National Report regarding the Bologna Process implementation
2009-2012

Italy

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Italy

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Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

No

2. How do these projections affect higher education policy planning?

3. Which of the following statements correspond to your higher education system?

☑ Higher education institutions can be either academically or professionally oriented

☐ Higher education institutions are only academically oriented

☐ Higher education institutions are either public or private

☑ All higher education institutions are public

the distinction between public and private does not apply. There are "State" Universitites, being Universitites established by the public authorities, and "non State" Universities, being Universities established by private entities but recognised by the Ministry. Amongst non State Universities, there are some telematic Universities, they as well are recognised by the Ministry.

4. What is the number of institutions in the categories identified?

There are 95 Universities: 67 State Universities and 28 non State Universities of which 11 are telematic non State Universities. Furthermore, there are 115 institutions for the arts and music sector.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 100

240 ECTS = 0

Other number of ECTS = 0

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 100

240 ECTS = 0

Other number of ECTS = 0

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?
These may include integrated/long programmes leading either to a first or a second cycle degree.

No

5.4. In which study fields do these study programmes exist?

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

5.7. Please provide the (approximate) percentage of second cycle (master) <u>programmes</u> of the following length:

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 88

Other = 12

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 70

Other = 30

5.9. Do second cycle degree programmes exist in your country *outside* the <u>typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)</u>?

No

5.10. What is the typical length of these second cycle programmes outside the <u>typical Bologna model</u>?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

The 12% of second cycle courses mentioned above are not "outside the typical Bologna model" as they are organised in credits (300 credits for the 5-year degrees and 360 for the 6 years degrees), measured in workload, described in terms of learning outcomes, included in the QF and, more generally, following all other Bologna policies and action lines. The difference with the majority of the courses is that they are single - cycle courses at level 2 of the QF - EHEA (Lauree a Ciclo Unico)and last for 5 - 6 years. Some of these degrees are fulfilling the requirements of the EU Directives for regulated professions. The entrance requirement is the Italian school leaving qualification and at the end of the programme students receive a Laurea Magistrale degree (2nd cycle degree) without any 1st cycle formal degree. These courses exist in the fields of Medicine, pharmacy, veterinary and dentistry, law studies, architecture, teacher training. Concerning data on students, the reported 70% refers to a.y. 2009/10 and refers ONLY to students enrolled in the first year of the second cycle programme to make it comparable with the other 30% which correspond to new entrant students. If we would consider all students enrolled, for academic year 2009/10, the data would be roughly 290.000 for students enrolled in 120 ECTS programmes lasting 2

years and roughly 300.000 for "other" programme lasting 5 - 6 years. There are also other 2nd cycle professionally oriented programmes called "Master universitario di primo livello". The length is minimum 1 year (min. 60 ECTS credits) and they do not give access to 3rd cycle programmes.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

6.1.1. Please provide a source for this information.

The access between cycles is regulated nationally by the Law.

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>50-75 %

The economic crisis is making the early employment of the new graduates more difficult. The main paths followed after first cycle graduation are prolongation of their studies to become better qualified (40%), continuation of studies while working (15%) and full-time job (30%).

6.2.1. Please provide the source for this information.

Almalaurea consortium, graduates' survey on 190.000 graduates from 51 Italian Universities, data of 2010. Data are collected one year after graduation.

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

	Yes	No	Some	No answer
All students (Scale 1)	○ Yes	○ No	● Some	○ No answer
All students (Scale 2)	○ Yes	● No	○ Some	○ No answer
Holders of a first degree from a different study field (Scale 1)	○ Yes	● No	○ Some	○ No answer
Holders of a first degree from a different study field (Scale 2)	○ Yes	● No	○ Some	○ No answer
Holders of a first degree from a different higher education institution (Scale 1)	○ Yes	● No	○ Some	○ No answer
Holders of a first degree from a different higher education institution (Scale 2)	○ Yes	● No	○ Some	○ No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

In order to be admitted to a specific second cycle degree course a first cycle degree holder should meet given academic requirements. HEIs decide if the students should undergo some form of assessment (generally an interview) intended to check the level of his/her competences. If the assessment is not completely satisfactory, the student is admitted into the program but with extra requirements, such as additional learning activities and exams.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Access to the third cycle is regulated by the Law. Only few 2nd cycle programmes do not give access to third cycle but there are no consistent data on the students involved.

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

Roughly 10%.

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

It is not permitted by the Law.

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Please see the Italian Qualifications Framework website (QTI) in order to know details of each Italian HED qualifications: http://www.quadrodeititoli.it/Index.aspx?IDL=2

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Nothing has changed so far from the previous stocktaking report but the Law 240/2010, now at the start of implementation introduces a new regulation for doctoral studies.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

8.2.1. What are the main features of these schools and how many doctoral schools are there?

Universities can open internally graduate/doctoral schools for the management of 3rd cycle programmes.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

3

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

8.5. Are ECTS credits used in doctoral programmes?

No

The Italian legislation does not prescribe the use of ECTS credits in doctoral programmes, but, according to their autonomous status, it is up to the institutions to decide if they want to use ECTS credits for doctoral studies or not. Usually HEIs use ECTS credits in joint doctoral programmes.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.
Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

☐ gain full credit for their previous studies

☐ gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught

☐ gain full credit for their previous studies but in professional bachelor programmes only

☐ gain substantial (>50%) credit for their previous studies

☐ gain some (<50%) credit for their previous studies

☐ gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

Joint degrees and programmes are mentioned in the Law 270/2004, art. 3 comma 10 in general terms to give to HEIs the opportunity to issue them. After 8 years, the National University Council is asking for a revision and clarification in the legislation.

10.2. Does higher education legislation allow:

Establishing joint programmes	⦿ Yes ⦾ No ⦾ Legislation not clear ⦾ Legislation doesn't mention joint degrees ⦾ No answer
Awarding joint degrees	⦿ Yes ⦾ No ⦾ Legislation not clear ⦾ Legislation doesn't mention joint degrees ⦾ No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees	⦾ > 75-100% ⦾ > 50-75% ⦾ > 25-50% ⦿ > 10-25% ⦾ > 5-10% ⦾ > 0-5% ⦾ 0% ⦾ No answer
Participate in joint programmes	⦾ > 75-100% ⦿ > 50-75% ⦾ > 25-50% ⦾ > 10-25% ⦾ > 5-10% ⦾ > 0-5% ⦾ 0% ⦾ No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 …

with a joint degree	⦾ < 10% ⦾ > 7.5-10% ⦾ > 5-7.5% ⦾ > 2.5-5% ⦿ > 0 -2.5% ⦾ 0% ⦾ No answer
from a joint programme	⦾ < 10% ⦾ > 7.5-10% ⦾ > 5-7.5% ⦾ > 2.5-5% ⦿ > 0 -2.5% ⦾ 0% ⦾ No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

10.5.1. Please explain briefly.

Since 2009 CIMEA, the Italian NARIC centre, manages the "Database on joint study programmes at Italian universities" (http://www.cimea.it/ricerca.aspx): it is possible to search a joint programme also starting from the field of study. At the date of April 2011 we have: 11 joint programmes in the Health sector; 340 joint programmes in the science sector; 151 joint programmes in the Social Sciences sector and 70 joint programmes in Humanities.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

The start-up of joint programmes and joint degrees was supported by the Ministry in the past years through financial incentives to institutions.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

Linee Guida del Governo per l'Università (Government Guidelines for the University Sector) - http://www.istruzione.it/alfresco /d/d/workspace/SpacesStore/3f4ca200-9551-4334-b015-41b38e3221a8/Linee_Guida_del_Governo_per_Universita.pdf. They put the student at the centre of the higher education, as the most important investment a country can make is on human capital. Therefore, students' aspirations and needs have to be at the centre of higher education mission.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

	1	2	3	4	5
Independent learning	○	○	○	○	◉
Learning in small groups	◉	○	○	○	○
Initial or in-service training in teaching for staff	◉	○	○	○	○
Assessment based on learning outcomes	○	○	◉	○	○
Recognition of prior learning	○	○	◉	○	○
Learning outcomes	○	○	○	○	◉
Student/staff ratio	○	◉	○	○	○
Student evaluation of teaching	○	○	○	○	◉

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

The concept of student-centered learning is being discussed in institutions, mainly on the initiative of Bologna Experts, as the most innovative aspect of the Bologna Process. Higher education financial support will more and more follow students' choices in terms of where and what to study.

2. Please provide a reference for your steering documents covering student-centred learning.

Linee Guida del Governo per l'Università (Government Guidelines for the University Sector) - http://www.istruzione.it/alfresco /d/d/workspace/SpacesStore/3f4ca200-9551-4334-b015-41b38e3221a8/Linee_Guida_del_Governo_per_Universita.pdf

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

A national seminar on this issue is scheduled on May, 13th 2011. http://www.bolognaprocess.it/content /index.php?action=read_cnt&id_cnt=6692

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

A clear reference to the use of learning outcomes is made in two Ministerial Decree (Decreto 17th March 2007 and Decreto applicativo of 26th July 2007) providing indications on how to review and redesign all degree courses according to the Bologna model. The documents also refer to the Dublin Descriptors. The Decrees mentioned are the follow-up of the implementation of the Bologna model in Italy and include the guidelines for the reform law of 2004 (N° 270).

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?
(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

It is compulsory to link ECTS credits with learning outcomes for developing Italian curricula as it is one step of the accreditation process of each course (DM 270/04, DDMM March 2007, DM 386/07, DM 544/07). As a matter of fact, the National University Council has checked all programmes to verify that this was the case.

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

4.3.1. Does your country provide specific support measures on the national level?

All programmes are expected to use learning outcomes and are generally described in those terms. Being a new concept, however, it is not always understood and implemented properly.Bologna Experts are running seminars and advising institutions on how to use LO properly. They are also disseminating the materials developed within the Tuning project.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory   ○ Yes for all academic staff   ○ Yes for some academic staff   ◉ No   ○ No answer

Voluntary   ○ Yes for all academic staff   ◉ Yes for some academic staff   ○ No   ○ No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

There is an ex ante control undertaken by the internal evaluation units of institutions, which also considers curricula design and sustainability and an ex post evaluation undertaken by the internal evaluation units through students survey and by the national Agency for quality assurance. If a single programme is not described using learning outcomes, such programme is not approved and accredited during the QA procedure.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

	>75% of HEIs	50-75% of HEIs	25-49% of HEIs	0-24% of HEIs	0%	No answer
All students	◉	○	○	○	○	○
Some students	○	○	○	○	◉	○
Upon request	○	○	○	○	◉	○
In certain fields of study	○	○	○	○	◉	○

No students   ○ >75% of HEIs   ○ 50-75% of HEIs   ○ 25-49% of HEIs   ○ 0-24% of HEIs   ● 0%   ○ No answer

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

Usually, Italian and English

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

It is possible to find the standard model of Diploma Supplement at http://www.istruzione.it/web/universita/diploma-supplement. Despite the early legislation on this tools, its implementation has been proved difficult as it implies the involvement of different structures in HEIs, lot of translation of documents, adaptation of managment software and backoffice software. Concrete steps are made continuosely but there isn't any encompassing monitoring in place.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.
Please choose below the stage that best describes your national situation.

10. The Framework has self-certified its compatibility with the European Framework for Higher Education

7.2.1 Please provide the date when the step was completed.

22.10.2010

7.2.2. Please provide a reference for the decision to start developing a NQF.

The elaboration process for the definition of the NQF for HE was started in 2005.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation.
Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

The Italian QF has been adopted with note of the Chief of the Ministerial Department of University, Research and Art and Music Institutes and notified to the HE system. The note certifies as well the coherence of the national framework with the EHEA QF. It can be found at http://www.istruzione.it/alfresco/d/d/workspace/SpacesStore/3762c381-7c18-4c76-b09d-9d5f32d13456 /QuadroTitoli.pdf

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

Any information on the Italian QF can be found here: http://www.quadrodeititoli.it/Index.aspx?IDL=2

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

Recognition for academic study	⦿ Higher education institution ○ Central government authority (e.g. ministry) ○ Regional government authority (e.g. ministry) ○ National ENIC/NARIC centre ○ Regional/local specialised independent institution ○ Social partner organisation (employers' organisation, trade union etc) ○ Individual employers ○ Other ○ No answer
Recognition for professional employment	○ Higher education institution ⦿ Central government authority (e.g. ministry) ○ Regional government authority (e.g. ministry) ○ National ENIC/NARIC centre ○ Regional/local specialised independent institution ○ Social partner organisation (employers' organisation, trade union etc) ○ Individual employers ○ Other ○ No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

Law No. 148 of 11th July 2002 implemented the LRC concept of fair assessment in Italian legislation and in recognition procedures.

8.2.1. Please provide a reference to the relevant legislation.

Law 148/2002 and DPR 189/2009 (http://www.cimea.it/default.aspx?IDC=26)

8.3. What measures exist to ensure that these legal statements are implemented in practice?

HEIs agree on its importance and they motivate their decisions, but sometimes still find it difficult to define the concept of "substantial differences" and to apply it to the different concrete situations: in case problems arise, there is the possibility to appeal against the recognition decision at institutional level. Since 2005, CIMEA, the Italian Enic-Naric centre, promote a discussion on cases of substantial differences inside the Enic-Naric network. The Italian Enic/Naric centre (CIMEA) acts as the Italian national centre providing information on the Italian HE system and on the academic recognition in Italy of foreign qualifications (http://www.cimea.it). Practical application of Lisbon Convention principles may require the building up of a new and more flexible recognition culture at national level. Both Law 148/2002 and Ministerial Decrees 509/1999 and 270/2004

entrusted Italian universities with a greater autonomy in the evaluation of foreign qualifications; as a consequence, universities needed some training on the implications of institutional autonomy in relation to academic recognition, as well as on the principles and criteria of the two above legal provisions innovating the old legislation in the field. CIMEA, also in collaboration with Bologna Experts, organised courses at national and at local level to provide academics and administrative staffs at all universities with the necessary basic training on the recognition procedures (i.e. the national Bologna Seminar "Il riconoscimento dei titoli accademici: le competenze degli atenei", University of Bologna, 27-28 May 2009). See also the recent CIMEA volume "Study and work in Italy - How to recognise foreign qualifications in Italy" (http://www.cimea.it/default.aspx?IDC=2258).

8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Sometimes

8.5.1. Please explain.

This is a typical practice during admission procedures for joint programmes.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

HEIs sign specific learning agreements with foreign Institutions; in case problems arise, there is the possibility to appeal against the recognition decision at institutional level. Such procedures are regulated by the University Didactic Regulations (Regolmaneto Didattico d'Ateneo). The Italian team of Bologna Experts have intensively worked on the issue of student mobility and on fair academic recognition of study periods abroad. They have disseminated all the European support tools, such as the ECTS users' guide and the DS, and have developed concrete tools for institutions and amendment proposal for institutional regulation which facilitates recognition.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

In Italy there are different recognition procedures according to the recognition purpose: Admission to academic programmes (1st, 2nd and 3rd cycle); Take part in public competitions; Professional recognition of foreign qualifications; Equivalence procedure (Equipollenza); etc. (see http://www.cimea.it/default.aspx?IDC=31).

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

Up until 2006, the external QA system was built around two pillars: the Comitato per la Valutazione del Sistema Universitario (CNVSU – external QA for universities) and the Comitato Italiano per la Valutazione della Ricerca (CIVR – external QA for research). CNVSU and CIVR were evaluating the quality of the system in all its aspects and gave to the HE community, to the Ministry and to policy makers guidelines for improvement. As the system was based on ex ante accreditation of programmes and institutions, without reliable information on outputs, the need for a step further emerged, in 2006 the discussion on a new QA Agency for university AND research together started and the necessary legislative steps were taken to set up the Agenzia Nazionale per la Valutazione dell'Università e della Ricerca (ANVUR). Although delayed by the change of the Government and by the need to focus on the reform of higher education governance and on the impact of imposed budget cuts, the document regulating the internal functioning of ANVUR was finally approved with Presidential Decree n°64/2008, the first governing body of the new Agency was nominated and the structure is now being made operational. Obviously, such a change in processes and mind set can not be automatic and will take time, but the reform adopted and the new structure created put us in the right direction.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

1.4.1. Please specify the normal impact of an external review.

In order to be able to operate, an institution has to be allowed ex ante (accredited) by the Ministry with a Decree, otherwise it can not operate as part of the Italian HE system nor award degrees or receive public funding (not even in the form of support for its students). Ex post, the Agency is responsible for the external evaluation of any operations at all HEIs and public and private research bodies which receive State funding, on the basis of an annual plan. It entails teaching, research and management of the institutions. Concerning programmes, they have to be evaluated positively and fulfil minimum qualitative standards to be started (or continued) by the institution. The distribution of public funding is influenced by the results of external reviews and take into consideration the follow up activities put in place by universities. The distribution has to complement the cohesion of the system with the evaluation of the results.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

In the regulation setting up the Agency, when referring to the results of the assessment activities, one of the requirements is that they should be made public. Concerning the publication of the results of internal evaluation, the fulfilment of this task by universitites and research institute falls under their overall external evaluation.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

In the regulation setting up the Agency, when referring to the results of the assessment activities, one of the requirements is that they should be made public. The Agency is as well asked to define the procedure to be followed by the institutes which have been assessed, if they wish to appeal against the results of the assessment. Concerning the publication of the results of internal evaluation, the fulfilment of this task by universities and research institute falls under their overall external evaluation. Obviously, one step of the QA process takes place before the programme is launched or before the institutions is operational (ex ante accreditation), in these cases a negative evaluation is not published.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- ☑ Teaching
- ☑ Student support services
- ☑ Lifelong Learning provision
- ☑ Research
- ☑ Employability

☑ Internal Quality Assurance/Management system

☐ Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

Teaching and LLL provisions: As was specified previously, all teaching activities undertaken by universities are assessed. It refers especially to the competencies acquired by students at the end of a programme and to their entrance in the labour market. Students support services: The evaluation includes to the competencies acquired by students at the end of a programme and to their entrance in the labour market, therefore it includes all the support services the universities put in place for these two priorities. Furthermore, all support services for students carried out by institutions (tutoring and mentoring, students offices, Erasmus and mobility offices, …) are evaluated as part of the general management of the institute. Research: The main tool for the evaluation of quality in research is peer review. Employability: It refers especially to the competencies acquired by students at the end of a programme and to their entrance in the labour market. All support services for students carried out by institutions such as placement offices are evaluated as part of the general management of the institute. Management system: the evaluation shall concentrate on the efficiency and sustainability of governance and management processes and on the completeness and correctness of external communication and information provided.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

The Agency is responsible for the external evaluation and will carry it out with the criteria and means the Agency itself will deem necessary. ANVUR is endowed with juridical personality, enjoys operational, managerial and budgetary autonomy; its functions must be developed according to principles of impartiality, professional competence, and transparency; its criteria and operations must be made public. It is responsible for a) the external evaluation of any operations at all HEIs and public and private research bodies; b) the coordination and supervision of the internal evaluation processes carried on by individual evaluation units within HEIs and research bodies; c) the assessment of the efficiency and efficacy of State plans aimed at funding and incentivizing research and innovation. ANVUR does not limit itself to teaching and research but includes in its evaluation LLL, management of institutions, initiatives in support of innovation and technology transfer.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)
The question is not applicable.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HYIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

☐ Yes, for the purpose of ENQA membership
☐ Yes, for an application to EQAR
☑ Yes, independently of ENQA/EQAR
☐ Such an evaluation is planned but has not yet taken place
☐ No

3.2. If an evaluation has been conducted, was the application successful?

The regulation of the agency has been developed with the ESG in mind and the Agency is expected to fully participate to ENQA. As a matter of fact, the previous Italian Agency – CNVSU – was already member of ENQA.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

☑ Student involvement in governance structures of national quality assurance agencies

☐ As full members in external review teams

☐ As observers in external review teams

☐ In the preparation of self evaluation reports

☐ In the decision making process for external reviews

☑ In follow-up procedures

☑ Other, please specify   External review teams have not been set up, yet. Therefore the relevant options cannot be taken into consideration.

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

☑ In governance structures of national QA agencies
☐ As full members in external review teams
☐ As observers in external review teams
☐ In the decision making process for external reviews
☐ In follow-up procedures
☑ Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

☑ In governance structures of national QA agencies
☐ As full members in external review teams
☐ As observers in external review teams
☑ In the preparation of self evaluation reports
☐ In the decision making process for external reviews
☐ In follow-up procedures
☑ Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

No

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

External review teams have not been set up, yet. Therefore the option cannot be taken into consideration. It will be in the autonomy of the Agency if and how take advantage of external reviewers to fulfil its task.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

Evaluation units established in each HEI (Nuclei di Valutazione di Ateneo - NVA) are responsible for internal evaluation. Established in 1993, NVAs have considerably consolidated and have developed in the respective universities a QA culture that may affect all university operations. With the support of CRUI (Rectors' Conference) and of CNVSU (National Committee for the Evaluation of the University System), most NVA have strengthened their mutual cooperation so as to exchange knowledge, expertise, and good practices in QA. Similar structures have been recently defined and created for AFAM (Art and Music) institutions as well (DPR 132/2002). The evaluation of teaching staff is one of the tasks of NVA at single HEI. Students representatives are involved as members of the Nuclei and the student population is consulted through questionnaires in the evaluation of teaching activities. The results of the questionnaires are published, usually aggregated at the institutional level, and have to be transmitted by the NVA to the national Agency, accompanied by an explanatory report. It is an established procedure for HEIs to publish objective updated information on their degree programmes, on their internal structure, on students services and on student support schemes in their websites. This procedure has been formalised with a Directorate Deecree (Decreto Direttoriale 10 giugno 2008 n°61 http://www.miur.it/UserFiles/2848.pdf). With the creation of ANVUR, the new Agency is responsible for steering some evaluation activities included under the competencies of the NVA, in order to tune its own activities at the national level with internal QA processes and to improve the understanding of criteria, methods and indicators of external QA procedures. Other internal QA activities are agreed within the institution.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Combination of above

5.2.1. Please specify.

With the creation of ANVUR, the new Agency is responsible for steering some evaluation activities included under the competencies of the NVA, in order to tune its own activities at the national level with internal QA processes and to improve the understanding of criteria, methods and indicators of external QA procedures. Other internal QA activities are agreed within the institution with reference to institutional missions and priorities.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

All

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All

5.5.1. Please describe what kind of arrangements are in place.

One of the core activities that the law attributed to the NVA is the internal approval, monitoring and review of programmes and awards. If any programme does not receive a positive evaluation by the internal quality assurance unit it can not be proposed for the external assessment which may finally lead to the final approval by the Ministry.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

All

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

The results of the students questionnaire must be made publicly available and the same goes for the yearly internal evaluation report prepared by the internal QA unit. All institutions do fulfill the task, but sometimes the published reports present data at such a level of aggregation that it is very difficult to check the quality of a single programme or teacher.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

2. How do your steering documents define lifelong learning?

The capacity to satisfy the continuous learning needs of the adult population as they arise. It refers to the diversification of qualifications, flexible curricula and the use of non traditional learning methodologies, new approaches to the definition of

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifeling learning provision in which higher education institutions are involved in your country?

1) degrees and curricula intended to attract non traditional students (drop – outs, workers who want to improve and upgrade their knowledge, high level training for managers, …), such as professionally oriented second and third cycle studies; 2) the use of non traditional learning methods such as distance learning; 3) greater attention in course design to generic skills /competences which will favour a return into higher education at a later stage; 4) the spread of good practices for recognition of priori learning; 5) the creation of short qualification tuned on local / regional priorities in cooperation with secondary education institutions. Furthermore, there are 12 telematic univiersities – Università telematiche – with a specific focus on LLL and non traditional students.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

each university can autonomously define its own mission, in this context some of them are putting more resources than others in developing LLL strategies and programmes, usually in cooperation with local authorities.

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

8. Please provide a reference to the relevant legislation or regulation.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- ☑ Adults in employment
- ☑ Unemployed adults

☐ Retired citizens

☐ Part-time students

☑ Adults without higher education qualifications

☐ Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

regional government

☑ general higher education budget — The general HE budget can be allocated by university to LLL activities.

☐ special budget for lifelong learning

☑ private contributions from students — Usually LLL students are asked to pay a fee for their studies.

☑ private contributions from business and industry — In some cases, LLL courses are sponsored by business and industry either in form of a grant to the institution or in form of contribution to the costs of the fee for the student.

☑ other, please specify — regional government contribute to the costs of LLL by financing universities

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Not available.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibiltiy

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

In the Italian Constitution (1948) there is a clear request to the State to support the students who have good academic performance but who do not have adequate financial means. Therefore, the students from disadvantaged socio – economic background are clearly identified as a target for further policies. More recently, two new categories have been identified as relevant targets for specific policies: disabled students and female students enrolled in scientific subject areas and (some) sub – fields of engineering. When setting up students support services, decision makers take into account the fact that students who study in their city of origin and students who are mobile within the country have different needs and face different obstacle to enter / succeed in higher education, but we can not properly speak of "underrepresented groups".

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Students from disadvantaged socio – economic backgrounds are the target group of the framework legislation for students support services, which defines the responsibility of each actor (State, regions, Universities), the criteria to identify the "disadvantaged socio – economic group" and the minimum standards for support services. Financially, State resources are allocated to the regions which then take care of the implementation. The students support services are accompanied by a general fiscal policy which ensures benefits for poorer families with students enrolled in higher education studies. The legislation on students welfare refers as well to broadening the access of students with disabilities and defines the tools to implement it, both in terms of financial support and in terms of adequacy of infrastructures. The under representation of female students in some disciplines has been tackled with national campaigns both in universities and in high schools, focusing not only on the disciplinary skills but also on the psychological factors that intervene in young women when they have to choose their higher education fields. The support of internal mobility – mobility within national borders – lays more under the responsibility of Regional Governments who put in place financial incentives and ad hoc services (accommodation) for this group of students. More and more universities are approaching the increase of participation of students from underrepresented groups from a teaching perspective. This change in mind-set has positive consequences in the promotion of diversified learning opportunities, also in LLL, in a better organisation of teaching activities, which allows the participation of commuting students, and in the upgrading of infrastructures. Last but not least, the system is developing adequate statistical tools to collect better information on the composition of the student population.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Students from disadvantaged socio – economic background: self – certification, with the possibility for the universities to cross check with the fiscal authorities and the financial police. Students with disabilities: certification of the health service authorities. Woman in science: Ministry statistical offices. Commuting students / students who moved into another city: certification of the

registry office / self certification.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

The main funding sources at the national level are financial support to regional Government to cover students grants and financial support to universities to build new infrastructures and renew the existing ones. The national funding is usually integrated with additional regional funding for both initiatives, but in some regions the local investment is very relevant as well. Lastly, every student has to pay a regional tax for students welfare, the sum collected is then invested in student support services.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

The public funding for students from disadvantaged socio – economic background is allocated on the basis of a model taking into account: regional investment, availability of dormitories, number of students from that group registered in the universities of the region, timely distribution of resources to students.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

The main tools used to measure participation of each group are: institutional and regional databases, the activities of the internal quality assurance units in universities, Eurostudent and other graduates' surveys, data collection by the statistical offices.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

The participation of students from disadvantaged socio – economic background and internal mobility are monitored at the institutional and regional level with an ad hoc database and thanks to the work of the internal quality assurance units. At the national level, they are monitored through the comparison of data collected by the quality assurance units, through the Eurostudent initiative and through other graduates' surveys collected and analysed by consortia of universities (Almalaurea and Stella). The participation of disabled student and of female students in natural sciences are monitored by the statistical offices.

4.8.1. What data is collected?

Besides data collected by institutions and regions, the data available are: main features of students (gender, age, residence, nationality, study field, cycle), grants and accommodation in dormitories allocated to students, the regional distribution of students from weaker socio – economic background, number of student exempted from the payment of fees. Last but not least, there are the data collected by Eurostudent and by the other graduates survey (www.eurostudent.eu, www.almalaurea.it, http://vulcanostella.cilea.it/top-menu/presentazione/).

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

At the national level, the monitoring is specially referred to gender representation in science oriented disciplines.

4.10. When are data generally collected?

At entry into higher education

4.10.1. Where an approach different from the general approach is used for any group, please specify.

Graduate surveys are, obviously conducted after completion. Data on grants and accommodation are collected also during studies.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

Ministry statistical office: http://statistica.miur.it/. Graduates survey: www.eurostudent.eu, www.almalaurea.it, http://vulcanostella.cilea.it/top-menu/presentazione/. Elaboration on the data collected by internal QA units: www.cnvsu.it .

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

One of the main reasons to implement the Bologna reforms in Italy was the need to increase, widen and diversify the participation in higher education, the others being to improve the overall quality of the system and to further develop the third mission of higher education. Therefore, the target groups were: a) 19 year old people who were not attracted by a long degree but might be more confortable with a two – step academic career with a first qualification after three years; b) adult learners who wanted to finish their studies; c) workers who wanted to update their knowledge and skills; d) unemployed adults who wanted to become more employable by upgrading their education. Therefore, amongst the policies to widen participation we include the introduction of the Bologna Degree structure, ECTS, learning outcomes, a stronger focus on LLL and on RPL and support services to guide students entering HE. This overall reform process brought as well the creation of telematic universities, the introduction of the part – time students status, the possibility for HEIs to set up qualification specifically thought for LLL. Reference documents are the main legislative provisions, such as Law 509/99 and Law 270/04 and all connected regulations.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

If we exclude the socio – economic barriers to enter higher education and the policies implemented to contrast them (please see the previous session and questionnaire 2.2 for more details), we can identify two groups of "pull factors": one concerning access to HE and the other concerning success in HE. Access: to increase the attractiveness of higher education, national policies aimed at diversifying the programmes offered by HEIs to match the diversity of learners' needs; focussed on female participation into hard science disciplines; and improved the transparency of HE degrees and curricola for the stake – holders. This last point was particularly relevant to attract the learners who did not aim at an academic career but at improving their future in the labour market. Success: in the past, HEIs did not provide enough student academic support for the completion of studies which caused high drop – outs and delays in the completion of studies. Therefore, diverse measure were implemented to support the different kinds of learners needs to complete a degree (for more details, please see non financial students support services).

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

Individual and socio – economic characteristics of new entrants, of enrolled students and of graduates

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

The Ministry and the QA Agency, on the basis of data collected by various sources as was presented in the answers of the previous session. HEIs, on the basis of data collected by various sources as was presented in the answers of the previous session and according to the target group they deem more relevant.

5.5. How is this data used in higher education policy?

In order to monitor the outcomes of the policy implemented and to develop new policies, if necessary. Some indicators, such as the number of new entrants or the number of graduates as a proportion of new entrants, influence the allocation of public funding.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- ☑ From the general higher education budget
- ☑ From a specific budget
- ☑ From university budget
- ☐ There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

The policies to increase the level of completion are entrusted to universities. They are asked to improve the quality of their education (learner centred approach), to facilitate the choice of the study path (guidance services), to assess the level of competences required to be enrolled in a programme and ensure that additional courses are set up to fill the gaps (entrance test which do not lead to numerus clausus), to support students during their study (tutoring and mentoring).

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

The data are collected from institutions and processed to formulate an analysis of the "efficiency" of the system. Some of the data collected are also used for allocating a portion of the public budget.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

Mainly financial incentives, as student completion rate is used to allocate part of the public budget. Furthermore, completion rates are included in the external quality assurance procedure.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- ☑ Academic guidance services
- ☑ Career guidance services
- ☑ Psychological counselling services
- ☐ Other
- ☐ No services

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

For academic and career guidance services, there are ad hoc resources targeted by the Ministry but the institutions also allocate part for the lump sum received yearly to cover the costs of these services. In some cases, regional or local authorities invest additional resources to support, for example, career development offices or placements offices. Last but not least, part of the resources collected from the student population (the regional tax for student welfare, see I.3.5.a) are targeted for these initiatives.

No specific funds are allocated for psychological counselling services: setting them up is an autonomous choice of each university, in accordance to their own budget availability.

8.4. What are the main tasks of the services?

Academic guidance services: support students in the choice between different curricula within a programme and in the allocation of the "optional credits", to include, for example, a mobility period. Career guidance services: support student in the search of a placement before graduation, if they wish so or if it is compulsory, liaison between the students who want to enter the labour market and the enterprises. Psychological counselling services: support students in their academic life/career, especially in case of problems arising within the academic context or outside it (family or social problems, etc.); face the problem of university drop-out; help foreign students to integrate in the new cultural context.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Eleven "telematic" universities (Università Telematiche) have been approved and recognised in order to create opportunities for more flexibility in HE programmes provision. Their degree courses are subject to quality control and accreditation procedures at the care of the quality assurance Agency; consequently, the degrees they confer have the same legal validity as those awarded by Italian State-established or State-recognised universities that offer a traditional delivery mode of education. Traditional universities too have been allowed to offer more flexible HE paths by setting up e-learning degree programmes or single subject e-courses. When establishing such programmes, universities have to follow the same procedures as stated by law for all traditional degree programmes (consultation of all stakeholders, proposal to the Ministry, possible amendments, ministerial approval subject to documented presence of all required minimum standards, etc.). E-learning courses at traditional universities must be accredited according to the regulations laid down in the already mentioned Interministerial Decree of 17th April 2003. In the framework of the university autonomy, institutions can organise specific programmes for workers who want to enter HE. They are defined as part time students.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

All Università Telematiche share the goal to facilitate the access to HE -as well as the attainment of at least a 1st cycle degree- of a few social categories like working / disadvantaged / disabled / adult students. When a degree programme includes professional training and/or some practical activities as compulsory curricular requirements, the telematic university concerned set it up in collaboration with a traditional HEI on the basis of a specific agreement. Part – time student status has been included in the legislation in order to facilitate access into higher education for non traditional groups such as adult workers.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

Yes

13. Please provide details of these measures.

In the formulation of learning outcomes for first and second cycle, the legislation foresees a consultation process with representatives from the labour market in order to collect their opinion on LO relevance.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis ().
If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = any secondary school diploma allows the entrance of higher education (approx. 95%)

Route 2: = For the students older than 25 who want to access HE, without possessing the required secondary education qualification, can get access to the state exam without being obliged to get back to school.

Route 3: = n.a.

Route 4: = n.a.

Route 5: = n.a.

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

Part – time student.

16.1.2. How do you define it?

The legislation allows for the distinction between full – time and part – time students but each university can autonomously define the requirement to be included in the second category.

16.1.3. What are the reasons for offering a different student status?

The main reason is to facilitate enrolment by workers who want to upgrade their skills / qualifications.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

Part-time students are requested to collect a lower number of ECTS credits per year (usually 30 instead of 60), have to pay a lower fee per academic year, might have different curricula in terms, for example, of compulsory placements. Setting up adequate services for part – time students and adapting the organisation of teaching activities to ensure their active participation are not an easy task, but more and more institutions are investing resources in it.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

Universities can recognise knowledge and professional skills, certified according to the legislation, and other knowledge and skills acquired at post secondary level, if planned and realised in cooperation with the university itself.

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

☐ Prior non-formal learning (e.g. various non-certified courses)
☑ Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can …

☐ be used to gain admission to a higher education study programme
☑ be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly permits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Standard practice in some higher education institutions (36 - 75%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

It falls under the responsability of the internal quality assurance units.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

Yes

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?
Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

€

4. In principle, which home students at public higher education institutions have to pay fees?

During studies   ⦿ All students   ○ Specific groups of students   ○ No answer

After studies   ○ All students   ⦿ Specific groups of students   ○ No answer

4.1. Which main exemptions to this principle exist in your country?

The Italian Constitution specifies that all students who have good personal and academic results but who do not posses the means to continue their studies to the highest level should be allowed to do so by a contribution from the State. Therefore, the students who can not afford to pay for their studies and who are entitled to receive financial support from the State are also exempted from the payment of fees. In addition to this, HEIs can autonomously decide – and some do – to exempt the students with high academic results from the payment of fees.

4.2. Which of the following criteria determine whether a student has to pay fees?

☐ Need

☐ Merit

☐ Part-time/Full-time/Distance learning

☐ Field of study

No students   No students have to pay, but it is not possible to skip the answer

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

During studies	○ All students	○ Specific groups of students	◉ No answer
After studies	○ All students	○ Specific groups of students	◉ No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

☐ Need

☐ Merit

☐ Part-time/Full-time/Distance learning

☐ Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 186,92 euro per a.y., total 747,68 € (average duration is 4 years even if the degree is planned for 3 years only)

Maximum amount = See below

Most common amount = 1.224 € (Eurostudent Italia VI), a.y. 2008/09, it is the average and not the most common amount and refers only to students paying the full amount of fees.

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other…)

The minimum amount is set with a Ministerial note, HEIs can decide their own minimum amount upon the national one and decide which categories of students shall pay it. Students from disadvantaged socio - economic background and disable students are exempted from fees. The minimum amount does not include registration fees or any other kind of fees beside tuition. There is no maximum amount defined per student. The maximum amount is set in the legislation as a proportion (20%) of the public financial support to the individual institution. The total amount of fees collected from students in all cycles shall not exceed the 20% of the allocation received from the State. Within that amount, HEIs can decide their policies for charging fees to students. The minimum and the maximum amount applied usually differentiate according to the cycle (first or second), the field of study, socio – economic conditions of students, disabilities and the part time/full time status in combination.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Not available.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 186,92 euro per a.y., total 374 €

Maximum amount = See below

Most common amount = Not available

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other…)

The minimum amount is set with a Ministerial note, HEIs can decide their own minimum amount upon the national one and decide which categories of students shall pay it. Students from disadvantaged socio - economic background and disable students are exempted from fees. The minimum amount does not include registration fees or any other kind of fees beside tuition.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other…)

There isn't any maximum amount defined per student. The maximum amount is set in the legislation as a proportion (20%) of the public financial support to the individual institution. The total amount of fees collected from students in all cycles shall not exceed the 20% of the allocation received from the State. Within that amount, HEIs can decide their policies for charging fees to students. Students from disadvantaged socio - economic background and disable students are exempted from fees. The maximum amount usually differentiate according to the cycle (first or second), the field of study, socio – economic conditions of students in combination.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Not available.

8. Concerning fees, are international students treated differently in your country from home students?

No

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

All students who do not have an Italian citizenship.

9. Who defines the fee amounts for any student in the first cycle?

☐ Each higher education institution defines its own fees

☑ Higher education institutions can define their fees, but there are limits set by the central/regional authority

☐ Higher education institutions can define their fees, but they have to be approved by the central/regional authority

☐ Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

☐ Each higher education institution defines its own fees

☑ Higher education institutions can define their fees, but there are limits set by the central/regional authority

☐ Higher education institutions can define their fees, but they have to be approved by the central/regional authority

☐ Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants for students and tax benefits for parents

Grants prevail, then tax benefits for parents. Pilot projects of loans for students are being tested for third cycle students. In some provinces (Provincie autonome)there are loans for all students available.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

☑ Need-based

The Italian Constitution specify that all students who have good personal and academic results but who do not posses the means to continue their studies to the highest level should be allowed to do so by a contribution from the State. Therefore, the students who can not afford to pay for their studies are entitled to receive financial support from the State.

☑ Merit-based

HEIs can set up – and some do – special grants for students successful in their studies. Furthermore, students receiving a grant based on need have to collect a minimum number of credits each year to keep the support.

☐ Part-time/Full-time/Distance learning

☐ Field of study

Disabilities

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

16

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = (yearly) € 4.701,22 for students studying and living in a town different from their hometown, € 2.591,70 for commuting students and € 1.771,99 for students studying and living in the same town as their hometown (a.y.2010 / 2011).

Maximum = N.a.

Most common = (yearly) Average grants for students studying and living in a town different from their hometown is € 4.669, for commuting students is € 2.573 and for students studying and living in the same town as their hometown is € 1.760 (a.y. 2009/10).

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

☑ Need — The Italian Constitution specify that all students who have good personal and academic results but who do not posses the means to continue their studies to the highest level should be allowed to do so by a contribution from the State. Therefore, the students who can not afford to pay for their studies are entitled to receive financial support from the State.

☑ Merit — HEIs can set up – and some do – special grants for students successful in their studies

☐ Part-time/Full-time/Distance learning

☐ Field of study

disabilities

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

16

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

Please refer to the answer on the same question of first cycle students,

13.5. What percentage of all students receives a grant and/or scholarship?

16

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

☐ Need-based criteria

☐ Merit-based criteria

☐ Full-time, part-time, distant learners, etc.

☐ Field of studies

☐ Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3.Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

☐ Need-based criteria

☐ Merit-based criteria

☐ Full-time, part-time, distant learners, etc.

☐ Field of studies

☐ Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

☐ Income too low

☐ Studies successfully completed on time

☐ Exceptional merit in studies

☐ Age or length of period in debt

☐ Disability

☐ Parenthood

☐ Death

☐ Early repayment of loan

☐ No debt cancellation

☐ No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

The State system is mainly based on grants. Loans are being developed with a strong participation of the private sector (banks) but without any financial commitment from the Government. The allocation of grants is managed by regional governments – or by agencies created ad hoc. Usually regional government integrate with additional resources the funding received from the State in order to widen the proportion of students financially supported. On top of that, HEIs can add own resources to support students and to further motivate the most successful ones. The eligibility criteria to grants and for the reduction /exemption from fees are student centred. The centrality of the student for merit – base criteria are self - explanatory. Concerning need – based criteria, they are based on the concept of ISEE (Indicator of the Economic Situation) of the individual student. If the economic situation of the student can not be separated from the one of his / her parents, because – for example – he/she does not have an independent income, the the economic situation of the parents is taken into account. In cases where the student has his/her own source of income, then what is considered is the familiar status (individual family or marriage, parenthood). All data reported on grants show the aggregate of students in the first and in the second cycle together. The percentage of students entitled to receive a state grant is 16% of the total student population. Amongst them, 9,2 % study in the hometown and 18 % in another city (Eurostudent).

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle   ⦿ Yes   ○ No   ○ No answer

2nd cycle   ⦿ Yes   ○ No   ○ No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

All

17.1. What are the criteria upon which eligibility is decided?

☐ Income of parents too low
☐ Income of student too low
☐ Age of student (child)
☐ Disability
☐ Parenthood of student (child)
☐ Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

Concerning tax benefits, 19% of the amount of fees can be deducted from the gross income of the family. Furthermore, a similar mechanism applies for rent costs paid by students studying in a city different from their hometown.

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

| 1st cycle | ⦿ Yes | ◯ No | ◯ No answer |
| 2nd cycle | ⦿ Yes | ◯ No | ◯ No answer |

22.1. What are the criteria to determine who is eligible?

☑ They are enrolled as

8

a student at a recognised higher education institution

☐ They are under a certain age (please specify)

☑ They have another particular civil status (e.g. married, parenthood, other)

Eligible students may have access to subsidised accommodation, food (either through publicly managed cafeterias or through vouchers) and local transportation. All students – being citizens - are registered in the national Health system and can access to health care services in the city they chose (home town or university town). Non – EU international students are obliged to show a health insurance before entering the country.

☐ Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle   ⦿ Yes   ○ No   ○ No answer

2nd cycle   ⦿ Yes   ○ No   ○ No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation:1st cycle | 1 |

Subsidised accommodation:2nd cycle | 0 |

Subsidised health insurance:1st cycle | 0 |

Subsidised health insurance:2nd cycle | 0 |

24.1. Please specify the details of existing subsidies.

Eligible students may have access to subsidised accommodation, food (either through publicly managed cafeterias or through vouchers) and local transportation. All students – being citizens - are registered in the national Health system and can access to health care services in the city they chose (home town or university town). Non – EU international students are obliged to show a health insurance before entering the country.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation   ○ All students   ⦿ Specific groups of students based on pre-defined criteria   ○ No answer

Subsidised health insurance   ⦿ All students   ○ Specific groups of students based on pre-defined criteria   ○ No answer

Other subsidies   ⦿ All students   ○ Specific groups of students based on pre-defined criteria   ○ No answer

25.1. What are the criteria to determine who is eligible?

☑ Income of parents too low
☑ Income of student too low
☑ Age of student
☑ Disability
☐ Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

No difference

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

☑ Student

☑ They hold and employment contract with a HEI

28.1. Please explain why you selected multiple options?

Doctoral candidates registered in national Doctoral programmes are considered as students. Doctoral candidates benefiting of European Commission financial support (Erasmus Mundus, Marie Curie) have a working contract.

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

The Government transfers to HEIs financial resources which shall be allocated to students in the form of a monthly grant. HEIs can add resources in addition to that. The monthly grant covered by the government transfer amounts to 1.000 €, tax exempt.

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

The national legislation does not intervene on the possibility for doctoral students to pay fees, therefore some HEIs charge them and some don't. In the first case, the fees are similar to the ones of the second cycle degrees. More detailed information on fees, additional grants or other support services are not available

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

Doctoral candidates benefiting of European Commission financial support (Erasmus Mundus, Marie Curie) have a working contract.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

Please, see before.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A   Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that "mobility shall be the hallmark of the European Higher Education Area". They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020". They also called for mobility of teachers, early-stage researchers and staff At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.

- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

lease return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. **Who contributed to the completion of this report? Please provide the names and functions.**

B.1.a Government representatives

dott. Marco Tomasi - Director General; dott.ssa Daniela Giacobazzi - Head of International Cooperation Office; dott.ssa Marzia Foroni - BFUG delegate

B.1.b Stakeholder representatives

dott.ssa Marina Cavallini - Rector Conference; dott. Francesco Planchenstainer - student representative

B.1.c Other contributors

prof.ssa Maria Sticchi Damiani - BFUG delegate; dott.ssa Giovanna Filippini - MIUR delegate to BFUG mobility WG.

C   National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1.   Does your country have national strategies or action plans to foster mobility?

⊠ Yes

☐ No → please continue with section C.6.

C.1.a   If yes, please provide a reference.

Since the beginning of the 90's, the policy strategy implemented by the Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR) has been promoting University autonomy both in term of programme design and research and in terms of institutional management and governance. Therefore, more and more Universities have become key players in international cooperation. Individually, they develop their strategies for the fostering of mobility, the development of teaching and research cooperation and the implementation of national and international programmes for mobility and internationalisation. Given this diffuse model, it may be inappropriate to refer only to national sources. However, as far as national strategies are concerned, it is worth mentioning: the plan to support internationalisation and mobility in the Italian HE system, proposed by a Committee of Experts set up by the Ministry (see annex 1) and the guidelines for quality mobility prepared by the Bologna Experts Team (http://www.processodibologna.it/content/index.php?action=read_cnt&id_cnt=6664). As for the national support to these strategies, the three main sources are: national financial support to mobility ("Fondo Giovani" http://www.istruzione.it/web/universita/fondo-nazionale-per-la-mobilita-studenti); national financial support to institutional international cooperation in teaching with compulsory mobility periods for students (http://www.istruzione.it/web/universita/contributi-alla-cooperazione-interuniversitaria-internazionale); and the inclusion of criteria related to students mobility in the calculation for the distribution of output based public funding. Each institution is, then, further developing its own strategy and action plans to implement it.

C.1.b   If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:Support to quality bilateral cooperation between institutions dates back to 1996; support to students mobility started in 2003.

Most recent revision: The recent guidelines for quality mobility proposed by the Bologna Experts were approved in may 2010.

C.2.   Does the strategy include national quantitative targets for the different forms of student mobility in higher education?
Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility[1]	Degree mobility[2]
Inbound			
Outbound			
No target	European targets - and the national contributions to reach them - are the ones most often mentioned.		

C.2.a Please provide a reference for the target.

As European target, we refer to the 20% of graduets with mobility experience by 2020 set by the Ministers in Leuven / Louvain - la - Neuve and the 3 million Erasmus students set by the LLP Programme.

C.2.b Are these targets the same for students in all cycles or are there differences?

☐ Same

☐ Differences

C.2.b.i   If there are differences according to the degree cycle, please specify.

C.3. **Does your country's national strategy/action plan include staff mobility in higher education?**

☒ Yes

☐ No

C.3.a If yes, does it include quantitative targets for staff mobility?

☐ Yes

☒ No

C.3.a.i   If yes, please specify

C.4. **Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?**

☐ Yes

☒ No

---

[1] Mobility to a different country in the context of a programme in the home institution for which credits are awarded

[2] Mobility for an entire degree programme

C.4.a   If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b   If you have regional priorities, please give reasons.

C.5. **Does your country monitor the impact of your national strategy or action plan?**

☒ Yes

☐ No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

There are two sources for the monitoring of mobility coordinated by the Ministry, both referred only to students mobility: the Statistical Office of the Ministry (data on incoming degree mobility based on citizenship - http://anagrafe.miur.it/index.php); the National Students and Graduates database (data on incoming degree mobility and on outgoing credit mobility: in this case the country of residence and the previous high school diploma can also be taken into account). Three other sources are also relevant: Erasmus statistics (by far the highest number of students in credit mobility moves thanks to Erasmus), data collected by the "Comitato nazionale per la valutazione del Sistema Universitario" (CNVSU) through the internal quality assurance units of HEIs (http://www.cnvsu.it/publidoc/datistat/default.asp?id_documento_padre=11666) and data collected from graduates through individual interviews ("Consorzio Almalaurea" and "Stella" - http://www.almalaurea.it/universita/profilo/profilo2009/premessa/index.shtml and http://stella.cilea.it/opencms/opencms/stella/Rapporti_laureati/2006-2008/). The results of these different types of monitoring converge to indicate that: 1) outgoing credit mobility has progressively increased in the last 10 years both in terms of % of mobile student and in terms of mobile graduates but the destination countries have not varied much (Spain, France, Germany, UK and Poland); 2) incoming degree mobility has increased but to a lesser extent, if compared with other European countries. Students are mainly coming from Greece, Albania and China; 3) incoming credit mobility is monitored only through Erasmus and the data show it has increased, even if the balance between incoming and outgoing students is still negative; 4) there is no national monitoring of outgoing degree mobility and the data collection is still quite biased by the use of the citizenship criteria.

C.6. **Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?**

☒ Yes

☐ No

C.6.a If yes, please explain and/or give examples.

As mentioned above, all institutions are investing part of their own resources to support mobility. Several of them have incorporated into their internal regulations well defined principles and procedures for the recognition of Degrees and periods of study. Other Universities are adapting their data collection method on the academic careers of mobile and international students in order to better describe (and eventually modify) mobility policies and results. Many HEIs developed a better coordination with local authorities to improve services for incoming students, by setting up agreements on procedures for visa and other administrative issues, by promoting discounts for local transports, by receiving inkind and financial contribution for international students housing. Last but not least, several institutions are setting up their own (outgoing) mobility initiatives, next to Erasmus and other EU programmes, and are taking action to attract international

students both by reviewing their communication tools (web sites), by participating to international students fairs and by setting up programmes which have an international profile.

C.7. **Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?**

☐ Yes, for degree mobility

☒ Yes, for credit mobility

☐ Yes, for both

☐ No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	**Credit mobility**
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		academic merit and personal/family income
No restrictions apply		

C.8. **Has your country implemented any of the following financial support measures to foster student mobility?**

Measure	Credit mobility	Degree mobility
loans for incoming students	no	no
grants/scholarships for incoming students	no	yes
Loans for outgoing students	no	no
Grants/scholarships for outgoing students	yes	no
Other: (please specify)		

C.9. **Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)**

At the national level, the main areas for intervention are: financial support to students mobility in Italian HEIs, coordination initiatives with the Ministry of Foreign Affairs and the Ministry of Internal Affairs to simplify visa and permit regulations.

D Identifying and removing obstacles to mobility

D.1. **Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?**

☒ Yes

☐ No

D.1.a **If yes, please provid**e references to those surveys and/or research that have influenced your policy on mobility?

The only surveys which aimed specifically at pointing out obstacles to students mobility are the "PRIME" survey of ESN (http://www.esn.org/content/prime-research-booklet) and the "BWSA / BAFL" from ESU (www.esu-online.org). At the national level, though, there are several surveys and data collections that, by describing the main features of students who undertake credit mobility, help pointing out the weaknesses and develop possible solutions. Amongst these, the most used are the already mentioned CNVSU reports (http://www.cnvsu.it/publidoc/datistat/default.asp?id_documento_padre=11666), Almalaurea survey (http://www.almalaurea.it/universita/profilo/profilo2009/premessa/index.shtml), Eurostudent survey (www.eurostudent.eu).

D.2. **In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)**

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		3
Recognition		1
Language	1	2
Curriculum/Study organisation		
Legal issues	2	
Motivating and informing students		
Other, please specify:	3 - incoming students support services	

D.3. **Are at least some of the obstacles that you ranked above particularly important in specific study cycles?**

$\boxed{}$ Yes

$\boxtimes$ No

D.3.a   If yes, please specify.

D.4.   **Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?**

$\boxtimes$ Yes

$\boxed{}$ No

D.4.a   If yes, please specify.

Obviousely, the language issue is relevant for all incoming students with the exception of language students.

D.5.   **Are the obstacles that you ranked above particularly relevant for credit mobility?**

$\boxtimes$ Yes

$\boxed{}$ No

D.5.a   If yes, please specify.

Incoming credit mobility: the first and the third are very relevant while the 2nd one (legal issue) should be substituted with motivating and informing students. Outgoing credit mobility: funding would be less relevant than study organisation.

D.6.   **Are the obstacles that you ranked above particularly important for degree mobility?**

$\boxtimes$ Yes

$\boxed{}$ No

D.6.a   If yes, please specify.

D.7.   **What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?**

Institutions are well motivated to tackle those obstacles to mobility on which they can intervene in order to increase their proportion of public funding (see Q C1a). These include teaching Italian to incoming students and foreign language to outgoing ones, student support services and recognition procedures (see Q C6a). Concerning the legal issues, we have already mentioned the coordination activity carried out by the three Ministries involved (see Q C9). Concernign funding, additional support is difficult to find, given the economic situation, but providing additional financial resources is always high in the priority list both for HEIs and for the Ministry.

D.8.   **Has your country monitored the effects of these measures/programmes?**

$\boxtimes$ Yes

$\boxed{}$ No

D.8.a   If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The monitoring process takes into account both the existing data, the trends they show and all opportunities for discussing the issues with the actors involved, through the Ministerial participation to Erasmus connected events and to Bologna Experts seminars on mobility issues.

D.9.   **Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?**

☐ Yes
☒ No

D.9.a   If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

D.10. **In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)**

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		

D.11. **What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?**

The issue of obstacles to staff mobility has not been properly tackled; therefore, it is very difficult to point out relavant obstacles, measures and programmes.

D.12. **Has your country monitored the effects of these measures/programmes?**

☐ Yes

☒ No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E   Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they "advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful 'brain circulation'".

The following questions aim at collecting information on the understanding of the term "balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1.   **Which of the following situations for student mobility applies to your country?**

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	Yes		Yes
approximately the same number of incoming and outgoing students		Yes, with prevalence of outgoing	
No information available			

E.1.a   What is the statistical source for this information? Please supply statistical data.

Credit mobility: CNVSU, data on a.y. 2007/08 show that incoming students are 86% of the outgoing ones. Incoming degree mobility: Ministry statistical office, data on a.y. 2009/10 show that incoming students are 3,4% of the total. Outgoing degree mobility: Eurostudent / Eurostat report for Leuven / Louvain - la - Neuve Conference 2009.

E.2.   **Is the situation described above regarded as balanced mobility?**

☐ Yes

☒ No

E.2.a   Please explain and include a definition of "balanced mobility" as it is used in your country.

The concept of balanced mobility in Italy includes both the number of incoming and outgoing students and the countries students go to and come from. For credit mobility, for example, we consider "balanced" the mobility to and from Spain or to and from Germany - where incoming and outgoing students are more or less the same - but we do not consider as balanced general credit mobility trends since we host students from countries where Italian students do not go and vice - versa. Last but not least, there is the aknowledgement of inequalities in the outgoing student population, since richer students from better educated families study more often abroad than others.

E.3. **Does your country have significant imbalances of student mobility flows with particular countries or regions?**

        ☒ Yes

        ☐ No

E.3.a   If yes, with which countries or regions are mobility flows most imbalanced?

Credit mobility: excluding Spain and Germany, which make together 46% of outgoing Erasmus mobility and 42% of incoming, Italian students go more often to Western and Northern Europe (France, UK, Belgium, the Netherlands, Sweden and Finland) while Italian Universities host students from Eastern and Southern Europe (France, Poland, UK, Portugal and Turkey). Erasmus statistics 2008/09 - EACEA. Degree mobility: it is more difficult to say since statistics on which countries are chosen by Italian students are difficult to find. The trend seems similar to the one of credit mobility: we have several Albanian, Romanian and Greek students registered in Italian Universities but this does not seem to be balanced with Italian students studying there.

E.4. **Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?**

        ☒ Yes

        ☐ No

E.4.a   If yes, what are the main concerns addressed?

It is not appropriate to consider this part of the mobility strategy, yet. Nevertheless, it is worth mentioning that the Ministry is trying to set up a more qualitative distribution of the Erasmus grants amongst institutions which would encourage institutions to improve their balance in credit mobility.

E.4.b   If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: