



**SAGESSE**

*“Improving Governance in the Tunisian Higher Education System: Towards University  
Autonomy and New Mechanisms of Quality Assurance”*

## **Proposal of an Outline of the Procedures Manual for Quality Assurance in WP4 Tunisian Universities**



Site web

<http://www.sagesseproject.eu/>

Le projet SAGESSE, Amélioration de la Gouvernance dans le système de l'Enseignement Supérieur en Tunisie, cofinancé par le programme Erasmus+ de l'Union Européenne, vise à moderniser le système d'enseignement supérieur en Tunisie en renforçant son système d'assurance qualité, les mécanismes de gouvernance et de financement basés sur les résultats.

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# Procedures Manual

*LOGO DE L'UNIVERSITE*

## History of Updates

Version	Date	Update	Paragraphs	Editor	Auditor	Approver
V0	1/21/2021	Creation	All	Quality Manager		

### Suggestions

1. Plan to include in the procedures the normal operating mode and the other operating types: degraded mode, crisis mode, etc.
2. Define how staff will be trained in the procedures and registration.
3. Define the way in which the proper application of the procedure will be overseen.

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## LIST OF ACRONYMS AND ABBREVIATIONS

**AO:** Accounting Officer/Office

**BIATOSS:** Librarians, Engineers, Administrative and Technical Staff, Social and Health Workers

**FC:** Financial Control

**SB:** Scientific Board

**QAC:** Quality Assurance Committee

**CTC:** Specialized Technical Committee

**FAD:** Finance and Administration Director

**LMD:** Bachelor's Master's Doctorate System

To be completed.



## Foreword

This manual describes the organization of XXX University. The procedures described in this document formalize the academic, administrative, financial and accounting management of the University. This manual brings together the official documents of XXX University and its services in a coherent set of procedures and guidelines to facilitate the functioning of the services and the performance of their tasks. It will be made available to the community.

The implementation of these procedures and their correct application meet the following objectives:

- i. To provide a formal framework for the regularity of the execution of administrative and financial operations in accordance with management principles and legislation;
- ii. To facilitate, empower and enhance the efficiency of the personnel, whether they are newly recruited, transferred or already in their positions, in undertaking their respective tasks. A precise definition of positions and related responsibilities ensures regularity in the processing of transactions of the same nature;
- iii. To increase the reliability of information produced for management or decision-making purposes and optimize information channels (circulation of documents);
- iv. To put in place an effective internal control to reduce the irregularity risk.

The procedures described below are inspired by current practices, which are formalized in some universities but still not in others. These procedures will be able to correct, if necessary, the existing dysfunctions. The effectiveness of the management system depends on the respect and effective application of these procedures. Regular checks will enable the University to reduce the risks and remedy the various defects that may arise from irregularities or disputes.

### **This procedures manual is divided into three chapters:**

The first chapter presents and describes the organization of the manual. It is structured in such a way as to facilitate its use and updating, in order to adapt it to changes in both the organization of the University and the formalized procedures.

The second chapter centers upon the administrative and academic organization of the University. It presents the decision-making authorities and the steering bodies.

As regards the third chapter, it revolves around the management procedures by department, which will be accompanied by a detailed description of the different stages of the procedure.

## CHAPTER I: DESCRIPTION OF THE PROCEDURES MANUAL

### 1 OBJECTIVES OF THE MANUAL

The procedures manual formalizes the main procedures required by various departments. It aims to:

- Provide a formal framework to undertake operations of administrative nature;
- Describe the administrative, financial and accounting organization;
- Describe the expenditure procedures under conditions guaranteeing effective internal oversight, by formalizing the controls to be carried out as well as those responsible for them at each stage of the document circulation;
- Describe the procedures to be carried out by all accounting and administrative staff as well as the tasks incumbent upon them;
- Use in an optimal manner, for the best efficiency of the action undertaken, all the implemented resources including:
  - Human resources;
  - Material resources;
  - Financial resources.

### 2 UPDATING THE MANUAL

#### 2.1 *Modification of Procedures*

Keeping this manual up-to-date is as important as its establishment. If the manual is not regularly updated, it loses its effectiveness.

The updating of the manual can be motivated by:

- Changes in the structure, following the decisions of the supervisory authority;
- Changes in the systems and procedures with the aim of improving existing procedures in order to address the emerging situations;
- Changes made necessary by the application of texts and decrees concerning the laws and regulations in force;
- Modifications regarding the organization of the University.

#### 2.2 *Responsibilities for Maintaining the Manual Up-To-date*

The responsibility for maintaining and updating the procedures manual rests with the President of the University. It is also his decision to make copies available to the staff. The decision to modify existing procedures is taken on his own initiative or that of the delegation to the Quality Assurance Committee.

## CHAPTER II: ADMINISTRATIVE AND ACADEMIC ORGANIZATION

### 1 PRESENTATION OF THE UNIVERSITY

The University, created by decree n ° \_\_\_\_\_, aims to achieve the following objectives:

Each University provides the appropriate information.
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<i>Description of the missions and values regarding the University and its Institutions of Higher Education and Research.</i>
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#### 1.1 Faculties

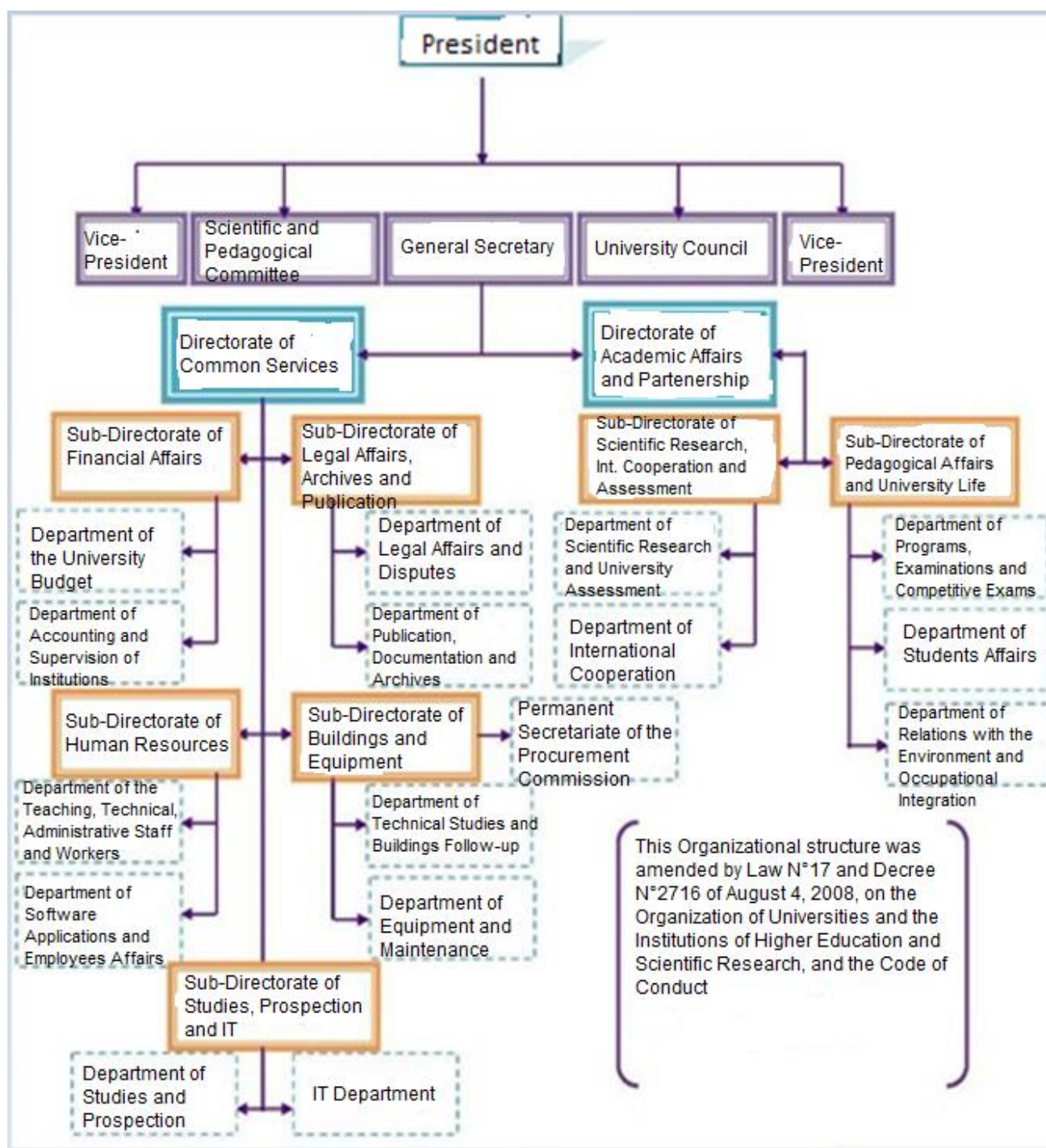
#### 1.2 Institutes

#### 1.3 Schools

#### 1.4 Research Centers

#### 1.5 Others

## 2 Organizational Structure of the University (update of the new structure as shown in the following section)



### 3 Decision-Making Bodies

#### 3.1 President of the University

The president of the university is elected from among the elected representatives of the teaching and research staff, who are members of the university council and have the rank of Professor, according to Article 6 of Decree N°683<sup>1</sup>.

Each university presents and describes its own decision-making bodies

#### 3.2 University Council

According to Article 11 of Decree N°683<sup>2</sup>, the University Council is composed of:

- The President of the University: Chairperson of the Council,
  - One or two Vice-Presidents of the University,
  - Heads of the institutions under to the University,
  - Elected representatives of teaching and research staff, the number of whom does not exceed 10.
  - Three representatives of economic, social and cultural organizations, appointed for a period of three years by order of the Minister of for Higher Education, on the proposal of the President of the University and the concerned organizations.
  - A representative of the technical and administrative staff and a representative of the workers, elected by their peers for a period of three years, according to procedures fixed by the President of the University after consulting the University Council.
  - The University General Secretary is entrusted with the secretariat for the Council.
- The University Council meets every xxx.

The UC devises the University policies, approves contracts between the University and the Ministry of Higher Education and votes on the budget. Its role also consists in approving the agreements signed by the President of the University, and adopting the University's rules of procedure.

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<sup>1</sup> Decree No. 2011-683 of June 9, 2011, amending and supplementing Decree No. 2008-2716 of August 4, 2008, on the organization of universities and institutions of higher education and research, and the operating rules.

<sup>2</sup> Ibid.

### 3.3 Scientific Boards

### 3.4 Departmental Councils

### 3.5 Pedagogical Councils

## 4 Steering Bodies

### 4.1 Presidencies

### 4.2 Vice-Presidencies,

### 4.3 General Secretariat,

### 4.4 Central and Attached Services

### 4.5 Management of Institutions

### 4.6 Other Steering Assisting Bodies and Authorities

#### 4.6.1 Quality Assurance Committee

#### 4.6.2 Observatory

#### 4.6.3 Pedagogical Learning Commission

#### 4.6.4 Procurement Commission

#### 4.6.5 Career and Certification Center

#### 4.6.6 Technology Transfer Office

#### 4.6.7 Business Space

#### 4.6.8 Mediation Center

#### 4.6.9 Others

The job descriptions relating to these services must be annexed to this document.

## CHAPTER III: PROCEDURES

This chapter describes the procedures for all business areas of the University.

Each procedure explains the sequential flow of each operation. The general plan adopted for the description of the procedure is as follows:

- Object of the procedure;
- Definition of the actors, their responsibilities, roles and supporting documents to be provided;
- Flowchart of the procedure;
- Drafting of the procedure;
- Validation of documents;
- Sharing of documents;
- Updating of documents;
- Document tracking.

### 1 Procedures for the Presidency/(Steering)

#### 1.1 Governance Procedures

- Defining strategies and policies,
- Drawing up plans and four-year contracts
- Drawing up Contracts of Objectives and Means (University and Higher Education and Research Institution)
- Operating governance bodies
- Delegating authority
- Signing cooperation agreements
- Managing conflicts of interests
- Handling claims and complaints
- Documents: Ethics, transparency and academic integrity

#### 1.2 Communication Procedures

- Internal communication (mail, graphic charter, ...)
- External communication (responsibility and authority)
- Access to documents and protection of personal data

#### 1.3 Management Control Procedures

- Access to financial reports
- Updating the indicators of the Institution Contract
- Developing the management report

## 1.4 Commissions Procedures

- Recruitment commissions
- Permanent and ad hoc commissions

## 1.5 Auditing and Internal Control

### 1.5.1 Internal Control Procedures

- Management of procedures
- Risk mapping
- Guidelines: How to draft a procedure, how to manage procedures, self-assessment, indicators, process modeling, process security
- Internal control glossary

### 1.5.2 Auditing Procedures

- Organizing and conducting missions of internal audit (different stages of an audit assignment, internal audit charter)
- Archiving missions of internal audit (Management of the assignment's physical and electronic archives: description of the archiving method for documents collected and produced during the audit mission).
- Law, charter, list of members of the internal audit committee, internal audit regulations.

## 2 Procedures for the Directorate of Common Administrative Services

### 2.1 Financial Affairs Procedures

- Placing a purchase order
  - Application for an advance in deals
  - Application for the creation of an order or service rendered
  - Template letter -communicating the address of invoicing service
  - Choice of suppliers when placing an order
  - Purchase order from a partner supplier
  - Creation of an advance order in deals
  - Incurring registration fees of a seminar outside the University
  - List of supporting documentation to be provided to the accounting officer
  - Denomination of the attached supporting documentation
  - Service delivery note

Procedures of:

- Certification of the rendered service
- Payment of international scholarships managed by the International Relations Department
- Operating expenses excluding purchases from suppliers (social assistance, by agreement, etc.)



- Developing the University budget(budgeting, implementation, follow-up and processing)
- Transfer and credit facility
- Allowance for teachers' supervision
- Processing the claims Higher Education and Research Institutions
- Processing payroll and issuing administrative documents for the teaching staff (pay slip, withholding tax statement, wage certificate, domiciliation, ...)
- Payroll management
- Monitoring open items and follow-up of suppliers' invoices
- Missions

## 2.2 Human Resources Procedures

### 2.2.1 Teaching, Administrative, Technical and Working Personnel

#### 2.2.1.1 Procedures of HR Organization

- HR organization: archiving and material management of files, delegation of signing authority
- Internal control: the organization of the University's internal human resources control system and the responsibility of the various HR actors

#### 2.2.1.2 Procedures of Teachers Mobility (Transfer, swapping, secondment, etc.)

- Internal and external mobility of teaching and administrative staff;
- External mobility (national and inter-academic of administrative, technical and worker personnel, inter-academic mobility. For BIATOSS personnel, the procedure describes the modalities of participation in the external mobility in the national, inter-academic or academic phase).

#### 2.2.1.3 Procedures for a leave

- Furloughs and leave (occupational health/accident/sickness)
- Request of a scientific, exceptional, or parental care leave for the teaching personnel

#### 2.2.1.4 Procedures of work time and permits of annual furloughs and leave

- Rights and duties of the staff members (work time)
- Leave of absence (For trade union purposes, Provision of leave, Authorization to have a leave of absence abroad, Research leave or "thematic conversions", Strike, Work time and annual leave for BIATOSS, Part-time)

#### 2.2.1.5 Procedures for Timetable Management and Wage Bill

- Personal information (Announce a change of address, bank/postal account, or name/surname/legal gender)
- Wage bill budget

- Identification of needs (recruitment requirements for permanent staff that the university must present to the Ministry of Higher Education in January, for recruitments the following year)
- Continuous training (Training of the administrative and technical staff)
- Conflict management (relational and/or professional, System for combating harassment and gender-based, sexual and homophobic violence)
- Equal opportunities for women and men, and gender equality
- Recruitment (job description documents)
- Appointments - tenure (permanent staff / temporary staff registration file, etc. Processing of functional job files for administrative and technical managers of the University and its institutions)
- Renewal and extension of mandates (contractual, temporary, expert contract, etc.)
- Multiple activities
- Non-active status, Secondment
- Permanent cessation of professional activity of staff (retirement, permanent cessation of activity, etc.)
- Announcement of vacancies (teaching staff, administrative staff and workers)
- Continuous professional development
- Management of requests for special part-time working arrangements
- Periodic monitoring and assessment of the staff

### 2.2.2 Procedures for the Operational Management of Information Systems

- Access to the University's computing resources
- Acquisition of computer equipment
- Use of the electronic mail of the University by its staff
- Management of the renewal of hardware stock
- Procurement of hardware and software support
- Account management
- Request of a mailing list-the personnel of the institution
- Request of a website in the relevant field

## 2.3 Legal Affairs, Archives and Publication

### 2.3.1 Procedures for Legal Affairs and Disputes

- Disciplinary section for users (compliance with regulations and disciplinary procedure, Documents: Reminder concerning the conduct to be taken in cases other than fraud. Form: Report of the relevant facts)
- Organization of the University Council meetings
- Declaration of personal data file (Compliance with the provisions of the Law on Information Technology, Files and Civil Liberties which makes it compulsory to keep a list of the processing of personal data put in place within the institution. Compliance with the provisions of the IT law and personal data).
- Assignment of delegation of signing authority (in compliance with the regulations in force)
- Organization of elections to "Components Councils (Compliance with regulations and organization of electoral operations)
- Informal appeal (An informal appeal is lodged by a person who feels aggrieved by a decision taken by the university)

- Contentious appeal (Respond to contentious appeals against the University and ensure the execution of judgments rendered)
- Assessment of the statuses of components, common services and laboratories (Carry out regulatory expertise of all the statuses of common services, components and laboratories of the University)
- Student plagiarism.

### 2.3.2 Procedures for Issuing Documentation and Archives

#### 2.3.2.1 Archives

- Administrative and heritage archives of the University (Definition: the administrative and heritage archives of the University are all the documents received and / or produced by the institution as part of its activities related to management, teaching, research and service to the city. They are kept because of their administrative, legal and / or historical value. This definition applies to all information media, in written or digitized, visual or audio form).
- Constitution and management of office archives
- Consultation of administrative and heritage archives.

#### 2.3.2.2 Library Resources

Documents

## 2.4 Building and Equipment

### 2.4.1 Procedures for the Development of Property Assets (Study and Prospection)

- Media Library

(The aim of the media library is to classify the university's heritage documents by theme, the non-exhaustive list of which includes:

- Acts and conventions
  - The photo library, the plans
  - Maintenance contracts
  - Records of works executed
  - Minutes of committee meetings
  - Technical notes and diagnostics
- 
- Carrying out refurbishment work
  - Feasibility study
  - Launching operations
  - Classification and archiving of a construction operation
  - Collection of the University's heritage data (Procedures & Data repository to be collected)
  - Collection of heritage data
  - Management of the warranty period

## 2.4.2 Procedures for Material, Equipment and Maintenance

### 2.4.2.1 Safety Procedures

- Charter of safety, health at work, environmental protection and preservation of people and property of the University and those entrusted to it
- Activation of the crisis unit
- First aid management
- Installing and operating a video surveillance system
- Risk prevention (Prevention, risk assessment, register, single document, prevention assistant, occupational health and safety, preventive medicine, prevention advisor, Health Safety and Environment)

### 2.4.2.2 Evacuation Procedures

- Action in the event of an attack or threat to the community (activation of the crisis unit)
- Evacuation of a building
- Evacuation exercise
- Evacuation routes

### 2.4.2.3 Procedures for Lost or Stolen Items

- Declare the loss of an object or announce a found object
- Declare theft or damage

### 2.4.2.4 Special waste and products

- Labeling and traceability of chemicals
- Occupational health
- Periodic visits of the Safety Commission
- Health and Safety Instructions at the University

## 2.5 Study, Prospection et Information System

### 2.5.1 Statistics Procedures

- Consulting and obtaining university statistics (observatory, University statistics website)

### 2.5.2 Procedures for Study and Prospection

- Conducting a survey or a study by the Observatory, at the request of an institution or a department.

### 2.5.3 Information System

### 3 Procedures for the Directorate of Academic Affairs and Scientific Partnership

#### 3.1 Spirit of the Procedures

##### 3.1.1 Definition of the Cultural and Professional Backgrounds of Training Paths

1. Planning of the Training Path and initial consultation of the interested parties (students, teachers, scientific and professional world, world of culture and business).
2. Structuring of the Training Path, the annual program, the cultural, scientific and professionalizing aspects; clear and complete description of the knowledge and skills that characterize each cultural and professional profile.
3. Consistency between the cultural, scientific and professional profiles and specific training objectives.
4. Consistency between the educational offer, the courses by subject area, and the methodology.

#### RECOMMENDATIONS ON THE PROCEDURE

The Training Path must clearly define the structure and content of its training offer, which must be consistent with clearly identified cultural and professional profiles. The objectives of the training (that is to say the expected learning outcomes) must be consistent with the cultural, scientific and/or professional characteristics of the described subject areas. This planning must obviously take into account both the conditions of the labor market, if the Training Path, being professional, aims at the immediate integration of its graduates into the world of labor, and the possible gateways for the masters and after obtaining the bachelor's degree.

It would be good practice to prepare a document that illustrates how the Training Path project has evolved over time with reference to reports from previous years.

1. Planning of the Training Path and initial consultation of the interested parties (students, teachers, scientific and professional world, world of culture and business).

The Training Path must ensure an in-depth analysis of the needs and development potential (humanist, scientific, technological, health or economic-social) of the reference sectors both during the planning phase and during the review and update of the training program. To this end, and in relation to subsequent cycles of studies, the Training Path must systematically consult with the main interested parties (students, teachers, scientific and professional organizations, the world of culture, economy and business, through sectorial studies). The Training Path, especially in the absence of reference professional organizations (lawyers, doctors, pharmacists, engineers, etc.) and in order to be able to thoroughly assess the training of graduates in relation to the employment potential, must in all cases provide a room for reflection or a steering committee, in line with outgoing cultural profiles, which reflects, deepens and provides evidence regarding the actual work potential of graduates.

2. Structuring of the Training Path, the annual program, the cultural, scientific and professionalizing aspects; clear and complete description of the knowledge and skills that characterize each cultural and professional profile.

The Training Path must contain clear indications concerning: the elements which define the professional profiles trained by the two levels (bachelor's and master's); job opportunities in accordance with the described training profiles; definition of the functions of the profiles to be trained; in this regard, it is useful to clarify the indications provided by the world of work and culture on profiles and skills.

3. Consistency between the cultural, scientific and professional profiles and specific training objectives.

The specific training objectives and expected learning outcomes should:

- Provide for the development of transversal skills of students, through the creation of interdisciplinary laboratories, integrated projects and targeted methodologies.
- Prepare students to solve common problems in different subject areas.
- The courses of the Training Path must be linked to the cultural and professional profiles that are declared and adapted in an appropriate manner to the expected learning outcomes.
- Detail the identified cultural, scientific and professional profiles and decline them with reference to the areas of learning.

It is necessary to distinguish the skills acquired in the first level (BA) of the study path from the second (MA), and to define the employment opportunities for each level of study.

4. Consistency between the educational offer, the courses by subject area, and the methodology.

The training offer and its articulation in training (guidelines, orientations, teaching, modules, etc.) must be consistent with the training objectives and the expected defined learning outcomes. It must allow the registered students in the Training Path to acquire skills related to main and cross-disciplinary objects. The compilation of the Tuning Matrix (Tuning Educational Structures in Europe) is a useful tool to ensure that the lessons which contribute to the development of the didactic project are designed and modeled to ensure the achievement of the learning outcomes. In this regard, see the guidelines of Tuning Educational Structures in Europe.<sup>3</sup>

### 3.1.2 Centrality of the Student in the Training Path

1. Role of orientation programs for a better choice of the student.
2. Verification of skills before registering students for the Training Path.
3. Organization and flexibility in teaching, autonomy and critical learning of the student.
4. Internationalization of education.
5. Learning verification procedures.

#### RECOMMENDATIONS ON THE PROCEDURE

The Training Path must be built through an educational track that is centered upon the student. The student's path must be followed from the time of registration to graduation. Particularly at the entrance, the Training Path provides an efficient orientation service which must give clear indications on the knowledge necessary for registration to the Training Path, which detects the knowledge in the possession of students and offers effective initiatives to support them. The Training Path also guarantees a flexible

<sup>3</sup><http://www.unideusto.org/tuningeu/>

organization of teaching, in which students can find help and improve the courses adapted to their specific needs. It is recommended to develop a flexible organization of teaching and study plans.

Attention is also drawn to the importance of promoting the possibility of carrying out periods of study abroad, and facilitating the recognition of study credits acquired by students during these periods.

Teachers in the Training Path are called upon to explicitly announce the criteria and methods of learning verification. The Training Path must make public the general rules of evaluations and the methods of undertaking the learning verification tests and the educational calendar (courses and exams).

## **1. Role of orientation programs for a better choice of the student**

**Phase 1)** The orientation at entry (information before registration), offered to students, must be organically and continuously guaranteed (each year during the same period), through an internal initiative (University, Faculty, School, institute, Training Path, Study program, etc.), and an external one (high schools, etc.). Each Training Path organizes the information material used for promotion through posters, communication emails, a website, social media and events organized to promote the track. Each Training Path and study program describes the real employment opportunities for the first (bachelor's) and second (master's) levels, and defines the student's commitment to the Training Path and to the study program.

**Phase 2)** Continuous guidance must accompany the student throughout his career. It follows careers (exams passed, average score) and takes care of the methodology of the study.

**Phase 3)** Support for entering the world of work (placement) must take into account the analysis of the placement data of graduates of the Training Path. It is important to publish and update this data on the Training Pathways and Study Programs websites. The placement analysis must be used to modify the training offer, and the Training Path Council must demonstrate that it has really taken this analysis into account. The tutoring activities organized by teachers and students within the context of peer tutoring are of fundamental importance in the inward and outward career processes.

## **2. Verification of skills before registering students for the Training Path and the Study Program**

The Training Path identifies, describes and announces, in an explicit and easily understandable way, the knowledge required or recommended to students who wish to register for the course and path. The Training Path can offer students training activities for the recovery of the basic skills needed to register for a specific course.

The first level (Bachelor's degree) or "single cycle" Training Paths provide:

- Verification of the acquisition of initial and essential knowledge;
- Communication to students of any deficiencies observed;
- An indication of how to recover the required skills.

The Training Path defines and consistently implements initiatives to recover missing training skills for students and guarantees their contribution and ongoing support activities (preparatory courses and support tutoring). In the second level Training Path (Master's), the verification of the candidates' adequate preparation is guaranteed. It specifies any form of integration of the knowledge required or recommended upon entry. Finally, it is good practice that the Training Path and the study program provide interventions to



promote the integration of students with different first level diplomas and from different universities. Each Training Path must make available in advance the content of the courses given by its teachers, their structure and the skills that will be acquired by the students.

### **3. Organization and flexibility in teaching, autonomy and critical learning of the student**

The Training Path ensures a pedagogical organization that is capable of encouraging students' autonomy in their choices, critical learning and organization of their studies. To this end, it guarantees adequate guidance and support for students (for example by organizing support meetings to choose between the different training courses, planning their career and organizing spaces and times for study activities or in-depth, self-managed studies).

The Training Path favors the presentation and acceptance of flexible study plans with the possibility of choosing between different orientations. The list of tutors and their contacts should be published on the appropriate websites.

The tutor teachers must be available (for each teacher, not only the e-mail address appears, but also the number of the course that the teacher provides).

The structure of the Training Path must ensure curricular and support activities that use flexible teaching methods and tools, and that are organized according to the specific needs of different types of students.

The Training Path must prepare study spaces, ensuring that clear indications are provided on their availability. These spaces can also be self-managed.

All these activities, to be developed within the Training Path, aim to promote the conditions allowing students to make informed choices about their professional project within the training offer, by modulating these choices according to personal interests and stimuli. Support initiatives are also desirable, concerning accessibility to facilities and teaching material that are intended for students with specific needs (for example: off-site students, foreigners, workers, young children) and students with disabilities.

### **4. Internationalization of Education**

The Training Path promotes initiatives to enhance student mobility and to carry out study stays and internships abroad, not only upon leaving but above all upon entering, through agreements exchange that guarantees a real international dimension of education.

The Training Path must publish international exchanges on its website and ensure that students are clearly informed about the possibilities offered. It should be remembered that internationalization cannot be acquired simply by translating the titles of existing courses into a foreign language and by updating the bibliography with texts in the language. Internationalization means building an effective synergistic network within which the different components contribute to creating a learning and research environment that promotes the exchange and sharing of innovative teaching models in multicultural environments.

For internationalization to meet the parameters of quality and innovation, it is necessary to ensure that:

- Teachers who teach international courses have acquired specific skills during periods of study and teaching or research in foreign universities; and have the necessary language skills;
- The Training Path has an adequate orientation structure capable of meeting the needs of the foreign students in which they are registered; the Training Path is able to allocate part of the economic resources received at the reception of foreign teachers for the benefit of lecture periods;



- The Training Path scrupulously checks its website in a foreign language, constantly updating its content, in accordance with the quality standards of the best foreign universities.

## 5. Learning Verification Procedures

The Training Path ensures that the verification methods are adequate to guarantee the achievement of the expected learning outcomes. Verification methods are adequately published and communicated to students, while ensuring that these verification methods are clearly described.

The Training Path must make sure that there is consistency in the verification activities and in all the elements that contribute to the making of the final judgment (see Dublin descriptors). The Training Path should provide students with the test schedule in a timely manner, and avoid overlaps between tests. Once established and communicated to students, the testing schedule should not be changed for any reason.

### 3.1.3 Resources for the Functioning of the Training Path

- *Qualification of Teachers*
- *Personnel and Facilities*

#### RECOMMENDATIONS ON THE PROCEDURE

Each Training Path must ensure adequate human resources to pursue the previously set educational objectives. To this end, the Training Path guarantees the implementation of initiatives aimed at the qualification of teachers, in terms of scientific and professional development, training and updating of the teaching methods. The university provides adequate teaching services and qualified staff to support the activities.

#### 1. *Qualification of Teachers*

The Training Course ensures that the number and qualification of teachers are adequate to meet the scientific and didactic needs of the course.

The number of teachers for each first (Bachelor's) and second level (Master's) of the Training Path is indicated by the Ministry and the Agency, and depends on the sector and disciplines (the number of teachers does not affect accreditation, but represents a means of standardizing the courses. Likewise, it is considered a good practice).

The Training Path must monitor its teachers to verify that the instructions are followed and to keep the number of teachers under control in terms of scientific skills, for an adequate design of the courses for the following 3 years. If challenging situations with regard to the student / teacher ratio are detected, the Training Path quickly informs the governing bodies of the university, making appropriate proposals for corrective actions.

The Training Course strengthens the link among the scientific skills of teachers (also verified by monitoring the research activity of the scientific sector to which they belong) and their relevance to the educational objectives (promoting, for example, the continuity of teaching with research doctorates and the participation of students in scientific activities of the concerned departments or schools. The Training Paths must ensure consistency between the stated educational objectives, the scientific sectors of the teachers, the research activity developed (shown by the curriculum vitae and publications) and the didactic content of the courses in which the Training Paths are divided.

The University and the Training Course must ensure the participation of teachers in pedagogical training activities, classroom monitoring, sharing of teaching and evaluation methods, updating of new technologies for educational use.

## **2. Personnel and Facilities**

The Training Path must ensure that the University, the Faculty, the School and the Department effectively support the accomplishment of its institutional activities (classrooms, libraries, study rooms, laboratories, teaching aids, IT infrastructures, etc.), and that the services are genuinely usable by all students and teachers.

This point will be evaluated for the accreditation of the Training Course. The Training Path guarantees the verification of the quality of the support provided to teachers and students through the work of the staff. It must also ensure that the equipment (libraries, laboratories and other teaching aids) is effectively available and constantly subject to the necessary maintenance. The Training Path must be able to demonstrate, for accreditation purposes, that the use of equipment and classrooms is subject to adequate technical support, and that the secretariat has a functional organization for the objectives of the Training Path.

### **3.1.4 Follow-up, Self-Assessment and Training Path Improvement**

1. Collegiate activities of analysis and improvement of teachers and students
2. Involvement of external stakeholders
3. Training review

#### **RECOMMENDATIONS ON THE PROCEDURE**

This part addresses the capacity of a Training Path to meet the requests of students, teachers, the business world, the economic and social world and teachers. It also deals with the behavior of a Training Path in the face of improvement and update requests, which must be regularly promoted in order to comply with Quality Assurance criteria. The Training Path must demonstrate its ability to plan and carry out an activity review process involving the University and all bodies responsible for assessing, revising and modifying the Training Path. In this way, a real quality assurance process can be achieved.

#### **1. Collegiate activities of analysis and improvement of teachers and students**

The Training Path must ensure activities that are dedicated to the revision of the didactic paths of the students, to the didactic coordination between the courses, to the rationalization of the schedules, and to the distribution of time in exams. These initiatives ensure the updating and the periodic review of training in order to improve the Training Path. These improvement activities take into account the continuous monitoring of students' careers, their opinions and those of the teachers and external stakeholders, who are consulted not only during the planning phase of the Training Path, but also all the training long.

The Training Path must scrupulously analyze the opinions expressed by students, graduates and exam results. The Training Path must describe the methods of collecting and discussing the results of the opinions of the students (public meetings, statistical surveys, etc.)

The Training Path deduces from these data the corrective and/or improvement actions to be taken, documents the awareness-raising actions carried out with teachers, and discloses the measures adopted for the detection and management of student complaints. The Training Path also analyzes the detected problems and their causes, allowing teachers and students to directly communicate their observations and proposals for improvement.

## **2. Involvement of External Stakeholders**

The Training Path ensures interactions with the stakeholders, consulted during the course planning phase. The methods of interaction highlight the cultural, scientific or professional objectives of the course, as well as the need for a periodic updating of training profiles according to the levels of subsequent studies (including the doctorate). In addition, if the employability results of the graduates are not satisfactory, the Training Path uses the interaction with the external stakeholders to review the learning results and the related training courses in order to improve them and increase the employment opportunities of its graduates, while creating opportunities for new internships, apprenticeship contracts, internships or other support initiatives. Thanks to these activities of involvement, monitoring and analysis, the Training Path is able to plan, implement and evaluate the revisions of the training offer. It must encourage, through a set of collegiate activities, moments of comparison and verification of their training. In this sense, it is important that there is frequent interaction between the Training Path and reference research doctoral students, as well as between the Training Path and interested parties.

## **3. Training Review**

The Training Path must ensure that the educational offer is constantly updated and reflects the most advanced subject-based knowledge, while taking into account the subsequent levels of study (including the doctorate), the improvement proposals received from teachers, students, external stakeholders, and the considerations expressed by internal committees and other QA stakeholders.

The Training Path ensures a constant monitoring and analysis of the study paths, exam results and employment results of graduates (short, medium and long term), through a comparison with other Training Paths in the same national territory.

The comparison at the national level of the Training Path of all the universities is useful to check the improvements and to establish the training objectives of the didactic project of the Training Path. The comparison with similar Training Paths is useful for constructing benchmarks for the development of statistics and benefits for society and the world of work.

Finally, the Training Path must ensure the planning, start-up and follow-up of the promoted corrective actions, as well as the evaluation of their effectiveness.

### 3.1.5 References

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- Linee guida per l’assicurazione della qualità nella didattica. [https://www.uniroma1.it/sites/default/files/field\\_file\\_allegati/tq-linee\\_guida-aq-didattica-rev-4.1-2018-10-30.Parcours de Formation](https://www.uniroma1.it/sites/default/files/field_file_allegati/tq-linee_guida-aq-didattica-rev-4.1-2018-10-30.Parcours_de_Formation)

## 3.2 Pedagogical Affairs and University Life

### 3.2.1 University Programs, Exams and Competitive Examination

#### 3.2.1.1 Procedures for the Establishment, Habilitation and Steering of the Training Offer

- Creation, verification, evaluation, validation and monitoring of the training course offer (Bachelor's, Master's, Doctorate)
- Evaluation of training programs
- Adaptation of teaching for students with disabilities

#### 3.2.1.2 Procedures for the Organization and Follow-up of Examinations

- Organization and follow-up of examinations
- Monitoring examinations of private universities
- E-learning
- Processing students' complaints
- Appeal

#### 3.2.1.3 Procedures for the Organization of University Competitive Examinations

- Organization of competitive examinations
- Examinations of university reorientation
- Mobility and gateways

### 3.2.2 Student Affairs

#### 3.2.2.1 Schooling Procedures

- Admission and orientation (capacity, orientation and information days, ...)
- Enrolment and follow-up (Admission, withdrawal, repetition, drop-out, ...)
- University Integration (except preparatory cycles, engineer cycles, medicine, ...)
- Diversity in the admission, including in terms of gender and disadvantaged groups and persons with disabilities
- Transfer
- Equivalence, credit recognition
- Admission in a second specialty
- Appeal

#### 3.2.2.2 Procedures to Support Students

- Support for students with disabilities
- Grants and internships
- Social subsidies

### 3.2.3 Procedures for the Relationship with the Environment and Occupational Integration

- Adaptation of teaching for students with disabilities
- Subsidization of NGO's projects
- Student Association, Funding Operating Grant

### 3.3 Scientific Research, International Cooperation and Academic Evaluation

#### 3.3.1 Scientific Research and Academic Evaluation

##### 3.3.1.1 Procedures for Research Funding

- Opening and management of institutional funds
- Funding, subsidies

##### 3.3.1.2 Procedures for the Cooperation with the Private Sector

- Financial conflict of interests
- Subsidies, donations, dons, legacies
- Signing an order, agreement, contract, etc.

##### 3.3.1.3 Procedures for Evaluation and Accreditation

- Evaluation of a Higher Education Institution, a department, a directorate (Set of documents specifying the assessment of a course, a department, a section).
- Accreditation or certification announcement (specifies the terms and conditions to be followed by the head of a university entity who wishes or who must have all or part of his entity accredited or certified: training program, research project, Higher Education Institution-Department-section, laboratory, service).

#### 3.3.2 International Cooperation

##### 3.3.2.1 Procedures for Agreements and Conventions

- Granting scholarships
- Dual degree (cotutelle) convention
- Agreements, approvals, conventions
- Website of the International Affairs Department

##### 3.3.2.2 Mobility Procedures

- Achievement of international education or training mobility
- Application for an excellence scholarship
- Financial management of international mobility
- Support measures for the mobility of outgoing students with disabilities

#### 3.3.3 Procedures for Scientific Publications

- Address of researchers in scientific publications and papers (applies to all publications and papers resulting from the research and teaching activities of University collaborators, including those working part-time or having additional affiliations (i.e. professors of medicine).

#### 3.3.4 Procedures for the Transfer of Technologies

Technology and skills transfer agreements (specify the University's policy in terms of technology and skills transfer agreements. This term covers development agreements giving the possibility to third parties to exploit intangible goods produced within the University, research and service contracts with the private sector, and support for start-ups based on spin-offs.

#### 3.3.4.1 Procedures for Establishing and Maintaining a Training Offer

- Development of the training offer for bachelor's degrees, professional BA, master's and health diplomas

#### 3.3.4.2 Procedures for the Assessment of Teachings and Programs

- Evaluation of teaching
- Evaluation of training programs

#### 3.3.4.3 Procedures for Continuous Training

*If applicable:* Creation, modification and management of programs

