2013

REPORT

ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

School of Psychology and Education
Laurea (First cycle degree/
Bachelor - 180 ECTS) in Educator
In Childhood Social Services
A.Y. 2013/2014
Programme Director Prof. Tiziana Pironi

INDICE

WHAT IS THE STUDY PROGRAMME REPORT?

What is the Study Programme Report?

The Study Programme Report provides updated information which is important for the purposes of Quality Assurance and is published annually by the University of Bologna.

The main aspects of the teaching programme are described in detail, with a view to assuring the principle of transparency and promoting self-assessment and continuous improvement processes.

The document provides a concrete overview of the features and results of the Study Programme for students, families, employers and so on.

For example, regarding the current issue of employment, it describes the learning outcomes and career opportunities; it also includes statistics on the percentage of employed graduates (D.4. Employment situation).

The document is organised into five sections and a glossary:

A. Presentation and prospects

Key information on the Study Programme, including the expected learning outcomes, career opportunities and further studies.

B. Teaching and Learning

The updated course structure diagram with the full titles and listings of the course units and the latest published lecture timetable.

C. Resources and services

The list of teaching staff and their relative curricula, the offices (secretariats), services (work placements) and infrastructures (libraries, laboratories) available to students.

D. The Study Programme in Figures

Key data shows how many students are enrolled, how many have been assigned additional learning requirements, how many drop out after the first year, how many graduate in line with the programme schedule, the opinions of attending and graduating students on the teaching programmes and information concerning graduate employment.

E. Find out more: the quality of your Study Programme

How the quality system applied to your Study Programme works. The quality system of your Study Programme is a set of processes and responsibilities adopted to guarantee the quality of all Study Programmes at the University of Bologna.

NOTES:

- Reports are available for all Study Programmes for which it is possible to enrol in the first year in academic year 2012/2013: the information and data provided is as updated as possible.

- Sections A, B and C provide data for the academic year 2012/2013.

- Section D presents data regarding the Study Programmes in the last three academic years.

- The information and data were taken from the University databases and the reports published by the Statistical Observatory of the University of Bologna and AlmaLaurea, and are updated to **15 June 2012.**

A. PRESENTATION AND PROSPECTS

This section presents the key information concerning the Study Programme, including the expected learning outcomes, career opportunities and further studies, updated to the academic year 2013/2014.

A.1. PRESENTATION

This paragraph provides information on the specific learning outcomes of the Study Programme and the curriculum.

Specific objectives and description of the degree course

The Bachelor Degree programme EDUCATOR IN EARLY CHILDHOOD SERVICES aims to provide the professional skills required from anyone wishing to become an educator in nursery services or a childcare worker in various community preschool services, family support services such as play groups and parent-children centres. In order to achieve these professional competences, the programme consists of tree components:

- theoretical foundations (pedagogy, psychology, sociology and anthropology) allowing students to understand children's condition in contemporary society
- main pedagogical and educational approaches
- functional and practical skills for concretely providing education services in the community.

Particular attention will be paid to methodological competences , providing graduates with appropriate education design and planning skills based on in-depth educational needs analyses of individual children and groups. The programme aims also to provide the competences to allow graduates to interact with children's families and provide direct and indirect support to parenthood.

Educator in Childhood Social Services graduates complete their studies with a knowledge of foreign languages to level B1. Study may include both the acquisition of the four linguistic skills (reading, writing, listening and speaking) and compulsory attendance of lessons, following the criteria specified by the study programme consistent with the guidelines of the Academic Bodies.

The programme learning activities are enhanced particularly by internship periods in various early childhood services in the region, as well as skills developed in practical workshops run in the second half of the programme.

A.2. ADMISSION REQUIREMENTS

This paragraph provides information on the knowledge required for admission to the Study Programme.

This information is not available in English at this time.

A.3. LEARNING OUTCOMES

This paragraph provides information on the knowledge and skills students will have acquired by the end of the Programme.

Learning outcomes in compliance with European guidelines

Knowledge and understanding

Learning area: "Pedagogical, methodological and educational disciplines"

Graduates:

- have in-depth knowledge and understanding of the issues related to early childhood education, the historical evolution of the educational models and pedagogical approaches, the comparison of different social and cultural realities;
- know and understand the main pedagogical, educational and methodological aspects of the different types of early childhood services.

Learning area: "Philosophical, psychological, sociological and anthropological disciplines"

Graduates:

- know and understand the main psychological, sociological and anthropological aspects of education studies with particular reference to early childhood and preschool education;
- have in-depth knowledge of the different psychological, pedagogical and social aspects of children's early childhood and preschool development.

Learning area: "Historical, geographical, economic and legal disciplines"

Graduates:

- are familiar with the specific realities and historical evolution of the main types of childhood services offered at regional and national level;
- are familiar with the specific realities and historical evolution of different family types.

Learning area: "Linguistic and artistic disciplines"

Graduates:

- possess early childhood language development skills;
- know the main artistic and musical expressions and are competent in their use in education.

Learning area: "Educational disciplines and inclusion of special needs children "

Graduates:

- know and understand the main pedagogical and educational aspects of the inclusion of special needs children, with targeted competences in the design and provision of services and inclusive environments.

The above knowledge is achieved through participation in lectures and individual study in the learning activities in particular in core subjects with a strong focus on pedagogical, historical, philosophical, socio-anthropological and psychological disciplines. Learning outcomes are assessed mainly through written and oral exams.

Applying knowledge and skills

Learning area: "Pedagogical, methodological and educational disciplines"

Graduates:

- are able to use interpersonal methods and techniques suited to individual children and groups in a systemic perspective;
- can apply child observation techniques and instruments in socio-cultural and educational contexts;
- can manage professional group dynamics to develop team working skills with all co-workers;
- can design educational courses of action based on one or more pedagogical models.

Learning area: "Philosophical, psychological, sociological and anthropological disciplines"

Graduates:

- are able to use knowledge of the problems, social and cultural changes and dynamics affecting families to design interventions to support parenthood;
- are able to use socio-psychological and sociological knowledge to build continuous and progressive educational projects with preschools, local authorities and families;
- can design educational courses of action based on one or more pedagogical models.

Learning area: "Historical, geographical, economic and legal disciplines"

Graduates:

- know the main theoretical models offering an understanding of the changes in family contexts and their more general historical evolution: multidimensional models which, privileging sociological knowledge, are in any case blended with legal, psychological and pedagogical features and formulated to meet the referred professional contexts.

Learning area: "Linguistic and artistic disciplines"

Graduates:

- can design educational paths using different artistic, musical and linguistic languages.

Learning area: "Educational disciplines and inclusion for the disabled"

Graduates:

- are able to use specific knowledge and methods to design, plan and assess educational interventions and projects in the field of disability;
- are able to read and document situations of distress, handicap and social marginality;
- are able to work effectively and pro-actively in teams and manage fluctuations between moments of individualisation and socialisation.

The above skills are achieved in lectures and the critical study of texts and practical case studies, simulation activities particularly in the field of education and psychology, applied pedagogy and in the course units focusing on language, artistic and motor skills. The internship also fosters the development of practical competences. The described learning outcomes are assessed through written assignments in which students apply the tools and methods of observation, project management and documentation. The internship is assessed through a written report, as well as the field placement tutor and the supervising professor.

Judgement autonomy

Graduates:

- can plan integrated learning intervention to enhance cultural and gender individuality, and considering children's disabilities;
- know the assessment models and tools to ensure the systematic monitoring of their work and document it according to the different members of the service;
- know early childhood and preschool service models in order to monitor the suitability of the proposed model compared to cultural and social demands and changes.

Judgement skills are developed in particular in core course units providing different epistemological foundations and practical methods as well as the participation in workshops based on different professional settings. The final examination and reports on the internship activities assess the students' achievement of autonomous and critically founded professional competences.

Communication skills

Graduates:

- have oral and written knowledge of at least one other European Union language in addition to Italian to level B1. Study may include both the acquisition of the four linguistic skills (reading, writing, listening and dialogue) and compulsory attendance of lessons, following the criteria specified by the study programme coherently with the guidelines of the Academic Bodies;
- possess appropriate competences and tools for communication and information management;
- use conventional languages and/or new communication technologies to document the educational processes implemented and present them to public and private interlocutors.

These communication skills will be acquired in a variety of ways during the programme: production of written assignments in Italian and foreign languages, and relative oral presentation, production and discussion of the final dissertation, multimedia documentation concerning internships and workshops. These skills are assessed according to the type of products presented.

A.4. CAREER OPPORTUNITIES

This paragraph provides information on the occupational profile, functions and fields of employment available to graduates of this Programme.

Professional outcomes for graduates
Graduates may fill the following professional roles and relative functions in the listed fields of employment
Professional outline:
EDUCATOR IN EARLY CHILDHOOD AND FAMILY SOCIAL SERVICES
Main functions of this professional:
- care and education of children aged 0 to 3 years, maintaining relations with their families;
- in cooperation with other professional figures, planning and conducting activities for socialisation, development of creative skills and fostering of children's autonomy, liaising with families (play activities, information for adults, also with a multicultural format).
Competencies:
- ability to relate with people with different learning needs and consequently tailor the intervention in terms of individual and personal needs;
- ability to organise the service, setting up play and learning areas, establishing rules for flexible organisation , without compromising its identity ;
- ability to work in a team and cooperate with the local agencies and other stakeholders in the institutional context of the service.
Career opportunities:
- Public and private providers of early childhood services and cooperatives working in childhood social and recreational services supporting parents through different organisational models present locally (nurseries, non-conventional preschool services, childcare facilities, toy libraries and play centres).

A.5. OPINION OF SOCIAL PARTNERS AND POTENTIAL EMPLOYERS

This paragraph describes the outcome of the consultation with the representative employment and trade organisations.

Summary of the consultation with local services and professional organisations
On 27/10/12 and 16/11/12 - the closure of the last two conferences organised by the Department of Education Studies: "Prima Festa della Prevenzione. Le teorie, le strategie e gli attori della prevenzione" and "Il futuro ricordato. Impegno etico e progettualità educativa" - the Head of Department, Dean and Vice-Dean of the School (only on 27/10/12) and the Degree Programme Coordinators took advantage of these events to meet the following external stakeholders and, following also earlier consultations held individually or in groups, to present the general framework of the learning activities and the features of the learning outcomes and the final examination of the first cycle degree programme in Advising Tutor in Childhood Social Services:
- Municipal administration of Bologna; - Municipal administration of Modena; - Municipal administration of Rimini; - Municipal administration of Ferrara; - Municipal administration of Casalecchio di Reno; - Social Services Department of the Emilia Romagna Region; - Social Services Department of the Province of Bologna; - the Healthcare Board of Ferrara; - Trade union organisations; - Cooperatives CADIAI and "Dolce".
A general feeling of appreciation of the contents of the degree programme emerged from the meeting. The discussion highlighted some recommendations concerning the need for the cultural offer of university studies to be completed with specific training in the problems, social changes and dynamics affecting families in order to plan intervention supporting parenthood; knowledge of early childhood and preschool services models to monitor the suitability of the proposed model compared to cultural and social demands and changes.

A.6. FURTHER STUDIES

It gives access to second cycle studies (laurea specialistica/magistrale) and master universitario di primo livello.

B. TEACHING AND LEARNING

This section describes the updated course structure diagram (for academic year 2013/2014), with the full titles and listings of the course units and the latest published lecture timetable.

B.1. COURSE STRUCTURE DIAGRAM

The link takes you to the Study Programme course structure diagrams. You can also access to each course unit content.

- Study plan: all course units in the programme

B.2. CALENDAR AND LECTURE TIMETABLE

The links take you to the teaching calendar (exam session and final examination session) and the lecture timetable (in Italian).

- Lecture timetable
- Exam sessions
- Final examination sessions

C. RESOURCES AND SERVICES

This section provides a list of teaching staff and their relative curricula and and description of the services available to students for the academic year 2013/2014.

C.1. TEACHERS

The paragraph lists the lecturers who teach in the Study Programme: from here you can access the personal web pages of each one. Information updated to 28 May 2013 (in Italian).

Permanent teaching staff:

Addessi, Anna Rita	Chiantera, Angela	Govoni, Paola	Sandri, Patrizia
Azzaro, Gabriele	Cicogna, Piera Carla	Guerzoni, Giovanna	Sansavini, Alessandra
Balduzzi, Lucia	Emiliani, Francesca	Lorenzini, Stefania	Schenetti, Michela
Bernardi, Milena	Fabbri, Maurizio	Malaguti, Elena	Truffelli, Elisa
Beseghi, Emma	Franchi Scarselli, Guido	Matteuzzi, Maurizio	Zanetti, Federica
Brigati, Roberto	Gagliardi, Alessio	Pironi, Tiziana	
Caldin, Roberta	Gigli, Alessandra	Russo, Alessandro	

Contract teaching staff:

Balsamo, Elena	Potì, Silvia
Bigi, Elisa	Ricci, Francesca
Bocchi, Francesca	Sabaté, Yolanda
Cillani, Sara	
Di Modica, Valeria	
Di Rienzo, Adriana	
Gamberini, Andrea	

C.2. STUDENT SERVICES: OFFICES

C.2.1. FUTURE STUDENTS

The link take you to the webpage which provides specific information about the offices and the services for the future students (in Italian).

- Future students

C.2.2. ENROLLED STUDENTS

The link take you to the webpage with the information on the offices and the services for the enrolled students (in Italian).

- Enrolled students

C.2.3. INTERNATIONAL STUDENTS

The link take you to the webpage with the information on the offices and the services for the international students (in Italian).

- International students

C.2.4. GRADUATES

The link take you to the webpage with the information on the offices and the services for the graduates (in Italian).

- Graduates

D. THE STUDY PROGRAMME IN FIGURES

Information on students' starting their university careers, how many students are in line with the regular programme, opinions of students and graduates on the teaching programmes and information concerning graduate employment.

This section provides the data of the last academic years for the Study Programme (SP) and a comparison with similar Study Programmes. The University of Bologna has divided its Study Programmes into four groups:

- *BIOMEDICAL group: Study Programmes of the Schools of Pharmacy, Biotechnology and Sport Science; Medicine; Agriculture and Veterinary Medicine*

- *SCIENTIFIC-TECHNOLOGICAL group: Study Programmes of the Schools of Engineering and Architecture; Sciences*

- *SOCIAL SCIENCES group: Study Programmes of the Schools of Economics, Management, and Statistics; Law, Political Sciences*

- *HUMANITIES group: Study Programmes of the Schools of Arts, Humanities, and Cultural Heritage; Foreign Languages and Literatures, Interpreting and Translation; Psychology and Education*

The section presents the results of the Study Programme for the last three academic years.

Main data shows how many students enrolled, the number of students assigned OFA, how many drop out after the first year, how many graduate in line with the programme schedule, the opinions of attending and graduating students on the teaching programmes and information concerning graduate employment.

The information and data presented in this section, updated to 28 May 2013, were taken from University databases and AlmaLaurea.

Study Programmes may be subject to degree programme system modifications from one academic year to the next, and the data provided in this section may refer to a programme with a slightly different system to the one currently running (such as programme title, course structure diagram and list of lecturers). However, indicatively the data presents the general trend of the Study Programme over the past three years.

Most of the Study Programmes running at the University of Bologna have been reformed in compliance with DM 270/04, most of them from the academic year 2008/2009. In the reports provided for these Programmes, paragraph D.5. refers to the Study Programmes as they were presented prior to the reform.

D.1. STUDENTS STARTING THEIR UNIVERSITY CAREERS

Characteristics of incoming students at the beginning of their university careers. Tables and graphs provide information on the number of registered students, focusing on the characteristics of the students, results of any entrance tests and the students assigned any additional learning requirements.

D.1.1. ENROLMENTS AND REGISTRATIONS

The **graph** shows the number of students enrolled in the 1st year compared with the average of similar Study Programmes (which belong to the same group).

In addition, the **table** shows the total number of registered students and the total number of enrolled students.

Data of the Study Programme is compared with the average of the Study Programmes of average of similar Study Programmes (which belong to the same group) for the indicated academic years.

First year enrolments

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)
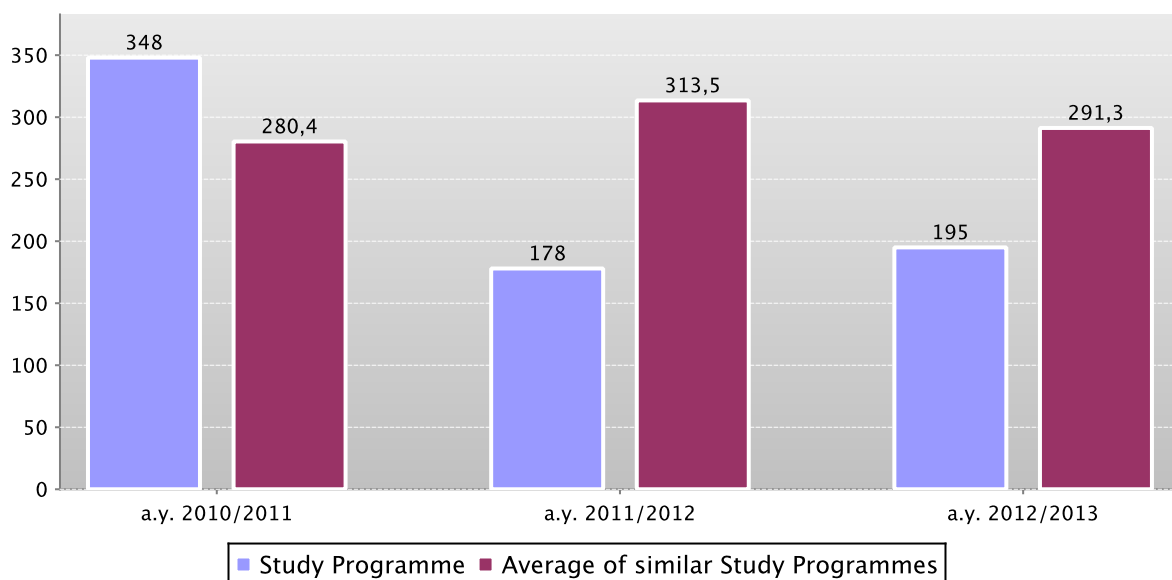
	a.y. 2010/2011			a.y. 2011/2012			a.y. 2012/2013		
	Registered students	N. first year enrolments	Total N. enrolled students	Registered students	N. first year enrolments	Total N. enrolled students	Registered students	N. first year enrolments	Total N. enrolled students
Study Programme	289	348	743	176	178	709	186	195	726
Average of similar Study Programmes	231,5	280,4	380,7	263,1	313,5	373,9	247,4	291,3	358,7

D.1.2. ADDITIONAL DATA ON STUDENTS' STARTING THEIR UNIVERSITY CAREERS

D.1.2.1. CANDIDATES REGISTERED FOR THE ENTRANCE EXAM

The number of students sitting the entrance exam for the Study Programme. Concerns the programmes with restricted access. The methods of managing the call for applications and the list of candidates, including the methods for filling any unclaimed places, may vary from year to year.

The **table** shows the number of places available for the study programme, the number of candidates enrolling for the exam, the number sitting the exam and the percentage of students sitting the exam compared to the number of places available.

For all programmes with restricted access, candidates are required to sit an entrance exam and there are a limited number of places available.The entrance exam is a test which is used to draw up a graded list of candidates; students may enrol in the programme according to their place in the list. The methods of managing the call for applications and the list of candidates, including the methods for filling any unclaimed places, may vary from year to year. The test may be specific to a Degree Programme or may be part of a single exam covering several programmes from the same university or from other universities (during the registration the students should indicate their first choice).

The following definitions apply:

Available places = the number of places laid down in the call for applications to the Study Programme, or determined by subsequent legal provisions; these exclude any additional places reserved according to special provisions of the programme (e.g. for international study programmes, they do not include places for foreign students selected from other universities; for all programmes with restricted access regulated nationally, these do not include the places reserved for transferring students).

Number of candidates for the exam = number of students registered for the exam indicating the study programme as their first choice;

Number of participants in the exam = number of students participating in the exam indicating the study programme as their first choice;

Number of participants in the exam for every available place = number of students participating in the exam who indicated the study programme as their first choice as a ratio of the number of places available on the programme.

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

	Number of places available (a)	Candidates registered for the exam	Candidates sitting the exam (b)	Number of candidates sitting the exam per place available (b/a)
a.y. 2011/2012	300	290	277	0,9
a.y. 2012/2013	300	326	301	1

D.1.2.2. INCOMING STUDENTS

Geographic origin, type of high school certificate, age and gender of students.

Data shows a homogeneus group of students (cohort) which started together their academic career. Students which have passed to an other Study Programme, transferred from an other university, or registered to a 2nd degree are not included.

The **tables** show the number, geographic origin, gender, age, type and grade of high school certificate of students enrolling in the degree programme.

Data of the Study Programme is compared with the average of the Study Programmes of average of similar Study Programmes (which belong to the same group) for the indicated academic years.

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

		Registered students	Geographic origin						Gender		Average age of registered students		
			Students coming from the province of the Study Programme site	Students coming from other provinces where Unibo has a site	Students coming from other provinces of Emilia Romagna region	Students coming from other Italian regions	Students coming from abroad		M	F	19 or less	20 - 24	25 or more
Students 2010/2011	Study Programme	289	39,8%	23,5%	18,0%	18,0%	0,7%		2,4%	97,6%	57,8%	33,6%	8,7%
	Average of similar Study Programmes	231,5	21,9%	16,3%	16,3%	42,9%	2,6%		27,6%	72,4%	60,8%	31,4%	7,8%
Students 2011/2012	Study Programme	176	42,6%	25,6%	11,9%	19,9%			1,7%	98,3%	61,4%	33,0%	5,7%
	Average of similar Study Programmes	263,1	20,5%	16,6%	15,4%	45,0%	2,5%		29,5%	70,5%	61,4%	33,2%	5,4%
Students 2012/2013	Study Programme	186	41,9%	29,6%	9,1%	16,1%	3,2%		4,3%	95,7%	58,6%	34,4%	7,0%
	Average of similar Study Programmes	247,4	20,7%	15,4%	14,7%	45,9%	3,3%		29,1%	70,9%	61,3%	32,8%	5,8%

		High school certificate					Grade of High school			
		Vocational schools	Technical Colleges	High school specializing in education and in psycho-pedagogical science	High schools specializing in classical studies, modern languages, science education	Other Italian or foreign high schools	Grade ranging from 60 to 69	Grade ranging from 70 to 79	Grade ranging from 80 to 89	Grade ranging from 90 to 100
Students 2010/2011	Study Programme	14,9%	21,8%	24,6%	33,6%	5,2%	37,7%	32,5%	20,1%	9,7%
	Average of similar Study Programmes	9,5%	16,3%	8,5%	57,8%	8,0%	25,6%	31,1%	23,7%	19,1%
Students 2011/2012	Study Programme	13,1%	16,5%	43,8%	22,7%	4,0%	33,0%	39,2%	15,9%	11,4%
	Average of similar Study Programmes	8,9%	13,4%	14,7%	55,8%	7,1%	24,0%	32,8%	23,0%	19,4%
Students 2012/2013	Study Programme	17,7%	12,9%	35,5%	27,4%	6,5%	33,3%	33,3%	19,9%	9,1%
	Average of similar Study Programmes	8,2%	13,1%	14,4%	55,3%	8,9%	24,9%	28,5%	23,7%	18,1%

D.1.2.3. ADDITIONAL LEARNING REQUIREMENTS

Students on the programme assigned additional learning requirements (OFA). OFA are learning requirements assigned to enrolled students who have not demonstrated the full possession of the entrance requirements. The assessment methods of students' initial preparation and the fulfilment of the OFA are described in the Study Programme Regulations, and may change each year. Students not completing the additional learning requirements are obliged to re-enrol in year 1 as repeating students.

The **table** shows the number of registered students, the number of students assigned OFA, the number who fulfilled them, the percentage of students assigned the OFA compared to the number of enrolled students and the percentage fulfilling the OFA compared to those assigned them.

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

	Registered students (a)	Students assigned OFA (b)	Students who fulfilled OFA (c)	% of students assigned OFA compared to the number of enrolled students (b/a)	% of students fulfilling the OFA compared to number of students assigned (c/b)
Students 2010/2011	289	23	12	8,0%	52,2%
Students 2011/2012	176	8	5	4,5%	62,5%
Students 2012/2013	186	16			

*Note: At the time of publication of this report the number of students fulfilling the OFA can be measured for a.y. 2009/2010 and a.y. 2010/2011 only.

D.2. REGULARITY OF STUDIES

Insight into the regularity with which the students pass their exams.
Graphs and tables provide information on the number of students who leave the programme after the first year and the number of regular graduates, focusing on the number of credits obtained at the end of the first year, on the exams passed and average grade achieved for each course unit.

D.2.1. STUDENTS LEAVING THE PROGRAMME BETWEEN YEARS 1 AND 2

Here the number of students leaving the Study Programme is shown.
The **graph** shows the percentage of students who leave the programme after the first year compared to the average of similar Study Programmes (belonging to the same group).
The **table** shows the registered students, the percentage of students leaving the programme who pass to a different Study Programme in the same university, transfer to another university or withdraw from studies, as well as the enrolled repeating students and those enrolled in the second year.
The Study Programme data is compared with the average of similar Study Programmes of (which belong to the same group), for students registered in the indicated academic years.

Percentage of withdrawals between years 1 and 2

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)
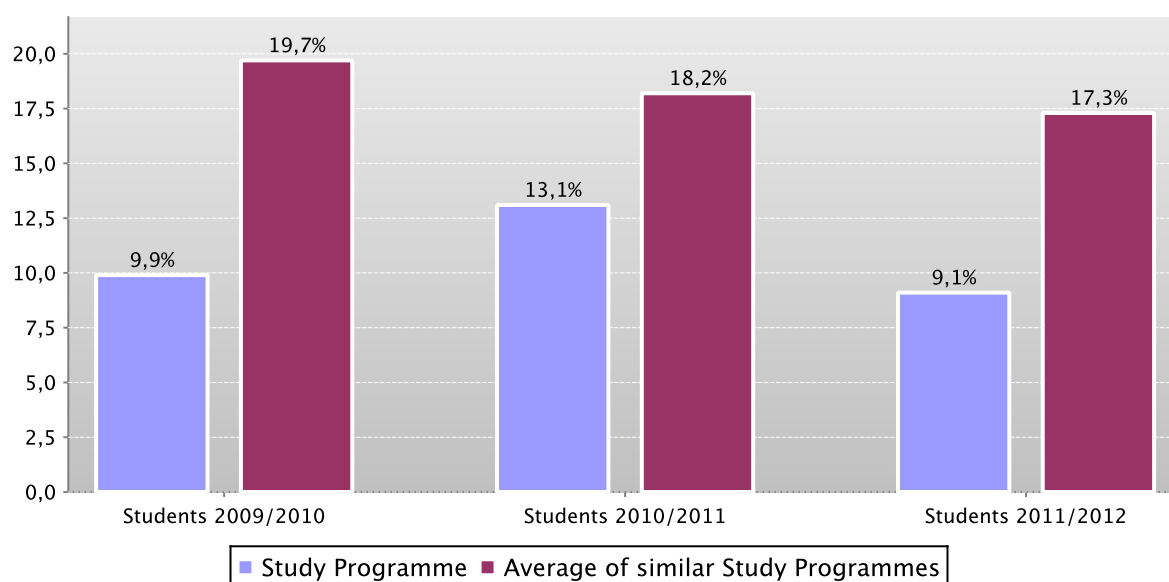
Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

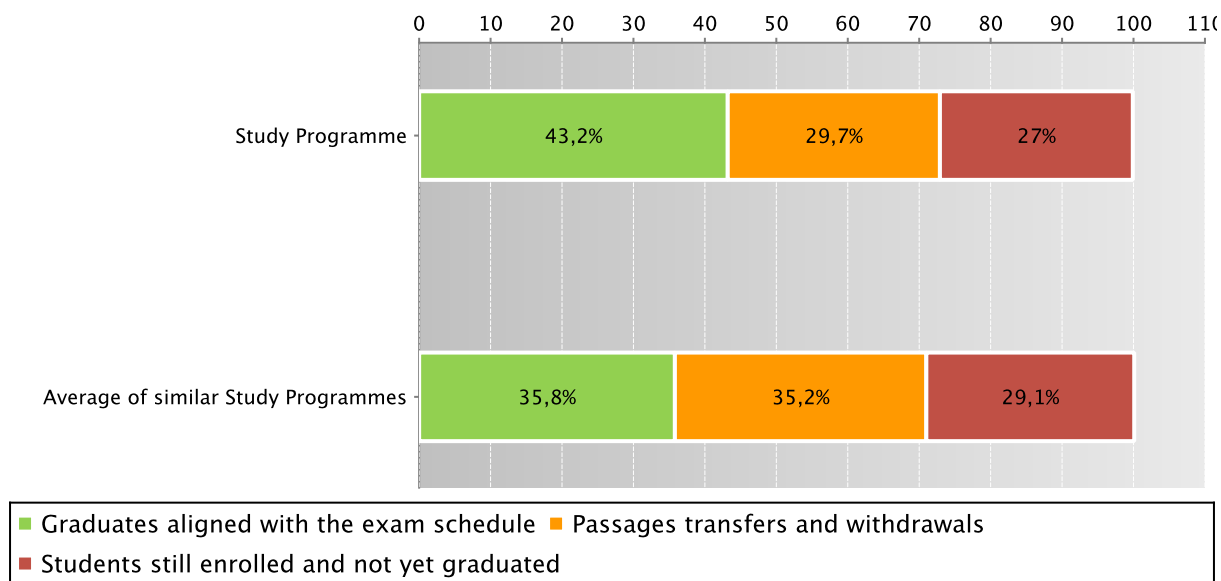|		Registered students	% withdrawals	% passages and transfers	% repeating students	Students enrolled in the second year
Students 2009/2010	Study Programme	111	9,9%	7,2%	0,0%	92
	Average of similar Study Programmes	189,8	19,7%	5,6%	0,4%	141,1
Students 2010/2011	Study Programme	289	13,1%	13,1%	0,7%	211
	Average of similar Study Programmes	231,5	18,2%	5,9%	1,4%	172,5
Students 2011/2012	Study Programme	176	9,1%	17,0%	0,0%	130
	Average of similar Study Programmes	263,1	17,3%	6,1%	0,5%	200,4

D.2.2. REGULAR GRADUATES

Here you will find information on regular graduates, on how many students, at the end of the regular programme duration, left the programme and how many are still enrolled but not aligned to the exam schedule.

The **graph** and the **table** show the situation concerning registered students for the indicated academic year, at the end of the regular duration of the Study Programme, highlighting the percentage of regular graduates, the number of students still enrolled (not aligned to the exam schedule and repeating students), students who have left the programme (including passages, transfers and withdrawals).

The Study Programme data is compared with the average of similar Study Programmes (which belong to the same group) for students registered in the indicated academic years.

Situation of students 2009/2010 at the end of regular duration of the study programme

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

		Registered students	Regular graduates		Passages transfers and withdrawals		Students still enrolled and not yet graduated	
			N.	%	N.	%	N.	%
Students 2008/2009	Study Programme	219	87	39,7%	61	27,9%	71	32,4%
	Average of similar Study Programmes	188,1	66,7	35,4%	63,1	33,5%	58,3	31,0%
Students 2009/2010	Study Programme	111	48	43,2%	33	29,7%	30	27,0%
	Average of similar Study Programmes	189,8	67,9	35,8%	66,7	35,2%	55,2	29,1%

See data of previous academic years – Study Programme D.M. 509/99 Infant and Nursery School Teacher (code 0088) paragraph D.5.2.2.

D.2.3. ADDITIONAL DATA ON REGULARITY OF STUDIES

D.2.3.1. CREDITS OBTAINED BY STUDENTS IN THE 1ST YEAR

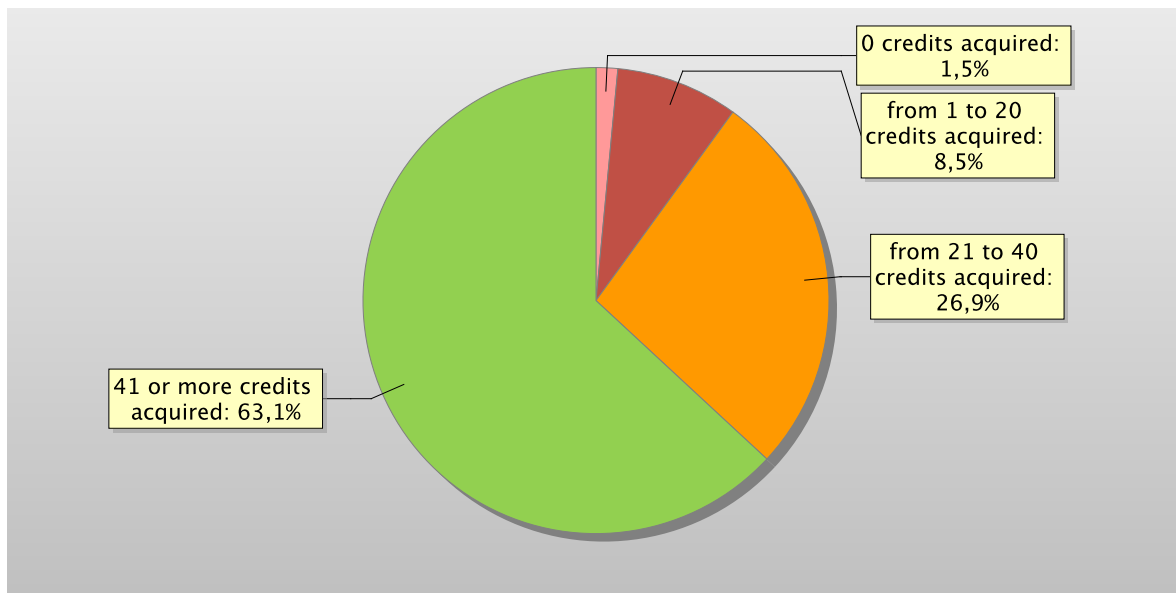This offers an insight into how regularly students pass their exams.

The **graph** shows the distribution of the students according to the number of credits obtained at the end of the first year.

In addition, the **table** shows the number of students registered at the second year and average credits obtained during the first year.

The Study Programme data is compared with the average of similar Study Programmes (which belong to the same group) for the indicated academic years.

Distribution of the students in 2011/2012 according to the number of credits obtained at the end of the first year*

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

0 credits acquired: 1,5%

from 1 to 20 credits acquired: 8,5%

from 21 to 40 credits acquired: 26,9%

from 41 or more credits acquired: 63,1%

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

		Students enrolled in the 2nd year	% students with *				Average credits per student
			0 credits acquired	from 1 to 20 credits acquired	from 21 to 40 credits acquired	41 or more credits acquired	
Students 2009/2010	Study Programme	92	3,3%	7,6%	30,4%	58,7%	41,6
	Average of similar Study Programmes	148,9	3,5%	11,2%	30,7%	54,6%	40,2
Students 2010/2011	Study Programme	211	3,3%	5,2%	35,1%	56,4%	42,3
	Average of similar Study Programmes	172,5	3,7%	9,8%	31,0%	55,6%	40,6
Students 2011/2012	Study Programme	130	1,5%	8,5%	26,9%	63,1%	43,1
	Average of similar Study Programmes	200,4	2,9%	8,7%	29,0%	59,4%	42

*Note: by convention, credits are considered to be obtained by students by 31st October of the year following the year of enrolment.

D.2.3.2. EXAMS PASSED AND AVERAGE GRADE

The **table** shows number of exams passed and average grade achieved for each course unit in the calendar year 2011. Marks for the exams passed are expressed out of thirty.

The data refers to the course unit code and therefore includes the various branches of the programme divided into channels or sub-groups, divided by letter.

It considers all subjects for which a grade is assigned, and therefore excludes all those to which a pass/fail score is allocated.

Data of the Study Programme D.M. 270/04 Educatore nei servizi per l'infanzia (code 0994)

	N. of exams passed	Average grade *
00045 ANTROPOLOGIA CULTURALE	113	27,7
00187 EDUCAZIONE AL SONORO	96	24,6
00797 PEDAGOGIA SPECIALE	257	27,5
00870 PSICOLOGIA SOCIALE	138	25,5
00929 STORIA MODERNA	160	25,5
02515 SOCIOLOGIA DELLA FAMIGLIA	167	22,1
03079 PSICOLOGIA DELLO SVILUPPO	152	24,2
06386 LETTERATURA PER L'INFANZIA	128	27,8
12612 PSICOPATOLOGIA DELLO SVILUPPO	113	26,2
13220 PEDAGOGIA GENERALE E SOCIALE	188	27,1
28349 SOCIOLOGIA GENERALE L	168	27,4
28350 PSICOLOGIA GENERALE L	204	23
31675 PROGETTAZIONE E VALUTAZIONE DEGLI INTERVENTI EDUCATIVI	242	22,7
31717 MODELLI DEI SERVIZI PER L'INFANZIA IN RER	189	26,7
31733 MODELLI DI MEDIAZIONE DIDATTICA	235	25,7
31769 DIDATTICA DELLE ATTIVITA' MOTORIE E METODOLOGIE DEL GIOCO	234	25,9
31771 EDUCAZIONE ALLA COMUNICAZIONE VERBALE	114	25,8
32860 STORIA DELLE TEORIE DELL'INFANZIA	152	26,8
32861 SISTEMI ETICI E TEORIE DELLA VIRTU'	26	26,9
32862 FILOSOFIA DELL'EDUCAZIONE:EDUCAZIONE ALL'INTERCULTURALITA'	118	27,6
32863 ETICA SOCIALE E GIUSTIZIA	35	27,1
36433 FORMAZIONE DELLE LIBERTA' CITTADINE NEL MEDIOEVO	2	
54518 PEDAGOGIA DEL CORPO E DELLA COMUNICAZIONE	21	25,3
54519 DIRITTO PUBBLICO E LEGISLAZIONE DEI SERVIZI SOCIO-EDUCATIVI	11	26,8
60117 TIROCINIO A SCELTA 75 ORE	3	
70185 PEDAGOGIA DELLE FAMIGLIE (OPZIONALE)	140	28

* Note: no average grade is given if the number of exams passed is less than or equal to 5.

D.3. OPINIONS OF GRADUATES AND ATTENDING STUDENTS

Opinions of graduates on the Study Programme.
Tables and graphs provide information on the number of graduates who expressed positive opinions on the Study Programme, focusing on opinions expressed by attending students on course units.

D.3.1. OPINION OF GRADUATES

The **graph** shows the percentage of graduates (AlmaLaurea survey) who responded positively to the question: "**Are you generally satisfied with the Study Programme**".

In addition, the **table** shows the percentage of students who answered "Yes, to the same programme at the university" to the question "Would you register again to the university?".

The Study Programme data is compared with the average of similar Study Programmes (which belong to the same group), and the average of Study Programmes of the same class of other Italian universities for the graduates of the indicated years.

Graduates in 2012 who responded positively to the question: "Are you generally satisfied with this Study Programme?"

Data of the Study Programme D.M. 270/04 Educatore nei servizi per l'infanzia (code 0994)
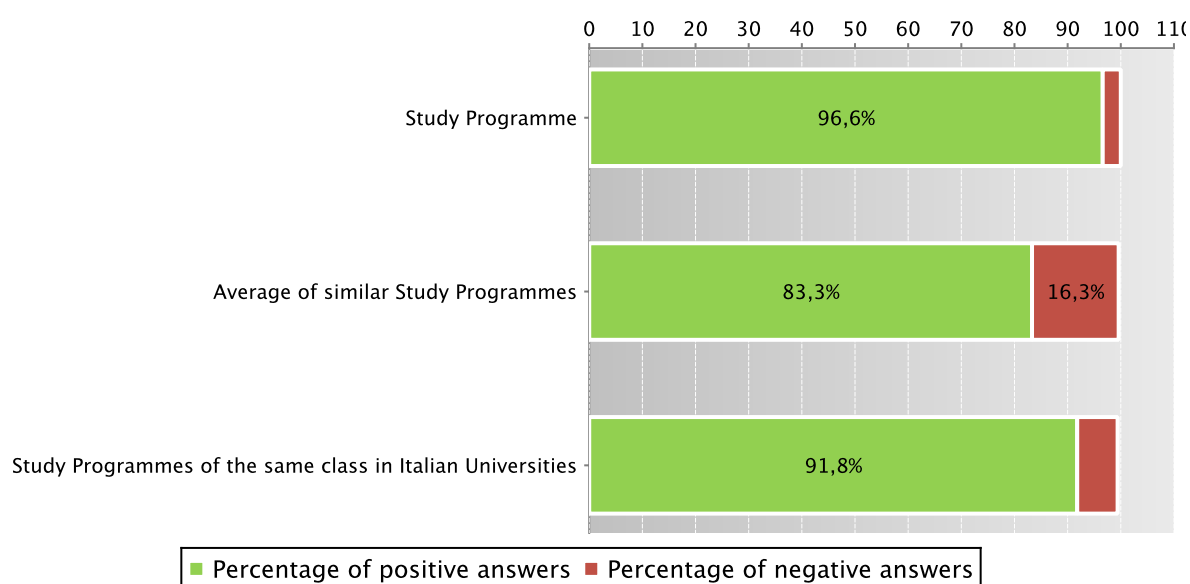
Data of the Study Programme D.M. 270/04 Educatore nei servizi per l'infanzia (code 0994)

		N. graduates	Completed Questionnaires	% of positive answers to the question: "Are you generally satisfied with this Study Programme?"	% of answers "yes to the same Programme in the same University" to the question "Would you register again to the University"
2011	Study Programme	65	64	95,3%	75,0%
	Average of similar Study Programmes	70,9	65,6	81,3%	63,8%
	Study Programmes of the same class in Italian Universities	1321	1216	94,3%	76,4%
2012	Study Programme	122	117	96,6%	79,5%
	Average of similar Study Programmes	72,1	68,4	83,3%	67,0%
	Study Programmes of the same class in Italian Universities	2882	2676	91,8%	71,2%

Symbols:

(*) The opinions of the Study Programmes with less than 5 graduates are not shown.

Further information on Graduates' Profile Report.

See data of previous academic years – Study Programme D.M. 509/99 Infant and Nursery School Teacher (code 0088) paragraph D.5.3.1.

D.3.2 ADDITIONAL DATA ON OPINIONS OF STUDENTS

D.3.2.1. OPINION OF ATTENDING STUDENTS

The **graph** shows the percentage of attending students who responded positively to the question in the questionnaire: "Are you generally satisfied with this course unit?" in academic year 2011/2012.

The **table** also shows the number of completed questionnaires.

The Study Programme data is compared with the average of similar Study Programmes (which belong to the same group), for the indicated academic years.

The data concerning the students' opinion refers to the opinions of those attending lessons, whether they are enrolled in the current programme or a Study Programme running under pre-reform regulations (under D.M. 509).

For the University of Bologna the survey and subsequently analysis of the opinions of students attending the course is cared by Academic Affairs Division - Quality Assurance Department and Control and Finance Division - Support Planning and Evaluation Department. The overall results and the methods of collection and analysis are described in the document published online on the Statistical Observatory of the University of Bologna (see the note in the glossary).

Students who responded positively to the question: "Are you generally satisfied with this course unit?" in academic year 2011/2012

Data of the Study Programme D.M. 270/04 Educatore nei servizi per l'infanzia (code 0994) and of the Study Programme D.M. 509/99 Educatore di nido e di comunita' infantile (code 0088)

- Percentage of positive answers - Percentage of negative answers
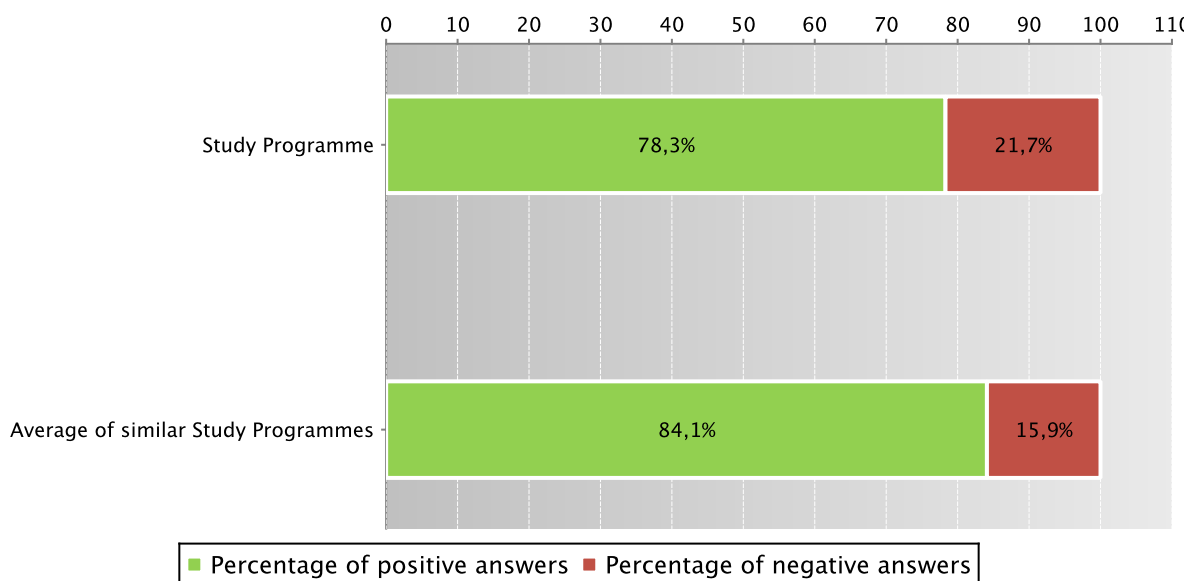
Data of the Study Programme D.M. 270/04 Educatore nei servizi per l'infanzia (code 0994) and of the Study Programme D.M. 509/99 Educatore di nido e di comunita' infantile (code 0088)

		Number of completed questionnaires	% of positive answers concerning the general satisfaction with the course unit – Question 19
a.y. 2009/2010	Study Programme	1267	81,3%
	Average of similar Study Programmes	1529,9	83,6%
a.y. 2010/2011	Study Programme	1748	76,5%
	Average of similar Study Programmes	1445,9	83,8%
a.y. 2011/2012	Study Programme	1617	78,3%
	Average of similar Study Programmes	1839,3	84,1%

Symbols:

(*) When there is a small number of questionnaires, the percentage of positive opinions on overall satisfaction is not presented.

Further information on Rapporto Opinione degli studenti frequentanti sulle attività didattiche (the content is in Italian).

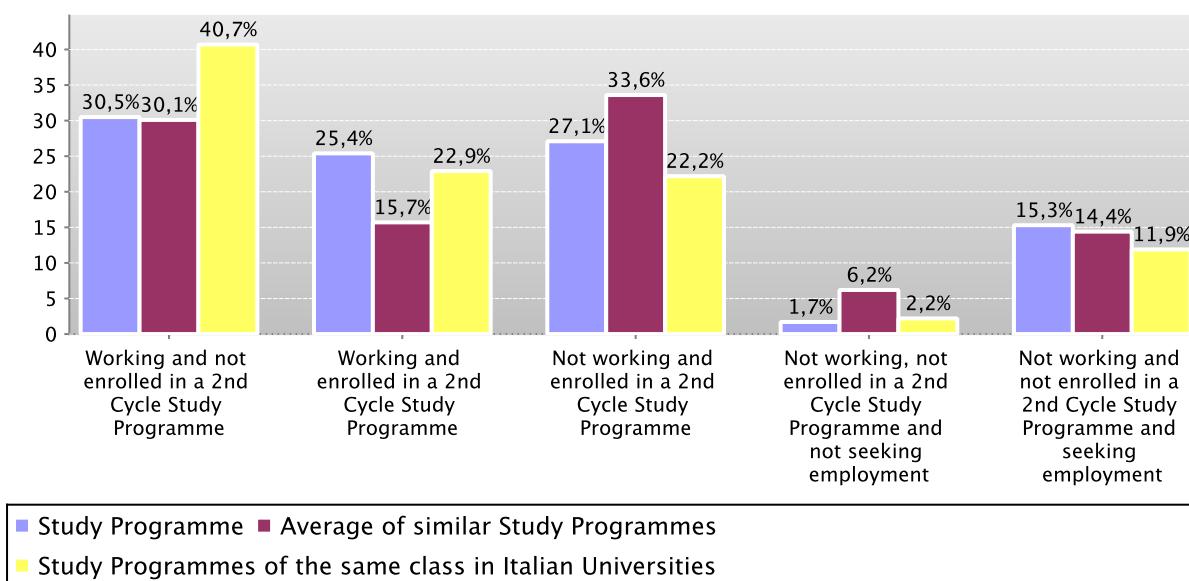# D.4. ENTRY INTO THE WORLD OF WORK

Employment situation of graduates of the Study Programme.
Tables and graphs provide information on the employment situation of graduates one year after graduating.

D.4.1. EMPLOYMENT SITUATION

Employment situation of graduates in 2011 one year after graduating

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

Data of the Study Programme D.M. 270/04 EDUCATOR IN CHILDHOOD SOCIAL SERVICES (code 0994)

| | | N. graduates interviewed | Employment and education situation (1) | | | | | | Degree's appropriateness for the job (referred to the graduates who just work) (3) | |
			Working and not enrolled in a 2nd Cycle Study Programme	Working and enrolled in a 2nd Cycle Study Programme	Not working and enrolled in a 2nd Cycle Study Programme	Not working, not enrolled in a 2nd Cycle Study Programme and not seeking employment	Not working and not enrolled in a 2nd Cycle Study Programme and seeking employment	Not working, not seeking employment, but following a university programme/traineeship (2)	Effective / very effective	Quite effective
Graduation Year 2011	Study Programme	59	30,5%	25,4%	27,1%	1,7%	15,3%	8,5%	63,6%	21,2%
	Average of similar Study Programmes	61,3	30,1%	15,7%	33,6%	6,2%	14,4%	26,9%	30,2%	27,8%
	Study Programmes of the same class in Italian Universities	1201	40,7%	22,9%	22,2%	2,2%	11,9%	9,2%	62,6%	20,4%

See data of previous academic years – Study Programme D.M. 509/99 Infant and Nursery School Teacher (code 0088) paragraph D.5.4.1.

D.5. INFORMATION ON PRE-REFORM PROGRAMMES (DM 509/99)

D.5.1. STUDENTS STARTING THEIR UNIVERSITY CAREERS

Characteristics of incoming students at the beginning of their university careers. Tables and graphs provide information on the number of registered students, focusing on the characteristics of the students, results of any entrance tests and students assigned additional learning requirements.

D.5.1.1. ENROLMENTS AND REGISTRATIONS

Data of enrolments and registrations of the last three academic years are shown in paragraph D.1.1.

D.5.1.2. ADDITIONAL DATA ON STUDENTS' STARTING THEIR UNIVERSITY CAREERS

D.5.1.2.1. CANDIDATES REGISTERED FOR THE ENTRANCE EXAM

Data of candidates registered for the entrance exam are shown in paragraph D.1.2.1.

D.5.1.2.2. INCOMING STUDENTS

Data of incoming students of the last three academic years are shown in paragraph D.1.2.2.

D.5.2. REGULARITY OF STUDIES

Insight into the regularity with which the students pass their exams.
Graphs and tables provide information on the number of students who leave the programme after the first year and the number of regular graduates, focusing on the number of credits obtained at the end of the first year, the number of exams passed and the average grade achieved for each course unit.

D.5.2.1. STUDENTS LEAVING THE PROGRAMME BETWEEN YEARS 1 AND 2

Data of students leaving the Study Programme of the last three academic years are shown in paragraph D.2.1.
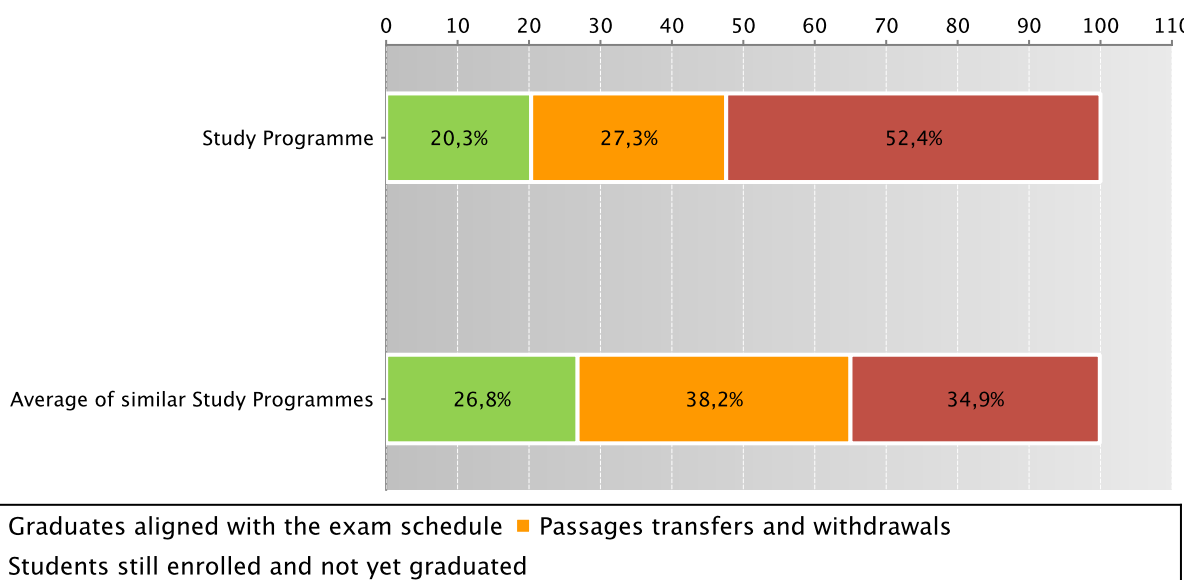
D.5.2.2. REGULAR GRADUATES

Here you will find information on regular graduates, on how many students, at the end of the regular programme duration, left the programme and how many are still enrolled but not aligned to the exam schedule.

The **graph** and the **table** show the situation concerning registered students for the indicated academic year, at the end of the regular duration of the Study Programme, highlighting the percentage of regular graduates, the number of students still enrolled (not aligned to the exam schedule and repeating students), students who have left the programme (including passages, transfers and withdrawals).

The Study Programme data is compared with the average of similar Study Programmes (which belong to the same group) for students registered in the indicated academic years.

Situation of students 2007/2008 at the end of regular duration of the study programme

Data of the Study Programme D.M. 509/99 Infant and Nursery School Teacher (code 0088)

Data of the Study Programme D.M. 509/99 Infant and Nursery School Teacher (code 0088)

		Registered students	Regular graduates		Passages transfers and withdrawals		Students still enrolled and not yet graduated	
			N.	%	N.	%	N.	%
Students 2007/2008	Study Programme	143	29	20,3%	39	27,3%	75	52,4%
	Average of similar Study Programmes	175	47	26,8%	67	38,2%	61,1	34,9%

Go back to D.2.2. Regular graduates

D.5.2.3. ADDITIONAL DATA ON REGULARITY OF STUDIES

D.5.2.3.1. CREDITS OBTAINED BY STUDENTS IN THE 1ST YEAR

Data of credits obtained by students in the 1st year of the last three academic years are shown in paragraph D.2.3.1.

D.5.2.3.2. EXAMS PASSED AND AVERAGE GRADE

Data of exams passed and average grade are shown in paragraph D.2.3.2.

D.5.3. OPINIONS OF ATTENDING STUDENTS AND GRADUATES

Opinions of graduates on the Study Programme.
Tables and graphs provide information on the number of graduates who expressed positive opinions on the Study Programme, focusing on opinions expressed by attending students on course units.

D.5.3.1. OPINION OF GRADUATES

The **graph** shows the percentage of graduates (AlmaLaurea survey) who responded positively to the question: "**Are you generally satisfied with the Study Programme**".

In addition, the **table** shows the percentage of students who answered "Yes, to the same programme at the university" to the question "Would you register again to the university?".

The Study Programme data is compared with the average of similar Study Programmes (which belong to the same group), for the indicated years.

Graduates in 2010 who responded positively to the question: "Are you generally satisfied with this Study Programme?"
Data of the Study Programme D.M. 509/99 Educatore di nido e di comunita' infantile (code 0088)

■ Percentage of positive answers ■ Percentage of negative answers
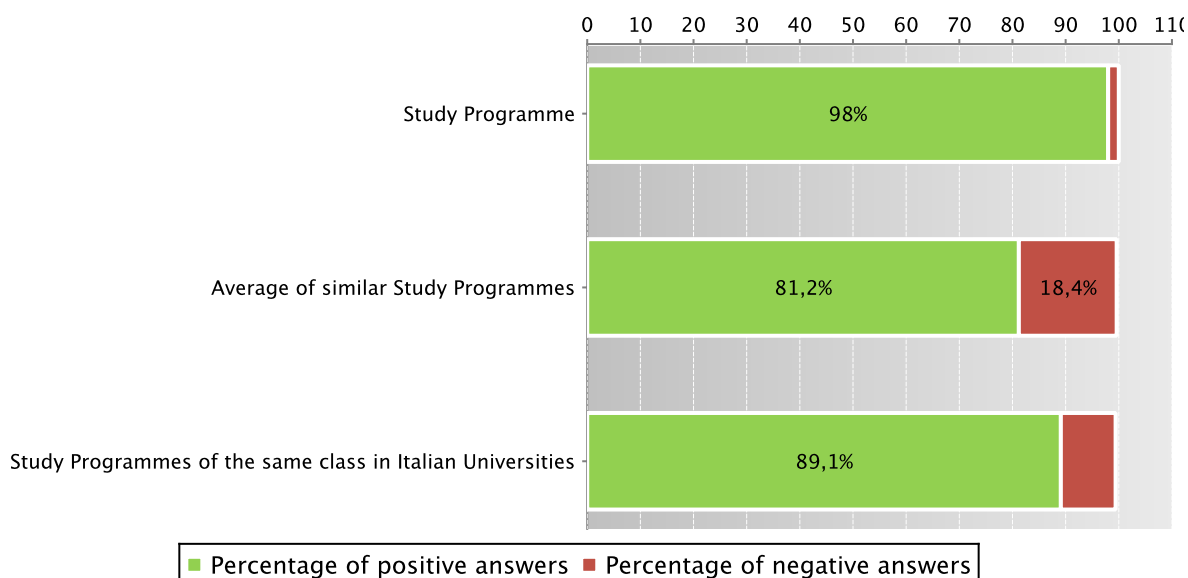
Data of the Study Programme D.M. 509/99 Educatore di nido e di comunita' infantile (code 0088)

		N. graduates	Completed Questionnaires	% of positive answers to the question: "Are you generally satisfied with this Study Programme?"	% of answers "yes to the same Programme in the same University" to the question "Would you register again to the University"
	Study Programme	156	151	98,0%	83,4%
2010	Average of similar Study Programmes	114,7	103	81,2%	63,5%
	Study Programmes of the same class in Italian Universities	4837	4325	89,1%	63,4%

Symbols:
(*) The opinions of the Study Programmes with less than 5 graduates are not shown.
Further information on Graduates' Profile Report.
Go back to D.3.1. Opinion of graduates

D.5.3.2 ADDITIONAL DATA ON OPINIONS OF STUDENTS

D.5.3.2.1. OPINION OF ATTENDING STUDENTS

Data of opinion of attending students of the last three academic years are shown in paragraph D.3.2.1.

D.5.4. ENTRY INTO THE WORLD OF WORK

Employment situation of graduates of the Study Programme.
Tables and graphs provide information on the employment situation of graduates one year after graduating.

D.5.4.1. EMPLOYMENT SITUATION

The paragraph shows the employment situation of graduates one year after graduating.

The data is taken from the AlmaLaurea reports on the employment situation of graduates.
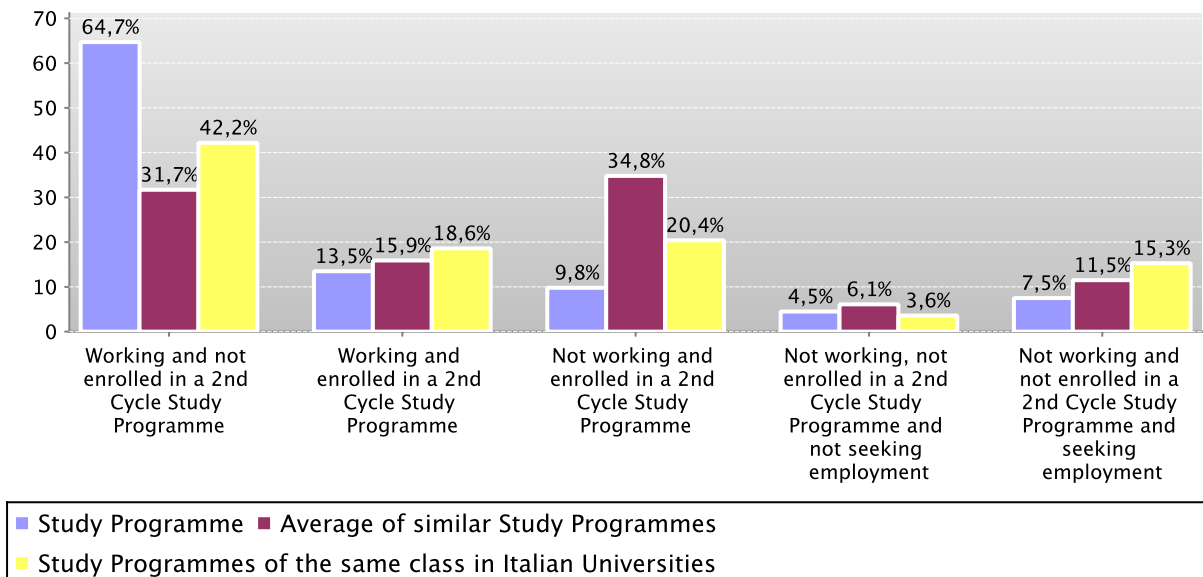
The **graph** shows who is working, who is not working but has enrolled in a Second Cycle study programme, who is not working and is not seeking employment, who is not working but is seeking employment.

In addition, the **table** shows the number of graduates interviewed, the number involved in internships and traineeships and the appropriateness of their degree to the job.

The Study Programme data is compared with the average of similar Study Programmes (which belong to the same group) and the average of Study Programmes of the same faculty of other Italian universities for the graduates of the indicated years.

Employment situation of graduates in 2010 one year after graduating

Data of the Study Programme D.M. 509/99 Infant and Nursery School Teacher (code 0088)

Data of the Study Programme D.M. 509/99 Infant and Nursery School Teacher (code 0088)

		N. graduates interviewed	Employment and education situation (1)						Degree's appropriateness for the job (referred to the graduates who just work) (3)	
			Working and not enrolled in a 2nd Cycle Study Programme	Working and enrolled in a 2nd Cycle Study Programme	Not working and enrolled in a 2nd Cycle Study Programme	Not working, not enrolled in a 2nd Cycle Study Programme and not seeking employment	Not working and not enrolled in a 2nd Cycle Study Programme and seeking employment	Not working, not seeking employment, but following a university programme/traineeship (2)	Effective / very effective	Quite effective
Graduation Year 2009	Study Programme	203	53,2%	17,7%	17,7%	3,9%	7,4%	11,8%	76,4%	8,6%
	Average of similar Study Programmes	117,8	30,0%	17,9%	35,5%	5,8%	10,8%	28,8%	33,7%	28,1%
	Study Programmes of the same class in Italian Universities	4864	40,8%	20,9%	21,3%	4,2%	12,9%	9,6%	57,2%	22,4%
Graduation Year 2010	Study Programme	133	64,7%	13,5%	9,8%	4,5%	7,5%	5,3%	75,7%	14,6%
	Average of similar Study Programmes	97	31,7%	15,9%	34,8%	6,1%	11,5%	26,7%	32,4%	25,8%
	Study Programmes of the same class in Italian Universities	4348	42,2%	18,6%	20,4%	3,6%	15,3%	8,3%	55,4%	24,5%

Symbols:

(*) The opinions of the Study Programmes with less than 5 graduates are not shown.

Notes on the AlmaLaurea report on the employment situation of graduates

(1) "Employment and education situation": the number of employed graduates is the sum of those working and those working who are also enrolled in a 2nd cycle degree programme. The number of those enrolled in a 2nd cycle degree programme is the sum of those who are working and studying and those who are only studying.

(2) "Number of those who do not work, who are not seeking employment but who are following a university programme/traineeship": the definition includes those who are enrolled in traineeships, PhD degrees, specialisation schools, Italian "master universitari"(first and second level). The presentation of this data complies with article 2 of D.M. 544 of 31st October 2007, as later provided for in Management Decree no. 61 of 10th June 2008 (transparency requirements).

(3) The evaluation of the appropriateness of the degree is obtained by a combination of the requirement of the relative qualification for the job held and the level of usage of the skills learned at university.

Further information on Graduates' Employment report.

E. FIND OUT MORE: THE QUALITY OF YOUR STUDY PROGRAMME

The University of Bologna has identified its objectives as the *personal, cultural and professional growth of students and the improvement of the quality of learning, also in relation to the needs of society* (Strategic Plan 2010-2013).

Students, employers and society as a whole, have the right to effective learning for individual and intellectual growth, to develop critical sense and to prepare for the world of work.

In the Statute and the Strategic Plan 2010-2013 the University of Bologna acknowledges its responsibility in guaranteeing the quality of its study programmes, and for this purpose adopts an "internal quality assurance system".

The Internal Quality Assurance system

The internal quality assurance system is a set of processes and responsibilities adopted to guarantee the quality of Study Programmes at the University of Bologna.

The guarantee of the quality of a Study Programme is the correspondence of the results achieved with the set objectives, in the following phases:

- Plan: defining the objectives
- Do: implementing the planned actions
- Check: checking that the objectives have been achieved
- Act: planning improvement action
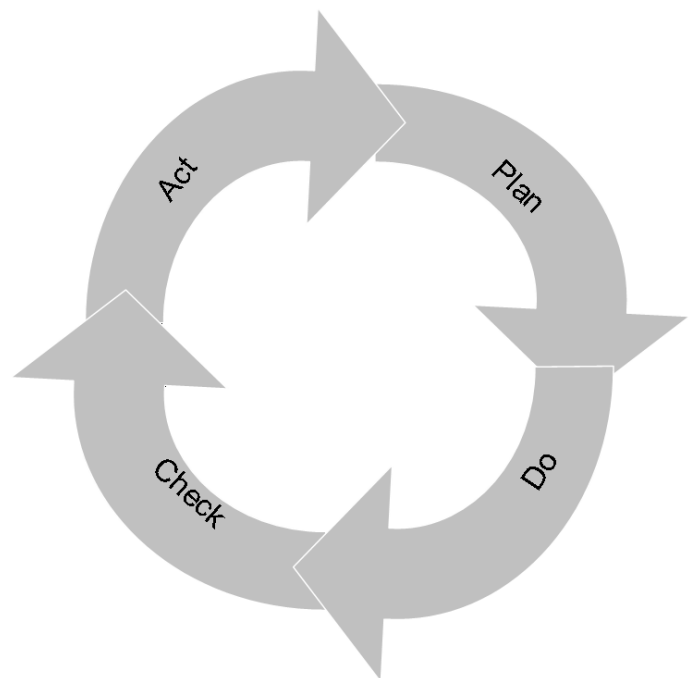
This path responds to the expectations of students, guides teaching behaviour and provides indicators for the assessment of results. Self-assessment is based on the analysis of significant data (for example, the number of students graduating in line with the exam schedule, students' opinions and the employment rates of graduates) and highlights strengths and weaknesses in order to reflect on the achieved results, critically consider one's own working methods and take steps for the continual improvement of the Programme. This path involves all educational stakeholders, including students, in order to make use of the contributions of everyone with first-hand knowledge of the Study Programme. Improvement is therefore a day to day development, concerning all aspects of teaching: from the lesson timetable to the publication of on-line programmes, from classroom management to exam methods, and the actual design of the Programme.

This is what happens in each phase:

- **Planning**: the Study Programme is the result of a proposal from the teaching structures and approved by the Academic Bodies.
- **Management**: Schools, Departments and Study Programmes manage the activities required to ensure teaching. The activities are organised as follows**:**

What we do	Who does what				
	Professors	**Study Programme**	**Schools**	**Departments**	**General Administration**
Teaching calendar, lessons programme and exam schedules			x		
Management of financial resources			x	x	
Classroom teaching	x				
Management of classrooms and laboratories			x	x	
Libraries and study rooms			x	x	
Approval of individual study plans		x			
Communication and information		x	x		Academic Affairs Division
Guidance service		x	x		Academic Affairs Division
Internships		x	x		Academic Affairs Division
Administrative services: Student Administration Office					Academic Affairs Division
Administration services: Degree programme office			x		Academic Affairs Division
Study grants and loans ad honorem					Academic Affairs Division
Student mobility: university subsidies and programmes					International Relations Division
Mobility: study grants for dissertations abroad			x		
Mobility: authorisations and recognitions		x			
Other students support services		x	x		x

- **Internal assessment:** every Study Programme periodically assesses its own results, evaluating, for example, the number of enrolled students, the number of withdrawing students, student opinions etc.; in this way, the strengths and weaknesses, as well as any implemented improvement actions, are highlighted. This phase is organised as follows:

What we do	Who does what
Definition, gathering and publication of evaluation data According to the general guidelines of the University and national and international standards, are defined the tools through which should be evaluated the results (indicators). The survey data to be evaluate are published every year on the Report of the Study Program.	Academic Bodies
Self-Assessment The Schools and Study Programmes assess the effectiveness of the previously adopted solutions, analyse the progress of their learning activities and draw up proposals for improvement.	Schools and Study Programmes
Internal audit The results of the self-assessment process are reviewed in the following phases: • Analysis: the University Quality Manager analyses the review documents, considering the ability to identify problems, propose solutions and the overall development of the internal quality assurance system. • Review: The observations on the results obtained and the good practices adopted are examined together with the persons in charge of the Schools and Study Programmes in meetings organised by scientific-disciplinary field. The persons in charge receive the observations and inputs on the areas for development and the actions to be adopted in future to improve results. • Sharing: the conclusions of the review activities are submitted to the Academic Bodies and the University Evaluation Board.	Quality Manager Vice Rector for Teaching and Education Academic Bodies

• **Improvement**: on the basis of the results of the internal audit, the Schools and Study Programmes plan improvement activities, to ensure that the Study Programmes increasingly respond to the needs of society. The cycle then starts over again, with the definition of actions to be implemented, the results of which are in turn verified, in a continuous path that guarantees the quality of education.

F. GLOSSARY TERMS

Additional Learning Requirements

Students enrolling in the first year of a first cycle or single cycle degree and who, following the results of the entrance exams established for each study programme, do not possess the knowledge required for access to the programme, are assigned additional learning requirements (OFA).
The OFA are fulfilled by passing an assessment test defined by the programme.
The non-fulfilment of the requirements by the date set by the Academic Bodies and published on the University Portal will lead to the re-enrolment in the first year of the programme.

AlmaLaurea

AlmaLaurea is an innovative in-line database service of graduates' curriculum vitae (1,620,000 CVs, from 53 Italian universities as of 05/07/2012), which offers a link between graduates, universities and businesses.
Created in 1994 on the initiative of the Statistical Observatory of the University of Bologna, managed by a consortium of Italian universities with the support of the Ministry of Education, University and Research, the purpose AlmaLaurea is to act as a point of contact between businesses and graduates, a reference within universities for anyone (students, businesses, etc...) working in the field of university studies, employment and the condition of young people at different levels.

Average of similar study programmes (belonging to the same group)

Average of the Study Programmes (which belong to the subject group)
Calculated average which refers to all study programmes of the same cycle which belong to the subject group.
There are four groups, composed as follows:

- BIOMEDICAL group: Study Programmes of the Schools of Pharmacy, Biotechnology and Sport Science; Medicine; Agriculture and Veterinary Medicine

- SCIENTIFIC-TECHNOLOGICAL group: Study Programmes of the Schools of Engineering and Architecture; Sciences

- SOCIAL SCIENCES group: Study Programmes of the Schools of Economics, Management, and Statistics; Law, Political Sciences

- HUMANITIES group: Study Programmes of the Schools of Arts, Humanities, and Cultural Heritage; Foreign Languages and Literatures, Interpreting and Translation; Psychology and Education

CFU University Learning Credits

University Learning Credits (CFU) were introduced under Italian Ministerial Decree no. 509/99 to comply with European legislation, and are a measurement of the volume of learning, including individual study, required of students; generally 1 CFU corresponds to 25 hours of a student's "overall learning effort".

Class

Degree classes group together study programmes of the same level and with the same key learning outcomes and available learning activities for a given number of credits and in sectors which are identified as indispensable. The features of the classes are set nationally, by Ministerial Decree, and are therefore common to all universities.

Cohort

Cohort refers to a group of students enrolled in the same academic year.

Enrolment status

In terms of enrolment, students may be:

- **Regularly enrolled**: students enrolled for as many or fewer years than the legal duration of the study programme, who do not fall into any of the following categories;

- **Not aligned with the exam schedule**: students who, without having graduated, have enrolled in all the years of the study programme and which, for programmes with compulsory attendance, have obtained all attendance certificates;

- **Repeating**: students re-enrolling in the same year of a programme again. Starting from academic year 2009-2010, students who have not fulfilled the assigned additional learning requirements within the deadline have to enrol in the 1st year as repeating students.

Entrance exam

Enrolment in a study programme may be free access or restricted access.

For all programmes with restricted access, candidates are required to sit an entrance exam and there are a limited number of places available. The entrance exam is a test which is used to draw up a graded list of candidates; students may enrol in the programme according to their place in the list. The methods of managing the call for applications and the list of candidates, including the methods for filling any unclaimed places, may vary from year to year. The test may be specific to a Degree Programme or may be part of a single exam covering several programmes from the same university or from other universities (during the registration the students should indicate their first choice).

The following definitions apply:

Available places = the number of places laid down in the call for applications to the Study Programme, or determined by subsequent legal provisions; these exclude any additional places reserved according to special provisions of the programme (e.g. for international study programmes, they do not include places for foreign students selected from other universities; for all programmes with restricted access regulated nationally, these do not include the places reserved for transferring students).

Number of candidates for the exam = number of students registered for the exam indicating the study programme as their first choice;

Number of participants in the exam = number of students participating in the exam indicating the study programme as their first choice;

Number of participants in the exam for every available place = number of students participating in the exam who indicated the study programme as their first choice as a ratio of the number of places available on the programme.

First year enrolments

This includes all students enrolled in the first year, including those joining the study programme in its first year through transferrals, as well as those enrolled in the first year but not for the first time (e.g. repeating students).

New Careers

Students who start a new university career (excluding transfers) from year one in a second cycle programme.

Passages and transfers

Passage: when a student applies to move to a different study programme from the one enrolled in the previous year, within the same university.

Transfer: when a student transfers from a study programme in one university to any programme in another university.

Registered students

Students who begin a career in the Italian University System for the first time and who enrol in the first year (i.e. for whom no previous university careers are recorded) of a First Cycle (L509, L) or Single Cycle programme (LSCU, LMCU)

Statistical Observatory of the University of Bologna

The Statistical Observatory was founded in 1997 in order to "provide the university governing bodies with a reliable and timely documentary and monitoring database aiming to promote decision-making processes and planning, particularly of learning activities and other services targeting the student population" (art.1 of the Founding and Operational Regulation). Following the disabling of the Statistical Observatory, as resolved by the Board of Governors on 14 December 2010, from the second semester of academic year 2010-11 the survey and subsequently analysis of the attending students opinion is cared for the University of Bologna by Academic Affairs Division - Quality Assurance Department and Control and Finance Division - Support Planning and Evaluation Department. The overall results and the methods of collection and analysis are described in the document published online on the Statistical Observatory of the University of Bologna.

University DataWarehouse

In information service for the managers of the University of Bologna organisational departments which gathers, integrates and reorganises data from various sources and makes it available for analysis and evaluation for the purposes of planning and decision-making.

Withdrawal

Suspension of studies by students who do not register in the next academic year, or who drop out from the degree programme.