program must have a system ensuring on-going evaluation of the accomplishment of the curricular tasks as well as a feedback mechanism for continuous improvement of the program.	B1, E3	
3.4 Students' academic mobility that implies mastering some disciplines of a curriculum by a student, practice work and internship at other national and foreign higher education institutions is an important consideration in the program evaluation.	C3, C4	

Criterion 4. Faculty	Corresponding EQUASP QR(s)	Notes
4.1 Faculty must be represented by instructors so as to cover all of the curricular areas of the program.	C1	
4.2 Faculty must be sufficiently qualified.		
4.2.1 Faculty must have appropriate education and systematically improve his/her qualification by professional development, internships and etc.		
4.2.2 The faculty's industrial experience in the relevant field and participation in research projects are of important consideration in program evaluation.	C1	Specific for Engineering SPs
4.2.3 The faculty must be involved in the improvement of both the whole program and each discipline.	E3	
4.2.4 The faculty membership in professional societies, awards, grants and fellowships are of important consideration in program evaluation.	C1	
4.2.5 Academy members and prize laureates among the faculty are of important consideration in program evaluation.		
4.3 The number of instructors with doctoral degrees (PhD and DSc) must be not less than 60% of the faculty participating in program delivery including not less than 20% of instructors with the degree of Doctor of Science.	-	National requirement
4.4 Each faculty member must be actively involved in scholarly research, design and methodological works that must be evidenced by research and methodological reports, participation in scientific conferences, and at least two publications per year for the recent five years.	C1	
4.5 Each instructor must comprehend and prove the relation and links of his discipline to other curricular components, and understand the role of his discipline in specialist's training.		
4.6 The faculty turnover must not exceed 40% during the accreditation period.	-	National requirement

Criterion 5. Professional qualifications	Corresponding EQUASP QR(s)	Notes
5.1 Students must have been preparing for engineering practice through the whole period of study. The research and design experience must be based on the knowledge and skills acquired in previous course projects that incorporate the following considerations: economic, ethical, social, political, environmental, sustainability, health and safety issues.	-	Specific for Engineering SPs
5.2 The program must ensure the achievement of the learning outcomes by all the graduates.	B1	

The engineering program graduates must: 5.2.1 demonstrate in-depth knowledge of science, mathematics, and engineering and detailed understanding of the scientific principles underlying their branch of engineering; 5.2.2 have a critical awareness of the forefront of their branch of engineering; 5.2.3 apply acquired knowledge to solve problems that are incompletely defined and problems in new and emerging areas of their specialization; 5.2.4 use creativity to develop new and original ideas and design methods for solving engineering problems; 5.2.5 be able to define, systemize and obtain required data; 5.2.6 be able to design and conduct analytic, modelling and experimental investigations; 5.2.7 be able to critically evaluate data and draw the conclusions; 5.2.8 be able to use new and emerging technologies in their branch of engineering; 5.2.9 be able to integrate knowledge from different branches to solve the problems required the abstract thinking and original analysis; 5.2.10 have a comprehensive understanding of applicable techniques and methods, and of their limitations; 5.2.11 function effectively as a leader of a multidisciplinary team; 5.2.12 have a broad education including knowledge and understanding of contemporary societal and political issues; 5.2.13 have knowledge of foreign language at the level allowing to communicate effectively with the international engineering community with consideration of differences in culture, language, and social and economic factors; 5.2.14 demonstrate awareness of the health, safety and legal issues and responsibilities of engineering practice, the impact of engineering solutions in a societal and environmental context; 5.2.15 commit to professional ethics, responsibilities and norms of engineering practice; 5.2.16 recognize the need for, and have the ability to engage in independent, life-long learning.	-	Specific for Engineering SPs
5.3 The department/institution must have an assessment process of learning outcomes for both the whole program and each disciplines with documented results. The results must be used the further program and study process improvement.	B1,B3, D2, E3	

Criterion 6. Facilities	Corresponding EQUASP QR(s)	Note
6.1 The institution facilities must be in full correspondence with the license requirements.	C2	National requirement
6.2 Classrooms, laboratories, and associated equipment must be modern and adequate to meet the program objectives.	C2	
6.3 Program must provide students with opportunities for independent learning and research activities.	B1	
6.4 The institution/department must regularly renovate, improve and develop its facilities.	C2, E3	

Criterion 7. Information infrastructures	Corresponding EQUASP QR(s)	Note
7.1 Information infrastructures must be adequate to meet the program objectives.	C2	
7.2 The institution/department must have a library offering all the necessary study materials: textbooks, technical, reference and general literature, various	C2	

periodicals, etc.		
7.3 Computer labs with internet access and local networks must be in place to support students' and faculty activities. The institution/department must control the accessibility and use of computer labs.	C2	
7.4 Free internet access for students and faculty is an important consideration in program evaluation.	C2	
7.5 The institution/department must regularly renovate, improve and develop its information infrastructures.	C2, E3	

Criterion 8. Finance and management	**Corresponding EQUASP QR(s)**	**Note**
8.1 The program financial resources must be in full correspondence with the license requirements.	C5	National requirement
8.2 The institution/department financial policy and management must aim to improve the quality of the program.	E1, E3	
8.3 The institution/department resources must be sufficient to attract, retain and provide for the continued professional development of a well-qualified faculty.	C1, C5	
8.4 Administration and support staff and institutional services must be adequate to meet the program objectives.	C2, C3	
8.5 The institution/department management must be efficient to guarantee the improvement of the program.	E1, E2, E3	
8.6 The quality management system of the institution/department certified by independent organizations is an important consideration in program evaluation.	*Notes* • *Not considered.*	

Criterion 9. Graduates	**Corresponding EQUASP QR(s)**	**Note**
9.1 The program must have at least one graduation in order to be accredited.	-	Requirement for accreditation
9.2 The institution/department must have a system for monitoring placement data and career development of the graduates.	D5	
9.3 The results of this study must be applied for further development of academic programs.	E3	

Annex A2 – Synthesis of the Tuning approach to the definition of the study programme competences

Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Competences are developed and acquired by the students during the educational process. Some competences are subject-area related (specific to a field of study), others are generic (common to any degree programme). It is normally the case that competence development proceeds in an integrated and cyclical manner throughout a SP.

Key competences are the main competences developed in a SP, connected to the functions/roles/activities the graduate is expected to carry out in the labour market and intended learning outcomes, expressed in terms of competences.

The competences to be established are a selection of the 'specific' and 'generic' competences that will have to be acquired by the time the SP is completed. A minimum of 8 and a maximum of 15 key competences are suggested.

To select the key competences, single out the main competences of the SP that, listed together, provide a good insight into the character of the SP to a relatively uninformed reader. Keep in mind that the degree profile aims to characterise the degree as a whole. This will be reflected especially in the sets of competences and sets of the learning outcomes to be established.

When describing the competence, remember that the competence should reflect an area of capability in relation to an identified level (first cycle-Bachelor, second cycle-Master). The Dublin descriptors could be used as a reference point.

With regard to the *subject specific competences*, if the SP subject area is one of those for which the key subject-specific competences have been identified, use them as reference framework (http://www.unideusto.org/tuningeu/competences/specific.html).

With regard to the *generic competences*, use the standard list of generic competences developed by Tuning (http://www.unideusto.org/tuningeu/competences/generic.html). Do not copy it: rather, use it as a starting point to write a more detailed competence statement tailored to the SP.

At this regard it is suggested to:

- begin with a short definition or the name of the competence (e.g.: Research, Communication, Interpersonal, Teamwork, Ethics) followed by a colon ':' (e.g.: Communication:);
- add to this short definition a qualifying/informative statement. (e.g.: Communication: ability to communicate effectively with a range of people from different backgrounds).

Example

Tuning lists 'teamwork' as a generic competence. This description is very general and does not show what the student is able to demonstrate. Therefore, it is necessary to give more detail and context to the competence so that the reader can understand exactly what the competence entails. An example of a competence statement might be: *capacity for working in a team and for assuming responsibility for certain tasks*.

The example meet the requirement that the description of the competence should be as short as possible, while at the same time providing enough context and detail as to give the reader some insight into what the student is able to do

Annex A3.1 – Synthesis of the Tuning approach to the definition of the study programme learning outcomes

Learning outcomes are statements – made by the academic staff – of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Learning outcomes have to be expressed in terms of the level of competence (knowledge, understanding, skills and abilities) to be obtained by the learner. Consequently, the SP learning outcomes should align with the SP competences, not necessarily on a one to one basis, but overall. Learning outcomes must be accompanied by appropriate assessment criteria which can be used to judge whether the expected learning outcomes have been achieved. Learning outcomes, together with assessment criteria, specify the requirements for the award of credit, while grading is based on attainment above or below the requirements for the award of credit.

The set of SP learning outcomes (PLOs) is the same for all students who have completed the SP. If there are structured optional pathways or tracks within the SP, additional learning outcomes may be added to specify the results of those specific pathways or tracks.

PLOs have to be aligned with, and informed by, relevant international and national frameworks at both the general educational level and the specific subject level.
General international frameworks for Europe are the Qualifications Framework for the European Higher Education Area (QF for the EHEA) and the European Qualifications Framework for Lifelong Learning (EQF for LLL). For each cycle, or level, a set of descriptors has been designed to describe the attainments / attributes of all those holding that qualification. These descriptors are meant for SPs in general, in relation to the level/cycle involved, and by definition are not related to a particular subject, topic or area. They should be taken into account when phrasing and designing PLOs.

When they are available, it is - in addition - strongly advised to consult subject specific frameworks, such as the relevant Tuning subject area reference frameworks (http://www.unideusto.org/tuningeu/subject-areas.html) and/or national conceptual frameworks of subject related descriptors. These frameworks contain subject specific descriptors for each of the cycles or levels and are used as a reference to decide whether the PLOs of a particular SP meet minimum standards.

The following are characteristics of good, verifiable, comprehensible and observable PLOs. They should be:

- specific (giving sufficient detail, written in clear language);
- objective (formulated in a neutral way, avoiding opinions and ambiguities);
- achievable (feasible in the given timeframe and with the resources available);
- useful (they should be perceived as relevant for higher education studies and civil society);
- relevant (should contribute to the aim of the qualification involved);
- standard-setting (indicate the standard to be achieved).

(**Note**: These general characteristics also apply to course unit PLOs.)

The language used to describe the learning outcomes is of crucial importance. While there are a variety of different ways of outlining a learning outcome, each one normally contains *five key components*:

1. an indication of the ***type of PLO***: knowledge, cognitive processes, skills, or other competences. The PLO should clearly reflect the type of learning to be achieved: this means making it explicit whether the PLO is about acquiring knowledge, developing understanding and cognitive

processing, learning a mechanical skill, a professional stance or the like. The language should also indicate whether the PLO is predominantly focused on one or more of the types of learning.

2. An active ***verb form***. At this regard different taxonomies or classification systems have been developed to explain how people learn and what features distinguish the beginner from the expert. The taxonomies have specific verbs and expressions associated with their classification system. While these systems can be helpful in writing PLO statements, each of these taxonomies has its strengths and shortcomings. Each has been developed in a particular timeframe and for a particular purpose and might not always be applicable to present day learning.
3. The ***subject* or *topic area*** of the learning: this can be specific or general and refers to the subject matter, a field of knowledge, a professional activity, an ability to perform or a particular skill.
4. An indication of the ***standard* or** the ***level*** that is intended/achieved by the PLO. This needs to reflect the breadth, depth and complexity of the learning as well as the relevant qualification descriptor.
5. The ***scope* and/or *context*** of the PLO.

Examples

To illustrate the above, two examples are analysed here, one in the field of History and one in the field of Physics.

a) 'Knowledge of European and world chronology, especially from 1500 on, and ability to describe in synthetic terms the main approaches to the study of European empires and to world and global history'

Type	Verb	Subject or Topic area	Standard or Level	Scope and/or Context
Knowledge		European and world chronology, especially from 1500 on		
Ability	to describe		in synthetic terms	the main approaches to the study of European empires and to world and global history

b) 'Ability to make measurements of physical quantities and to pursue an investigation by the design, execution and analysis of experiments, to compare results with existing knowledge and theories, and to draw conclusions (including degree of uncertainty)'.

Type	Verb	Subject or Topic area	Standard or Level	Scope and/or Context
Ability	to make measurement	physical quantities		
	to pursue	investigation	by design, execution and analysis of experiments	to compare results with existing knowledge and theories, and to draw conclusions (including degree of uncertainty)

After completing the list (which should contain no more than 15 to 20 PLOs), it is important to check whether the list of SP learning outcomes accurately reflects the nature of the SP and is complete.

Annex A3.2 – Dublin descriptors for 1st and 2nd cycle study programmes

Qualifications that signify completion of the *first cycle* are awarded to students who:

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Qualifications that signify completion of the *second cycle* are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Annex B2 – Synthesis of the Tuning comments to the formulation of the study programme

The SP is a set of coherent educational components, based on learning outcomes, that are recognized for the award of a specific qualification through the accumulation of a specified number of credits and the development of specified competences.

The formulation of a SP requires:
- the definition of the curriculum with its course units (modules and other educational activities);
- the definition of the course unit characteristics (specific learning outcomes, content, etc.);
- the planning of the curriculum development.

Curriculum

- Curriculum should be coherent with the degree profile and, in particular, with the intended learning outcomes.
- Curriculum should not overload students with excessive and redundant content.
- Curriculum should be organized in a consistent and efficient way by using workload-based credits.

Course units

- One of the main objectives of the Bologna process is to make SPs and periods of learning more comparable and compatible. This objective is strongly promoted by making use of the concept of levels, learning outcomes, competences and ECTS credits, but a further way to promote this aim is to base SPs on units of equal size. 'Modularization' of educational programmes will promote transparency, and will facilitate mobility and recognition. It may also help to make SPs more feasible to study, because it offers an instrument to balance the student workload over the different phases of the SP.
- The learning outcomes of the individual units should, together, result in the level of competences to be obtained by the learner, to be verified by the overall learning outcomes. According to the Tuning methodology all units are - in one way or another - related to each other. This not only applies to the course units which are part of the major or core part of the SP, but also to minor course units and electives. In a well designed SP, minors and electives should strengthen the profile of the SP while giving learners the ability to 'custom fit' the SP to their needs.
- In particular, SPs normally presume progression regarding the level of competences to be obtained and hence the learning outcomes to be achieved. As a consequence, the learning outcomes of course units which develop the competences at the highest level should precisely match the SP learning outcomes.
- Once the characteristics of the course units have been defined, at least two checks are necessary. One regards whether the key generic and subject specific competences are covered, that means: to check progression paths of the key generic and subject specific competences identified; to check whether all SP key generic and subject specific competences are covered by the course units.

  The other regards the curriculum balance and feasibility, that means: to check whether the completed SP is balanced in terms of the effort it requires and the competences to be achieved; to check whether the credits have been allocated on sound principles and that the students can complete the individual units and the whole SP within the allotted time.

Planning

- The planning of the curriculum development should promote the accomplishment of learning objectives by the students in the scheduled period of time, through a gradual process and activities which are consistent and co-ordinated with one another.

Annex C4.1 - Partnerships for carrying out training periods outside the University

Partnerships for carrying out training periods outside the University			
Organization / Institution	**N. of students involved a.y. xx-3/xx-2**	**N. of students involved a.y. xx-2/xx-1**	**N. of students involved a.y. xx-1/xx**
…	…	…	…

Annex C4.2 - Partnerships for carrying out mobility periods

Partnerships for carrying out mobility periods						
Institution	**N. of students in exit a.y. xx-3/xx-2**	**N. of students in entrance a.y. xx-3/xx-2**	**N. of students in exit a.y. xx-2/xx-1**	**N. of students in entrance a.y. xx-2/xx-1**	**N. of students in exit a.y. xx-1/xx**	**N. of students in entrance a.y. xx-1/xx**
…	…	…	…	…	…	…

Annex D1 - Results of the monitoring of incoming students

D1.1_B – Results of the assessment of the possession of the admission requirements (Data available at …/…/…)

	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
N. of students with an admission grade between … and …			
…			
N. of students with an admission grade > …			

D1.2_B – Students enrolled in the first course year (Data available at …/…/…)

Students enrolled in the first course year	**a.y. xx-3 / xx-2**	**a.y. xx-2 / xx-1**	**a.y. xx-1 / xx**
New enrolments			
Provenance from other study programmes			
…			
Students enrolled in the first course year subdivided per geographical provenance	**a.y. xx-3 / xx-2**	**a.y. xx-2 / xx-1**	**a.y. xx-1 / xx**
Residents in the same town			
Residents in the same region			
…			
Foreign students			
Students enrolled in the first course year subdivided per school of provenance	**a.y. xx-3 / xx-2**	**a.y. xx-2 / xx-1**	**a.y. xx-1 / xx**
Secondary school			
Advanced secondary school			
College			
…			
Students enrolled in the first course year subdivided per grade of the school-leaving examination	**a.y. xx-3 / xx-2**	**a.y. xx-2 / xx-1**	**a.y. xx-1 / xx**
N. of students with grade of the school-leaving examination between … and …			
…			
N. of students with grade of the school-leaving examination > …			

D1.2_M – Students enrolled in the first course year (Data available at …/…/…)

Students enrolled in the first course year	**a.y. xx-3 / xx-2**	**a.y. xx-2 / xx-1**	**a.y. xx-1 / xx**
New enrolments			
Provenance from other study programmes			
…			
Students enrolled in the first course year subdivided per geographical provenance	**a.y. xx-3 / xx-2**	**a.y. xx-2 / xx-1**	**a.y. xx-1 / xx**
Residents in the same town			
Residents in the same region			
…			
Foreign students			
Students enrolled in the first course year subdivided per first cycle programme of provenance	**a.y. xx-3 / xx-2**	**a.y. xx-2 / xx-1**	**a.y. xx-1 / xx**
…			
…			
…			
…			
Students enrolled in the first course year subdivided per graduation grade	**a.y. xx-3 / xx-2**	**a.y. xx-2 / xx-1**	**a.y. xx-1 / xx**
…			
…			
…			
…			

Annex D2 - Results of the tests for the assessment of the students' learning

D2.1 – Results of the tests for the assessment of the students' learning (Data available at …/…/…)

Course units *	a.y. xx-3 / xx-2				a.y. xx-2 / xx-1				a.y. xx-1 / xx			
	N. of students **	N. of students who have overcome the exam ***	Average grade	Variation	N. of students **	N. of students who have overcome the exam ***	Average grade	Variation	N. of students **	N. 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.

Annex D3 - Results of the students' progression in their studies

D3.1_B – Enrolments in the different course years (Data available at …/…/…)

	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
N. 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.

D3.1_M – Enrolments in the different course years (Data available at …/…/…)

	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
N. 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			
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.

D3.2_B – Dropouts (Data available at …/…/…)

	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
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			
…			

D3.2_M – Dropouts (Data available at …/…/…)

	a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
Dropouts between the 1st and 2nd course year			
Students who have changed study programme in the same University			
Students who have changed University			
…			

D3.3_B – Credits acquired by the students passing from one course year to the successive one (Data available at …/…/…)

		a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
Students enrolled in the 2nd course year holding to the reference cohort	N. 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	N. 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	N. of students			
	Median of the acquired credits			
	Average value of the acquired credits			
	Variation			
Out-of-course students holding to the reference cohort	N. of students			
	Median of the acquired credits			
	Average value of the acquired credits			
	Variation			

D3.3_M – Credits acquired by the students passing from one course year to the successive one (Data available at …/…/…)

		a.y. xx-3 / xx-2	a.y. xx-2 / xx-1	a.y. xx-1 / xx
Students enrolled in the 2nd course year holding to the reference cohort	N. of students			
	Median of the acquired credits			
	Average value of the acquired credits			
	Variation			
Out-of-course students holding to the reference cohort	N. of students			
	Median of the acquired credits			
	Average value of the acquired credits			
	Variation			

D3.4_B - Graduates (Data available at …/…/…)

	a.y. xx-3/xx-2	a.y. xx-2/xx-1	a.y. xx-1/xx
N. of graduates			
Graduates holding to the cohort of a.y. xx-3/xx-2	-	-	
Graduates holding to the cohort of a.y. xx-4 / xx-3	-		
Graduates holding to the cohort of a.y. xx-5 / xx-4			
Graduates with graduation grade ≥ …			

D3.4_M - Graduates (Data available at …/…/…)

	a.y. xx-3/xx-2	a.y. xx-2/xx-1	a.y. xx-1/xx
N. of graduates			
Graduates holding to the cohort of a.y. xx-2/xx-1	-	-	
Graduates holding to the cohort of a.y. xx-3 / xx-2	-		
Graduates holding to the cohort of a.y. xx-4 / xx-3			
Graduates with graduation grade ≥ …			

Annex E2.1 - 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			
			Definition of the methods and schedule of consultation			
			Identification of the educational needs of the labour market			
			Identification of the educational needs of other stakeholders			
	A2 - Educational objectives	A2 - Definition of the educational objectives				
	A3 - Learning outcomes	A3 - Definition of the learning outcomes	Definition of the learning outcomes			
			Comparison with the learning outcomes of other SPs of the same typology			
B - Educational process	B1 - Design and planning of the educational process	B1 - Design and planning of the educational process	Definition of the curriculum			
			Definition of the characteristics of the course units			
			Definition of the characteristics of the graduation exam			
			Documentation of the suitability of the curriculum to			

			the achievement of the learning outcomes			
			Definition of calendar and timetable of course units and exams			
	B2 - Admission, recognition, progression and attestation	B2 - Admission, recognition, progression and attestation	Definition of qualifications and requirements for the admission to the SP			
			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			
			Definition of the documentation provided to graduates after the completion of their studies			
	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			
			Control of the			

			correspondence of the development of the educational process with the designed and planned development			
			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 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			
C - Resources	C1 - Teaching staff	C1 - Identification and assignment of the teaching staff	Identification of the needs of teaching staff			
			Definition of the criteria of choice or selection of the teaching staff			
			Assignment of			

			the teaching staff			
			Organization of the activities for improving the didactic skills of the teaching staff			
			Identification of the needs of teaching support staff			
			Definition of the criteria of choice or selection of the teaching support staff			
			Assignment of the teaching support staff			
	C2 - Facilities and support staff	C2 - Identification and allocation of facilities (in particular: lecture and study rooms, laboratories, libraries) and support staff	Identification of the needs of lecture rooms and surveillance / assistance staff			
			Allocation of lecture rooms and surveillance / assistance staff			
			Identification of the needs of study rooms			
			Allocation of study rooms			
			Identification of the needs of laboratories and technical staff			
			Allocation of laboratories and technical staff			
			Identification of the needs of libraries and librarian staff			
			Allocation of libraries and librarian staff			
	C3 - Student support services	C3 - Organisation and management of student	Organisation and management of the student administrative office			

		support (orienteering, tutoring and assistance) services	Organisation and management of the orienteering service for incoming students			
			Organisation and management of the tutoring service			
			Organisation and management of the service for carrying out training periods outside the University			
			Organisation and management of the mobility service			
			Organisation and management of the job placement service			
	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			
			Monitoring of the training periods outside the University			
			Definition of the partnerships for carrying out mobility periods			
			Monitoring of the mobility periods			
	C5 - Financial resources	C5 - Identification of the needs and allocation of financial resources	Identification of the needs of financial resources			
			Allocation of financial resources			
g an	D1 - Incoming students	D1 - Monitoring of	Monitoring of the assessment of			

		the incoming students	the possession of the admission requirements *(only first cycle and integrated second cycle SPs)*			
			Monitoring of the enrolments at the first course year			
	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			
			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			
			Definition of the monitoring instrument of the students' opinion on the periods of mobility			
			Monitoring of the students' opinion on the periods of			

			mobility			
			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			
			Monitoring of the opinion of the final year students on the educational process and on the student support services			
	D5 - Graduates' placement	D5 - Monitoring of the graduates' placement	Definition of the monitoring instrument and schedule of the graduates' job placement			
			Monitoring of the graduates' job placement			
			Monitoring of the continuation of the studies in second cycle programmes *(only for first cycle SPs)*			
			Monitoring of the continuation of the studies in PhD programmes *(only for second cycle SPs)*			
	D6 - Employed graduates' and employers' opinion on the graduates' education	D6 - Monitoring of the employed graduates' and employers' opinion on the graduates' education	Definition of the monitoring instrument and schedule of the employed graduates' opinions on the education received			

			Monitoring of the employed graduates' opinions on the education received			
			Definition of the monitoring instrument and schedule of the employers' opinion on the graduates' education			
			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			
			Definition of the organization for quality assurance of study programmes			
	E2 - Management system of the study programme	E2 - Definition of the management system of the study programme				
	E3 - Review	E3 - Review	Definition of the management modalities of the review process			
			Review process			
	E4 - Publicly availability of information	E4 - Provision of public access to information on the study programme				

Annex E2.2 – Positions of responsibility

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

* List all the positions of responsibility for 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).
*** Indicate the duties of the position of responsibility under consideration.

Annex E3 – Check-list for the review

Standard A - Needs and Objectives	
Quality Requirement A1 - Educational needs of the labour market and other stakeholders	A1.1 - 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?
	A1.2 - 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)?
Quality Requirement A2 - Educational objectives	A2.1 - 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?
	A2.2 - Are the educational objectives of the SP consistent with the mission of the institution the SP belongs to and the identified educational needs?
Quality Requirement A3 - Learning outcomes	A3.1 - 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?
	A3.2 - Are the learning outcomes of the SP consistent with the established educational objectives?
	A3.3 - Are the learning outcomes of the SP comparable with the learning outcomes of other SPs of the same typology?
Standard B - Educational process	
Quality Requirement B1 - Design and planning of the educational process	B1.1 - Is the curriculum consistent with the established learning outcomes?
	B1.2 - Does the curriculum embed a student-centred learning and teaching approach that enables flexible learning paths and encourages students to take an active role in co-creating the learning process?
	B1.3 - Is the curriculum formally approved by another body besides the one composed by the only teaching staff of the SP?
	B1.4 - 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?
	B1.5 - 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?
Quality Assurance Requirement B2 - Admission, recognition, progression and attestation	B2.1 - 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?
	B2.2 - Do the methods of assessment allow to check the effective possession of the admission requirements by the students?
	B2.3 - Are the criteria of admission objective?
	B2.4 - Has the SP established appropriate rules for the recognition of higher education qualifications, periods of study and prior learning?

	B2.5 - Has the SP established appropriate management criteria of the students' progression in their studies?
	B2.6 - Does the SP provide graduates with appropriate attestation of the successfully completed studies?
Quality Requirement B3 - Realization of the educational process	B3.1 - 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 immediate problem?
	B3.2 - Has the SP developed the educational process coherently with the designed and planned development?
	B3.3 - 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?
	B3.4 - 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?
Standard C - Resources	
Quality Requirement C1 - Teaching staff	C1.1 - Has the SP established adequate criteria for the identification of the teaching staff?
	C1.2 - Is the teaching staff assigned according to pre-definite criteria of choice or selection?
	C1.3 - Are the quantity and qualification of the teaching staff adequate for the achievement of the established learning outcomes by students?
	C1.4 - 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?
	C1.5 - Has the SP established adequate criteria for the identification of the teaching support staff?
	C1.6 - Is the teaching support staff assigned according to pre-definite criteria of choice or selection?
	C1.7 - Is the qualification of the teaching support staff adequate for the achievement of the established learning outcomes by students?
Quality Requirement C2 - Facilities and support staff	C2.1 - Are the facilities (in particular: lecture and study rooms, laboratories, libraries) at disposal of the SP, with the associated equipment, quantitatively and qualitatively adequate for the development of the established educational activities with the established educational methods?
	C2.2 - 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?
	C2.3 - Has the SP at disposal other resources (transports, canteens, student accommodations, sports facilities, etc.) useful to the effectiveness of the educational process?
	C2.4 - 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?
Quality Requirement C3 -	C3.1 - Has the SP at disposal student support (orienteering, tutoring and assistance) services relevant to the educational process and able to make

Student support services	students' learning and progression in their studies easier?
	C3.2 - Are the quantity and qualification of the administrative staff adequate for an effective management of the student support services?
Quality Requirement C4 - Partnerships	C4.1 - 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?
	C4.2 - Can the number of students who have carried out training periods outside the University be considered satisfactory?
	C4.3 - 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?
	C4.4 - Can the number of students who have carried out periods of mobility in exit and in entrance be considered satisfactory?
Quality Requirement C5 - Financial resources	C5.1 - Has the SP identified the needs of financial resources?
	C5.2 - Are the available financial resources adequate for the development of the educational process according to the designed and planned activities?
Standard D - Monitoring and Results	
Quality Requirement D1 - Incoming students	D1.1 - Do the results of the monitoring of the possession of the admission requirements provide evidence of the SP attractiveness? *(only for the first cycle and integrated second cycle SPs)*
	D1.2 - Do the results of the monitoring of the incoming students provide evidence of the SP attractiveness?
Quality Requirement D2 - Students' learning	D2.1 - Do the results of the monitoring of the students' learning provide evidence of the effectiveness of the course units?
Quality Requirement D3 - Students' progression in their studies	D3.1 - 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?
Quality Requirement D4 - Students' opinion on the educational process	D4.1 - 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?
	D4.2 - 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?
Quality Requirement D5 - Graduates' placement	D5.1 - 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 *(only for first cycle programmes)*, continuation of the studies in PhD programmes *(only for second cycle graduates)*), 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?
	D5.2 - Do the results of the monitoring of the graduates' placement provide evidence of the demand of the granted qualification and of the correspondence of the educational objectives and learning outcomes of the

	SP to the educational needs of the labour market?
Quality Requirement D6 - Employed graduates' and employers' opinion on the graduates' education	D6.1 - 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?
	D6.2 - 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?
	D6.3 - 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?
	D6.4 - 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?
Standard E - Management system	
Quality Requirement E1 - Policy and organization for quality assurance of study programmes	E1.1 - Has the institution the SP belongs to an adequate and public policy for the QA of SPs?
	E1.2 - Has the institution the SP belongs to an effective organization for the QA of SPs and effective decision-making processes?
Quality Requirement E2 - Management system of the study programme	E2.1 - 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?
Quality Requirement E3 - Review	E3.1 - Has the SP defined effective modalities of management of the review process, involving teaching staff, students and interested parties from the labour market?
	E3.2 - 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 management and of the associated results?
Quality Requirement E4 - Publicly availability of information	E4.1 - 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?