



EUROPEAN  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Italy**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Italy

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## Data entry: (I\_Degrees\_qualifications)

Welcome to the first part of the data collection for the Bologna Implementation report 2015 on degrees and qualifications. Please note that the reference year for this questionnaire is the academic year 2013/14. With regard to changes in legislation or higher education organisation and administration, the date of 30 April 2014 will be considered as the final cut-off point. Any changes that are planned to occur after this date will not be considered in the report. Please consult the guide to answering the questionnaire, as well as the glossary. If you have any questions, please send an email to [data.collectors@ehea.info](mailto:data.collectors@ehea.info). In urgent cases you can also call Eurydice at +32 2 299 5024.

### I.1. Do your higher education steering documents address demographic projections for your country?

Yes

#### I.1.1. How do these projections affect higher education policy planning?

National policies on higher education have as strong reference point European strategies: the "Europe 2020" strategy, at the general level, and the "Education and Training 2020" for higher education. ET2020 encourages all countries to increase their graduate rate in the aged 30 - 34 setting, for Italy, the target of 26/27% of Graduates. At the moment, we are at 22,3% amongst the ones aged 25 - 34.

Most recent available data from the National QA Agency show that the main weaknesses of the system are: a reduction in the number of pupils with a high school diploma that attend HE, a steep reduction in the access/interest of adult learners in HE, a high drop out rate and long time to degree for HE students.

Within this framework, the multiannual strategy of the Ministry (Ministerial Decree 827 of 2013 and Ministerial Decree 104 of 2014) is defining, as its primary target, the improvement in the quality of HE system with particular reference to: student support system and services, cooperation at the local level to achieve better results (also internationally), improvement in the procedures for academic recruitment. Given the need to increase the number of graduates, the strategy encourages HEIs in providing good guidance to possible students before registration, tutoring and mentoring services while studying and support for a successful entrance in the labour market. Furthermore, they are encouraged to make a better use of IT in teaching and learning (distance learning and blended learning) and to reduce administrative burden and make a better use of IT in administrative procedures.

### I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

#### I.2.1. Please specify

In the Italian HE system, there are 96 Universities (State, Private and Private telematics), 128 Art and Music Institutions and 62 High Technical Institutes (Istituti Tecnici Superiori).

### I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes  
(Please specify in the text field on the right!)
- None of the above

#### I.3.1. What is the number of institutions in the categories identified?

In the Italian HE system, there are 95 Universities (State, Private and Private telematics), 128 Art and Music Institutions and 62 High Technical Institutes (Istituti Tecnici Superiori).

### I.4. Comments

The major distinction of the system is the one between HE programmes either academic or professionally oriented. As stated in question I.2, there is also a distinction between private and public institution (but they all offer either academic or professionally oriented programmes) and between Universities and other institutes, like the Art and Music ones and the emerging High Technical Institutes.

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS ""

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS ""

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

#### I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS ""

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I.9.1. In which study fields do these study programmes exist?

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

I.9.3. What percentage of first cycle students is enrolled in these programmes?

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS ""

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS ""

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "100"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS ""

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS ""

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "100"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

I.11.1. Please specify

I.12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

I.12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

I.12.2. What is the typical duration of these degree programmes?

5/6 years

I.12.3. In which study fields do these study programmes exist?

Medicine  
Odontology  
Architecture and Architectural engineering  
Law  
Pharmacy  
Veterinary

I.12.4. What percentage of first cycle students is enrolled in these programmes?

0

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

I.13.2. What percentage of second cycle students is enrolled in these programmes?

I.13.3. In which study fields do these study programmes exist?

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?



No ▼

**I.14.1. What is the minimum duration of the Bachelor & Master together?**

**I.15. Comments**

**I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

100%

**I.16.1. Please provide a source for this information.**

The legislation (Ministerial Decree 270 of 2004) clearly states that all first cycle programmes give access to second cycle programmes

**I.17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?**

26-50%

**I.17.1. Please provide a source for this information.**

Elaboration from the quality assurance agency referring to the year 2012

**I.18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

**I.18.1. All students...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.2. If other requirements apply and/or requirements apply only in some cases, please specify:**

HEIs might decide for second cycle programmes to establish an assessment test to verify the initial preparation of the student. If a pre assessment test shows gaps in the preparation of the candidate student, additional learning activities are required.

**I.18.3. Holders of a first cycle degree from a different study field...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

HEIs might decide for second cycle programmes to establish an assessment test to verify the initial preparation of the student. If a pre assessment test shows gaps in the preparation of the candidate student, additional learning activities are required.

**I.18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

HEIs might decide for second cycle programmes to establish an assessment test to verify the initial preparation of the student. If a pre assessment test shows gaps in the preparation of the candidate student, additional learning activities are required.

**I.18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**

HEIs might decide for second cycle programmes to establish an assessment test to verify the initial preparation of the student. If a pre assessment test shows gaps in the preparation of the candidate student, additional learning activities are required.

**I.19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

100%

**I.19.1. Please provide a source for this information.**

The legislation (Ministerial Decree 270 of 2004) clearly states that all second cycle programmes give access to third cycle programmes.

**I.20. What percentage of second cycle graduates eventually enter into a third cycle programme?**

20.0000000000

**I.20.1. Please provide a source for this information.**

Estimate

**I.21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

No

**I.21.1. Please specify the criteria**

**I.21.2. What percentage of third cycle students enter without a second cycle qualification?**

Please choose

**I.22. If you would like to make any additional comments on the progression between cycles, please provide them here**

**I.23. Do higher education steering documents mention doctoral education/training?**

Yes

**I.23.1. Please provide a reference to the relevant steering document(s):**

The Ministerial Decree 45 of 8 february 2013 defines all features of Doctoral education: institutions that can award them, evaluation and accreditation procedures, rights and duties for candidates, cooperation between institutions, internationalization and cooperation with the labour market

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

**Please indicate for each type of programme the approximate % of the total of all doctoral programmes**

Traditional supervision-based doctoral education "20"

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

**Please indicate for each type of programme the approximate % of the total of all doctoral programmes**

Structured doctoral programmes "80"

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

**Please indicate for each type of programme the approximate % of the total of all doctoral programmes**

Professional doctoral programmes ""

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

**Please indicate for each type of programme the approximate % of the total of all doctoral programmes**

Industrial doctoral programmes ""

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

**Please indicate for each type of programme the approximate % of the total of all doctoral programmes**

Other ""

**I.24.1. Please specify which other types of doctoral programmes exist**

**I.25. Do doctoral and/or graduate schools exist in your higher education system?**

Yes

**I.25.1. What are the main features of these schools and how many doctoral schools are there?**

The main features of schools are the presence of adequate infrastructures and research infrastructures, qualified researchers, inclusion of several programmes

**I.25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools**

1-25%

**I.26. What is the most common length of full-time third cycle (PhD) study programmes?**

In theory / according to regulations: "3/4"

**I.26. What is the most common length of full-time third cycle (PhD) study programmes?**

In empirical reality: "3/4"

**I.27. Are doctoral studies included in your country's qualifications framework?**

Yes

**I.28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?**

Yes

**I.28.1. Please specify**

What are the names of such degrees? "Master universitario, Diploma di specializzazione"

**I.28.1. Please specify**

What is the typical duration of programmes leading to such degrees? "1/4 years"

**I.28.1. Please specify**

What is the purpose/function of those degrees? "professional-oriented post-graduate courses and postgraduates with knowledge and skills for a few specific professions"

**I.29. Are ECTS credits used in doctoral programmes?**

Yes

**I.30. Comments**

80% of structured programmes mentioned in question I.24 are programmes awarding at least 1 ECTS

**I.31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

Yes

**I.31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**

The programmes of the higher technical education & training institutes (Istituti Tecnici Superiori-ITS), which fall into the post-secondary non university education, last two-years or, in some cases, three-years. The courses deal with six strategic technical areas. Each institute is a foundation involving schools, training centres, companies, universities, research centres, local bodies

**I.32. How are short cycle HE programmes linked to the Bachelor-Master structure?****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

**I.33. Are short cycle programmes legally considered to be an integral part of your higher education system?**

Yes, part of higher education

**I.34. Comments****I.35. Do your steering documents mention the concept of student-centred learning?**

Yes

**I.35.1. How do steering documents in your country define student-centred learning in higher education?**

Study programme should be developed around the expected learning outcomes to be acquired by students

**I.35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?**

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer
- Other** 0 1 2 3 4 5 No answer

**I.35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)**

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer

**I.35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.****I.35.4. Please provide a reference for your steering documents on student-centred learning**

Ministerial Decree 270 of 2004

**I.36. Comments****I.37. In your country, do you use...**

ECTS

**I.37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)**

**I.37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)**

**I.38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?**

Percentage of higher education institutions  100 %  76-99 %  51-75 %  1-50 %  0 %  No answer  
Percentage of programmes  100 %  76-99 %  51-75 %  1-50 %  0 %  No answer

**I.39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?**

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

**I.39.1. Please specify**

**I.40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?**

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

**I.40.1. Please specify**

**I.41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?**

Yes

**I.41.1. What is the number of hours per credit?**

25

**I.42. 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

**I.43. 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.)

**I.43.1. Does your country take specific support measures on the national level?**

National seminars on programmes design, learning outcomes. Quality assurance system

**I.44. Does national policy steer student assessment procedures to focus on learning outcomes?**

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

**I.45. 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

**I.45.1. Please indicate the approximate percentage that participate**

not available

**I.45.2. Please specify for which members of academic staff training programmes are offered**

Bologna Experts have advised HEIs on how to define learning outcomes in curriculum design and how to provide consistent teaching/learning activities and appropriate assessment. Several seminars on designing programmes around learning outcomes have been organised

**I.46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?**

Yes

**I.46.1. Please explain how, and provide a reference to further information**

Internal quality assurance in HEIs is expected to fulfil part 1 of the ESG. In detail, HEIs are expected to design study programmes taking into account expected learning outcomes, to monitor them on the basis of students' achievements and to, eventually adjust the programme if imbalances emerge. External quality assurance process evaluates, through a series of quantitative and qualitative checks, if this has been done.

Reference to the quality assurance and accreditation system can be found on the Ministry web page <http://hubmiur.pubblica.istruzione.it/web/universita/valutazione> and on the agency web page [http://www.anvur.org/index.php?option=com\\_content&view=article&id=25&Itemid=118&lang=it](http://www.anvur.org/index.php?option=com_content&view=article&id=25&Itemid=118&lang=it)

**I.47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here**

**I.48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?**

The Diploma Supplement is issued...

...automatically to all students:by 100% of HEIs

...automatically to all students:by 76-99% of HEIs

...automatically to all students:by 51-75% of HEIs

...automatically to all students:by 26-50% of HEIs

...automatically to all students:by 1-25% of HEIs

...automatically to all students:by 0% of HEIs

...automatically to some students:by 100% of HEIs

- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

**I.48.1. Please specify to which students**

**I.48.2. Please identify the fields of study in which the Diploma Supplement is issued**

**I.49. Is the Diploma Supplement issued to graduates in the third cycle?**

Yes, for some graduates of these programmes

**I.49.1. Please specify**

There is no legal provision for issuing the DS to Doctoral graduates, but some HEIs do it. It issued to graduates in the Erasmus Mundus Joint Doctorates for sure.

**I.50. Is there any monitoring of how employers use the Diploma Supplement?**

**I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:**

**I.50.2. Please provide a reference to the source of this information:**

**I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?**

**I.51.1. Please provide the most recent results regarding the level of satisfaction of institutions:**

**I.52. In what language(s) is the Diploma Supplement issued?**

Italian and English

**I.53. The Diploma Supplement is issued..**

free of charge

**I.53.1. Please specify the categories of students**

**I.53.2. Please provide the amount and the reason for the fee**

**I.54. Comments**

**I.55. Do national higher education steering documents mention joint or double degrees?**

**I.55.1 Please provide a reference to the legislation and/or cite the relevant articles**

Joint and double degrees were mentioned in the Ministerial Decree n° 509 of 1999 and in the most recent Ministerial Decree 270 of 2004 as well, that is regulating the Degree structure in the country. In detail, the Decrees allow HEIs to issue Degrees jointly with HEIs from other countries. The legal base in order to create a joint programme and to award a joint degree is the agreement among HEIs that organise the joint programme. More recently, the specificities of programmes leading to Joint and Double Degrees have been recognised and more flexibility in their accreditation is introduced (Ministerial Decree n° 1059 of 2013).

**I.56. Does higher education legislation explicitly allow:**

Establishing joint programmes  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

Awarding joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

Recognition of QA decisions on joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

I.57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer

Participate in joint programmes  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer

I.58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

...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

I.59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "30"

I.59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "65"

I.59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "5"

I.60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

I.60.1. Please explain briefly and mention/link to the source of this information

The Erasmus Mundus contact point has set up a database of all joint programmes <http://erasmusmundus.it/descrizione/master-congiunti-erasmus-mundus-emmc.aspx>

I.61. Comments

I.62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

11: The final NQF and the self-certification report can be consulted on a public website

I.62.1. Please provide the date when the step was completed.

07-29-2014

I.62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Please choose..

I.62.3. Please provide the link to the website:

<http://www.isfol.it/primo-piano/primo-rapporto-nazionale-di-referenziazione>

I.63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

I.64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

I.64.1. Please provide a reference to official documents

<http://www.isfol.it/primo-piano/primo-rapporto-nazionale-di-referenziazione>

I.65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: the process of referencing qualifications against EQF levels has not yet taken place

I.65.1. Please provide a reference to official documents

I.66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice

I.67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice  
Law No. 148 of 11 July 2002: "Ratification and execution of the Convention on the recognition of higher education qualifications in the Europe Region signed in Lisbon on 11 April 1997, and provisions for the adjustment of the internal regulations" ([http://www.cimea.it/files/fileusers/Law\\_148\\_2002\\_%20EN.pdf](http://www.cimea.it/files/fileusers/Law_148_2002_%20EN.pdf))

I.68. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

Recognition of qualification provided that no substantive differences can be proven

Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority

Where recognition is not granted or is granted only partly, the applicant has the right to appeal

None of the above

I.68.1. Please provide a reference to the relevant legislation

**I.68.2. What measures exist to ensure that these legal statements are implemented in practice?**

Monitoring made by the ENIC/NARIC centre and the Ministry as well

- The right to appeal
- Close the recognition procedure in 90 days
- Justify the decision
- Training session organised by the ENIC/NARIC centre to promote the use of the EAR Manual in Italy and to establish a "culture of recognition" within HEIs.

**I.69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

Automatic or not automatic recognition depends on the schooling years previous to higher education. If the qualification under examination is achieved after at least 12 years of schooling, then automatic recognition is applied (in Italy we have 13 years of global schooling, but we automatically accept school leaving qualifications of 12 years of global schooling as well, this is in line with the LRC practices).

**I.69.1. Please specify**

**I.70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

If a qualification gives access to a certain level in a foreign country, we automatically recognised it in order to enter at the same level in Italy (art. 6 - Ministerial Decree 270/2004).

**I.70.1. Please specify**

**I.71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

If a qualification gives access to a certain level in a foreign country, we automatically recognised it in order to enter at the same level in Italy (art. 6 - Ministerial Decree 270/2004).

**I.71.1. Please specify**

**I.72. Do higher education institutions typically:**

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

**I.72.1. Please explain**

**I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

Both approaches can be used depending on the size and internal organization of the institution. According to the art. 2 of the Law 148/2002, we have three different possible recognition procedures within our HEIs, according to the purpose of the recognition:

- a procedure to recognise a foreign degree in order to enter in an Italian course of study
- a procedure to recognise a period of study taken abroad
- a procedure to recognise a foreign qualification as an Italian one (not so common after the introduction of the LRC in our system)

**I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

Monitoring by the ENIC - NARIC centre

**I.74. Comments**

## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

#### II.1.1. Please specify

### II.2. 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

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

#### II.3.1. Please specify the normal impact of an external review

Only HEIs and programmes which received a positive external review will be allowed to operate and eligible to additional public funding.

### II.4. Does the agency cover:

All higher education institutions

#### II.4.1. Considered together, do the agencies cover:

#### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

Yes

Doctoral programmes fall under a different accreditation and evaluation procedures than first and second cycle programmes. All academic programmes (first, second and third cycle) are accredited and evaluated. The Agency is also developing guidelines for accreditation and evaluation of programmes of advanced training.

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

Negative reports are published only when concerning HEIs

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |  |                                      |                                     |                                     |                                 |
|--|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision                    | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes                           | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice                | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

The ex ante accreditation (AI) of institution is a preliminary control by the National Agency (ANVUR) on the transparency and the information provided to students and all stakeholders, on the overall sustainability of the of study programmes offered, on the existence of an internal quality assurance process at the institutional level. Criteria for AI on study programmes are transparency of



information at the programme level, teaching requirements and teaching staff, diversification of study programmes, infrastructural resources, and financial sustainability. Qualitative elements are checked by the Internal QA Unit of the Institution, while quantitative ones are mostly an automatic control, done through ad hoc developed informatics system.

Concerning the internal quality assurance process, ANVUR verifies if the University has in place a system compliant with the European Standard and Guidelines by the Periodical accreditation (AP), an external evaluation process conducted by the agency with the support of experts committees, composed by experts in institutional evaluation, in programme evaluation and includes students in the panels. Together with analysing indicators, the evaluation committee is expected to interview governance structures in the institution and individual students, academics or administrative staff and collect all useful information for their work.

For newly created programmes, certain indicators on academic staff and students become slightly more challenging. The concept behind is that Universities should be encouraged to innovate their academic offer. More flexibility is allowed at the beginning, but they are supposed to better structure it once it is up and running. It shall be noted that international programmes and joint programmes are treated as exceptions, with specific accreditation conditions that shall incentivise University to invest on them.

Periodical evaluation (VP) is a fully qualitative exercise addressed to the Ministry. The indicators to monitor the ex post results of the system, of institutions as a whole and of the teaching and learning process refer to:

- institutional accreditation: research activities of the institution and impact on the third mission
- teaching and learning process: students' performances, employability, and internationalisation.

In detail, the third mission, defined as (i) participation in the creation of di spin-off, (ii) development, use and marketization of patents, (iii) external funding, (iv) promotion of cultural and scientific activities, (v) adult learning. For these activities, specific indicators have been developed.

Doctoral education is fully integrated in the Degree structure and it is considered the third level of education as well as the entry level for research career, both in academia and in the private sector. As Doctoral education is undergoing a reform process, it is worth to treat it separately.

According to the Ministerial Decree 8 February 2013, n. 45, Doctoral programmes shall provide the skills needed to carry out high quality research activities at public and private subjects, as well as qualifying well in professional life. It contributes to the creation of the European Area of Higher Education and the European Research Area. Accreditation and quality assurance of programmes are based on the quality of the research carried out by the members of the Doctoral programme Committee, on the degree of internationalization of the doctorate, on the degree of cooperation with the business sector and on the impact of doctorate on the socio-economic system. Attractiveness of the doctorate, infrastructure and services available for the candidate, financial resources and Doctoral grants available, job opportunities and employability for PhDs are also subjected to quality assurance and accreditation. The accreditation system for Doctoral programmes incentivise joint programmes and programme that have been awarded by an Erasmus Mundus grant.

### II.8.3. Additional comments

Students mobility and internationalization and Doctoral education and the third mission are also included in the revision.

### II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

### II.9.1. Please explain the differences

### II.9.2. Please specify which institutions are able to choose

### II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

#### II.10.1. How many higher education institutions have used this opportunity?

### II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

No, QA agency decisions are not recognised.

### II.11.2. Please specify

### II.12. Additional comments

### II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
  - Yes, for an application to EQAR
  - Yes, for the purpose of ENQA membership
  - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
  - No

### II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the preparation of self evaluation reports**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
  - In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

### II.15.1. Please specify

### II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As full members in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As observers in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In the decision making process for external reviews**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

In follow-up procedures  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

In governance structures of national QA agencies?  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

As full members in external review teams  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

As observers in external review teams  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

In the decision making process for external reviews  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

In follow-up procedures  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

In governance structures of national QA agencies?  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

As full members in external review teams  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

As observers in external review teams  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

In the decision making process for external reviews  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

In follow-up procedures  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

The system for accreditation and evaluation set up with the Legislative Decree n°19 of 2012 and with the Ministerial Decree n° 47 of 2013, which is described in detail under the question 2.8.1, foresees a control under the AI (initial accreditation) of the existence of an internal quality assurance mechanism, which is compliant with the part 1 of the ESG.

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Combination of above

II.21.1. Please specify

The Ministry has approved the regulations which lay at the basis of the quality assurance and accreditation procedures (see comment 2.20.1). These legislative provisions are based on the recommendations approved by the QA Agency. Therefore, the two bodies were jointly working to define the new system (see comment 2.8.1). Concerning internal quality assurance, though, the system leaves to HEIs the responsibility to decide the focus of it, on the basis of its strategy and internal governance.

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes  
 No  
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

100%

II.26.1. Please describe what kind of arrangements are in place.

Development of study programmes

The overall responsibility of the academic offer of the Institution lay under the responsibility of the Senate and of the Administrative Board. It is up to them to define strategic priorities, to define on which disciplines and research fields should the University invest on, or how to allocate academic staff. We shall not give the impression that it is solely a top-down approach, as consultations with sub-structures are frequent and all levels take part to the decision making process, also by sitting in the Senate. Nevertheless, the ultimate decision is taken at the institutional level. On the basis of the strategic decisions, the Departments coordinate to develop the academic offer and the Programme Committees design the proposals.

The first step to be taken is an internal discussion at the Programme level on what are the expected outcomes to be achieved by students, which teaching and learning activities are needed for these outcomes and what resources should be allocated for a successful result. The Department (or the Schools, where they exist) collect all the proposals and verify their consistency. At this stage, external consultation with the relevant stakeholders takes place. Usually it is organised by each Department (or the Schools, where they exist) but, especially in smaller institutions, it can be conducted at the institutional level. The feed-back received is then used to improve the proposal. Once it is finalised, the proposal is sent to the Senate, responsible for the overall coherency of the academic offer on the University with the strategic planning, and to the Administrative Board. The Administrative Board takes the final decision, on the basis of the proposal by the Senate and of the resources available.

Monitoring and periodic review

Together with the Internal Quality Assurance Unit, the other bodies of the institution that are involved are 1) Quality Presidium ("Presidio della Qualità" - PQ), as a task force composed only of internal staff of the University, usually made of academic staff members, 2) the "Commissioni Paritetiche", consultative bodies at the programme level equally composed by academic staff and

students representatives, and 3) the Programme Committee.

The contributions that Programme Committees, the NVA, and the PQ give to the internal quality assurance procedures can be summarized as follows. Programme Committee is responsible for the monitoring, under the coordination of the relevant Department/School. Monitoring include make use of the results of the Paritetic Commission (CP), and consulting the students and external stakeholders on a regular basis. On the basis of the monitoring activities, adjustments to the Programme previously designed shall be proposed.

The Internal Quality Assurance Unit is responsible to evaluate the results of the monitoring activities, the proposed corrective actions and the existence of follow up plans. The conclusions reached by the NVA are then sent to ANVUR for its external evaluation. On the basis of the recommendation of the NVA, for example, ANVUR might decide to prioritize (or avoid) a visit from the external evaluators (VP) or might deny accreditation decision. Finally, if Programme Committees and NVA are mechanisms, the PQ is the oil that makes them work in synergy.

The PQ coordinates the monitoring process at the study programmes, guides the Programme Committee in setting up monitoring procedures, checks if each Committee is planning stakeholders consultation and collects students opinions on all study programmes (survey). Even if they are two distinctive bodies, PQ and NVA closely cooperate. As a matter of fact, if the PQ works properly, it facilitates the fulfilment of the ESG on internal quality assurance and the spread of the quality culture in the University.

**II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

100%

**II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**

0%

**II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?**

No

**II.29.1. Please explain**

## Data entry: (III\_Social\_dimension)

**III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).**

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

#### III.1.1. Please indicate these measures in the form of bullet points:

The objective of widening participation is reflected through a policy statement and through a set of specific measures.

The policy statement is the Ministerial Decree defining the multiannual planning of the Italian HE system (Ministerial Decree n°827 of the 15th of October 2013 and Ministerial Decree n° 104 of 14 February 2014) sets two overall priorities for the system: promotion of quality and sustainable development of the system.

Under the first priority, it is included the improvement of students' services, with specific reference to guidance and mentoring, simplification of procedures and distance learning.

The tools and services for the achievement of the full educational success of students in higher education courses are:

- o Housing services
- o Catering services (food services)
- o Guidance and mentoring
- o Part-time
- o Transport
- o Health care
- o Access to culture
- o Services for international mobility
- o Teaching materials

For capable and deserving students, even without economic means, the achievement of full educational success is guaranteed through the provision of scholarships.

The national Government distributes funding for the support of disadvantaged students to the Regional Governments which top it up with local funding and implement the services.

Deserving students also benefit from a national fund (Fondo per il Merito) which will provide grants and loans in order to encourage interregional mobility and complement the students support system at the regional level. The Fund is managed by the merit Foundation ("Fondazione per il Merito") and has been financed with 9M€ in 2012. It is also expected to attract private funding.

Finally, performance-based funding to HEIs, which is part of the public funding transferred to HEIs, is distributed on the basis of their efficiency: in guaranteeing completion of studies by registered students within the official time. Please also provide the full reference(s) to relevant document(s).

- Decree of the President of the Council of the Ministers (DPCM) of 9 April 2001
- Law n° 240 of 2010, art. 4 (Fondo per il Merito) and art. 5 (review of the students support system);
- Legislative Decree 29 March 2012, n. 68;
- Legislative Decree n°70 of 2011 at art. 9, com. 3-16;
- Legislative Decree n° 19 of 2012 and Ministerial Decree n° 47 of 2013
- Ministerial Decree n°827 of the 15th of October 2013 and Ministerial Decree n° 104 of 14 February 2014.

### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITH a reference to underrepresented groups of the student population (e.g. student with disabilities, mature students, disadvantaged students, male-female, etc.)

#### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

<b>Students with disabilities: Objective set and period covered</b>	Disabled students with disability of at least 66% are completely exempted from the registration and tuition fees.
<b>Students with disabilities: Policy document (reference and link)</b>	Decree of the President of the Council of the Ministers (DPCM) of 9 April 2001 <a href="http://atiministeriali.miur.it/anno-2001/aprile/dpcm-09042001.aspx">http://atiministeriali.miur.it/anno-2001/aprile/dpcm-09042001.aspx</a> Legislative Decree 29 March 2012, n. 68 <a href="http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:decreto.legislativo:2012;068">http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:decreto.legislativo:2012;068</a>
<b>Adults/mature students: Objective set and period covered</b>	Art. 4, com. 51 - 61 – Legge 92/2012, for the inclusion of lifelong learning in universities strategies
<b>Adults/mature students: Policy document (reference and link)</b>	<a href="http://www.lavoro.gov.it/NR/rdonlyres/3027E62A-93CD-444B-B678-C64BB5049733/0/20120628_L_92.pdf">http://www.lavoro.gov.it/NR/rdonlyres/3027E62A-93CD-444B-B678-C64BB5049733/0/20120628_L_92.pdf</a>
<b>Students from lower socio-economic background/lower socio-economic group: Objective set and period covered</b>	At the national level, students coming from disadvantaged socio – economic backgrounds benefit from several support measures (see q 1.1 and related steering document). Furthermore, HEIs tuition fees for graduates are based on the economic status of students. Universities totally exempt students with scholarships from the registration and tuition fees.
<b>Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)</b>	Decree of the President of the Council of the Ministers (DPCM) of 9 April 2001 <a href="http://atiministeriali.miur.it/anno-2001/aprile/dpcm-09042001.aspx">http://atiministeriali.miur.it/anno-2001/aprile/dpcm-09042001.aspx</a> Legislative Decree 29 March 2012, n. 68 <a href="http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:decreto.legislativo:2012;068">http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:decreto.legislativo:2012;068</a>
<b>Male/female (gender groups): Objective set and period covered</b>	
<b>Male/female (gender groups): Policy document (reference and link)</b>	
<b>Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered</b>	
<b>Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)</b>	
<b>Students living in specific geographical areas (e.g. rural areas): Objective set and period covered</b>	
<b>Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)</b>	

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

#### III.2.4. Comments

#### III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

##### III.3.1. Please provide a short description of the mechanisms in place:

Generally speaking, higher education is included in the national statistical system which provides a minimum data set for the analysis of the composition of the students body. All public institutions are obliged to provide the data requested. Furthermore, the national statistical institute (ISTAT) is collecting information related to HE students' socio – economic backgrounds and to the employability of graduates.

The Office of Statistics conducts annual surveys of the university system. <http://statistica.miur.it/>

More specifically, with the Ministerial Decree of 30th May 2001 ([http://attiministeriali.miur.it/anno-2001/maggio/dm-30052001-\(1\).aspx](http://attiministeriali.miur.it/anno-2001/maggio/dm-30052001-(1).aspx)), a National Database on Students and Graduates (Anagrafe Nazionale degli Studenti – ANS <http://anagrafe.miur.it/index.php>) has been created. It includes items related to age, residence and citizenship, previous education, access to students welfare system, disabilities. Each institution has to feed the database as it is the source of information for policy making, statistical analysis, funding distribution and QA procedures.

Furthermore, the new system for QA and accreditation includes compulsory indicators on:

• students careers, including inactive students;

• graduation rate;

• time to graduation;

• drop out rate;

• students-workers;

• employability.

HEIs survey their graduates on a voluntary basis, to monitor their profile and employment path, with the coordination of the Almalaurea Consortium <http://www.almalaurea.it/>

In addition, Italy participates to the Eurostudent survey. Our participation is two-sided: (i) to enrich the amount of qualitative data available for policy makers, in terms of socio-economic background of students and graduates, and to collect further information on the students' experiences; (ii) to ensure that our monitoring activities is also based on a set of comparable data at the European level.

In general, the composition of the students body is better monitored for universities than for the other kinds of institutions, as reported in question 2.1. In any case, university students account roughly for 98% of the overall HE students population. The Ministry of Education, University and Research operates a national database for census of all students. Information on careers of the students are provided directly to the Ministry by the Universities.

#### III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="button" value="1 v"/>
Disability:During HE studies	<input type="button" value="1 v"/>
Disability:At graduation	<input type="button" value="1 v"/>
Disability:After graduation	<input type="button" value="0 v"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="button" value="0 v"/>
Labour market status prior to the entry to HE:During HE studies	<input type="button" value="0 v"/>
Labour market status prior to the entry to HE:At graduation	<input type="button" value="0 v"/>
Labour market status prior to the entry to HE:After graduation	<input type="button" value="0 v"/>
Age:At entry to HE	<input type="button" value="1 v"/>
Age:During HE studies	<input type="button" value="1 v"/>
Age:At graduation	<input type="button" value="1 v"/>
Age:After graduation	<input type="button" value="1 v"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="button" value="1 v"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="button" value="0 v"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="button" value="0 v"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="button" value="0 v"/>
Socio-economic background:At entry to HE	<input type="button" value="1 v"/>
Socio-economic background:During HE studies	<input type="button" value="1 v"/>
Socio-economic background:At graduation	<input type="button" value="1 v"/>
Socio-economic background:After graduation	<input type="button" value="0 v"/>
Gender:At entry to HE	<input type="button" value="1 v"/>
Gender:During HE studies	<input type="button" value="1 v"/>
Gender:At graduation	<input type="button" value="1 v"/>
Gender:After graduation	<input type="button" value="1 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="button" value="0 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="button" value="0 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="button" value="0 v"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="button" value="0 v"/>
Religion:At entry to HE	<input type="button" value="0 v"/>

Religion:During HE studies 0 ▼

Religion:At graduation 0 ▼

Religion:After graduation 0 ▼

Migrant status (migrants or migrants' children):At entry to HE 1 ▼

Migrant status (migrants or migrants' children):During HE studies 1 ▼

Migrant status (migrants or migrants' children):At graduation 1 ▼

Migrant status (migrants or migrants' children):After graduation 0 ▼

Other characteristics:At entry to HE 0 ▼

Other characteristics:During HE studies 0 ▼

Other characteristics:At graduation 0 ▼

Other characteristics:After graduation 0 ▼

Not applicable (no systematic monitoring at the given stage):At entry to HE 0 ▼

Not applicable (no systematic monitoring at the given stage):During HE studies 0 ▼

Not applicable (no systematic monitoring at the given stage):At graduation 0 ▼

Not applicable (no systematic monitoring at the given stage):After graduation 0 ▼

#### III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

#### III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

#### III.4.3. Comments

Since the academic year 2012-2013 a "National Registry of students and graduates" is also implemented by "Type and level of qualification achieved prior to the entry to HE" through the connection with other ministerial database on Education.

Disability is monitored in cases where it guarantees exemptions or study support.

Socio-economic background is monitored in cases where students apply for financial support.

The migrant status is based on the citizenship of the student, therefore it is monitored at entry but further changes are not automatically collected, they depend on the student input.

#### III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE 0 ▼

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies 0 ▼

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation 0 ▼

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation 0 ▼

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE 1 ▼

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies 1 ▼

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation 1 ▼

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation 1 ▼

Ministry/governmental body:At entry to HE 1 ▼

Ministry/governmental body:During HE studies 1 ▼

Ministry/governmental body:At graduation 1 ▼

Ministry/governmental body:After graduation 1 ▼

Independent bodies/agencies:At entry to HE 1 ▼

Independent bodies/agencies:During HE studies 1 ▼

Independent bodies/agencies:At graduation 1 ▼

Independent bodies/agencies:After graduation 1 ▼

Other:At entry to HE 0 ▼

Other:During HE studies 0 ▼

Other:At graduation 0 ▼

Other:After graduation 0 ▼

No systematic monitoring:At entry to HE 0 ▼

No systematic monitoring:During HE studies 0 ▼

No systematic monitoring:At graduation 0 ▼

No systematic monitoring:After graduation 0 ▼

#### III.5.1. Please specify which other organisation monitors the composition of the student body

#### III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

HEIs are obliged to collect the information on the students population and to monitor the composition of the student body to (i) "feed" the national databases, (ii) manage the provision of academic offer and realize internal quality assurance, (iii) do strategic planning as foreseen by the legislation (see q. 1.1).

Central authorities monitor the composition of the student body to inform policies and distribute funding.

The quality assurance agency monitors the composition of the student body to fulfil the external evaluation mission.



In addition, Italy participates to the Eurostudent survey. Our participation is two-sided: (i) to enrich the amount of qualitative data available for policy makers, in terms of socio-economic background of students and graduates, and to collect further information on the students' experiences; (ii) to ensure that our monitoring activities is also based on a set of comparable data at the European level

In addition, 88% of HEIs are member of the Almalaurea Consortium that analyses graduates profile and their success in the labour market every year (coverage of 60/70% of the total students population)

### III.5.3. Comments

### III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- ...collect data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer
- ...publish data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

### III.6.1. Please specify which data cannot be collected or published and why.

Due to the protection of privacy, some personal data (such as ethnic/cultural/linguistic minority status) cannot be collected and others (such as disabilities) cannot be published. In any case, the publication of data is allowed only if it is referred to a group of students (minimum 3). For example, if there are less than 3 students from another country registered in a HEI, the information cannot be made public.

### III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

Yes

### III.7.1. How are these results published?

Information is shown for each individual higher education institution

### III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

National register of students and graduates: <http://anagrafe.miur.it/index.php>  
The Office of Statistics conducts annual surveys of the university system. <http://statistica.miur.it/>  
Inter-university Consortium ALMALAUREA <http://www.almalaurea.it/>  
Quality Assurance Agency [www.anvur.org](http://www.anvur.org)

### III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

Several aspects in the composition of the students bodies have changed in the last 10 years. Few examples are:

- change in age distribution of students (older student population);
- gender, increasing proportion of woman in enrolment (from 54% in 1999/2000 to 57% in 2009/2010) and graduation (from 55% in 1999 to 58% in 2009);
- the average age at which students the first HE qualification has changed from 26.8 years in 2004 to 24.9 years in 2012. It takes less time, even if still unsatisfactory, to achieve the first HE qualification (after 5.1 year instead of 7 years, on average);
- increase in the proportion of international students (from 1% in 2000/2001 to 3% in 2009/2010);
- changes in the socio-economic background of the student population
- Different results achieved by students, depending on the macro-region in the country (students registered in HEIs from the South of the country have worst performance in terms of completion and time to graduate.

Before the reform which introduced the three-year degree and a two-year specialization less than 10% completed the course on time. Today the result is 40% at the second cycle and around 30% in the first cycle.

### III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

### III.9.1. Please specify which fields are excluded:

The fields where access is not granted because of numerus clausus are Medicine, Architecture and Odontology. In principle all are eligible but the confirmation is ensured only up to the places available.

To access the Alam Institutions (HEIs other than universities) you need a diploma of secondary school and possession of adequate initial preparation, which is verified.

### III.9.2. Comments

### III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. 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).

Route 1 "Entry with a school leaving certificate"

III.11. 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).

Route 2 "Adequate initial preparation"

III.11. 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).

Route 3 "Entry without formal certification"

III.11. 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).

Route 4 ""

III.11. 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).

Route 5 ""

III.12. The different routes are opening access to...

{III\_11\_SQ001}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ002}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ003}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ004}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ005}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

For route 2: Adequate initial preparation is verified to access AFAM Institutions.

For route 3: AFAM Institutions such as Conservatories of Music and the National Academy of Dance admit students to their courses of study with outstanding skills and abilities even without the secondary school diploma. The upper secondary school diploma is required for graduation.

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III\_11\_SQ001}:% of students entering HE through this access route 99,5%

{III\_11\_SQ001}:Official data based on central level monitoring, including surveys

{III\_11\_SQ001}:Estimates

{III\_11\_SQ001}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ002}:% of students entering HE through this access route 0,5%

{III\_11\_SQ002}:Official data based on central level monitoring, including surveys

{III\_11\_SQ002}:Estimates

{III\_11\_SQ002}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ003}:% of students entering HE through this access route

{III\_11\_SQ003}:Official data based on central level monitoring, including surveys

{III\_11\_SQ003}:Estimates

{III\_11\_SQ003}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ004}:% of students entering HE through this access route

{III\_11\_SQ004}:Official data based on central level monitoring, including surveys

{III\_11\_SQ004}:Estimates

{III\_11\_SQ004}:Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ005}:% of students entering HE through this access route

{III\_11\_SQ005}:Official data based on central level monitoring, including surveys

{III\_11\_SQ005}:Estimates

{III\_11\_SQ005}:Impossible to say (no official data and impossible to estimate)



surveys

{III\_11\_SQ005};Estimates

{III\_11\_SQ005};Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in some higher education institutions/programmes (please specify in comments).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

Decree of the President of the Republic 8 July 2005, n. 212 – Article 7, referred to the Academy of Dance and music institutes  
<http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:decreto:legge:2005-07-08;2121vig>

III.19. Please choose the statement that best applies to your country-specific situation:

HEIs can autonomously decide whether they will provide relevant procedures.

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Information impossible to provide (no official data available and impossible to estimate)

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

The policy statement is the Ministerial Decree defining the multiannual planning of the Italian HE system (Ministerial Decree n°827 of the 15th of October 2013 and Ministerial Decree n° 104 of 14 February 2014) sets two overall priorities for the system: promotion of quality and sustainable development of the system.

III.23.2. Please also provide the full reference(s) to all relevant document(s).

<http://hubmiur.pubblica.istruzione.it/web/universita/programmazione>

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes

III.24.1. Please describe the targets:

- Reduction of the number of students who do not complete their course as foreseen in the Regulation of the course.
- Reduction of drop-out rates
- Increase in the number of people aged 30 – 34 with a higher education qualification (target is 26-27%)

III.24.2. Please also provide the full reference(s) to all relevant document(s).

Multiannual strategic planning for the period 2013/2015 <http://hubmiur.pubblica.istruzione.it/web/universita/programmazione>

**III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?**

No, the aim is to improve completion rates for all students

**III.25.1. Please specify the groups of students that are targeted:**

**III.25.2. Please also provide the full reference(s) to all relevant document(s):**

**III.26. In your country, are there any specific measures to improve retention rates of first year students?**

Yes

**III.26.1. Please describe the measures:**

Integrative courses for students in order to ensure that they possess the competences required to successfully complete the study programme and the increase in the number of tutors and their training are the main measures. Nevertheless, ad HEI have improvement in retention rate as a strategic target, they can as well set up additional measures to achieve it.

**III.26.2. Please also provide the full reference(s) to all relevant document(s):**

The policy statement is the Ministerial Decree defining the multiannual planning of the Italian HE system (Ministerial Decree n°827 of the 15th of October 2013 and Ministerial Decree n° 104 of 14 February 2014) sets two overall priorities for the system: promotion of quality and sustainable development of the system.

**III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?**

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

**III.27.1. Please provide details on the incentives that exist in your country:**

Incentives to students are defined by HEI as universities set their own financial incentives to reward students that graduate early or that complete the first year successfully. At the national level, the steering measure is that financial incentives from the Government to HEIs are based only on the indicators calculated on regular students. Increasingly, the agencies managing the student support system at the Regional level, take into account timely completion of studies when they have to decide the confirmation (or not) of the student support.

**III.27.2. Please also provide the full reference(s) to all relevant document(s):**

Ministerial Decree for the allocation of public funding

**III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?**

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 No

**III.28.1. Please provide details how:**

At the national level, the steering measure is that financial incentives from the Government to HEIs are based only on the indicators calculated on regular students. In addition, the multiannual planning of the system mentioned in question 3.1 allocates resources on the basis of the indicators related to completion and drop-out rates.

**III.28.2. Please also provide the full reference(s) to all relevant document(s):**

Ministerial Decree n°827 of the 15th of October 2013 and Ministerial Decree n° 104 of 14 February 2014

**III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?**

Yes

**III.29.1. Please provide details:**

Tutoring facilities at universities assist students throughout the course of the studies. A tutor supports the student in organization and teaching procedures.

**III.29.2. Please also provide the full reference(s) to all relevant document(s):**

[www.universitaly.it](http://www.universitaly.it)

**III.30. Comments**

**III.31. Are student completion rates systematically measured in your country?**

- Yes, at the end of the 1st cycle  
 Yes, at the end of the 2nd cycle  
 No, completion rates are not measured

**III.31.1. Please also provide the full reference(s) to relevant document(s):**

[http://www.anvur.org/index.php?option=com\\_content&view=article&id=644&Itemid=569&lang=it](http://www.anvur.org/index.php?option=com_content&view=article&id=644&Itemid=569&lang=it)

**III.31.2. Comments**

**III.32. In your country, are completion rates calculated for underrepresented groups of students?**

Yes

**III.32.1. Please specify for which underrepresented groups data is calculated:**

Sector of Higher Education in art and music (AFAM)  
The AlmaLaurea Consortium of Universities conducts periodical survey on the profile and main characteristics of Italian graduates covering the majority of Universities. The statistical office of the Ministry and the national quality assurance agency collect information on the graduates on the basis of their discipline of study, regional location of the HEI, citizenship, Residence. The national statistical office collects and the quality assurance agency information of graduates under the monitoring of the population and under the monitoring of the main characteristics of the labour force.

**III.32.2. Please also provide the full reference(s) to relevant document(s):**

<http://statistica.miur.it/>  
[http://www.anvur.org/index.php?option=com\\_content&view=article&id=644&Itemid=569&lang=it](http://www.anvur.org/index.php?option=com_content&view=article&id=644&Itemid=569&lang=it) [www.almaLaurea.it](http://www.almaLaurea.it)

**III.33. Based on your official data, please provide the following information:**

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	168.738 graduates
Completion rate of 1st cycle programmes, most recent available year:Year	2011
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	159.983 graduates
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	2006
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	113.420 graduates
Completion rate of 2nd cycle programmes, most recent available year:Year	2011
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	46.127 graduates
Completion rate of 2nd cycle programmes 5 years earlier:Year	2006
Completion rate of 2nd cycle programmes 5 years earlier:not available	
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	

**III.34. Comments****III.35. Are student drop-out rates systematically measured in your country?**

Yes, at the end of the 1st year

**III.35.1. Please also provide the full reference(s) to relevant document(s):**[http://www.anvur.org/index.php?option=com\\_content&view=article&id=644&Itemid=569&lang=it](http://www.anvur.org/index.php?option=com_content&view=article&id=644&Itemid=569&lang=it)**III.36. In your country, are drop-out rates calculated for underrepresented groups of students?**

No

**III.36.1. Please specify for which groups data is calculated:****III.36.2. Please also provide the full reference(s) to relevant document(s):****III.37. In your country, how are students who change study programme considered?**

They are counted only in the cohort of their new programme

**III.37.1. Please specify****III.38. Are data on drop-out rates publicly available in your country?**

Yes

**III.38.1. Please specify by which organisation and how frequently:**

every two years, by statistical office of the Ministry and by the Quality Assurance Agency.

**III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:**[http://www.anvur.org/index.php?option=com\\_content&view=article&id=644&Itemid=569&lang=it](http://www.anvur.org/index.php?option=com_content&view=article&id=644&Itemid=569&lang=it)**III.39. Based on your official data, please provide the following information:**

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	15% (did not register in the second year)
Drop-out in first year of 1st cycle programmes, most recent available year:Year	2011/2012
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	19.8% (did not register in the second year)
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	2006/2007

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available

Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes, most recent available year:Year

Drop-out in 1st cycle programmes, most recent available year:not available -

Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year

Drop-out in 1st cycle programmes 5 years earlier:not available -

Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year

Drop-out in 2nd cycle programmes, most recent available year:not available -

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier:Year

Drop-out in 2nd cycle programmes 5 years earlier:not available -

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year:not available -

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available -

#### III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

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

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools:free of charge

by upper secondary schools:for a fee

by higher education institutions:free of charge

by higher education institutions:for a fee

by external services:free of charge

by external services:for a fee

by other service providers:free of charge

by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

According to the legislation on widening access, universities ensure guidance to all prospective students. Furthermore, according to the Ministerial Decree 26 March 2013, n. 220 (<http://attiministeriali.miur.it/anno-2013/marzo/dm-26032013-%286%29.aspx>), to facilitate guidance, students enrolled in the final year of the secondary school may carry out on-line pre-registration at the University. Pre-registration allows you to enter the university system, learn about courses and their career prospects. The portal of the Ministry of Education, University and Research created specifically to accompany students in their studies. <http://www.universitaly.it/index.php/> Finally, the initiative YOUTH Guarantee under the Structural Funds of the EU is being developed to facilitate students guidance.

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

Law 28 January 1999, n. 17 for disabled students.

Disabled students enrolled at the university are guaranteed technical aids and educational tutoring services. Every university has created the role of "Delegato per la disabilità" that coordinates initiatives for the integration of the disabled student in the university.

HEIs can target information to specific groups of students; usually they provide and promote targeted communication to talented students coming from disadvantaged socio-economic background.

**III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?**

Yes

**III.46.1. There are measures/incentives encouraging HEIs to provide...**

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

introductory courses "Introductory course: - Multiannual strategic planning for universities (Ministerial Decree n. 50/2010 annex A) includes introductory course as a measure to facilitate students career; - Assessment of adequacy of students competences to enrol in a study programme (Ministerial Decree n° 270 of 2004, art. 6) and provision of additional learning modules to help students are obligations for universities; - the workload for academics includes as well activities for introductory courses (Law n°240 of 2010, art. 6)."

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

tutoring or mentoring programmes "Tutoring or mentoring programmes: - Multiannual strategic planning for universities (Ministerial Decree n. 50/2010 annex A) includes tutoring and mentoring programmes as a measure to facilitate students career; - the workload for academics includes as well activities for tutoring students (Law n°240 of 2010, art. 6); - advanced students, especially Doctoral candidates, have the obligation to do some tutoring in order to accomplish their training (Ministerial Decree n°45 of 2013, art. 12)."

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

support to acquire learning skills and/or organisational skills "Learning skills and/or organisational skills: - Multiannual strategic planning for universities (Ministerial Decree n. 50/2010 annex A) includes experience of placements for students both during their studies and after their graduation and take care of the lifelong learning of students who already have a university qualification as a measure to facilitate students career."

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

other measures / incentives "Furthermore, HEIs are encouraged to provide the measures checked by two main levers: - the new system for QA and accreditation includes in periodical evaluation of institutions and programmes the outcomes of students careers (including existence of inactive students), graduation rate, time to degree, drop out rates, employability of students. Results of QA system will also influence performance based funding; - part of public funding is distributed on the basis of the performance of HEIs in reducing time to degree and increasing completion rate. Both measures, do not explicitly refer to any of the measures checked but these are the main initiatives taken by HEIs to improve their performance in access rate and completion rates."

**III.46.3. Comments**

**III.47. In your country, is public funding allocated to improve career guidance services in HEIs?**

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

**III.47.1. Please provide the details here:**

Public funding to HEIs is distributed along two main principles: operating grant (85% of the total) and performance based funding (15%). The operating grant can be used by HEIs to support career guidance services. A portion of the performance based funding is distributed along the number of employed graduates.

**III.47.2. Please also provide the full reference(s) to relevant document(s):**

Ministerial Decree for the allocation of public funding

**III.48. In your country, are there any career guidance services targeting underrepresented groups of students?**

No

**III.48.1. Please provide the details on such services here:**

**III.48.2. Please also provide the full reference(s) to relevant document(s):**

## Data entry: (IV\_Fees\_support\_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. 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.

IV.1. 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

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 400/500 € (most common) 1.194€ (average)  
1st cycle:Minimum amount 198,39€  
1st cycle:Maximum amount n.a.  
2nd cycle:Most common amount 400/500 € (most common) 1.194€ (average)  
2nd cycle:Minimum amount 198,39€  
2nd cycle:Maximum amount n.a.

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount  
1st cycle:Minimum amount  
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount  
2nd cycle:Minimum amount  
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need  
 Merit  
 Part-time/Full-time/Distance learning  
 Field of study

IV.5. Concerning fees, are international students treated differently in your country from home students?

No

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount  
1st cycle international students:Minimum amount  
1st cycle international students:Maximum amount  
2nd cycle international students:Most common amount  
2nd cycle international students:Minimum amount  
2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

1st cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

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, so far. 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 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). On top of this, there are some tax benefits for students or students' families.

**IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.**

If a student benefit of a grant (see question 4.6), he/she keeps it while abroad and his/her grant is increased of 500€ per month during study periods abroad (DPCM of 9 April 2001).

**IV.12. Do at least some students receive public financial support in the form of grants/scholarships?**

First cycle  Yes  No  No answer  
 Second cycle  Yes  No  No answer

**IV.13. What is the proportion of students receiving grants/scholarships by cycle?**

% of students receiving grants:First cycle 8%  
 % of students receiving grants:Second cycle 8%

**IV.14. Can students use grants/scholarships for studying abroad?**

Some grants are portable

**IV.15. Are there any additional requirements for using the grant/scholarship abroad?**

Yes

**IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.**

- Citizenship:Grant 1
- Citizenship:Grant 2
- Citizenship:Grant 3
- Citizenship:Grant 4
- Residency:Grant 1
- Residency:Grant 2
- Residency:Grant 3
- Residency:Grant 4
- Recognised HEIs/programmes only:Grant 1
- Recognised HEIs/programmes only:Grant 2
- Recognised HEIs/programmes only:Grant 3
- Recognised HEIs/programmes only:Grant 4
- Course load (e.g. full-time):Grant 1
- Course load (e.g. full-time):Grant 2
- Course load (e.g. full-time):Grant 3
- Course load (e.g. full-time):Grant 4
- Only certain countries:Grant 1
- Only certain countries:Grant 2
- Only certain countries:Grant 3
- Only certain countries:Grant 4
- Only certain study programmes (e.g. where mobility is mandatory):Grant 1
- Only certain study programmes (e.g. where mobility is mandatory):Grant 2
- Only certain study programmes (e.g. where mobility is mandatory):Grant 3
- Only certain study programmes (e.g. where mobility is mandatory):Grant 4
- Equivalency condition:Grant 1
- Equivalency condition:Grant 2
- Equivalency condition:Grant 3
- Equivalency condition:Grant 4
- Programme not available in the national system:Grant 1
- Programme not available in the national system:Grant 2
- Programme not available in the national system:Grant 3
- Programme not available in the national system:Grant 4
- Other:Grant 1
- Other:Grant 2
- Other:Grant 3
- Other:Grant 4



IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

If a student benefit of a grant (see question 4.6), he/she keeps it while abroad and his/her grant is increased of 500€ per month during study periods abroad (DPCM of 9 April 2001).

IV.19. Can students use loans for studying abroad?

No portable loans

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1  ▾

Citizenship:Loan 2  ▾

Citizenship:Loan 3  ▾

Citizenship:Loan 4  ▾

Residency:Loan 1  ▾

Residency:Loan 2  ▾

Residency:Loan 3  ▾

Residency:Loan 4  ▾

Recognised HEIs/programmes only:Loan 1  ▾

Recognised HEIs/programmes only:Loan 2  ▾

Recognised HEIs/programmes only:Loan 3  ▾

Recognised HEIs/programmes only:Loan 4  ▾

Course load (e.g. full-time):Loan 1  ▾

Course load (e.g. full-time):Loan 2  ▾

Course load (e.g. full-time):Loan 3  ▾

Course load (e.g. full-time):Loan 4  ▾

Only certain countries:Loan 1  ▾

Only certain countries:Loan 2  ▾

Only certain countries:Loan 3  ▾

Only certain countries:Loan 4  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4  ▾

Equivalency condition:Loan 1  ▾

Equivalency condition:Loan 2  ▾

Equivalency condition:Loan 3  ▾

Equivalency condition:Loan 4  ▾

Programme not available in the national system:Loan 1  ▾

Programme not available in the national system:Loan 2  ▾

Programme not available in the national system:Loan 3  ▾

Programme not available in the national system:Loan 4  ▾

Other:Loan 1  ▾

Other:Loan 2  ▾

Other:Loan 3  ▾

Other:Loan 4  ▾

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans



IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="button" value="1 v"/>
1st cycle credit mobility:Travel costs	<input type="button" value="1 v"/>
1st cycle credit mobility:Living cost difference	<input type="button" value="1 v"/>
1st cycle credit mobility:Language courses	<input type="button" value="0 v"/>
1st cycle credit mobility:Other	<input type="button" value="0 v"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="button" value="1 v"/>
2nd cycle credit mobility:Travel costs	<input type="button" value="1 v"/>
2nd cycle credit mobility:Living cost difference	<input type="button" value="1 v"/>
2nd cycle credit mobility:Language courses	<input type="button" value="0 v"/>
2nd cycle credit mobility:Other	<input type="button" value="0 v"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="button" value="0 v"/>
1st cycle degree mobility:Travel costs	<input type="button" value="0 v"/>
1st cycle degree mobility:Living cost difference	<input type="button" value="0 v"/>
1st cycle degree mobility:Language courses	<input type="button" value="0 v"/>
1st cycle degree mobility:Other	<input type="button" value="0 v"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="button" value="0 v"/>
2nd cycle degree mobility:Travel costs	<input type="button" value="0 v"/>
2nd cycle degree mobility:Living cost difference	<input type="button" value="0 v"/>
2nd cycle degree mobility:Language courses	<input type="button" value="0 v"/>
2nd cycle degree mobility:Other	<input type="button" value="0 v"/>

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="button" value="0 v"/>
1st cycle credit mobility:Travel costs	<input type="button" value="0 v"/>
1st cycle credit mobility:Living cost difference	<input type="button" value="0 v"/>
1st cycle credit mobility:Language courses	<input type="button" value="0 v"/>
1st cycle credit mobility:Other	<input type="button" value="1 v"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="button" value="0 v"/>
2nd cycle credit mobility:Travel costs	<input type="button" value="0 v"/>
2nd cycle credit mobility:Living cost difference	<input type="button" value="0 v"/>
2nd cycle credit mobility:Language courses	<input type="button" value="0 v"/>
2nd cycle credit mobility:Other	<input type="button" value="1 v"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="button" value="0 v"/>
1st cycle degree mobility:Travel costs	<input type="button" value="0 v"/>
1st cycle degree mobility:Living cost difference	<input type="button" value="0 v"/>
1st cycle degree mobility:Language courses	<input type="button" value="0 v"/>
1st cycle degree mobility:Other	<input type="button" value="1 v"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="button" value="0 v"/>
2nd cycle degree mobility:Travel costs	<input type="button" value="0 v"/>
2nd cycle degree mobility:Living cost difference	<input type="button" value="0 v"/>
2nd cycle degree mobility:Language courses	<input type="button" value="0 v"/>
2nd cycle degree mobility:Other	<input type="button" value="1 v"/>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

No loans available in the system

**IV.27. Additional comments****IV.28. Are there any specific eligibility criteria for receiving additional public financial support?**

Yes ▼

**IV.29. Please specify the eligibility criteria for receiving additional public financial support.**

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1 1 ▼

Need-based criteria:Grant/loan 2 0 ▼

Need-based criteria:Grant/loan 3 0 ▼

Need-based criteria:Grant/loan 4 0 ▼

Merit-based criteria:Grant/loan 1 1 ▼

Merit-based criteria:Grant/loan 2 0 ▼

Merit-based criteria:Grant/loan 3 0 ▼

Merit-based criteria:Grant/loan 4 0 ▼

Course load (e.g. full time):Grant/loan 1 0 ▼

Course load (e.g. full time):Grant/loan 2 0 ▼

Course load (e.g. full time):Grant/loan 3 0 ▼

Course load (e.g. full time):Grant/loan 4 0 ▼

Criteria based on field of studies:Grant/loan 1 0 ▼

Criteria based on field of studies:Grant/loan 2 0 ▼

Criteria based on field of studies:Grant/loan 3 0 ▼

Criteria based on field of studies:Grant/loan 4 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4 0 ▼

**IV.29.1. If there is more than one type of grant or loan, please specify:**

Additional support to students who are already benefiting of public grants is provided when they take a credit mobility period abroad. As it is only connected to credit mobility taking place in the framework of institutional agreements, no fees are requested. Consequently, the eligibility criteria mentioned below are connected with more general criteria for the students support system (same as question 4.6).

In addition to that, the Ministry is allocating 12M€ per years to HEIs to integrate grants for credit mobility, for studies and placements abroad

**IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:****IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:**

(DPCM of 9 April 2001).

**IV.31. Additional comments****IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

Student

**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?****IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

Grant awarded by the HEI on the basis of a public call opened by the HEI itself. The minimum level of the grant is defined nationally and it equals 13.638,47€ (Ministerial Decree 18 June 2008). In addition to Doctoral grants, HEIs can provide as alternative sources of funding research grants (assegni di ricerca), of variable amount. Finally, in cases of Doctoral programmes in cooperation with industry, candidates can be covered by traineeship agreements or by regular salary.

**IV.34. Please explain any differences in the fees that third cycle candidates 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.**

According to the norm, fees for Doctoral student are defined at the HEI, without limits set by the Government.

**IV.35. Additional comments on doctoral education**

## Data entry: (V\_Employability)

**V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?**

Yes

**V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).**

The Ministerial Decrees defining the general learning outcomes for HE programs include a reference to the obligation for HEIs to include "learning activities aimed at facilitating entrance in the labour market or learning activities aimed at supporting students in the definition of their professional career" in the planned learning activities for a course. Complementary Ministerial Decrees (listed below) further detail the framework expected learning outcomes for these learning activities, differentiated by cycle (1st and 2nd cycle), by type of institution, by type of qualification and by disciplinary field.

Furthermore, the mentioned Decrees, in describing the framework procedure for academic planning, foresee that stakeholders and labour market representatives should be consulted. Such consultation is then verified ex post in the periodical quality evaluation of the institution done by the National QA Agency (ANVUR).

Finally, the multiannual planning of the Ministry (Ministerial Decree n°827 of the 15th of October 2013 and Ministerial Decree n° 104 of 14 February 2014) includes amongst the general aims of the system employability of graduates.

Concerning Doctoral education, the revision of the regulation concerning Doctoral programmes puts attention on skills and competencies achieved by Doctorate holders for their employability and self-employability. It also opens the possibility for collaborations with the labour market.

Decreto Ministeriale 16 marzo 2007: Determinazione delle classi delle lauree universitarie (1st cycle graduates)

[http://www.gazzettaufficiale.it/atto/serie\\_generale/caricaDettaglioAtto/originario?atto.dataPubblicazioneGazzetta=2007-07-06&atto.codiceRedazionale=07A05800&elenco30giorni=false](http://www.gazzettaufficiale.it/atto/serie_generale/caricaDettaglioAtto/originario?atto.dataPubblicazioneGazzetta=2007-07-06&atto.codiceRedazionale=07A05800&elenco30giorni=false)

Decreto Ministeriale 16 marzo 2007: Determinazione delle classi di laurea magistrale (2nd cycle graduates)

<http://attiministeriali.miur.it/anno-2007/marzo/dm-16032007.aspx>

Decreto Ministeriale del 3 febbraio 2010, n.17 ISIA (AFAM)

The Ministerial Decrees defining the general learning outcomes for HE programs include a reference to the obligation for HEIs to include "learning activities aimed at facilitating entrance in the labour market or learning activities aimed at supporting students in the definition of their professional career" in the planned learning activities for a course. Complementary Ministerial Decrees (listed below) further detail the framework expected learning outcomes for these learning activities, differentiated by cycle (1st and 2nd cycle), by type of institution, by type of qualification and by disciplinary field.

Furthermore, the mentioned Decrees, in describing the framework procedure for academic planning, foresee that stakeholders and labour market representatives should be consulted. Such consultation is then verified ex post in the periodical quality evaluation of the institution done by the National QA Agency (ANVUR).

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Decreto Ministeriale 16 marzo 2007: Determinazione delle classi di laurea magistrale (2nd cycle graduates)

<http://attiministeriali.miur.it/anno-2007/marzo/dm-16032007.aspx>

Decreto Ministeriale del 3 febbraio 2010, n.17 ISIA (AFAM)

<http://attiministeriali.miur.it/anno-2010/febbraio/dm-03022010-n-17.aspx>

Decreto Ministeriale del 3 febbraio 2010, n.22 – Accademia Nazionale di Arte Drammatica (AFAM)

<http://attiministeriali.miur.it/anno-2010/febbraio/dpcm-03022010-n-22.aspx>

Decreto Ministeriale 30 settembre 2009 n. 123 –

Ordinamenti didattici dei corsi di studio per il conseguimento del diploma accademico di primo livello nelle Accademie di Belle Arti (AFAM)

<http://attiministeriali.miur.it/anno-2009/settembre/dm-30092009-n-123.aspx>

Decreto Ministeriale 30 settembre 2009 n. 124 – Ordinamenti didattici dei corsi di studio per il conseguimento del diploma accademico di primo livello nei Conservatori di Musica (AFAM)

<http://attiministeriali.miur.it/anno-2009/settembre/dm-30092009-n-124.aspx>

Accademia nazionale di Danza (AFAM)- Corso in DANZA CLASSICA

AD INDIRIZZO TECNICO-ANALITICO

<http://www.accademianazionaledanza.it/SIGAD/images/documenti/pdfNew/PLANIDISTUD/presentazione%20triennio%20classico%20settori%20e%20campi%20disciplinari.pdf>

Accademia nazionale di Danza (AFAM)- Corso in Danza Contemporanea ad indirizzo Tecnico-analitico

<http://www.accademianazionaledanza.it/SIGAD/images/documenti/pdfNew/PLANIDISTUD/presentazione%20triennio%20danza%20contemporanea%20settori%20e%20campi%20disciplinari.pdf>

**V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?**

No

**V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).**

**V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?**

Yes

**V.2.1. Are there initiatives in labour market/skills forecasting on national level?**

Yes

**V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?**

In regular intervals

On an ad hoc basis

**V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?**

Yes

**V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?**

In regular intervals

On an ad hoc basis

**V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).**

If there are initiatives in labour market/skills forecasting, please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.):

Labour market forecasting at the regional level takes place in two processes:

- The regional coordination committees, made up of local universities and by the local authorities, coordinate academic planning at regional level for higher education, vocational training and lifelong learning. (DPR 27 January 1998, n. 25 – Article 3);
- In the definition of the number of seats available for the programmes in medicine, nursing and odontology with number clause, Regions are asked to provide the forecast of the need for medical doctors, nurses and dentists.

The law 240/2010 (Article 3) also provides for the federation or merger of universities to improve the quality of education.

DPR 27 January 1998, n. 25 – Article 3

[http://www.miur.it/0006Menu\\_C/0012Docume/0098Normat/1802Regola\\_cf2.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Normat/1802Regola_cf2.htm)

Law n. 240/2010

<http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2010;240>

Legislative Decree n.502/1992

### V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

#### V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

In the process leading to the design and monitoring of study programmes, external stakeholders are consulted either by Departments (or the Schools, where they exist) or, especially in smaller institutions, it can be conducted at the institutional level. The feedback received is then used to improve the proposal.

In the monitoring of programmes, Institutions are supposed to look at graduates employability and to discuss these data with the representatives of the relevant labour market sector. The results of this process should then be used to improve the programme. The process is overseen by the internal quality assurance units and by the QA agency.

### V.3. In your country, are employers involved in higher education planning and management?

Yes

#### V.3.1. How are they involved?

##### Curriculum development in higher education

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

##### Teaching

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

##### Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

##### Participation in governing bodies of HEIs

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

#### V.3.2. Please provide the details and the source of evidence here.

Curriculum development in HE: each institution is asked to consult external stakeholders and employers in the development and in the monitoring of study programmes. The consultation process is foreseen in the QA procedure and is checked by internal and external quality assurance. As a matter of fact, the QA system for HE includes the evaluation of the actions put in place by universities to make their academic offer relevant for the labour market and the involvement of external stakeholders in curriculum development.

Teaching. Law 240/2010 (art. 23) yearly contracts for teaching activities with individuals who possess high professional qualifications. HEIs are not obliged to recruit employers as teachers but are allowed to do so.

Participation in sectoral/national/regional bodies that influence decision-making in HEIs. Together with participating in the Consultative Committee of the QA Agency, representatives of the labour market are members of the Regional Coordination Committee defined by the Presidential Decree of 27 January 1998, n. 25. They are also regularly consulted at the ministerial level.

Participation in governing body of HEI. The administrative board of institutions must be made of a proportion of internal and external members. The maximum number of seats is 11 and externals shall be at least 3.

Please also provide the full reference(s) to relevant document(s).

Ministerial Decree n. 509/1999 – Article 11, c. 4

[http://www.miur.it/0006Menu\\_C/0012Docume/0098Normat/2088Regola.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Normat/2088Regola.htm)

Ministerial Decree n. 270/2004 – Article 3, c.4 e c. 5; Article 11, c. 4

[http://www.miur.it/0006Menu\\_C/0012Docume/0098Normat/4640Modifi\\_cf2.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Normat/4640Modifi_cf2.htm)

Among the members of the Board of Directors of the University external candidates may be part of high-level professional experience. Law 240/2010, article 2 c.1, lett i)

<http://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2010;240>

Ministerial Decree n°47 of 2013 – annex C

<http://attiministeriali.miur.it/anno-2013/genaio/dm-30012013.aspx>

Decree of the President of the Republic n° 76 of 2010 art. 11

[http://www.anvur.org/images/Riferimenti\\_normativi/gazzetta-anvur.pdf](http://www.anvur.org/images/Riferimenti_normativi/gazzetta-anvur.pdf)

Law 240/2010 (art. 23)

<http://www.camera.it/parlam/leggi/102401.htm>

Regional Coordination Committee

[http://www.edscuola.it/archivio/norme/decreti/dpr025\\_98.html](http://www.edscuola.it/archivio/norme/decreti/dpr025_98.html)

#### V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

#### V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

#### V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

University - business cooperation is funded under the general operating grant of HEIs.

In addition, SMEs have been allocated in 2013 as a boost for students' placement.

Finally, the mid-term strategic planning for the period 2013 - 2015 puts a lot of emphasis on students' support services, including to support the entrance in the labour market.

#### V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

#### V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

It was already underlined in previous answers how extensively is the labour market involved in the design and monitoring of programmes.

Additional examples can be found in two other sectors:

- LLL, please look at the relevant questionnaire;
- ITS programmes (short cycle) development.

### V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study

programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

The introduction of work placement/practical training in the learning activities has been an important instrument of renewal in the relationship between the university and the labour market. The new academic regulations (DM 509/2009 article 10, c.1, lett.f) provides that the courses of study should provide work placement. This reference is also present in the new academic regulations (DM 270/2004, article 10, c.5, lett. D). From the Ministerial Decrees mentioned in q. 1.1 it is possible to verify which programs have a compulsory work placement/practical training in the learning activities.

Please also provide the full reference(s) to relevant document(s).

Dm n. 509/1999 (article 10, c.1, lett.f)

[http://www.miur.it/0006Menu\\_C/0012Docume/0098Nomat/2088Regola.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Nomat/2088Regola.htm)

DM n. 270/2004 (article 10, c.5, lett d)

[http://www.miur.it/0006Menu\\_C/0012Docume/0098Nomat/4640Modif\\_cf2.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Nomat/4640Modif_cf2.htm)

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer

2nd cycle  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer

1st and 2nd cycle combined  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer

V.4.2.1. Please provide the source information here.

Data from the Statistical office of the Ministry are not available but the graduates survey conducted by Almalaurea gives an indication on the proportion of students participating to a practical training.

and confirmed by the ALMALAUREA consortium

<http://www.almalaurea.it/informa/news/2013/05/30/piu-giovani-alla-laurea>

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

Yes, in all higher education institutions/programmes

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

The Ministry of Education, University and Research through the Ministry of Economy provides a national co-financing to encourage placements abroad (EU).

Furthermore, the present Government has proposed a Decree to co – fund for 10,6M€ placements or practical training for school and university students.

University

[http://www.gazzettaufficiale.it/atto/serie\\_generale/caricaDettaglioAtto/originario?atto.dataPubblicazioneGazzetta=2013-04-05&atto.codiceRedazionale=13A02764&elenco30giorni=false](http://www.gazzettaufficiale.it/atto/serie_generale/caricaDettaglioAtto/originario?atto.dataPubblicazioneGazzetta=2013-04-05&atto.codiceRedazionale=13A02764&elenco30giorni=false)

AFAM

[http://www.gazzettaufficiale.it/atto/serie\\_generale/caricaDettaglioAtto/originario?atto.dataPubblicazioneGazzetta=2013-04-05&atto.codiceRedazionale=13A02763&elenco30giorni=false](http://www.gazzettaufficiale.it/atto/serie_generale/caricaDettaglioAtto/originario?atto.dataPubblicazioneGazzetta=2013-04-05&atto.codiceRedazionale=13A02763&elenco30giorni=false)

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

Ministerial Decree 4 August 2011, n. 345:

Proportion of employed graduates one year after graduation on the total number of graduates of the same year. This criterion is used to assign financial resources with Ministerial Decree 15 March 2012, n. 32.

In addition, the multiannual strategic planning of the Ministry includes employment of graduates as performance indicators to allocate funding.

Ministerial Decree 4 August 2011, n. 345:

[http://attiministeriali.miur.it/anno-2011/agosto/dm-04082011-\(3\).aspx](http://attiministeriali.miur.it/anno-2011/agosto/dm-04082011-(3).aspx)

Ministerial Decree 15 March 2012, n. 32.

<http://attiministeriali.miur.it/anno-2012/marzo/dd-15032012.aspx>

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

The Ministry elaborates indicators through an IT procedure in order to allocate financial resources.

Ministerial Decree 4 August 2011, n. 345:

[http://attiministeriali.miur.it/anno-2011/agosto/dm-04082011-\(3\).aspx](http://attiministeriali.miur.it/anno-2011/agosto/dm-04082011-(3).aspx)

Ministerial Decree 15 March 2012, n. 32.

<http://attiministeriali.miur.it/anno-2012/marzo/dd-15032012.aspx>

In addition, the multiannual strategic planning of the Ministry includes employment of graduates as performance indicators to allocate funding

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

**V.6.1.2. Are there tracer studies conducted on regional level?**

Yes ▼

**V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.4. Are there tracer studies conducted on institutional level?**

Yes ▼

**V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.**

ANVUR (QA agency)

every second year, to all students and all HEIs. ANVUR - <http://bit.ly/11953ws> a national event to present the results, at the presence of the Ministry has also been organised.

ALMALAUREA

every year, to students from the HEIs participating to the Consortium (80%). Almalaura – <http://www.almalaura.it/universita/occupazione/occupazione12>

EUROSTUDENT

every three years, to a statistically defined group representing the whole students population. Eurostudent results are published online and disseminated through a number of events

**V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Yes ▼

**V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).**

Information provided by the QA agency are used in the assessment of programmes, both internally and externally.

The information provided by ALmalaura, ANVUR and EUROSTUDENT are used by HEIs

## Data entry: (VI\_Lifelong\_learning)

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

Yes ▾

**VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):**

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 learning outcomes and organisation of learning activities, recognition of prior learning including informal and non formal learning, partnerships with public and private organizations to expand the competences of adult workers through integration of work and training (e.g. Work Based learning).  
The main reference is the Ministerial Decree n° 270 of 2004 and to the Ministerial Decree n° 104 of 2014

**VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:**

**VI.2. Is lifelong learning a recognised mission of higher education institutions?**

Yes, all institutions

**VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:**

There aren't legal requirements for higher education institutions to offer lifelong learning provision. 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.

**VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:**

**VI.2.3. If necessary, please provide comments here:**

**VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.**

- |   |   |
|---|---|
| <b>Formal HE programmes provided under flexible arrangements</b>            | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Non-formal courses open to all (e.g. languages)</b>                      | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Preparatory courses for HE entrance examinations</b>                     | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Professionally-oriented upgrading of already achieved qualifications</b> | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Tailor-made provision for industry</b>                                   | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer |

**VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?**

No ▾

**VI.3.2. Please specify which forms and provide % of HE institutions involved.**

**VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.**

**VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**



No

**VI.4.1. Please explain these restrictions.**

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "33"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "0"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "33"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "33"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "1"

**VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

There aren't data available to distinguish what is the proportion of funding for lifelong learning. What can be said is that the Ministry is supporting Telematic universities and it provides incentives to HEIs that present plans to promote distance learning and digital learning (DM 104/2014). Furthermore, in the operating fund for HEIs (by far the main financial support from the State), costs for lifelong learning are also eligible and HEIs can allocate part of these resources to lifelong learning, depending on their mission. Lastly, contributions from private providers are substantial but can't be extrapolated clearly.

**VI.5.2. If you have any further comments regarding this section, please provide them here:**

All HEIs are engaged in one or more types of provisions for LLL. In some cases, it is a substantial part of the activities while in other is more marginal. Unfortunately the data available at the national level are scarce and it is not possible to represent adequately the situation.

**VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

**VI.6.1. Please provide a short description of specific policy measures that exist in your country.**

The legislation on the organisation of study programmes (Ministerial Decree 270/2004) introduces some elements of flexibility such as:

- The possibility for students to personalize their curricula with the free allocation of a number of ECTS;
- The possibility for HEIs to diversify between full-time and part-time studies;
- The possibility for students to change the study programme/institution without losing all the previous academic activities taken;
- The possibility for students to suspend their studies for a defined period of time (under certain conditions defined by universities regulations);
- The possibility for HEIs to set up other programmes (Master universitari) for the further specialization of graduates.

In addition, the Ministry provides incentives to HEIs that present plans to promote distance learning and digital learning (DM 104/2014). Finally, all indicators of quality and indicators used to calculate incentives on the basis of students performance and graduates take into account the two different students' statuses (Full-time and part-time).

Please also provide the full reference(s) to relevant documents.

Decree of the President of the Council of the Ministers (DPCM) of 9 April 2001

Legislative Decree 29 March 2012, n. 68

- Ministerial Decree 270/2004 ([http://www.miur.it/0006Menu\\_C/0012Docume/0098Normat/4640Modifi\\_cf2.htm](http://www.miur.it/0006Menu_C/0012Docume/0098Normat/4640Modifi_cf2.htm))

**VI.7. Which of the statements on student statuses best describes the situation in your country?**

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

**VI.7.1. Please explain what student statuses exist in your country and how you define them.**

The Ministerial Decree n° 270 of 2004, art. 5, specifies that HEIs can – in their internal regulation – distinguish the amount of ECTS credits that each student is supposed to achieve per academic year, keeping the reference to 60 ECTS per year. Therefore, each HEI can provide its own definition of part-time student.

In addition, the other categories of student statuses is the distance learning student.

**VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited**



number of credits) and follow de facto part-time studies.

**VI.7.3. Please indicate which fees apply to students studying part-time.**

Students studying part-time pay lower fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements. Each institution can autonomously decide the amount of fees for any student (within the boundaries of the students welfare system). Please, consider it as an indicative answer.

**VI.7.4. Please indicate which fees apply to de facto part-time students.**

**VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

Students studying part-time are eligible for a lower amount of financial support for the same volume of study (i.e. the same number of credits) than students following typical study arrangements (please specify in comments how the support is calculated). Each institution can autonomously decide the amount and type of student support for any student (within the boundaries of the students welfare system). Please, consider it as an indicative answer.

**VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

**VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

No ▼

**VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

**VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

**VI.9.1. If you have any further comments regarding this section, please provide them here:**

**VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

Yes

**VI.10.1. Please choose the statement that best applies to your country-specific situation.**

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures

**VI.10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)  
12 ECTS

**VI.10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

**Please also specify whether this possibility is commonly used in practice.**

**VI.10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.**

Ministerial Decree n°270/2004 (art. 5) introduces the possibility of the recognition of informal and non-formal learning.

**VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?**

No

**VI.10.4.1. Please specify these requirements.**

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

**VI.10.5. Is it possible to provide data on the proportion of IIE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in IIE studies (i.e. towards fulfilment of studies)?**

There are no official data and it is impossible to provide estimates

**VI.10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in IIE studies (i.e. towards fulfilment of studies).**

**VI.10.5.2. Please indicate the source and the reference year.**

**VI.10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?**

There are no official data and it is impossible to provide estimates

**VI.10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.**

**VI.10.6.2. Please indicate the source and the reference year.**

**VI.10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.**

**VI.10.6.3. If you have any further comments regarding this section, please provide them here:**

**VI.11. Besides the approaches mentioned throughout the L.L.L. section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?**

No ▼

**VI.11.1. Please specify what they are.**

## Data entry: (VII\_Internationalisation\_mobility)

### 7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

#### 7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

#### 7.1.2. Please specify:

The multiannual strategic planning of the Ministry (Programmazione triennale) for the period 2013 - 2015 (Ministerial Decree 827 of 2013 and Ministerial Decree 104 of 2014) is defining, as its primary target, the improvement in the quality of HE system with particular reference to: student support system and services, cooperation to achieve better results (also internationally), improvement in the procedures for academic recruitment. Concerning the part related to cooperation to achieve better results at the international level, the main actions for the system will be increase in the number of visiting professor, participation in EU programmes for research and education (Erasmus plus, Horizon 2020), academics recruited from foreign institutions, recruitment of international students (including Doctoral students), academic cooperation in teaching (joint programmes), programmes taught in a foreign language, credit mobility and balanced mobility. The main fields of actions for new concrete measures for internationalisation have been international students mobility, joint programmes and transparency. On the first issue, more interventions to simplify visa procedures have been implemented: nowadays visa for students have the same duration of the study programme where they are registered (Legislative Decree n°104 of 13 september 2013, art. 9). On joint programmes, the new accreditation and evaluation system takes into account the need for more flexibility for these programmes: the requirements HEIs have to fulfil to open a joint programme or international programmes are less restrictive than for national ones (Ministerial Decree 104 of 2014 and Ministerial Decree 1059 of 2013). On transparency, an improved version of the guidelines to fill in the Diploma Supplement has been published (Directorial Decree n° 201 of 2013).

### 7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

#### 7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

Ministry

Directorate General for Universities and Students of the Ministry of Education, University and Research ([www.miur.it](http://www.miur.it)). The Ministry is responsible for institutional relations between European and international organizations, therefore it is involved in the policy making of the Education Committee of the UE (also discussing about HE) and in the European coordination of mobility programmes (Erasmus plus). It is also responsible for all HE policies, including internationalisation and international mobility, and for the integration of the Italian HE system in the EHEA.

Agencies

The three main entities responsible for internationalisation of HE are: the LLP/Erasmus plus agency for the education and HE sector (Indire, [www.programmallp.it](http://www.programmallp.it) or [www.erasmusplus.it](http://www.erasmusplus.it)), the Tempus National Contact Point (Fondazione CRUI, <http://www.fondazionecru.it/tempus/Pagine/Programma%20Tempus/default.aspx>) and the ENIC/NARIC centre, also Erasmus Mundus Contact Point (CIMEA, [www.cimea.it](http://www.cimea.it)). The Erasmus plus agency allocates funding and manages the implementation of the programme at the national level, incentivizing those institutions which perform better in financial management of credit mobility and in recognition of study periods abroad. The two contact points (Erasmus Mundus and Tempus) assist institution in realising programme related activities and provide additional support to internationalization of curricula, bilateral and multilateral cooperation, recognition of degrees and periods of studies and international degree mobility.

Rectors Conference

Stakeholders organisation

The stakeholders organisation mostly active in the field is the Rectors' Conference. [www.cru.it/internazionalizzazione](http://www.cru.it/internazionalizzazione)

Its main activity is to accompany institutions in developing their internationalisation and mobility strategies, cooperate with the Ministry in the Bologna Process implementation and collect data and information on bilateral agreement at the institutional level.

Ministry for Foreign Affairs

The Ministry of Foreign Affairs is responsible for the representation and for the promotion of the country, including its HE system. It coordinates bilateral agreement between Italy and other partner countries on education and culture and facilitates information and promotion campaigns by Italian HEIs abroad.

### 7.3. Does your country have a formal national strategy for internationalisation of higher education?

No

#### 7.3.1. Please provide a reference and link to the document (if available, also in English):

#### 7.3.2. Has the impact of the strategy been assessed?

Please choose..

#### 7.3.2.1. Please specify by whom, and provide a reference/link:

#### 7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

51-75%

#### 7.3.3.1. Please provide a source for this information:

The % is an estimate. If we would consider the fact that the participation in the Erasmus plus programme implies compulsorily to formalise a strategy for the ECHE, the answer should have been 100%. The estimate here, takes Erasmus plus participation as starting point and includes the answers of a survey conducted by the Bologna Experts team in 2013 and the result of a call for proposal connected with the Multiannual PLanning for the period 2013 - 2015

#### 7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

100%

#### 7.3.4.1. Please provide a source for this information:

Participation in Erasmus plus

### 7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility: Outgoing mobility 20% of graduates by 2020

**Credit mobility:Incoming mobility** General increase

**Degree mobility:Outgoing mobility** -

**Degree mobility:Incoming mobility** General increase

**7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?**

Yes

**7.4.1.1. Please specify:**

The increase in the number of students with a foreign qualification is one of the target for the multiannual planning for the period 2013/2015

**7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?**

Yes

**7.4.2.1. Please specify:**

The increase in the number of international academic staff and in the number of joint research and teaching project is one of the target for the multiannual planning for the period 2013/2015.

**7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?**

Yes

**7.5.1. Please specify:**

12M€ for outgoing credit mobility, 5M€ for outgoing credit mobility for placements abroad, 1,5M€ for joint programmes and for international students. The multiannual strategic planning allocates further resources (up to 13M€) to internationalisation and mobility.

**7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?**

Yes

**7.6.1. Please name and describe them:**

Internationalization and mobility activities are amongst the criteria for period evaluation of HEIs and programmes (see also questionnaire on quality assurance). In particular, attention is put on the number of students, the duration of mobility period, the number of credits recognised, the number of international staff and on the number of international Doctoral programmes. Furthermore, participation in EU programmes for research (including doctoral programmes) is an indicator often used to evaluate research results.

**7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?**

Yes

**7.7.1. Please explain this funding, and how it is allocated:**

In 2012, 1M€ was allocated to HEIs which already had joint programmes as "premium" funding to further develop them. In 2013, 1,5M€ was allocated to HEIs on the basis of active joint programmes and international mobility. These resources can be used by HEIs to further develop joint programmes.

**7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?**

Yes, this is required by legislation

**7.8.1. Please provide a reference:**

All vacancy notices for researchers and teachers position have to be published on <http://www.euraxess.it/> (art. 18 of the Law 240 of 2010)

**7.9. Do any higher education institutions have campuses abroad?**

Yes

**7.9.1. How many campuses do your higher education institutions have abroad?**

2.0000000000

**7.9.2. In which countries do they have these campuses?**

Argentina and China. The number reported is underestimated.

**7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?**

Yes

**7.10.1. Please provide:**

The percentage of HEIs offering MOOCs (%) "25"

**7.10.1. Please provide:**

The number of MOOCs currently offered (1,2,3 n) "30"

**7.11. Does your country have main regions of operation for international student mobility?**

Yes

**7.11.1. Which are the main regions of operation for student mobility?**

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand

Other

**7.11.2. Please specify**

**7.11.3. Does your country have main regions of operation for joint/double degrees?**

Yes

**7.11.4. What are the main regions of operation for joint/double degree programmes?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.5. Please specify**

**7.11.6. Does your country have main regions of operation for campuses abroad?**

Yes

**7.11.7. What are the main regions of operation for campuses abroad?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.7.1. Please specify**

**7.11.8. Does your country have main regions of operation for international cooperation in research?**

Yes

**7.11.9. What are the main regions of operation for international cooperation in research?**

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.9.1. Please specify**

**7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?**

No

**7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East

North Africa

Central and Southern Africa

Australia/New Zealand

Other

7.11.1.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles  Yes  No  No answer

Specific fields of studies  Yes  No  No answer

Credit mobility  Yes  No  No answer

Degree mobility  Yes  No  No answer

7.14.1. Please specify:

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

Funding for credit mobility. Given the present budget constraints, it is difficult to substantially increase funding, nevertheless, in addition to the "mobility fund" set up in 2003 (12ME), additional funding is secured on a yearly basis for international study placements and for international mobility (see question 7.5).

Recognition. The Bologna Experts Campaign and the ENIC/NARIC Centre has worked a lot to support HEIs in improving recognition practices, both for credit mobility and for recognition of Degrees. On the website [www.processodibologna.it](http://www.processodibologna.it) it is possible to find guidelines for recognition procedures in both sectors. Furthermore, the new quality assurance and accreditation system and the multiannual strategic planning of the Ministry focus the attention on:

- Recognition of credits achieved abroad (DM n° 47 of 2013, annex F and DM n°104 of 2014)
- Number of students with previous qualification obtained in another country (DM n°104 of 2014)

Language. Two main actions have been taken to overcome language barriers for incoming students. Programmes taught in a different language have been incentivised (Ministerial Decree 104 of 2014 and Ministerial Decree 1059 of 2013) and, where numerous clausus is compulsory, entrance tests are conducted in English and can be made at distance.

Study organisation. Bologna Experts have agreed on guidelines on quality of mobility and promoted them in all HEIs. Taking into account institutional autonomy in programme development, we focused on promoting good practices and examples for more flexibility in programme design. The guidelines, tailor made for the national context, focus on the concept of flexible programmes and mobility windows.

Legal issues (visa and ministerial regulation). Visa procedures have been simplified: nowadays visa for students have the same duration of the study programme where they are registered (Legislative Decree n°104 of 13 september 2013, art. 9)

Motivating and informing students. Recruitment is a competence for HEIs, nevertheless the Ministry put in place a new portal ([www.University.it](http://www.University.it)) where all information on study programmes can be found. The portal is automatically fed by HEIs databases.

Improving data collection on credit and degree mobility (quality and quantity) (MIUR)

7.16. Has your country monitored the effects of these measures/programmes?

Yes

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Ministry and QA Agency"

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "annually"

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "[http://www.anvur.org/index.php?option=com\\_content&view=article&id=644&Itemid=569&lang=it](http://www.anvur.org/index.php?option=com_content&view=article&id=644&Itemid=569&lang=it)"

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

No

**7.18.1. Please provide a link to the website:**

**7.18.2. Is the website linked to Bologna website?**

Please choose.. ▾

**7.19. Do your national institutions/agencies responsible for internationalisation:**

Provide information on the EHEA, with links to other national systems and European programmes

**7.19.1. Please provide a link to such information:**

Erasmus plus agency [www.erasmusplus.it](http://www.erasmusplus.it)  
Erasmus Mundus CP [www.erasmusmundus.it](http://www.erasmusmundus.it)  
Tempus CP [www.fondazionecru.it/tempus](http://www.fondazionecru.it/tempus)  
ENIC/NARIC Information on other national systems  
<http://www.cimea.it/countryModules.aspx>

In addition, the Erasmus plus agency manages the web page of the Bologna Experts community in Italy [www.bolognaprocess.it](http://www.bolognaprocess.it)

Similarly, the reference to the EHEA website is on the Rectors' Conference page [www.cru.it/internazionalizzazione](http://www.cru.it/internazionalizzazione) and on the Ministry web page <http://hubmiur.pubblica.istruzione.it/web/universita/verso-uno-spazio-europeo-dell-istruzione-superiore>

**7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?**

No ▾

**7.20.1. Do students have to pay additional fees?**

No ▾

**7.20.2. Are there any other differences? Please specify:**

Differences are related to the quality assurance and accreditation (they have different standards and procedures) and to students recruitment in case they have a numerous clausus. Concerning fees, the fees for such programmes fall under the general regulation on fees at the national level.

**7.21. Comments:**

**7.22. Since 2012, has your higher education minister participated in:**

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

**7.22.1. Please specify with which countries:**

In 2012 and 2013, Italian Minister of Education, University and Research has been attending EU Ministerial meetings, bilateral meetings with France, Germany, Israel, China, US, Spain, network of Mediterranean countries, Palestine, Denmark, Serbia, Australia, Romania, amongst others.

**7.22.2. What were the main higher education issues addressed in these events?**

Bilateral cooperation in HE and research, support for interinstitutional cooperation, students and staff mobility, recognition.

**7.23. Comments:**

**7.25. Are there national policy goals regarding staff mobility in higher education?**

Yes ▾

**7.25.1. Please specify and provide reference:**

The multiannual strategic planning of the Ministry (Programmazione triennale) for the period 2013 - 2015 (Ministerial Decree 827 of 2013 and Ministerial Decree 104 of 2014) is defining, as its primary target, the improvement in the quality of HE system. Concerning staff mobility, the main actions for the system will be increase in the number of visiting professor, participation in EU programmes for research (Horizon 2020), academics recruited from foreign institutions.

**7.26. Are there any national mobility programmes for higher education staff?**

- Researchers**  Yes  No  No answer
- Teaching staff**  Yes  No  No answer
- Doctoral candidates**  Yes  No  No answer
- Technical staff**  Yes  No  No answer
- Administrative staff**  Yes  No  No answer
- International officers**  Yes  No  No answer
- Guidance counsellors**  Yes  No  No answer
- Others**  Yes  No  No answer

**7.26.1. Please provide details and a link for further information on relevant programmes**

"Rita Levi Montalcini" programme (researchers)  
Short term mobility within bilateral agreements between Italy and Partner countries (teaching staff)  
Integration of the study grant for international mobility (Doctoral candidates)

**7.27.1. Does your country define quantitative targets for any incoming staff mobility?**

- Researchers**  Yes  No  No answer
- Teaching staff**  Yes  No  No answer
- Doctoral candidates**  Yes  No  No answer
- Technical staff**  Yes  No  No answer
- Administrative staff**  Yes  No  No answer



**International officers**  Yes  No  No answer

**Guidance counsellors**  Yes  No  No answer

**Others**  Yes  No  No answer

**7.27.1.1. Please specify any targets that exist:**

There is a general target to increase the quantity but no concrete numbers are set.

**7.27.2. Does your country define quantitative targets for any outgoing mobility?**

**Researchers**  Yes  No  No answer

**Teaching staff**  Yes  No  No answer

**Doctoral candidates**  Yes  No  No answer

**Teaching staff**  Yes  No  No answer

**Administrative staff**  Yes  No  No answer

**International officers**  Yes  No  No answer

**Guidance counsellors**  Yes  No  No answer

**Others**  Yes  No  No answer

**7.27.2.1. Please specify any targets that exist:**

There is a general target to increase the quantity but no concrete numbers are set.

**7.28. For each staff group, is information collected on participation rates in mobility?**

**Researchers**  Yes  No  No answer

**Teaching staff**  Yes  No  No answer

**Doctoral candidates**  Yes  No  No answer

**Technical staff**  Yes  No  No answer

**Administrative staff**  Yes  No  No answer

**International officers**  Yes  No  No answer

**Guidance counsellors**  Yes  No  No answer

**Others**  Yes  No  No answer

**7.28.1. Which organisation(s) collect this information? Please provide a link.**

Statistical office and quality assurance agency

**7.29. Are there any mechanisms to reward staff who participate in mobility?**

**Career development advantages**  Yes  No  No answer

**Financial benefits**  Yes  No  No answer

**Non-financial benefits**  Yes  No  No answer

**Other**  Yes  No  No answer

**7.29.1. Please specify how staff who participate in mobility are rewarded:**

No reward

**7.30. Is there a website which provides information about all international mobility schemes for staff?**

No

**7.30.1. Please provide a link:**

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Immigration restrictions "8"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Recognition issues "7"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Language issues "2"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of funding "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Administrative burden "6"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of personal motivation and interest "4"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Incompatibility of pension and/or social security systems "5"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Legal issues "3"

**7.31.1.1. Additional comments:**

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Immigration restrictions "4"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Recognition issues "6"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Language issues "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of funding "8"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Administrative burden "3"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of personal motivation and interest "2"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Incompatibility of pension and/or social security systems "7"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Legal issues "5"

**7.31.2.1. Additional comments:**

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

Immigration restriction. The Legislative Decree n°104 of 13 september 2013 also intervened on visa procedures for international academic staff, by simplifying the procedures.  
Lack of funding. Given the present economic constraints, it is very difficult for the Ministry to provide adequate additional resources for international recruitment. Nevertheless, the Programme "Rita Levi Montalcini" (SME in 2012) is still operational.  
Lack of personal motivation and interest. HEIs are encourage to create more attractive conditions for international staff. At the national level, public funding (see Multiannual planning) is distributed also along these lines.

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

Yes

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) "Quality assurance agency"

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) "biannually"

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) "[http://www.anvur.org/index.php?option=com\\_content&view=article&id=644&Itemid=569&lang=it](http://www.anvur.org/index.php?option=com_content&view=article&id=644&Itemid=569&lang=it)"

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**