Deliverable D2.9

Benchmarking Report - Assessment of Teaching and Learning Quality

Barbara Bruschi and W.P. 2.3 working group*

*Elizabeth Armstrong, Stefania Borgna, Massimo Bruno, Giorgio Longo, Luisa Medana, Rosangela Odore, Lorenza Operti, Veronica Orazi

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Document Author	Barbara Bruschi and WP 2.3 working group (Elizabeth Armstrong, Stefania Borgna, Massimo Bruno, Giorgio Longo, Luisa Medana, Rosangela Odore, Lorenza Operti, Veronica Orazi)
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Turin, 30th September 2021

Abstract

According to the aim planned for Work Package 2, Task 2.3.1, concerning the benchmark of University partners of UNITA Alliance (hereinafter referred as "partners") on "National practices of Quality Assurance (QA) of Teaching and Learning (T&L), with particular focus on Students' evaluation of T&L" all activities have been implemented according to the following steps:

- collection by UNITO (WP 2.3 working group) of QA documents from partners
- analysis of documents by UNITO
- formulation of *ad hoc* questions to be discussed with partners
- question time: online meeting with each partner
- summary of the data
- drafting of the benchmarking report by UNITO

The Benchmarking Report includes the main references to European Standards and Guidelines (ESG 2015) for Quality Assurance in Higher Education, with particular emphasis on Teaching and Learning, and an insight on students' and teachers' surveys on Teaching and Learning quality. The latter can be considered as propaedeutic for the implementation of Task 2.3.2 actions, namely to set questionnaires for students' and teachers evaluation of teaching and learning within the UNITA framework.

The Annexes to the present Report summarize the main benchmarking data, collected within partners, concerning QA principles, processes and actors, and students' and teachers' surveys.

The present draft (1.0) will be shared among partners to allow correction and/or integration. Updated versions of the document will be shared among partners.

1. Higher Education Teaching and Learning: European Standards and Guidelines and the UNITA perspective

As set out in the European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area (EHEA), established in Yerevan in 2015, the role of Internal and External QA is crucial in supporting Higher Education Systems and Institutions to respond to some pivotal objectives, such as:

➢ student-centered approach to learning and teaching embracing flexible learning paths and recognizing competences gained outside formal curricula;

➢ different kind of educational cooperation and provision, including learning environment, digital learning and new forms of delivery, also through the growth of transnational education/internationalization, and relevant links to research and innovation.

Therefore, a common perspective of Teaching and Learning QA plays the key role in the development of QA Systems in the EHEA and cross-border cooperation, as QA covers all activities within the continuous improvement cycle, based on accountability and enhancement.

According to this perspective, four principles for QA in the EHEA are outlined in the ESG 2015, namely:

➢ Higher Education Institutions'(HEI) primary responsibility for the quality of their provision and its assurance;

➢ the capability of QA to respond to the diversity of higher education systems, institutions, programmes and students;

➢ the developing of a quality culture through QA;

➢ the centrality of the needs and expectations of students, all other stakeholders and society in QA.

The UNITA Alliance intends to build a full-fledged European Inter-University Campus based on excellent teaching and learning, research and innovation, and on civic engagement. Its goal is to drive excellence in the EHEA and to become attractive also for students from other continents (UNITA Mission Statement). To ensure the Quality process of the project, the Alliance will implement the UNITA QA Policy, internal quality and participative evaluation involving students and external

stakeholders, the Quality and Evaluation Board (QEB) and the accomplishment of Quality Assurance recommendations (UNITA Mission Statement).

The partners count on a sound experience of QA at local and national level. The comparison of their internal and external QA approaches will allow partners to reach an integrated and sustainable QA system complying with the European standards and suitable for the European University (UNITA Proposal. This strategy will underpin the Bologna key commitments, through the ESG 2015, according to which QA is one of the main ways to develop and ensure trust and recognition of qualifications in order to stress links and mobility within the Alliance (UNITA Proposal). According to this, QA processes will ensure accountability and enhancement of all the activities within the continuous improvement cycle by setting a common framework for QA, enabling the assurance and improvement of quality, supporting and facilitating recognition and mobility, and providing information on QA.

Therefore, UNITA will strongly support the implementation of Bologna Process key commitments and peer support (2019), European Consortium for Accreditation (ECA) Discussion Paper on European Universities Initiative (2019), and ESG 2015-2018 European Association for Quality Assurance (ENQA) Agency Reports (2020) through:

➢ a QA system resulting from the benchmarking of the QA approaches implemented by the different partners and the sharing of best practices among partners to promote simplification and transparency in the management of education-related processes, and to identify common indicators to facilitate the monitoring of implemented actions;
➢ recognition practices in compliance with the Lisbon Recognition convention, creating common learning paths in the selected thematic areas in the three cycles (UNITA Proposal).

According to ECA statements and objectives, the UNITA QA policy will be implemented through various processes of internal QA, which result in different practices, thus guaranteeing quality and allowing the participation of the whole Alliance. It will support the organization of the QA system, the whole community to take on its responsibility in QA and the involvement of external stakeholders, by means of:

➢ designing and approval of programmes;
➢ fostering the student-centered learning, teaching and assessment;
➢ supervising student admission, progression, recognition and certification;

> ➢ strengthening the link between research and Teaching and Learning, encouraging innovation in teaching methods and the use of new technologies, accessible learning resources and support services;
>
> ➢ monitoring and periodic reviewing of programmes to achieve their continuous improvement.

External QA will be carried out by means of periodical external evaluation involving students and external stakeholders, within the same Alliance and through international European experts and Agencies.
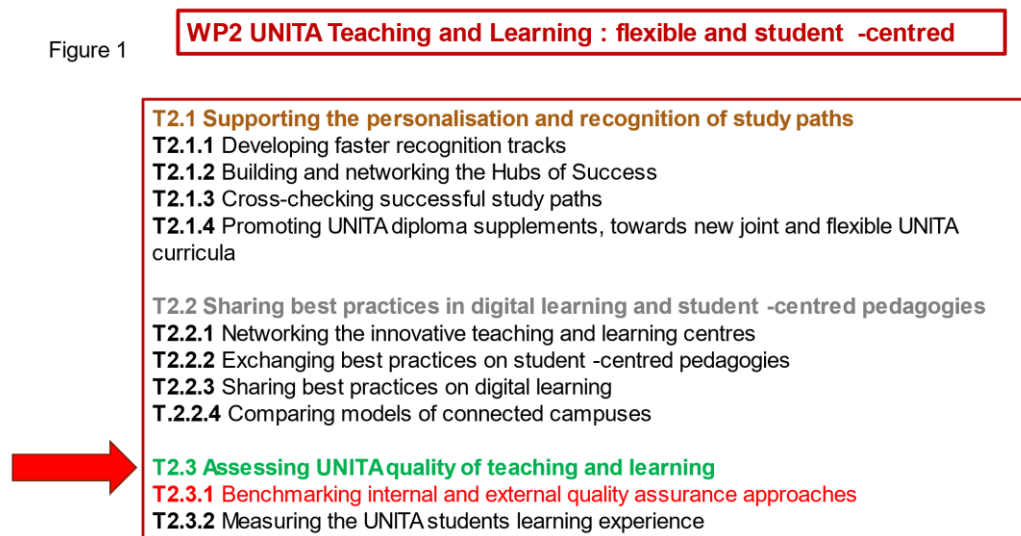
2. Assessing Teaching and Learning Quality within UNITA

As shown in Figure 1, Work Package (WP) 2 of the UNITA project is focused on flexible and student-centered T&L. WP2 is declined into three different tasks:

- **Supporting the personalisation and recognition of study paths (T 2.1);**
- **Sharing best practices in digital learning and student-centered pedagogies (T 2.2);**
- **Assessing UNITA quality of teaching and learning (T 2.3).**

Each of them includes different subtasks (please see Figure 1).

Figure 1

WP2 UNITA Teaching and Learning : flexible and student -centred

T2.1 Supporting the personalisation and recognition of study paths
T2.1.1 Developing faster recognition tracks
T2.1.2 Building and networking the Hubs of Success
T2.1.3 Cross-checking successful study paths
T2.1.4 Promoting UNITA diploma supplements, towards new joint and flexible UNITA curricula

T2.2 Sharing best practices in digital learning and student -centred pedagogies
T2.2.1 Networking the innovative teaching and learning centres
T2.2.2 Exchanging best practices on student -centred pedagogies
T2.2.3 Sharing best practices on digital learning
T.2.2.4 Comparing models of connected campuses

T2.3 Assessing UNITA quality of teaching and learning
T2.3.1 Benchmarking internal and external quality assurance approaches
T2.3.2 Measuring the UNITA students learning experience

When "Assessing UNITA quality of T&L" and by considering that the six partners have their own QA system for higher institutions management, the need to move from a common background is all the more apparent. Therefore, as stated above, the referent document has been the ESG approved by the Ministerial Conference in Yerevan (2015), with a specific focus on Section II, Part 1 Standards and guidelines for internal quality assurance. These standards generally apply to Institutions, but many of them can also involve activities performed by different bodies such as Department/Degree Programme Councils, or by Self-Assessment/Assessment Committees, or by Indipendent Evaluation Commissions/Committees.

The match between these bodies and most of the ESGs is shown on the left side of Figure 2. Also in that image each Standard is identified by its number and title and, where appropriate, a short standard description is given to better highlight the connection with the bodies activities. It is

worth noting that the same ESGs can also be related to the tasks of WP2, as displayed in the right side of Figure 2.
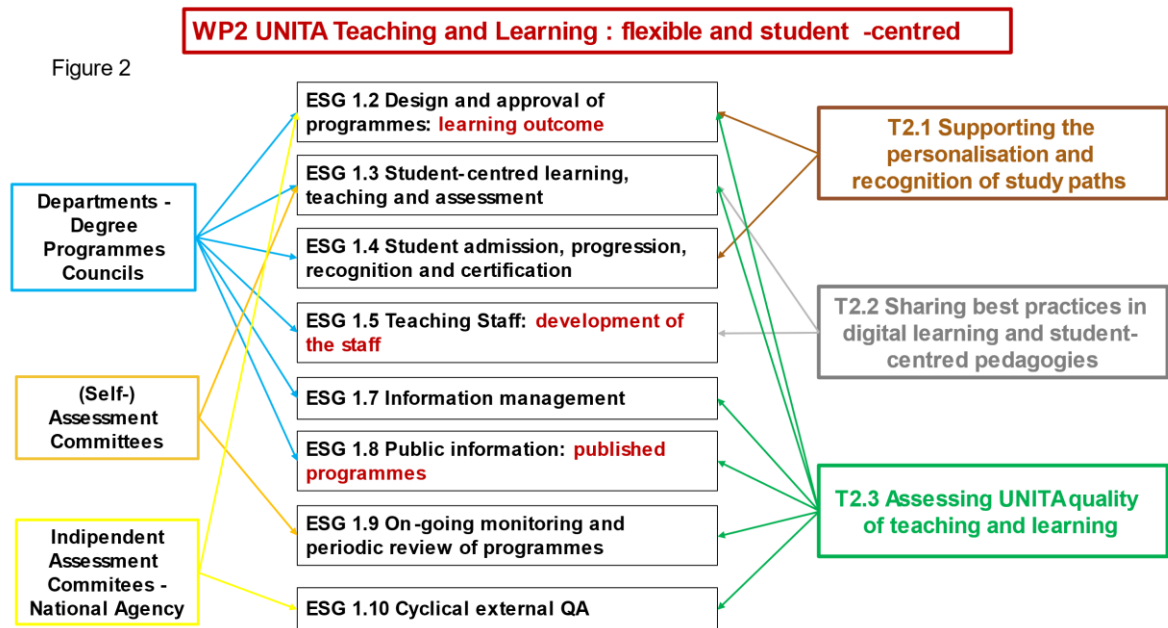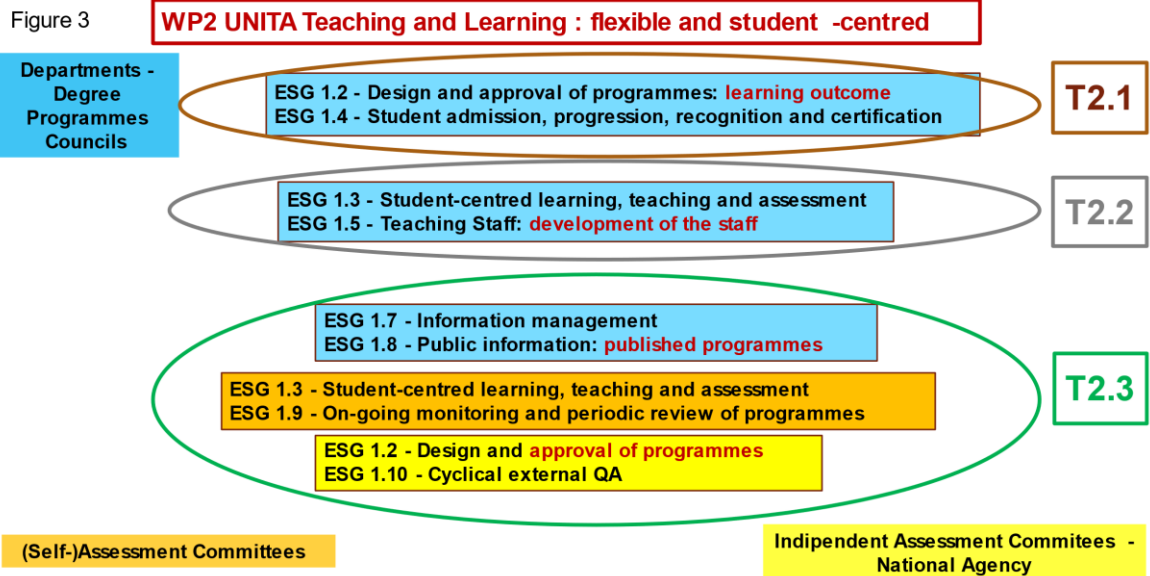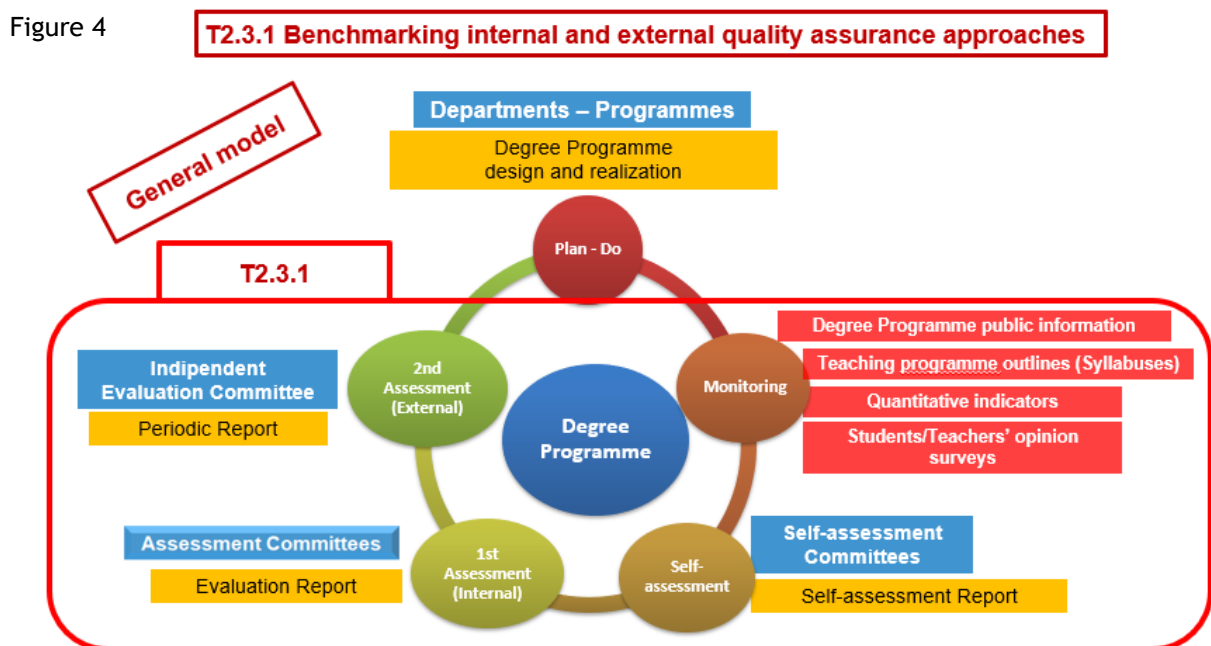

Figure 2

Figure 3 describes the link of the ESGs with the actor bodies and the WP 2 different tasks. As far as WP 2.3 is concerned, main connections are with ESG 1.7 and 1.8 (Department/Degree Programme Councils), ESG 1.3 and 1.9 (Self-Assessment/Assessment Committees), ESG 1.2 and 1.10 (Indipendent Assessment Committees/National Agencies).

Figure 3

Within the WP 2.3, the subtask 2.3.1 aims to compare internal and external quality assurance processes among UNITA partners with particular emphasis on T&L quality and their continuous improvement. When applying the plan-do-check-act cycle to the teaching and learning processes a general four step model (planning, monitoring, self-evaluation and assessment) can be described as follows (Figure 4):

Figure 4

Planning: An effective and qualitative curriculum helps to attain the desired objectives and is pivotal in order to ensure teaching and learning quality. The Degree Programme (DP) design is normally implemented and approved at the Department/Faculty level both in the case of an *ex-novo* activation and when revising the existing programmes. In the latter case, improvement and updates to curriculum are mainly guided by the results of the monitoring actions, feedback from teachers, students and external evaluators such as accrediting agencies.

Despite the fact that planning is a relevant part of the teaching and learning quality cycle, it is considered beyond the scope of the 2.3.1 benchmarking activity and report. The same applies to the implementation phase. As a consequence, comparison among partners will be mainly focused on the monitoring and self-evaluation processes.

Monitoring: monitoring processes are normally carried out at the Degree Programme level. Quantitative and qualitative indicators are commonly used to measure teaching and learning achievements. They represent the basis for in-deep analysis and further discussion during the self-evaluation phase. The most common monitoring tools are represented by:

- *updated and structured public record*/s illustrating the main features of the curriculum, such as the philosophy, goals, learning outcomes, assessment strategies, the educational program;

- *teaching course outlines* : they communicate information about a specific course by explaining rules, content, connection between learning outcomes and content, assessment format and evaluation criteria, pedagogical strategies, didactic material to guide students in their learning;

- *quantitative performance indicators*: can be used to measure both the Degree Programme competence and organization and students' progression, performance and achievements. They are generally best organized at some central level (e.g. national, within the University) and can be also used for benchmarking purposes and/or comparison among programmes;

- *students' opinion surveys*: meaningful input from students is essential for improving the teaching and learning process. Amongst the most common indirect course assessment methods is the course evaluation survey. The practice of surveying students about their perceptions of teaching, learning, course, and program quality is well-established within European universities. In addition to providing useful information for improving courses, course evaluations provide an opportunity for students to reflect and provide feedback on their own learning;

> *teachers' surveys*: they can be aimed to measure teachers' satisfaction level, to stimulate them to reflect on what works and what can/should be improved, to help teachers to feel more engaged and connected to the institution. For these reasons teachers' surveys are useful tools to measure and develop the teaching and learning quality.

Self assessment: self-evaluation is generally carried out by a dedicated Committee within the Degree Programme. It normally consists in the analysis of quantitative and qualitative indicators, identification of corrective actions and of areas of improvement. A self-assessment Report is generally draft on a regular basis (e.g. annual) and is expected to include clear targets and actions for improvement of teaching and learning. When considering the plan-do-check-act cycle as a cycle with no end, self-assessment and the self-assessment Report represent the prerequisite for quality improvement planning.

Assessment: self assessment results and conclusions are generally reviewed by internal (within the Department and/or the School) and external (e.g. within the University, at a national level by national agencies) independent relevant bodies. This kind of approach ensures supervision over the effectiveness and efficacy of the internal quality assurance system. A feedback is generally provided to the Degree Programme by means of a report (e.g. Evaluation Report). The overview report can include assessment of compliance with standards and criteria and further recommendations for improvement.

When considering this general scheme of Teaching and Learning QA processes, the benchmarking activity has been dedicated to collect data from the UNITA partners (please see Annexes 1-2).

3. Benchmarking of QA approaches to Teaching and Learning

The Benchmarking of QA approaches to T&L has been developed along three lines: Principles, Processes and Actors. This tripartition gives the appropriate depth to the perspective required to effectively frame the foundations, articulation and implementation of QA of T&L in UNITA. Consequently, in Annex 1, a Table is dedicated to each line (see Annex 8.1).

The Principles represent the shared core based on the 2015 ESG focal points, described in the reference Documents (Guidelines) of the Alliance partners and translated into Documents (Reports)

resulting from the processes implemented by the actors. Then, Annex 8.1 (Table 1) contains the benchmarking related to the Documents (both Guidelines and Reports) inspired by the Principles.

This documentation constitutes the foundation for the related Processes, described in Annex 1 (Table 2), which operationally translate the Principles on which they are based, articulating them with a certain margin of autonomy in the different national contexts, according to the indications of the respective evaluation Agencies.

Finally, the Actors –institutional representatives (Presidents, Directors, Coordinators, etc.) or bodies (Councils, Commissions, Committees, groups, etc.) – are in charge of implementing and carrying out the Processes deriving from the shared guiding Principles, and they are shown in Annex 1, Table 3.

Thus, these three axes reflect the fundamentals, the articulation and the implementation of the QA system for T&L in UNITA, whereas the benchmarking allows to identify and illustrate the shared core, the Principles and the Documents which derive from them (Guidelines and Reports) as well as its peculiar implementation at the level of the Processes and the Actors implementing them.

In addition, in the phase of further development that QA policies, processes and practices are going through (following the indications received by the National Agencies from ENQA), some aspects or the whole QA system are being partially or completely redefined. This situation made it opportune to carry out the comparison of current and prospectively valid documentation, procedures and actors, postponing the integration of further data until the release of the new national reference regulations for those aspects and contexts pending a forthcoming redesign.

Relevant documents at the basis of the benchmarking activity:

- ➢ Regulation and Annual DP Outline
- ➢ Guidelines/Report on annual monitoring (self-assessment, Degree Programme)
- ➢ Guidelines for periodic review report (self-assessment, Degree programme)

- ➢ Guidelines/Report on annual assessment (internal assessment at partially transverse level, School/Department)
- ➢ Guidelines/Format for drafting and revision of Teaching course outlines
- ➢ Students opinion surveys and Guidelines for its analysis
- ➢ Teaching/Administrative Staff opinion surveys and Guidelines for its analysis

3.1 Comments to benchmarking of QA principles/documents on Teaching and Learning

As already mentioned, the QA System of the partners is based on the 2015 ESG, which are its fundamental principles of reference. This aspect is found in different areas (teaching, research, etc.) and at different levels: at macro-level in the Institution, at meso-level in the Faculties and Departments and at granular level in the Degree Programmes. The benchmarking of the documentation related to the object of analysis (i.e. the QA of T&L at the Degree Programmes level) that the partners shared in order to compare the QA systems implemented in each university of the Alliance, confirmed the existence of a common basis, derived from the 2015 ESG, which at national or local level is articulated with a certain margin of autonomy. The comparison revealed both common points and also differences in the implementation of educational QA. This made it possible to get to know and focus on the specificities of each partner in this area and to identify good practices to reflect on at Alliance level, in order to define a shared T&L QA system in its key aspects.

As expected, from the benchmarking it emerges that the partners share the key typologies of documents (Guidelines and Reports) that translate at policy level and operationally the core principles of the QA of T&L derived from the ESG 2015.

The Regulation and the Annual Outline of the DP set out its fundamentals and are updated yearly.

Self-assessment Guidelines and Reports address and provide the description of the self-evaluation conducted on an annual and periodic basis by the Degree Programme.

On the other hand, the Guidelines and Reports concerning the annual assessment carried out at partially transverse level address and provide the description of the external evaluation of the Degree Programmes (at School/Department level).

For Guidelines and Format for drafting and revision of Teaching course outlines please see below (§ 4).

About Students, Teaching (and Administrative) Staff opinion surveys and Guidelines for its analysis, see below (§5).

A **good practice** that has emerged from the benchmarking is the setting up of Guidelines for the analysis of Teaching (and Administrative) Staff opinion surveys by some partners.

3.2 Comments to benchmarking of QA processes on Teaching and Learning

The QA processes related to T&L operationally translate the principles on which they are based (inspired by the ESG 2015).

The key processes of internal self-assessment of the QA of T&L at the Degree Programme level are usually the annual monitoring and the periodic review. As regards self-assessment, all   partners conduct these processes in a similar way, relying on various practices/materials (consultations, analyses, minutes, etc.) and data as well as on internal and external indicators.

A **good practice** that has emerged from the benchmarking is the analysis of Teaching (and Administrative) Staff opinion surveys carried out at the Degree Programme level by some partners.

Regarding external QA assessment, the key processes are typically the annual evaluation of the Degree Programme at a transversal level (by mixed bodies, partially internal and external) and the periodic accreditation by the respective national Agencies. As regards external assessment of Degree Programmes by national Agencies within the parters, the time span may vary from one context to another, but usually the external evaluation cycle is around a period of 5-6 years (with some specific variations). A peculiarity to be pointed out is the way in which the external evaluation of the Italian system is carried out, compared to that of the other partners: while usually the other universities in the partnership submit a self-evaluation report followed by an on-site visit by the expert evaluators of the respective national Agencies, the Italian system requires a remote external evaluation (i.e. not a self-assessment report produced by the evaluated subject) and then the on-site visit by the experts.

3.3 Comments to benchmarking of QA actors on Teaching and Learning

The actors involved in the QA of T&L at a Degree Programme level are usually institutional representatives (Presidents, Directors, Coordinators, etc.) and bodies (Councils, Commissions, Committees, groups, etc.); both are responsible for implementing and carrying out the T&L QA processes derived from the guiding principles/documents (inspired by ESG 2015).
At an internal level partners have Degree Programme institutional representatives and bodies responsible for the T&L QA.

Some special features to be highlighted are:

➢ the presence within the Degree Programmes' internal QA bodies (i.e. Commission for quality evaluation, Improvement Council, etc.) of an external professional/representative of the working world and/or a quality expert of the same University;

➢ the possibility (UNIZAR), depending on the decision of the School Board, of establishing whether the QA Commission should be internal (at a Degree Programme level) or partially transverse (School level);

➢ partially transverse bodies in charge of QA of T&L are present in the partner Universities.

A peculiarity to be pointed out is:

as above mentioned, the possibility (UNIZAR), depending on the decision of the School Board, of establishing whether the QA Commission should be partially transverse (School level) or internal (Degree Programme level). Consequently, the Quality Committee (School level) is not mandatory, because the School Board can decide that the Commission for QA acts at a partially transverse level (School).

# 4.	Comments to benchmarking of Teaching course outlines

Table 1 summarizes the main benchmarking data concerning Teaching course outlines

	UBI	UPPA	UMSB	UVT	UNITO	UNIZAR
Presence of a common subject form model within each University	Yes	Yes	Yes	Yes	Yes	Yes
Course general information (e.g. Faculty/School, Year Semester, ETCS etc..)	Yes	Yes	Yes	Yes	Yes	Yes
Prerequisites required for the course (reccommendations to take the course)	Yes	No	Yes	Yes	Yes	Yes
Course Teaching/Learning Objectives	Yes	No	Yes	Yes	Yes	Yes
Expected learning outcomes (competences to be acquired by students)	Yes	No	No	Yes	Yes	Yes
Course program	Yes	Yes	Yes	Yes	Yes	Yes
Teaching methods	Yes	No	No	Yes	Yes	Yes
Assessment format and evaluation criteria	Yes	Yes	No	Yes	Yes	Yes
Didactic material (learning resources)	Bibliography	Bibliography	No	Recommended literature	Yes	Yes

Table 1 – Benchmarking of teaching course outlines

Turin, 30th September 2021

The Teaching course outlines (syllabuses) are generally published on the web pages of each degree programme and represent the way to make students informed about the teaching courses they are going to attend. Each partner has its own model and a comparison has been drawn in order to identify possible common features useful to design a unique syllabus for all UNITA courses. The benchmarking also refers to the presence of a guided process eventually leading to the teaching course outlines.

All Universities use a **common model** for syllabus, which is the same for all degree programmes within the University.

The teaching course outlines are published in the web pages of the degree programmes of all the partner universities websites. In some cases an english version of the outlines is published together with the national language ones.

Educational objectives and **Learning outcomes** (Dublin indicators) are always present. However, they are considered as separated items only in two universities, whereas the others have a unique description on these subjects.

Course content is reported in all syllabuses, even if with a variable level of detail.

Teaching methods are described in the course outlines of 4 partners, whereas the others 2 give information on the workload of the course. Only one partner shows both the teaching methods and the workload.

Learning assessment methods are present in 5 cases.

Recommended resources and bibliography is displayed by all partners.

Therefore, at a qualitative level the teaching course outlines seem to display very similar features and models. However, examining them more deeply, it is worth noting that the amount of information given to students is rather different from one university to another and from one item to another.

By comparing the subject forms of the partners the following it is worth outlining:

➢ while the frame is similar, differences may be observed in the depth and details of contents;

➢ interestingly, in many cases, the expected learning outcomes are declinated as competences. From the UNITA perspective, this may allow better correlation with possible identification and characterization of microcredentials;

➢ in some instances the correlations between the content of the subject and the whole didactic goal of the Degree course is highlighted;

➢ at the same way, in some instances the correlations between the contents of the subjects and the expected requirements for entering the professional world are described;

➢ from the UNITA perspective it seems interesting to outline that most teaching course outlines, with few exceptions, are English friendly

The benchmarking concerning Teaching Course Outlines is propaedeutic for setting up a common form within the Alliance. Moreover, the action is closely connected with the entire goals and tasks of WP 2 of the UNITA project as it deals with expected learning outcomes (T 2.1), student-centered learning, teaching an assessment (T 2.2) and, obviously, with information management, monitoring and reviewing of programmes (T 2.3).

5. Students' and Teachers' Evaluation of Teaching and Learning quality: the benchmarking data

Table 2 summarizes the main features of students' and teachers' opinion surveys on teaching and learning within all partners.

	UBI	UPPA	USMB	UVT	UNITO	UNIZAR
Mandatory for students	No	No	No	Yes	Yes	No
Each semester	Yes	_	Yes (depending on the degree course)	Yes	Yes	Yes
Annual	-	Yes (at least every two years)	Yes (depending on the degree course)	-	-	-
Metric	7- point scale	4- point scale	6 -point scale	10 - point scale (will be modified to a 5	4 - point scale	5-point scale

	(recently modified to a 6 point scale)			point scale in the next future)	(expressed as % of satisfaction)	
Threshold	3.5	No	No	No	66.7%	No
Student Self-Assessment (learning)	Yes	Yes	No	No (will be implemented in the next future)	No	Yes
Evaluation of Exams	Yes (survey after the exam)	No	No	No (will be implemented in the next future)	Yes	Included in the teaching staff survey
Evaluation of Thesis	No (will be implemented)	No	No	No (will be implemented in the next future)	No	Yes
Evaluation of Traineeship/ stage/ Curricular placement	Yes (performed by the teacher)	Yes	No	No (to be implemented)	Yes	Yes
Evaluation of Erasmus exp	Yes	Yes		-	Yes	Yes
Evaluation of Job placement	-	Yes	No	-	Yes (by external provider – Almalaurea)	Yes (first implementation)
Teachers' survey	No	Yes (one specifically dedicated to collect teachers' educational needs)	-	Yes	Yes	Yes

Support staff survey	No	Yes (support staff satisfaction)	-	No	No	Yes (needs to be reviewed)
Who collects?	Quality Office	Improvement Committee (degree course evaluation)		Quality Management Committee (Faculty)	Monitoring and Review Committee of the Degree Course	Commission for Quality Evaluation
Who discusses?	Pedagological Coordination Commission Faculty Pedagological Council (Pedagogical Monitoring Report)	Teachers-students joint Committee		Quality Management Committee (Faculty)	Monitoring and Review Committee of the Degree Course	Commission for Quality Evaluation

Table 2 – Benchmarking of students and teachers surveys

5.1 Universidade da Beira Interior (UBI)

The main characteristics of students' evaluation of teaching can be summarized as follows:

- The survey is anonymous;
- It is completed online at the end of each academic semester (one to two weeks before the end of classes);
- It is not mandatory. However, when the questionnaires are available, on the Pedagogical Survey Platform:
  o an email is sent to all students, where, in addition to the link to access the questionnaire, awareness is also made of the importance of completing the survey;
  o The link is available on each student's personal page "Minha UBI";
  o A banner is put in UBI's home page to spread the information and captivate students;
  o Is asked to Course Directors and the Academic Association of UBI to sensitize students of the importance of completing the survey.
- It is aimed to evaluate different aspects of T&L and of students' experience through different questionnaires (e.g. curricular units/subjects; traineeship; facilities)
- Metric: 7 point scale (from this year modified to a 6 point scale)

At UBI, indicators of the T&L quality include:

- Students satisfaction in the curricular units

- Students self evaluation of learning
- Students satisfaction of teachers' performance

Interestingly, teachers are assessed every 3 years in accordance with the Teachers' Performance Assessment Regulations, using a four-position scale (Excellent, Very Good, Good and Not Relevant - the term Not Relevant being considered a negative performance assessment).

Teachers' performance evaluation will include the following instruments:

1 - Reports of the developed activity;

2 - Students surveys;

3 - Critical evaluation (optional) by the Scientific Committee of the Course Committee.

UBI publishes, through the page of the Office of Quality, the results of various analysis instruments - Quality of Teaching, School Success and School Dropout - and of several satisfaction surveys (Facts and Numbers), accessible to teachers, students and staff. Often, this disclosure on the UBI page is preceeded by a communication / disclosure email.

As for the results of the pedagogical surveys, if students have responded to the survey, they can consult the results via their personal area of the online platform.

<u>Main features of questionnaires</u>

Student satisfaction with the functioning and organization of curricular units and evaluation of teacher performance (Pedagogical Monitoring Report) - 25 questions divided in 4 blocks**.** The questionnaire is aimed to evaluate: i) organization and functioning of the curricular unit; ii) teachers performance; iii) students' self-assessment; iv) comments/suggestions for improvement.

Student satisfaction concerning Halls of Residence – 38 questions**.** The questionnaire is aimed to evaluate the perception of users regarding the accommodation services. Items: i) student data (e.g. age, degree course etc); ii) characteristics of the hall of residence (e.g. warmth and kindness); iii) adequacy of facilities; iv) services; v) comments/suggestions; vi) overall assessment

Students' satisfaction concerning Bars – 60 questions**.** The questionnaire is aimed to evaluate the perception of users regarding the quality of the services provided by the Bars. Items: i) student data (e.g. age, degree course etc); ii) characteristics of the bar (e.g. accessibility); iii) services provided; iv) satisfaction with food and drink; v) comments/suggestions; vi) overall assessment

Strengths:

- the use of different questionnaires to evaluate separately student opinion on curricular units and teachers' performance;
- presence of a student self-evaluation section;
- presence of a defined threshold (3.5) to identify criticism;
- evaluation of teaching <u>before the exam</u> gives the opportunity to collect on time data of the Curricular Units' functioning and organization with no influence from the final grade;
- publication of students' opinion surveys on the website with interactive utilities (Microsoft Power BI) that is expected to stimulate consultation;
- the implementation of final dissertation thesis evaluation has already been considered and will be implemented in the next future;
- in order to stimulate positive or negative answers by the students, an experimental 6-point scale model has been implemented during the last year;
- enhancement of teaching quality. As mentioned above, teachers' didactic performance is evaluated at least every 3 years;
- attention to students' perception regarding the accommodation services

Potential Weaknesses/Threats:

- The surveys are not mandatory. Therefore, the average response rate can be limited;
- Questionnaires are quite long. This can sometimes discourage students;
- No defined strategy to communicate the results of students' survey to stakeholders. The results are regularly published on the Quality Office website, yet UBI credentials to gain access are needed.
- Evaluation of stage/traineeship is not standardized. It is collected by the academic tutor within an internship final report by the students. According to Article 10 of the Rector's Order 60_R_2011, students must prepare a final internship report that contains a balance of experiences, skills acquired and work developed during the internship. This must be delivered in duplicate to the Professional Departments Office, within two weeks after the completion of the internship. The student must also complete a questionnaire about the internship developed. This questionnaire is delivered by the teacher/course director. A dedicated office (GI - Internationalization Office) is in charge of applying questionnaires for the evaluation of Erasmus experience;
- Metric: the use of odd values (7 point scale) can imply the convergence of a high number of answers on a neutral value. Corrective actions have already been implemented;

- Overall evaluation of assessment and assessment methods are performed by the Pedagogical Coordination Commission and the Faculty Pedagogical Council;
- No specific evaluation of support staff performance has been adopted. However, non-academic staff is evaluated in accordance with the Performance Evaluation System, the (so-called) SIADAP. The evaluation process includes: the definition of objectives/competencies; monitoring of objectives/competencies; self-evaluation; evaluation; harmonisation of the evaluations and homologation of the results;
- No specific questionnaire to collect support staff opinion on didactic issues has been adopted.

5.2 Université de Pau et des Pays de l'Adour (UPPA)

The main characteristics of students' evaluation of teaching can be summarized as follows:

- Not mandatory for students.
- Collected online once a year (at least every two years);
- Metric: 4-point scale (pas du tout, plutot non, plutot oui, tout à fait)
- Questionnaire results are reported as graphics indicating the percentage for the different answers and the mean value for each answer;
- There is not a defined threshold to identify critical issues
- Students' opinion are also collected within the Students-Teachers Joint Committee at the end of each academic year. Representatives of students collect comments/needs/problems. A short report is draft.

The evaluation is performed by means of questionnaires set with the help of ODE (Observatoire de l'Établissement). Questionnaires are characterized by a common set of questions (mandatory). However, where appropriate, degree courses and/or teachers can add specific questions by choosing them among a broad list set by ODE. Feedback to students is provided by the "year coordinator" at the beginning of the semester. Meetings are mandatory for students.

The evaluation concerns:

- Teaching and organization of the Degree Programme (*Evaluation de la formation*)
- Subjects' evaluation (*Evaluation des enseignements*)

Main features of questionnaires

Teaching and organization of the Degree Programme (*Evaluation de la formation*) - 49 questions divided into 7 blocks: i) overall satisfaction; ii) entrance tutorship and integration iii) students' welfare at the campus; iv) teaching organization (e.g. subjects chronology, study workload etc); v) acquisition and assessment of knowledge (learning); vi) job placement services; vii) students' profiling. Students can also send comments/suggestions.

Subjects' evaluation – 9 questions. The following items are investigated: overall satisfaction; adequacy of background knowledge; presentation of assessment method; level and rhythm of the subject; didactic material; on-line resources, comments and suggestions.

The University also implements a survey to collect data concerning postgraduated occupational condition. The questionnaire is administered 2.5 years after bachelor/master graduation. At the moment of degree course enrolment, students sign the consent to participate to post-graduation surveys.

Strengths:

- Overall teaching quality and subjects are evaluated through separate questionnaires;
- The system is quite flexible as teachers can add additional *ad hoc* questions chosen among those set by ODE;
- Questions are very clear and friendly;
- Interestingly, the "*Evaluation de la formation*" form includes questions about the learning process and the e-learning resources;
- the 4 point scale stimulate positive or negative answers;
- evaluation of job placement services is included;
- at time of enrolment students sign the consent to participate to postgraduation surveys;
- a questionnaire to collect teachers' educational needs is implemented.

Potential Weaknesses/Threats:

- No individual evaluation of teachers is adopted, rather the evaluation of course is implemented. The latter does not necessarily represent a weakness unless there is only one appointed teacher per subject

Turin, 30th September 2021

5.3 Université de Savoie Mont Blanc (USMB)

Main processes dealing with QA in teaching and learning are represented by:

- Annual survey concerning studies and students' life
- Annual survey dedicated to new students
- Students' evaluation of teaching
- Specific *ad hoc* surveys implemented by Departments/teachers (e.g. the impact of the COVID pandemic on the learning process)
- Metric: 6 point scale
- The evaluation is performed either at the end of each semester or on an annual basis depending on the degree course

The annual surveys concerning students' life and new students are performed by the "Direction de l'Aide Au pilotage et de l'Amelioration Continue" (DAPAC). Survey on studies and students' life stopped in 2018 due to a low participation rate. Students' evaluation of teaching is governed directly by Department/teachers. There is no evaluation of teachers, rather of the teaching process.

Studies and students' life – Questions deal with: i) global satisfaction of students' life; ii) different aspects of students' life (e.g. services and structures); iv) library; v) disabilities

Evaluation of subjects - Questions deal with: organization of teaching (e.g. timetable, workload); ii) teaching methods; iii) knowledge control; iv) satisfaction concerning competence acquisition, theoretical and practical activities; v) comments and suggestions.

Strengths:

- The collection of information by new enrolled students allows to evaluate their profile and motivation at the entry;
- A section of the questionnaire is dedicated to disabilities and support measures to cope with them;
- The 6 point scale ṣpositive or negative answers;
- Questions are short and clear. Filling the questionnaire is quite rapid.

Potential Weaknesses/Threats:

- Specific questionnaires implemented by Departments and/or teachers do not always make it easy to collect homogeneous data at the University level;

- No individual evaluation of teachers is adopted, rather the evaluation of the teaching process is implemented. The latter does not necessarily represent a weakness unless there is only one appointed teacher per subject;

- No specific questionnaire to collect support staff opinion on didactic issues has been adopted

- The average participation rate of students to the evaluation process has to be increased

5.4 Universitatea de Vest Timișoara (UVT)

West University of Timișoara (UVT) is actually engaged in implementing a new QA system involving students' satisfaction surveys. Main processes dealing with QA in teaching and learning are represented by:

- Students' evaluation of teaching (online and anonymous)
- Students' satisfaction survey (evaluation of services offered by the University/Department)
- Teachers' self evaluation
- Peer review (specific forms or activities by colleagues from the same Department, e.g. dealing with syllabus);
- Evaluation by the Head of Department on the basis of survey results

Evaluation of the dissertation thesis as well as curricular stages and/or traineeship and postgraduated opinions will be defined and implemented in the next future. Permanent monitoring of the whole educational process is guaranteed by regular (on monthly basis) meeting of teachers that analyze and discuss strengths and weaknesses of the ongoing semester. Feedback to students concerning the evaluation process is provided at the beginning of the semester.

Students' evaluation of teaching - According to Romanian law, the teachers' assessment by students is a mandatory process in each university. In UVT, this process is carried out at the end of every semester, before the final exam session. The survey is implemented by an online module on UVT e-learning platform. It has 10-point scale and it is mandatory to be accessed by the students. However, they have the option to refuse its completion. The entire process guarantees the confidentiality. The survey is dealing with organization of subjects and of the educational process and with the teachers' performance. The new version of the survey will have a 1-to-5-point scale. Also, the new survey will be applied in more stages, not only at the end of each semester: one step at the middle of the semester, one at the end of the semester before the final exams, and the last one after the final exams. The latter will collect students opinion on assessment and/or assessment methods. Moreover, at the end of the semester, students will complete a self-assessment survey

which aims to identify the level of their in-depth learning. All new questionnaires will be used from the next academic year that will start in this autumn.

Students' satisfaction survey - This survey aims to collect students' opinion on all the services offered by the University to them (e.g. infrastructure, administrative or support services, library, dormitories/accommodation, counseling etc.). The results are used as indicators in the external evaluation process of the university. The survey will be ready in April.

Strengths:

- The use of separate questionnaires for the evaluation of services organized/managed by the University and for those related to teaching and teachers' performance;
- The inclusion of a self-assessment survey aimed to collect students' opinion concerning the in-depth learning process;
- The evaluation at the middle of semester (according to the new QA policy) will provide on time information about challenges and will allow the implementation of sudden corrective measures;
- The evaluation of assessment and assessment methods immediately after the exam will provide on time information;
- Peer review represents a quite interesting approach.

Potential Weaknesses/Threats:

- At the moment, any methods to collect information about traineeship or postgraduated occupational condition is implemented. However, these items will be considered in the next future;

- No specific questionnaire to collect support staff opinion on didactic issues has been adopted

- At the moment the average participation rate of students to the evaluation process is about 35%

5.5 Università di Torino (UNITO)

The main characteristics of students' evaluation of teaching can be summarized as follows:

- Mandatory. However, students can access the questionnaire and declare that they do not intend to complete it;
- Collected online at the end of each semester (before the exam session);
- Teaching quality and teachers' performance are assessed by means of a single questionnaire aimed to evaluate different aspects (subject organization, teacher's performance, interest). Other evaluation form are represented by: i) evaluation of exams; ii) evaluation of curricular placement (traineeship), iii) evaluation of Erasmus training (administered directly by UniTo);
- Postgraduated opinions and occupational condition are investigated by a questionnaire administered by an Interuniversity Consortium (*Alma Laurea*) allowing the national benchmarking;
- Exams and assessment methods are evaluated through a specific questionnaire. Students are requested to evaluate the exams of the previous academic year.
- Metric: 4 point scale. Results are then expressed as satisfaction indexes. Severe criticism is intended when the satisfaction index is below the cut-off value of 33.3%, mild criticism when the index is between 33.3% and 66.6%, excellence when the value exceeds 66.6%.

Results are collected and discussed within the Monitoring and Review Committee (CMR) of each DegreeProgramme. Students' representatives sit in the CMR. The coordinator and responsible of QA in teaching and learning is the President of the Degree Programme (or a delegate). Guidelines for treatment of students' opinion results are in force at the University and many Departments level. The approach of the Degree Programme to treat students' opinions is further reviewed by the Teacher-Students Joint Committee at the School level.

Main features of questionnaires

Students' evaluation of courses/teachers' performance – 11 questions divided into 3 blocks: i) subject organization (background, study workload, didactic material, assessment format); ii) teacher's performance (e.g. clarity, integrative/practical activities, consistency with what declared in the syllabus); iii) interest for the subject. Students can also send comments/suggestions.

Students' evaluation of exams and structures/facilities – 13 questions divided into 2 blocks: i) degree course, classrooms and support services (e.g. overall organization, timetable, classrooms adequacy, library, administrative support); ii) exams (satisfaction for the exam procedures;

adequacy of didactic material made available by teachers; consistency of ECTS with actual study workload).

Students' evaluation of curricular placement (traineeship) – 28 questions related to: i) kind of placement; ii) hosting establishment, iii) external tutor; iv) collaboration of academic tutor; v) overall assessment.

Students' evaluation of Erasmus experience – 51 questions divided in 8 blocks dealing with: motivation for studying abroad; ii) quality of studies; iii) academic recognition; iv) foreign language skills and linguistic support; v) personal development; vi) future prospects of education, training and work; vii) practical organizational arrangements; viii) accommodation and infrastructure.

Teachers' opinion – Not mandatory. 12 questions divided into 2 blocks: i) Degree Programme, classrooms and support services; ii) didactic (background, programs, assessment format, overall satisfaction).

Strengths:

- the questionnaire is mandatory. Average students' participation is generally high;
- the questionnaire contains a limited number of questions (e.g 11). On the other hand, students are requested to fill a questionnaire for each subject (teacher);
- the 4 point scale stimulate positive or negative answers;
- evaluation of support staff services (administrative services/secretariat) is included

Potential Weaknesses/Threats:

- the questionnaire is mandatory. However, it can be argued that mandatory evaluation does not guarantee for motivation. Motivational strategies are needed to stimulate students towards conscious evaluation;
- An overall satisfaction index of the subject and/or teaching quality is missing. The "interest for the subject" is not necessarily related to teaching quality;
- As concerns "Students' evaluation of exams and structures/facilities", the questionnaire is administered in the next academic year of subject attendance. Some questions (e.g. timetable evaluation) are the same as for the Students' evaluation of subjects/teachers form of the previous year;

- The evaluation of exams can be influenced by the grade obtained;

- No specific questionnaire to collect support staff opinion on didactic issues has been adopted.

5.6 Universidad de Zaragoza (UNIZAR)

The main characteristics of students' evaluation of teaching can be summarized as follows:

- Not mandatory
- Collected at the end of each semester (before the exam session)
- Aimed to evaluate different aspects of teaching and learning (subjects, teaching staff, curricular placement, dissertation, job placement) through different *ad hoc* questionnaires
- Metric: 5 point scale

Main features of questionnaires

Students' evaluation of courses – 15 questions divided in 5 blocks. The questionnaire is aimed to evaluate: i) the available information on the subject and its organization; ii) teachers' coordination; iii) use of adequate material/resources and assessment criteria; iv) overall satisfaction; v) comments/suggestions.

Students' evaluation of teaching staff – 26 questions divided in 6 blocks: i) information provided by teachers at the beginning of the course; ii) lecturer's compliance with duties; iii) student-lecturer interaction; iv) teaching skills; v) overall assessment. Moreover, it contains a self-evaluation block (namely Block 2). Students are requested to self-evaluate their approach to the study method (e.g. on a regular basis).

Students' evaluation of curricular placement – 22 questions divided in 7 blocks. The following items are evaluated: i) information and allocation of placement programmes; ii) management of placement issues by the hosting establishment; iii) academic tutor; iv) outside tutor; v) students' achievements; vi) overall satisfaction; vii) comments/suggestions.

Students' evaluation of bachelor's/master's dissertation – 15 questions divided in 5 blocks. The following items are evaluated: i) information and orientation to the dissertation; ii) adequacy of the process; iii) supervision by the tutor; iv) overall satisfaction; v) comments/suggestions for improving the dissertation process.

Teaching staff survey – 24 questions divided in 6 blocks. The following items are evaluated: i) study plan; ii) students; iii) information and management; iv) resources and facilities; v) overall satisfaction; vi) comments/suggestions for improving.

Strengths:

- the use of different questionnaires allows to deeply and separately investigate/collect students' opinion on the whole teaching and learning process. Some aspects, such as

organization of subjects, are separated from the evaluation of teachers' performance thus providing a more reliable evaluation of the teaching process. More specifically, the "evaluation of subjects" form allows the evaluation of integrated course organization and the degree of coordination among teachers. Implicitly, the organization aspects should not influence/impact on the evaluation of individual teachers' performance;

- presence of a dedicated self-evaluation section in the "*Students' evaluation of teaching staff*";
- evaluation of teaching prior to the exam is not influenced by students' performance;
- assessment of final dissertation (thesis) represents an interesting item;
- the questionnaire dedicated to teachers is very clear and covers different aspects of the teaching process
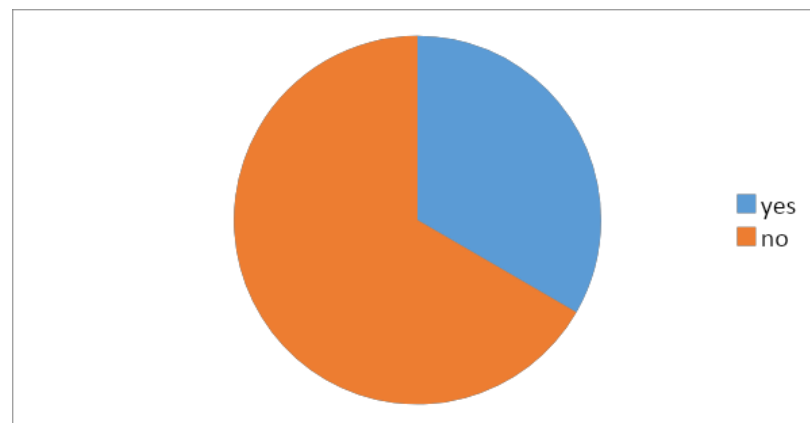
Potential Weaknesses/Threats:

- The surveys are not mandatory. Therefore, the average response rate can be limited (about 35%);
- There are different questionnaires with many questions each. This can sometimes discourage students;
- No defined threshold (neither at University nor at Department level) for critical issues. However, an average of 2.5 is considered potentially negative and corrective actions may be asked;
- No defined strategy to communicate the results of students' survey to stakeholders;
- Metric: the use of an odd scale values (5 point) can imply the convergence of a high number of answers on a median/neutral value;
- Overall evaluation of assessment and assessment methods is not performed

6 Overall results concerning Students' and Teachers' Evaluation of Teaching and Learning quality

For the majority of partners (4 out of 6) students' evaluation of T&L is not mandatory (Figure 5).
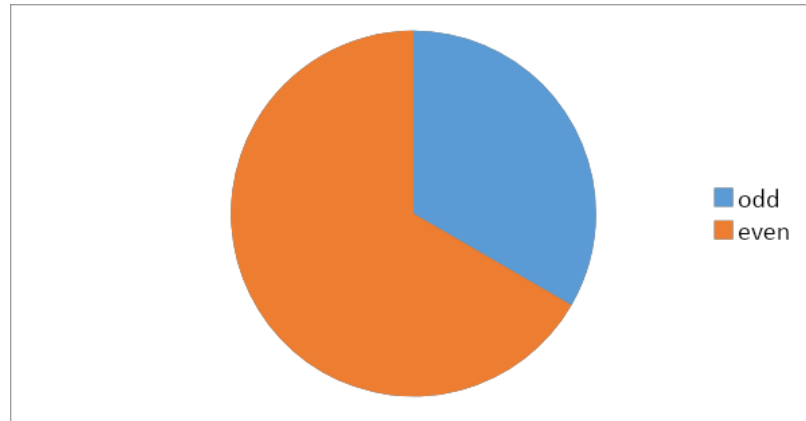
Is the evaluation mandatory?

The main issue concerns the mean participation rate. Where evaluation is organized on a voluntary basis, participation rates range from 33 to 50%. Anywhere strategies are implemented to motivate students to responsible evaluation. The main strategy is represented by regular meeting (at the end or at the beginning of the semester) with students and by providing them a feedback on the last survey results.

With a few exceptions, students' opinion is collected at the end of each semester by online systems. Interestingly, UVT will soon apply the surveys in more stages: one step at the middle of the semester, one at the end of the semester before the final exams, and the last one after the final exams.

Metric is quite heterogeneous among partners being at present one third represented by a scale of odd values. At UBI an experimental 6-point scale model has been implemented during the last year and UVT will soon adopt a 5-point scale (Figure 6).

Do you use a scale of even or odd values?

In about a half of cases non numerical indicators (e.g. poor, very good etc) are used (Table 3).

UBI	7-point scale (an experimental 6 point scale has been implemented)	Numerical
UPPA	4- point scale	Pas du tout/Plutot non/Plutot oui/Tout à fait
USMB	6- point scale	Pas du tout/Pas satisfait/Plutot pas satisfait/Plutot satisfait/Satisfait/Tout à fait satisfait
UVT	10-point scale (5 point scale in the next future)	Numerical
UNITO	4- point scale	Decisamente no/Più no che si/Più si che no/Decisamente si
UNIZAR	5-point scale	Numerical

Thresholds to identify critical issues have been defined in 2 out of 6 Universities. There are not codified strategies to communicate surveys' results to stakeholders. Results are rather published in the Degree Course and/or Department/University websites. Feedback to students is mainly provided by means of teachers-students joint meeting at the beginning of the semester (UVT, UPPA).

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The number of questionnaires to collect students' opinion on learning and teaching ranges from 2 to 4 (Figure 7).
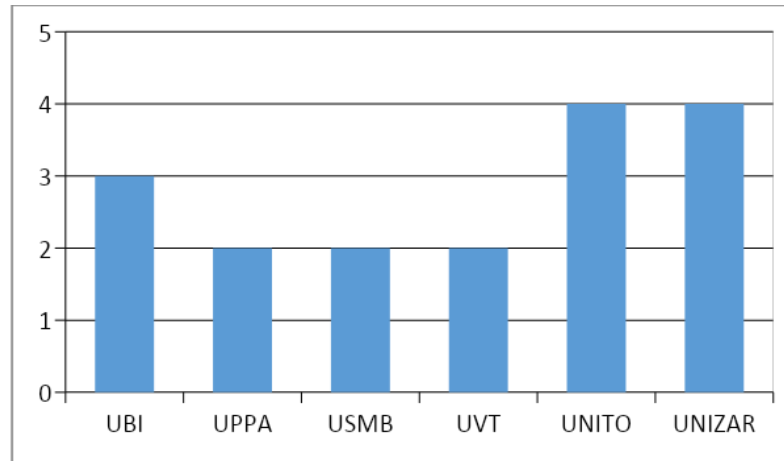

Figure 7

The mean number of questions to collect students' opinion on teaching and learning is 78. The detail is given below (Figure 8):
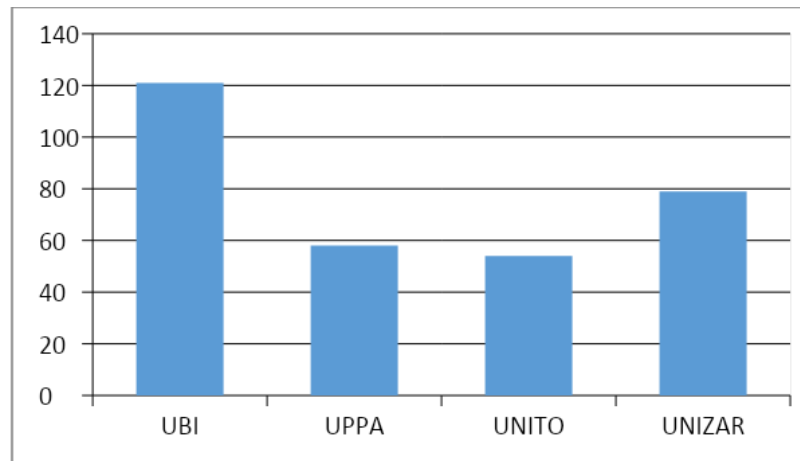

Figure 8

While all the Universities collect students' opinion on subjects' organization and teaching strategies, teachers' performance is evaluated in 4 sites out of 6. At UNIZAR an *ad hoc* questionnaire to evaluate teachers' performance is adopted. By contrast, at UBI, UNITO and UVT a single questionnaire is used to evaluate subjects' organization and teachers' performance.

Interestingly, in 3 Universities (UNIZAR, UBI, UPPA) out of 6, a questionnaire or a specific block of questions is dedicated to students' self evaluation of learning. Noteworthy, UVT will soon adopt a self-assessment survey aimed to identify the level of students' in-depth learning.

An *ad hoc* evaluation form for exams and assessment methods is administered only in 1 case (UNITO). However, students are requested to evaluate the exams of the previous academic year. In all other cases, questions on exams and assessment methods and/or assessment criteria are included in the general survey on teaching and administered either before (e.g. UNIZAR) or after (e.g. UBI) the exam session.

While only UNIZAR collects students' opinion on bachelor/master degree dissertation thesis, both UBI and UVT are considering this issue.

A codified survey dedicated to newly enrolled students is performed at USMB. The collection of information by newly enrolled students allows to evaluate their profile and motivation at the entry.

At USMB a section of the questionnaire is dedicated to disabilities and support measures to cope with them.

Evaluation of curricular stage/traineeship/internship is performed in 4 out of 6 Universities, whereas post-graduated opinions and occupational conditions is regularly collected only in 2 cases.

Evaluation of Erasmus mobility is generally implemented. However, in some cases the surveys are collected by university international offices. It is therefore necessary to verify if the results of the surveys are analyzed and discussed at the Degree Course or Department level. Moreover, interesting results can be obtained by collecting both outgoing and incoming students' opinion.

No virtual mobility evaluation is implemented.

Teachers' opinion is collected in 4 Universities out of 6. In some cases (e.g. UNIZAR) the questionnaire dedicated to teachers is very clear and covers different aspects of the teaching process. Interestingly, at UPPA a questionnaire to collect teachers' educational needs is also implemented.

Support staff surveys are implemented in 2 out of 6 Universities.

7 SWOT analysis

Strenghts –

The goal of the benchmarking activity is consistent with the key goal of the Standards and Guidelines for QA in European Higher Education Area (ESG) that is *to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders*;

A common general framework concerning teaching course outlines and students' evaluation of teaching and learning exists among UNITA partners;

All the partners are strongly engaged in implementing and/or improving students' surveys and consider the surveys' results among indicators of performance within the QA framework.

Weaknesses -

As concerns teaching course outlines, while the frame is similar, differences may be observed in the depth and details of contents;

Implementation of students' surveys is quite heterogeneous among partners (e.g. number of questionnaires, metric);

Surveys are generally more focused on teaching rather than on teaching and learning;

The evaluation of students' mobility (e.g. Erasmus experiences) is not always valued. Students' evaluation of virtual mobility has to be implemented and should be considered as a part of internal quality assurance system;

Not all the stakeholders (teachers', support staff etc) are regularly included in the surveys.

Opportunities -

The benchmarking activity allows us to share QA best practices related to teaching and learning. More specifically, best practices can be identified for:

➢ teaching course outlines: the sharing of best practices will facilitate the possible design of a common form to be adopted within the Alliance to make communication to stakeholders uniform;

➢ students' and teachers' surveys: the sharing of best practices will allow to identify a common approach to students' evaluation of teaching and learning quality and to design the UNITA evaluation form/forms (WP 2, Task 2.3.2);

Whilst respecting UNITA partners' autonomy, some best practices can be adopted and positively impact on local QA policies.

Threats -

To take into account differences among partners and national QA legal framework while trying to achieve a common approach to ensure QA in teaching and learning within the Alliance (e.g. students' evaluation approach). From this point of view, different international and national governance bodies have started a reflection in order to overcome obstacles and to promote the adoption of a common, united, approach for the evaluation of quality in teaching and learning.

8   Annexes

8.1. Benchmarking QA Approaches: Principles, Processes, Actors

8.2. Benchmarking data on students' opinion surveys

8.1. Benchmarking QA Approaches: Principles, Processes, Actors

BENCHMARKING of QA APPROACHES

PRINCIPLES – PROCESSES – ACTORS

The Benchmarking of QA approaches to Teaching and Learning is developed along **three lines**: **Principles**, **Processes** and **Actors**. This tripartition gives the appropriate depth to the perspective required to effectively frame the foundations, articulation and implementation of QA of Teaching and Learning in UNITA. Consequently, a Table will be dedicated to each line.

This **first Table** contains the benchmarking related to the **Documents** inspired by the **Principles**, that represent the shared core based on the focal points of ESG 2015, described in the reference documentation of the Alliance partners.

This documentation constitutes the foundation for the related **Processes**, as shown in Annex 8.2, which operationally translate the Principles on which they are based, articulating them with a certain margin of autonomy in the different national contexts, according to the indications of the respective evaluation Agencies.

Finally, Annex 8.3 refers to the **Actors** –institutional representatives (Presidents, Directors, Coordinators, etc.) or bodies (Councils, Commissions, Committees, etc.)– who are in charge of implementing and carrying out the Processes deriving from the shared guiding Principles.

Thus, these three axes reflect the fundamentals, the articulation and the implementation of the QA system for Teaching and Learning in UNITA, whereas the benchmarking allows to identify and

illustrate both the shared core, the Principles, and its peculiar implementation at the level of the Processes as well as the Actors implementing them.

In addition, in the phase of further development that QA policies, processes and practices are going through (following the indications received by the National Agencies from ENQA), some aspects or the whole QA system are being partially or completely redefined. An example is offered by the ongoing research QA planning in the Italian system (which also concerns teaching within PhDs, i.e. the 3rd level of higher education, as outlined in the ANVUR 2021-2023 Programme of Activities document), or by the reorganisation taking place in other contexts. This situation made it opportune to carry out the comparison of current and prospectively valid documentation, procedures and actors, postponing the integration of further data until the release of the new national reference regulations for those aspects and contexts pending a forthcoming redesign.

PRINCIPLES

ESG 1. Standard for Internal QA					
ESG 1.1 Policy for QA					
Institutions should have a **policy for QA** 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					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
The Alliance partner Universities summarise their QA policies in a dedicated document, which also includes the QA of Teaching and Learning; this QA policy document is inspired by the 2015 ESG principles					

ESG 1.2 Design and approval of programmes
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

UBI	UPPA	USMB	UVT	UNITO	UNIZAR
Design and Proposal Form for new DPs (*Desenho do Novo Ciclo de Estudos e Formulário de proposta de NCE*) Annual Course Report (*RAC – Relatório Anual do Curso*)	In progress	In progress	In progress	Proposal Form for new DPs (*Scheda per la proposta di CdS di nuova istituzione*) Guidelines for the evaluation of proposals for newly established programmes (*Linee guida per la valutazione delle proposte di CdS di nuova istituzione*) Annual DP outline	DP Verification Report (*Memoria de Verificación – planificación del título*) Annual Quality and Learning Outcomes Assessment Report (*Informe anual de evaluación de la calidad y de los resultados del aprendizaje de la titulación*) Guidelines for Annual Quality and Learning Outcomes Assessment Report (*Procedimiento para la elaboración del Informe anual de evaluación de la calidad y de los resultados del aprendizaje de la titulación*)

				(*SUA-CdS - Scheda Unica Annuale del CdS*)	
The Alliance partner Universities have processes for the design and approval of their programmes *questions and answers					

ESG 1.3 Student-centred learning, teaching and assessment 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					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
Teaching programme outline (*Programa do Curso*) Guidelines for the compilation and revision of teaching programme outline (http://www.ubi.pt/Cursos)	Student opinion surveys Guidelines for the analysis of the evaluation of the formation (Evaluation of teaching is received only by teachers)	In progres s	Student opinion surveys (to be applied every spring)	Teaching programme outline (*Scheda insegnamento*) Guidelines for the compilation and revision of teaching	Teaching programme outline (*Guía docente*) Guidelines for the revision of teaching programme outline (*Planificación de la docencia y de elaboración de las guías docentes*)

			Teaching staff opinion survey	programme outline (*Linee Guida per la compilazione e revisione delle Schede Insegnamento*)	Student opinion surveys Guidelines for the analysis of student opinion (*Procedimiento para el análisis de la satisfacción de los estudiantes con la titulación de grado o máster*)
Student opinion surveys (*Inquérito Pedagógico*) Teaching staff opinion survey				Student opinion surveys Guidelines for the analysis of student opinion (*Linee Guida per l'analisi delle opinioni degli studenti*)	Teaching staff opinion survey Guidelines for the analysis of the satisfaction of teaching and administrative staff (*Procedimiento para el análisis de la satisfacción del PDI y PAS implicados en la titulación*)

				Teaching staff opinion survey	

The Alliance partner Universities drafted documents (guidelines, etc.) to ensure that their programmes are delivered according to this principle
*questions and answers

ESG 1.4 Student admission, progression, recognition and certification
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

UBI	UPPA	USMB	UVT	UNITO	UNIZAR
Institution/structure webpage UBI Academic Services website Annual Course Report (*RAC – Relatório Anual do Curso*)	In progress	In progress	In progress	DP Regulation / Manifesto (*Regolamento / Manifesto degli studi*) Annual DP outline	Annual Quality and Learning Outcomes Assessment Report (*Informe anual de evaluación de la calidad y de los resultados del aprendizaje de la titulación*) Guidelines for Annual Quality and Learning Outcomes Assessment Report

				(SUA-CdS - Scheda Unica Annuale del CdS)	(Procedimiento para la elaboración del Informe anual de evaluación de la calidad y de los resultados del aprendizaje de la titulación)
				Periodic Review Report (Q. 2) (RRC - Rapporto di Riesame Ciclico, Q. 2) Guidelines for the Periodic Review Report (Linee guida per il Rapporto di Riesame Ciclico)	

The Alliance partner Universities pre-define and publish regulations covering all phases of the student "life cycle"

*questions and answers

ESG 1.5 Teaching staff

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					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
A3ES (Agency for Assessment and Accreditation of Higher Education) requirement R6 (Staff Resources) (*Referência A3ES R6 Recursos Humanos*) Teachers' Performance Evaluation Regulation (*RAD – Regulamento de Avaliação do Desempenho dos Docentes*) Programme of pedagogical training for teachers (*Programa de formação pedagógica de docentes*)	In progress	In progress	Forms, online Modules and Survey for teaching staff evaluation (a. self-assessment b. students' evaluation c. peer evaluation	Annual DP outline (Q. B3) (*SUA-CdS - Scheda Unica Annuale del CdS, Q. B3*) Periodic Review Report (Q. 3) (*RRC - Rapporto di Riesame Ciclico, Q. 3*) Certification of training / updating activities	Annual Quality and Learning Outcomes Assessment Report (3. Academic Staff) (*Informe anual de evaluación de la calidad y de los resultados del aprendizaje de la titulación – 3. Personal Académico*) Annual evaluation reports Teachers (*Informes anuales evaluación Profesodado*) Teaching innovation projects (*Proyectos de innovación docente*) Teacher training programme (*Programa de formación del profesorado*)

			d. head of Dept.)	(central/peripheral level)	
				(*Attività di formazione / aggiornamento certificate: Progetto IRIDI, ecc.*)	

The Alliance partner Universities assure the competence of their teachers and apply fair and transparent processes for the recruitment and development of the staff

*questions and answers

ESG 1.6 Learning resources and student support					
Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
Annual Course Report (*RAC – Relatório Anual do Curso*)	In progress	In progress	In progress	Annual DP outline (QQ. B4, B5)	DP Verification Report (*Memoria de Verificación del título*)

In the "Support services" inside Students Section in www.ubi.pt ("*Serviços de Apoio*" *no separador* "*Estudantes*" in www.ubi.pt)				(*SUA-CdS - Scheda Unica Annuale del CdS, QQ. B4, B5*) Periodic Review Report (QQ. 2, 3) (*RRC, QQ. 2, 3*) Joint Teachers-Students Commission Annual Report (QQ. B, C) (*Relazione annuale CDP – Commissione Didattica Paritetica, QQ B, C*)	Annual Quality and Learning Outcomes Assessment Report (*Informe anual de evaluación de la calidad y de los resultados del aprendizaje de la titulación*) Guidelines for Annual Quality and Learning Outcomes Assessment Report (*Procedimiento para la elaboración del Informe anual de evaluación de la calidad y de los resultados del aprendizaje de la titulación*)
The Alliance partner Universities provide student support as well as adequate and accessible resources *questions and answers					

ESG 1.7 Information management					
Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
Annual Course Report (*RAC – Relatório Anual do Curso*) Sharepoints Dashboards Virtual Desk/Counter (*Balcão Virtual*)	In progres s	In progres s	In progres s	Annual DP outline (*SUA-CdS - Scheda Unica Annuale del CdS*) Dashboards Sharepoints Virtual Desk/Counter	Annual Quality and Learning Outcomes Assessment Report (*Informe anual de evaluación de la calidad y de los resultados del aprendizaje de la titulación*)
The Alliance partner Universities collect, analyse and use relevant information to manage DPs and other activities *questions and answers					

ESG 1.8 Public information					
Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
www.ubi.pt Academic Information System (Online Services) Faculties websites DPs webpage etc.	www.univ-pau.fr etc.	www.univ-smb.fr etc.	www.uvt.ro Faculties websites DPs webpage etc.	www.unito.it Departmental website DPs webpage Annual DP outline (partly public) (*SUA-CdS - Scheda Unica Annuale del CdS, in parte pubblica*) etc.	www.unizar.es etc. Public information on official DPs (*IT_002 Información pública de las titulaciones oficiales*) etc.
The Alliance partner Universities publish clear, accurate, objective and up-up-date and readly accessible information about their activities and DPs *questions and answers					

ESG 1.9 On-going monitoring and periodic review of programmes 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					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
Annual Course Report (*RAC – Relatório Anual do Curso*) Pedagogical Monitoring Report (Course Unit Report to be implemented) (*RUC – Relatório da Unidade de Curso*) Indicators in MQ (Annex V) (*Indicadores, no Manual da Qualidade, Anexo V*)	Annual Report of the Improvement Council (*Compte Rendu du Conseil de Perfectionnement*, pedagogical level, yearly) Periodic Report of the Improvement Council (*Compte Rendu du Conseil de*	In progress	Semestrial monitoring Annal review (consultations with professors, students, graduates and employers, with feedback) Annual Institutional	Annual DP outline (*SUA-CdS - Scheda Unica Annuale del CdS*) Annual Monitoring Form (*SMA – Scheda di Monitoraggio Annuale*, self-assessment)	DP Verification Report (*Memoria de Verificación del título*) Annual Quality and Learning Outcomes Assessment Report (*Informe anual de evaluación de la calidad y de los resultados del aprendizaje de la titulación*) Annual Innovation and Improvement Plan

Student opinion survey (*Inquérito Pedagógico*) Teaching staff opinion survey analysis	*Perfectionnement, strategical level, twice every 5 years)*		self-evaluation Student opinion survey Teaching staff opinion survey analysis Student opinion surveyGuidelines for the analysis of student opinion (*Linee Guida per l'analisi delle opinioni degli studenti*)	Joint Teachers-Students Commission Annual Report (*Relazione annuale CDP – Commissione Didattica Paritetica*, evaluation)	(*PAIM - Plan Anual de Innovación y Mejora*) Student opinion survey Student satisfaction analysis (*Análisis de la satisfacción de los estudiantes*) Teaching and Administrative Staff opinion survey analysis Guidelines for the analysis of the satisfaction of Teaching and Administrative staff (*Procedimiento para el análisis de la satisfacción del PDI y PAS implicados en la titulación*)

| | | | | Teaching staff opinion survey

Periodic Review Report

(*Rapporto di Riesame Ciclico*, self-assessment) | |

The Alliance partner Universities monitor and periodically review their DPs for their continuous improvement, which results are communicated to those concerned

*questions and answers

ESG 1.10 Periodic external QA					
Institutions should undergo external quality assurance in line with the ESG on a periodic basis					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR

A3ES Accreditation Report (external evaluation every 6 years) **Self-evaluation Reports and on-site visit** **Research External evaluation by FCT valid for up to 5 years** A3ES Manual of the Institutional Evaluation Process (*A3ES Manual do Processo de Avaliação Institucional*) http://www.ubi.pt/Entidade/Avaliacao	HCERES Accreditation Report (external evaluation every 5 years)	ARACIS Accreditation Report (external evaluation every 5 year, **including PhDs**) **Self-evaluation Report** and on-site visit ARACIS Methodology for External Evaluation	ANVUR Accreditation Report (external evaluation every 5 years: University / Departments / DPs) **Remote External evaluation** and on-site visit ANVUR Document on Self-assessment, Evaluation and Accreditation (*AVA - Autovalutazione*	ACPUA Accreditation Report (external evaluation every 5 years: University / Schools / DPs) **Self-evaluation / Verification Report (by the University**) and on-site visit (*Memoria de Verificación de la Universidad*) ACPUA Accreditation Renewal Programme

| | | | , *Valutazione e Accreditamento*) | |
| | | | Annual Report of the Independent Evaluation Unit (partly internal and partly external body) | |

The Alliance partner Universities undergo external QA on a cyclical basis

*questions and answers

PROCESSES

Internal/External Teaching and Learning Processes (Degree Programmes Level)

Initial Accreditation

Annual monitoring

Periodic review

Periodic Accreditation

Initial accreditation – design and approval of DPs					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
New programmes Proposal Procedure (*Procedimento de Proposta de Novo Ciclo de Estudos*)	In progress	In progress	In progress	Procedure for the evaluation of proposals for newly established DPs Definition of the Annual DP outline (initially and yearly updated) (*SUA-CdS - Scheda Unica Annuale del CdS*)	DP design and planning (*Diseño y planificación de las titulaciones:* *Q314 Verificación e implantación de nuevos estudios oficiales de Grado y Máster*)
*questions and answers					

Annual monitoring / review (self-assessment / evaluation) of DPs					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR

Annual **self-assessment** of the study cycles (*Autoavaliação anual dos ciclos de estudos*) Course annual academic process in Virtual Counter, which comprises: (with pre-filled indicators/data) (*Processo académico anual da UC no Balcão Virtual*) Student opinion survey Student opinion survey analysis (*Inquérito Pedagógico*) Teaching staff opinion survey analysis Annual Course Report	Annual assessment of the Improvement Council (*Conseil de Perfectionnement*, pedagogical level)	In progres s	Semestrial monitoring of DPs Annual **review** of DPs (consultation s with professors, students, graduates and **employers**, with feedback) Annual Institutional **self-assessment**	Annual Monitoring of DPs (with pre-filled internal and ANVUR indicators, **self-assessment**) Annual DP outline (*SUA-CdS - Scheda Unica Annuale del CdS*) Joint Teachers-Students Commission Annual	DP Assessment Procedure (with pre-filled indicators) (*Procedimiento de **evaluación** de Calidad de la Titulación*) Annual Quality and Learning Outcomes Assessment (with pre-filled indicators) (*Q212 **Evaluación** anual de la calidad y de los resultados del aprendizaje, con indicadores precargados y follow-up*; *Q214, Aprobación de modificaciones, directrices y plan de innovación y mejora*; *Q414 Evaluación del aprendizaje*) Student opinion survey

(*RAC – Relatório Anual do Curso*)			Student opinion survey	**evaluation** of the DP	Student satisfaction analysis
				Student opinion survey	(*Q222 Análisis de la satisfacción de los estudiantes*)
			Teaching staff opinion survey analysis	Analysis of student opinion	Teaching and Administrative staff opinion survey analysis
					(*Q223 Procedimiento para el análisis de la satisfacción del PDI y PAS implicados en la titulación*)
				Teaching staff opinion survey	
*questions and answers					

Periodical review (self-assessment / evaluation) of DPs						
UBI	UPPA	USM B	UV T	UNITO	UNIZAR	
Course semester academic process in Virtual Counter	Periodic assessment of the			DP Periodic Review		

(*Processo académico semestral da UC no Balcão Virtual*)	Improvement Council (*Conseil de Perfectionnement*, strategical level, twice every 5 years)			(*Riesame Ciclico del CdS, self-assessment*)	
*questions and answers					

Periodical Accreditation of DPs					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
A3ES external evaluation every **6** years Self-evaluation (by the University) and on-site visit Research External evaluation by FCT valid for up to **5** years http://www.ubi.pt/Entidade/Avaliacao	**HCERES** external evaluation every **5** years		**ARACIS** external evaluation every **5** year (including PhDs) Self-evaluation	**ANVUR** external evaluation every **5** years **Remote External evaluation** and on-site visit	**ACPUA** external evaluation every **5** years Self-evaluation (by the University) and on-site visit

Accreditations by Orders (for example: Ordem dos Engenheiros)		(by the University) and on-site visit ARACIS Methodology for External Evaluation		Renewal of the accreditation of official DPs (*Q315 Renovación de la acreditación de las titulaciones oficiales*) ACPUA Accreditation Reniewal Programme
*questions and answers				

ACTORS

DP Internal QA Actors (Institutional Representatives and /or Bodies)					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
DP Director: - coordinates the teaching offer/development of the DP and ensures its proper functioning; namely in its scientific, pedagogical and organizational aspects. - Propose the course rules to the Scientific Committee; - prepares an annual self-assessment report including analysis of strengths and weaknesses, with proposals for futures actions; - <u>draws up the proposal for new DPs</u> - Approves the evaluation criteria of each teaching course of the study cycle;	**President** - Defines the establishment's quality policy - Makes resources available & checks the achievement of objectives **Vice presidents** - Implement	**Vice Director for Teaching (dir. Adjoint formation):** Is responsible for coordinating training activities and cross-disciplinary educational services; ensures the coherence of	**Vice-rector:** Coordinates **CEAC's** and **DMC's** activity. **Evaluation and Quality Assurance Commission (CEAC):** - is designated by the Senate and it is	**DP President:** - coordinates the teaching offer/development of the DP and ensures its proper functioning - chairs the Monitoring and Review Commission (CMR) - is responsible for the DP's QA and can appoint a QA delegate	**DP Coordinator:** - coordinates the teaching offer/development of the DP and ensures its proper functioning - chairs the Commission for Quality Evaluation (CEC)

DP Commissions (*Comissões de Curso***):** - The Course Committee of the first cycles, second cycles and Integrated masters is made up of: a) Course Scientific Commission; b) Pedagogical Coordination Commission. The Course Committee of the third cycles is constituted only by the Course Scientific Commission. - The **Course Scientific Commission** is constituted by the Course Director, who presides, and by 3 (three) to 8 (eight) teachers of the course, coming from the scientific areas that integrate the courses. The Scientific Commissions of the third cycles must include an integrated member of the Research Unit of the respective scientific area of the study cycle.	the quality policy and ensure the monitoring of indicators in their areas of responsibility **General manager** - Implements the quality policy in his area of responsibility - Ensures the adequacy of different resources	the training offer of the department's specialties and branches; ensures its evolution, as much for the objectives, the contents as for the pedagogical methods; **DP Concil (conseil d'école):** defines the general policy of the Department	formed out of 6 members: 3 professors, 1 student, 1 trade union member and 1 employer; - once a year CEAC is performing an internal evaluation of the institution based on which is making improvement proposals. CEAC has regular activity, depending on	- oversees the self-assessment procedure of the DP - <u>draws up the proposal for new DPs</u> **Monitoring and Review Commission (CMR):** is made up of teachers and students and supported by the Admin. Staff - carries out the self-assessment of the DP (yearly: Annual Monitoring;	**Commission for Quality Evaluation (CEC):** Is made up of teachers, students, 1 external professional, 1 quality expert of the University **Commission for QA (CGC)** (internal or partially transverse: DP/School level, the School Board determines the level):

- Promotes the articulation between the syllabus contents of the different curricular units and the respective teaching / learning objectives taking into account the general training objectives; - Collaborates in the preparation of the proposals for the alteration of the study plans of the course, to be submitted, for approval, to the Faculty's Scientific Council and Pedagógical Council; - Contributes to the national and international promotion of the course; - Analyze the methodologies, assessment criteria and learning outcomes in the different curricular units; - Identifies anomalies in the functioning of the course and propose measures to resolve them; - Organize the equivalence processes of curricular units and individual study plans; - Collaborates, if applicable, in the preparation of the proposal for juries of academic exams to be	**Board of trustees (CA), Council of Education and student life (CFVU), Council of Research (CR)** - Validate decisions in the field of application **College directors** who are responsible for the implementation of the COM (Contracts of	In particular, defines the educational program and research orientations within the framework of the policy of the USMB and the national regulations in force **Deputy Director of Training (responsable de la formation):** - follow up on the conditions	the conducted tasks, not a permanent one. **Quality Management Department (DMC):** - is a permanent structure and the main support of CEAC and of the entire quality assurance processes in UVT;	periodically: Periodic Review); - interacts regularly with internal and external stakeholders **DP Council:** - plans, implements and coordinates the DP offer - applies the QA in teaching activities - appoints the Monitoring and Review Commission (CMR) of the DP	is made up of teachers, students (25%), 1 Admin. Staff - is responsible for: 1 DP or BA Degrees or MA Degrees or all DPs of the School - follow-up/monitoring of the study plans, course guides, annual innovation and improvement plan

presented to the Scientific Councils, namely Masters and Doctoral Degrees; - The **Pedagogical Coordination Commission** is made up of the Course Director, the Year Coordinating Professors and the <u>delegates</u> of each year. The <u>Delegate</u> of each year is a student elected by his peers, his election being promoted by the respective Coordinator, in conjunction with the Course Director. - Checks the normal functioning of the course and propose measures to the Course Director to overcome possible functional difficulties; - Serve as a first instance in the resolution of pedagogical conflicts that arise within the scope of the course.	objectives and means) **Deputy directors (Undergraduate degree and Master's degree)** who are responsible for the evaluation of teaching and training and for the holding of development councils **Heads of internal training**	for the awarding of the engineering diploma and alert students, if necessary, to their situation with regard to their obligations; - manages organizational problems and liaises with the various departments of USMB for possible adaptations of the schooling	- is formed out of 8 dedicated staff members, including a director, all with relevant professional experience in QA processes or in educational sciences; - its mission is to implement the UVT education QA strategy through activities such as: **development**		

	components (CIF) and research components (CIR) who ensure the coherence of actions in the disciplinary field **Heads of degree programs** who guarantee the implementation of the evaluation of teaching and training and the holding of pedagogical and	or the control of knowledge **DP teaching council (comité pédagogique)**: ensures the follow-up and development of the Departement's various training courses according to the local, national and international needs of the industrial	**of quality assurance tools** to ensure the compatibility of the study programmes with the labour market requirements, providing the framework for different types of evaluation (professors evaluation, students satisfaction, DP, evaluation of different		

	strategic development councils	sectors concerned.	activities etc.), **supporting the faculties activities related to the evaluation** and QA of the study programmes and others.		
*questions and answers					

DP partially transverse QA Actors (Institutional Representatives and/or Bodies)					
UBI	UPPA	USMB	UVT	UNITO	UNIZAR
Pedagogical Council (Faculty level):	**DPAAC** Steering,	**Vice rector in charge of quality** (vice-président du	**Commission for Quality**	**Joint Teachers-Students**	**Commission for QA (CGC)**

The Pedagogical Council is QA made up of representatives from the teaching staff and an equal number of representatives from the student body. The members representing the faculty, with the exception of the President of the Faculty, who assumes the presidency, are: Three (3) representatives of the 1st cycle course directors and masters integrated, Two (2) representatives of the 2nd cycle Course Directors, One (1) representative of the 3rd cycle Course Directors. - promotes: the Faculty surveys on pedagogical performance, their analysis and dissemination; the teachers' pedagogical performance assessment - proposes measures to overcome pedagogical failures - pronounces itself on the DPs study plans: creation of new DP and changes on running DP; - Appreciate complaints regarding pedagogical failures and propose the necessary measures;	self-evaluation and continuous improvement department Accompanying change Support for cross-functional projects Support for continuous improvement processes Methodological advice and development of tools	conseil d'administratio n en charge des finances, de la qualité, de la politique contractuelle et du pilotage): - Defines the quality policy - Supports projects of continuous improvement - Assures the liaison with the others vices rectors for the subject of quality	**Management (CMC)** - organized at the level of each faculty and is responsible or the process of internal QA evaluation; - is composed of teachers and students. **Teaching staff that teach at the same study program** - they meet at least two	**Commission (CPDS):** is the first <u>internal</u> assessor of the training activities of the DPs and Depts. of the University is made up of teachers and students (50%) and is supported by the Admin. Staff - monitors and evaluates the quality of teaching and related	(internal or partially transverse: at DP/School level, the School Board determines it): is made up of teachers, students (25%), 1 Admin. Staff - is responsible for: 1 DP or BA Degrees or MA Degrees or all DPs of the School - follow-up/monitoring of the study

Turin, 30th September 2021

- Pronounce on pedagogical guidelines and teaching and assessment methods; and approve the regulations for assessing student achievement; - Pronounce on the institution of school prizes; prescription regime; school calendar and exam maps. **Scientific Council** (Faculty level): Is chaired by the President of the Faculty, and a maximum of twenty-four (24) elements: - Ten (10) members representing the set of professors and career researchers; - The Scientific Coordinators of the Research Units and the Responsible Researchers, at UBI, of the Research Units Poles or Associated Laboratories registered, positively evaluated, integrated in the Faculty; - The Presidents of the Departments integrated in the Faculty.	Production of indicators and surveys **The department of teaching and student life (DEVE)** which supports and accompanies the development council **An evaluation committee** which awards the quality label.	**Vice rector in charge of teaching** (vice-président en charge de la formation et de la vie universitaire): is the main support for continuous improvement within the pedagogical aspects **Quality Office DAPAC:** central office in charge of leading the	times per semester to analyse the educational path of the students, to identify common issues that they are facing in the process of teaching-learning-assessing and to identify solutions together; - **topics which are regularly being discussed:** students with	services (student opinion survey and self-assessment procedures)	plans, course guides, annual innovation and improvement plan **Quality Committee** (*Comité de Calidad*) (<u>not mandatory</u>, School level): is made up of representatives of different interest groups (students, teachers, coordinators of DP, Presidents

Is responsible for: - Appreciate the Faculty's scientific activities plan; - Pronounce on the creation of organic units or subunits, in which members of the Faculty are involved; - Deliberate on the appointment of the Course Directors and, the distribution of the teaching service, subject to approval by the Rector; - Pronounce itself on the creation or modification of study cycles and approve the study plans of the study cycles taught. - Approves the constitution of juries for academic examinations and teacher competitions. **Quality Office** Is made up by: - Vice-Rector for Quality, Social Responsibility and Social Action - Senior Technicians with Higher Education.		projects of continuous improvement and student surveys **LEARNING department (département APPRENDRE):** assures formation on pedagogical aspects	learning difficulties or classes attendance issues, collaboration with the employers from the same domain, ethics and academic integrity compliance, training needs of teaching staff, scientific research, best practices exchange, etc.		of CGC, administrative staff) - supports the design, implementation and review of the QA of the School

Is responsible for: - Ensure the development, management and application of the self-assessment and institutional assessment systems at the University; - Suportes the organization of the creation, alteration and evaluation processes of study cycles, follow-up reports, and ensure their submission and registration with the competent entities; - Collaborate in the collection, analysis and interpretation of the quality indicators of the teaching-learning process; - Ensure the functioning of the teaching QA system at the University and define alert standards regarding the fundamental dimensions of analysis; - Collaborate with the Directors and Course Commissions in order to identify problems and share strategies to solve them;			- all these activities are made with the support of **Career Guidance Center (CCOC)** and **Centre of Academic Development (CDA).**		

- Update the database of curricular structures of study cycles; - Plan and coordinate internal audits, monitor external audits; - Listening regularly to the needs and levels of satisfaction of customers and other interested parties, streamlining the application of surveys to students, teachers, graduates and employers, as well as proceeding with the treatment, analysis and dissemination of the respective results.				
*questions and answers				

8.2. Benchmarking data on students' opinion surveys

UBI	UPPA	USMB	UNITO	UNIZAR	UVT
Students' assessment of the functioning of Curricular Unit (CU)	**Evaluation de la formation**	**Enquete** *(work in progress on students'surveys)*	**Questionari insegnamenti; aule ed esami**	**Student opinion subject; Student opinion staff**	*(in progress a new definition of students surveys)*
Establishment of CU's operating and evaluation rules at the beginning of the semester / year Clarity in the exposition of the syllabus contents	L'information sur les parcours personnalisés (langues, mobilités à l'international) est satisfaisante		L'insegnamento è stato svolto in maniera coerente con quanto dichiarato sul sito Web del corso di studio?	Information in the course guide (objectives, planning, activities, bibliography and assessment system): adequacy, usefulness & accessibility	
Relevance and clarity of learning objectives Organization and structuring of CU's content and activities	Les objectifs de la formation qui vous ont été présentés sont atteints Les objectifs de l'enseignement qui vous ont été présentés sont clairs			Relevance of course and its contents within the study plan.	
Compliance with the timetable established for classes	Déroulement de la formation- Vous êtes satisfait: de la chronologie des enseignements; de l'équilibre entre les unités d'enseignements (UE);du contenu de la formation; de la répartition de la charge de travail sur chaque semestre; de la répartition entre les cours magistraux	Depuis septembre 2017, êtes-vous satisfait-e des aspects de vos conditions d'enseignement : La répartition des cours sur la journée La répartition des cours sur la semaine La répartition des cours sur le semestre Les conditions de	Le attività didattiche integrative (esercitazioni, tutorati, laboratori, etc), ove esistenti, sono utili all'apprendimento della materia? (lasciare in bianco se non pertinente) L'organizzazione complessiva (orario, esami, intermedi e finali) degli insegnamenti previsti nel	Adequacy of onsite teaching time (theory sessions and practical sessions)	

	et les TD Les supports de cours, TD, TP utilisés dans cet enseignement ont facilité votre apprentissage	modifications de l'emploi du temps	periodo di riferimento è risultata accettabile? L'orario delle lezioni degli insegnamenti previsti nel periodo di riferimento è stato congegnato in modo tale da consentire una frequenza e una attività di studio individuale adeguate?		
Articulation between the various components of the CU (theoretical, theoretical-practical, practical, laboratory, module, etc.)	Déroulement de la formation- Vous êtes satisfait: de la chronologie des enseignements; de l'équilibre entre les unités d'enseignements (UE); du contenu de la formation;de la répartition de la charge de travail sur chaque semestre; de la répartition entre les cours magistraux et les TD	Depuis septembre 2017, êtes-vous satisfait-e des aspects de vos conditions d'enseignement : La répartition des cours sur la journée La répartition des cours sur la semaine La répartition des cours sur le semestre Les conditions de modifications de l'emploi du temps	L'orario delle lezioni degli insegnamenti previsti nel periodo di riferimento è stato congegnato in modo tale da consentire una frequenza e una attività di studio individuale adeguate?	Coordination between theory and practical sessions	
Correspondence between the student's workload and the number of CU ECTS			Il carico di studio dell'insegnamento è proporzionato ai crediti assegnati?	Correspondence between credits assigned and content & workload	
		Êtes-vous satisfait-e des méthodes d'enseignement que vous avez connues depuis septembre 2017 ?		The course methodology is suitable to attain the course aims	

Use of information and communication technologies (Moodle, web pages, e-learning, etc.)				Use of didactic resources (audiovisual, laboratory, field, etc.) to support the learning process	
Adequacy of recommended support materials and bibliography			Il materiale didattico (indicato e disponibile) è adeguato per lo studio della materia?	Usefulness of the recommended bibliography and study material	
	Vous êtes satisfait… - des conditions de travail en cours (salles, effectifs) - des conditions de travail en TD (salles, effectifs) - des conditions de travail en salles informatiques - des conditions de travail en TP (matériel) - des lieux de travail individuel et en groupe (bibliothèque universitaire, salles disponibles…)	Depuis septembre 2017, êtes-vous satisfait-e des aspects de vos conditions d'enseignement :Les lieux de travail (hors salles de cours) Les locaux d'enseignement	Le aule in cui si sono svolte le lezioni sono risultate adeguate (si vede, si sente, si trova posto)? Sono risultati adeguati/e: aulestudio;biblioteche;laboratori;attrezzature per la didattica; altro…		
	L'équipe pédagogique est disponible		Il servizio svolto dalla segreteria studenti è stato soddisfacente?		

Appropriateness of evaluation methodologies		Concernant le contrôle des connaissances, quelle est votre satisfaction pour: la procédure de contrôle en général les conditions matérielles du contrôle la clarté des règles du contrôle les formes des contrôles (examen, continu, oral...) la façon dont vous avez été préparé-e l'équité des notations le retour de l'enseignant-e sur le travail fourni et évalué		Assessment procedures & criteria	
Overall assessment of CU	Appréciation globale: Selon vous, le bilan de la formation que vous suivez cette année est satisfaisant	Êtes-vous satisfait-e de vos conditions d'enseignement depuis septembre 2017 ?	Si ritiene complessivamente soddisfatto degli insegnamenti?	Please indicate your overall satisfaction with this subject	
				The lecturer explained the course aims, contents, bibliography and recommended materials	

	Acquisition et contrôle des connaissances -Vous êtes satisfait … de l'information donnée concernant les modalités de contrôle et d'examen ; de l'accès aux sujets d'examens des années précédentes; des conditions générales de mise en œuvre du contrôle des connaissances (calendrier, conditions matérielles, modalités de surveillance, anonymat…) Les modalités du contrôle des connaissances ont été clairement présentées	Concernant le contrôle des connaissances, quelle est votre satisfaction pour: la procédure de contrôle en général les conditions matérielles du contrôle la clarté des règles du contrôle les formes des contrôles (examen, continu, oral...) la façon dont vous avez été préparé-e l'équité des notations le retour de l'enseignant-e sur le travail fourni et évalué	Le modalità di esame sono state definite in modo chiaro? E' stato/a soddisfatto/a dell'organizzazione e delle modalità di svolgimento dell'esame? (indipendentemente dal voto riportato) Gli argomenti d'esame sono stati adeguatamente trattati nel materiale didattico consigliato per la preparazione?	… explained the exams and assessment criteria	
			Gli orari di svolgimento di lezioni, esercitazioni e altre eventuali attività didattiche sono rispettati?	The lecturer starts and finishes the class on time	
			Il docente è reperibile per chiarimenti e spiegazioni?	The lecturer is available during office hours	
Respect for students		Depuis septembre 2017, pour quel pourcentage d'enseignant-e-s estimez-vous pouvoir dire... (0% 20% 40% 60% 80% 100%) .. ils-elles ont fait des cours dynamiques ... ils-elles se sont montré-		The teacher is respectful with the students	

		e-s motivé-e-s pour faire leur cours		…is receptive and willing to interact with the students	
Promotion of critical reflection by students		… ils-elles ont encouragé les étudiants à venir leur parler … ils-elles ont encouragé les questions en cours, TD et TP	Il docente stimola / motiva l'interesse verso la disciplina?	… fosters interest in the subject	
				… facilitates clarification of contents and provides guidance to study the subject	
			Il docente espone gli argomenti in modo chiaro?	Explains clearly and in an organised way, highlighting the most important points	
		Qualifiez l'intérêt que vous avez porté depuis septembre 2017 aux enseignements suivis sur chacun des aspects suivants... - leurs aspects théoriques - leurs aspects pratiques		Relates the theory to practical applications	
Valuing student participation in learning activities Active participation in teaching and learning activities (classes, recommendedbibliography consultation, assignments)		Depuis septembre 2017, pour quel pourcentage d'enseignant-e-s estimez-vous pouvoir dire... (0% 20% 40% 60% 80% 100%) .. ils-elles ont fait des cours dynamiques ... ils-elles se sont montré-		Encourages student participation	

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		e-s motivé-e-s pour faire leur cours ... ils-elles ont encouragé les étudiants à venir leur parler ... ils-elles ont encouragé les questions en cours, TD et TP			
Availability to attend students		e-s motivé-e-s pour faire leur cours ... ils-elles ont encouragé les étudiants à venir leur parler ... ils-elles ont encouragé les questions en cours, TD et TP			
Autonomous work	La durée moyenne hebdomadaire de votre travail personnel est de : Moins de 5h; Entre 5h et moins de 10h Entre 10h et moins de 15h 15h ou plus		I CFU dell'insegnamento sono risultati congruenti con il carico di studio richiesto per la preparazione dell'esame?	Promotes ongoing student work	
Overall assessment of teacher performance				In my opinion, the teaching by this lecturer is	
Attendance	Mieux vous connaître: - Votre intérêt pour le contenu de la formation est confirmé- Assiduité -Vous assistez régulièrement aux : Cours; Travaux dirigés/travaux pratiques			I attend classes on a regular basis	
Adequacy of training prior to CU requirements	Vos connaissances préalables ont facilité le suivi de cet enseignement		Le conoscenze preliminari possedute sono risultate sufficienti per la comprensione degli	I feel I have previous knowledge that enables me to follow this subject	

			argomenti previsti nel programma d'esame?		
Use of the teacher (s) outside the face-to-face sessions	Les étudiants obtiennent des réponses claires aux questions qu'ils posent		Il docente è reperibile per chiarimenti e spiegazioni?	If I have questions, I can ask the teacher for clarification in class/during office hours	
Overall assessment of your performance at CU	Dans l'ensemble, cet enseignement vous a paru satisfaisant	Pour cette année universitaire 2017-2018 que vous avez passée à l'université Savoie Mont Blanc, quelle est votre satisfaction globale ? Depuis septembre 2017: je suis satisfait-e du nombre de compétences aquises j'ai acquis des compétences que je juge importantes mon intérêt pour les études a augmenté		I am satisfied with what I have learnt	
		Êtes-vous satisfait-e des contenus des enseignements que vous avez suivis depuis septembre 2017?	E' interessato/a agli argomenti trattati nell'insegnamento?	This subject is useful for my education	
Questions not connected	**Questions not connected**	**Questions not connected**	**Questions not connected**	**Questions not connected**	

Pedagocical performance - Compliance with operating and evaluation rules agreed with students	Accueil au moment de la rentrée / intégration: - Votre inscription et les autres démarches administratives (scolarité) ont été faciles - Vous avez été correctement informé : de l'emploi du temps; du déroulement de la formation; des activités et services proposés par l'université; du règlement intérieur - La journée d'intégration organisée par la formation a été bénéfique - Vos commentaires sur "Accueil au moment de la rentrée / intégration"	Qualifiez l'intérêt que vous avez porté depuis septembre 2017 aux enseignements suivis sur chacun des aspects suivants... - leur capacité à vous préparer professionnellement -votre goût pour la discipline - leur capacité à servir à quelque chose à long terme	Il carico di studio degli insegnamenti previsti nel periodo di riferimento è risultato accettabile?	Coordination in subjects taught by several lecturers	
	Conditions de travail - Ressources Vous êtes satisfait... - du campus universitaire - des activités concourant à votre bien-être (sport, culture, santé) - des possibilités de restauration sur le campus	Quelle est la probabilité que vous recommandiez l'USMB à votre entourage?		Coordination between the teaching staff (avoiding overlapping or repetition of contents)	

	Vous êtes satisfait … - de la messagerie UPPA - des ressources en ligne de la bibliothèque - des ressources en ligne d'Elearn	Selon vous, qu'est-ce qui serait à améliorer pour recommander totalement l'USMB ?		Compliance with the objectives stated in the course guide	
	Vous estimez que vos contraintes particulières (situation de handicap, sport de haut niveau, grossesse, emploi salarié…) ont été correctement prises en compte	Avez-vous des suggestions de questions ou thèmes que vous souhaitez voir apparaitre dans cette enquête? Toutes les propositions seront étudiées.		Necessary level required to pass the subject	
	Vos commentaires sur "Conditions de travail - Ressources"	Si vous souhaitez apporter des remarques ou commentaires supplémentaires, n'hésitez pas à le faire ici :		Suggestions for improving the subject	
	Vos commentaires sur "Déroulement de la formation"				
	Vos commentaires sur "Acquisition et contrôle des connaissances"			… explained the purpose and the timetable for office hours	
	Poursuite d'études/Insertion professionnelle Pas du tout Plutôt non Plutôt oui Tout à fait Vous êtes satisfait … - de l'information sur la poursuite d'études - de l'information sur les débouchés professionnels			4. The lecturer imparts the class and, when not possible, justifies his/her absence and provides an alternative time schedule	

	La formation vous a apporté une bonne connaissance du monde socioéconomique vers lequel elle est principalement tournée				
	Vous êtes satisfait de l'accompagnement que le service d'orientation et d'insertion professionnelle vous a proposé lorsque vous l'avez sollicité			Relates different topics of the subject	
	Vos commentaires sur "Poursuite d'études/Insertion professionnelle"			The lecturer's teaching approaches facilitates understanding of the course contents	
	Mieux vous connaître Motivation A l'entrée dans cette année de formation, votre objectif était de : - Obtenir un diplôme - Réaliser votre projet professionnel - Développer des connaissances, une ouverture d'esprit, une culture générale - Augmenter vos chances d'accéder à un emploi - Autres objectifs Si 'Autres objectifs', précisez :			Supervises activities and tasks and provides guidance	

	Vous et votre parcours Vous êtes : Une femme Un homme Vous êtes de nationalité : Française Etrangère			I study this subject on a daily basis	
	Vous avez obtenu un bac : Scientifique Littéraire Economique et social Technologique Professionnel Autre			I expect to be sufficiently prepared to pass this subject	
	Vous êtes boursier : Oui Non Est-ce votre première année sur ce campus ? Oui Non Vous exercez une activité professionnelle en parallèle de vos études : Oui Non Si 'Oui' à la question {Vous exercez une activité professionnelle en parallèle de vos études :}, précisez : Moins de 8h par semaine Entre 8h et 20h par semaine 20h ou plus par semain			If your answer to No. 19 is 1, 2 or 3, please answer the following: If I do not attend classes regularly, it for one of the following reasons: a. Timetable overlapping with other subjects b. Work c. Family/personal reasons d. Repeating the subject e. Having class notes f. The subject is difficult g. The subject is easy h. it has to do with the lecturer i. Other reasons:	
	Le niveau de cet enseignement est... Trop facile Adapté Trop difficile Le rythme de cet enseignement est... Trop lent Adapté Trop rapide				

	Les ressources en ligne d'Elearn… Doivent être réduites Sont satisfaisantes Doivent être augmentées				
	Quels sont, selon vous, les points forts de cet enseignement ? Remarques, précisions et suggestions complémentaires sur cet enseignement :				