



UNIVERSITY QUALITY MANAGEMENT SYSTEM

QUALITY MANUAL

Design and implementation of study programs and related support services

This Quality Manual, in addition to complying with the ISO 9001:2015 standard, expressly refers to **Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG)**, adopted by the Ministers during the Yerevan Ministerial Conference, on 14-15 May 2015. Furthermore, it follows guidelines and recommendations contained in the **“Self-assessment, Periodic evaluation, and Accreditation”** document (*Italian acronym: AVA*), issued by the Italian National Agency for the Evaluation of Universities and Research Institutes (*Italian acronym: ANVUR*) on 9 January 2013.

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1. Quality System documentation

1.1 - Quality Manual amendments

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1.2 - Monitoring of documented information

ESG ¹	Manual Section	Chapter title	Section of ISO 9001:2015	Rev.	Date
	0. Title Page	Title Page	0	-	1 Dec 2015
	1. Quality System documentation	<u>1.1. Quality Manual amendments</u>	7.5.2	5	1 Dec 2015
		1.2 Index and revision status of the Quality Manual	7.5.3		
1.1 Policy for quality assurance	2. Organisation and leadership context	<u>2.1 University of Camerino</u>	4.1	4	1 Dec 2015
		<u>2.2 Organisational structure, responsibilities and roles involved in the quality management system</u>	4.1, 4.4, 5.1, 5.1.1	5	1 Dec 2019
	3. Policy for Quality	<u>3.1 University of Camerino (Unicam) policy for quality</u>	5.2	5	xx-xxx-2019
	4. Description of the Quality Assurance System	<u>4.1 Mapping of the needs and expectations of interested parties</u>	4.2	0	1 Dec 2019
		<u>4.2 Process model for the Quality Management System</u>	4.4	5	1 Dec 2019
		<u>4.3 Quality Management System documentation</u>	7.5	4	1 Dec 2019
	5. Planning of the Quality Management System	<u>5.1 Actions to address risks and opportunities</u>	6.1	0	19 Nov 2019
		<u>5.2 Planning of quality</u>	6.2	5	27 Nov 2019
	1.7 Information management		<u>5.3 Internal communication</u>	7.4	3
1.5 Teaching staff	6.Resource Management	<u>6.1 Teaching staff management</u>	7.1.2, 7.2	3	27 Nov 2019
1.6 Learning resources and student support		<u>6.2 Technical and administrative staff management</u>	7.1.2, 7.2	3	27 Nov 2019
		<u>6.3 Management of infrastructures and work environments</u>	7.1.3, 7.1.4	3	27 Nov 2019
1.2 Design and approval of study programs	7. Implementation of a Study Program	<u>7.1 Drafting of the educational offer</u>	8.1	5	27 Nov 2019
1.8 Public information		<u>7.2 Communication of the educational offer</u>	8.2.1	3	27 Nov 2019
1.4 Student admission, progression, recognition, and certification		<u>7.3 Collection of enrolments</u>	8.3	5	27 Nov 2019
1.6 Learning resources and student support		<u>7.4 University study guidance</u>	8.3	3	27 Nov 2019
1.3 Student-centred learning, teaching, and assessment		<u>7.5 Implementation of teaching activities and evaluation of the results</u>	8.5	5	27 Nov 2019
1.6 Learning resources and student support		<u>7.6 Support tutoring (individual and group) and study tutoring</u>	8.3	3	27 Nov 2019
		<u>7.7 Internship and job placement</u>	8.3	3	27 Nov 2019
		<u>7.8 International mobility</u>	8.3	3	27 Nov 2019
1.7 Information management	8. Performance evaluation	<u>8.1 Customer Satisfaction survey</u>	9.1, 9.1.3	3	27 Nov 2019
1.9 Ongoing monitoring and periodic review of study programs		<u>8.2 Internal audits</u>	9.2	3	27 Nov 2019
	9. Improvement	<u>9.1 Improvement management</u>	10.1, 10.2, 10.3	3	19 Oct 2012

¹ The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) were adopted by the Ministers responsible for higher education in 2005, following a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA) in co-operation with the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA).

2. Organisation and leadership context

2.1 – University of Camerino

History

Great poet and jurist Cino da Pistoia, who lived in the Marche region in the period 1319-1321, and in Camerino in the spring of 1321, in his works recalls an exceptional number of law schools in the area, that flourished even in the neighbouring villages. Camerino, which became a centre of learning and knowledge as early as in 1200, offering degrees in civil law, canonical law, medicine and literary studies, was the first in the region to advance to the level of “*Studium Generale*”.

On 20 September 1336, apostolic nuncio Bertrand de Déaulx grants the municipality of Camerino the faculty to confer academic qualifications. On 29 January 1377, Pope Gregory XI, accepting the request of Gentile III da Varano, Lord of Camerino, sent to the Municipality and to the People of Camerino a bull with which he authorised, by apostolic authority, the conferral, after appropriate examination, of bachelor’s and doctor’s degrees.

On 15 July 1727, Pope Benedict XIII re-founded the University of Camerino as *Universitas Studii Generalis*, with the Faculties of Theology, Law, Medicine and Mathematics. On 13 April 1753, Emperor Francis Stephen I of Habsburg-Lorraine extended the validity of the degrees obtained in Camerino to the entire territory of the Holy Roman Empire, and conferred the title of Count Palatine on the Rector, and the situation remained the same until the year 1958, when University of Camerino became a State university, as it is today.

Innovation and quality

Attention to the student is the guideline that determines the direction that the University of Camerino follows. . Today, University of Camerino counts approximately 8,000 students, spread across four campuses (Camerino, Ascoli Piceno, Matelica, and San Benedetto del Tronto). This means that innovative ideas and proposals continue to derive from the ancient heart of this University, and have led, for example, to its striving for an overall quality system.

The Schools of the University of Camerino offer a wide range of degree programs in different areas of interest: Architecture and Design, Biosciences and Biotechnology, Law, Pharmacy, Environmental Science, Veterinary Medicine, Science and Technology. Each school combines education and research, brings together teaching and scientific departments. UNICAM also has satellite campuses in Matelica, Ascoli Piceno and San Benedetto del Tronto.

Organised and structured services allow all students to gain benefits from their studies, even during their first year at UNICAM. University of Camerino is, in fact, a “natural place to learn”, where adequate spaces and appropriate tools are available for students, and where a constant relationship with the teaching staff is possible, thanks to the teacher / student ratio supportive of the students. UNICAM offers accommodation in either small apartments or university dormitories with over 800 beds and good-quality cafeterias.

UNICAM offers degree programs which respond perfectly to the complexity and progress of the social and economic context. Many diversified programs are offered, and specific study paths are designed on the basis of the suggestions provided by financial and professional staff support. In particular, In line with its policy of increasing international cooperation, and creating an international higher-education network, UNICAM offers a full range of programs, ranging from undergraduate courses to doctoral studies, designed especially for international students, with lessons held in English language.

In all the programs offered, the teaching methods mainly aim to integrate the fundamental aspects of theoretical teaching with early job placement activities in a dynamic and competitive context, and also endeavours to achieve and merge three results: curiosity, knowledge, and know-how. UNICAM also has an important tradition in scientific research, and offers many innovative research programs and activities.

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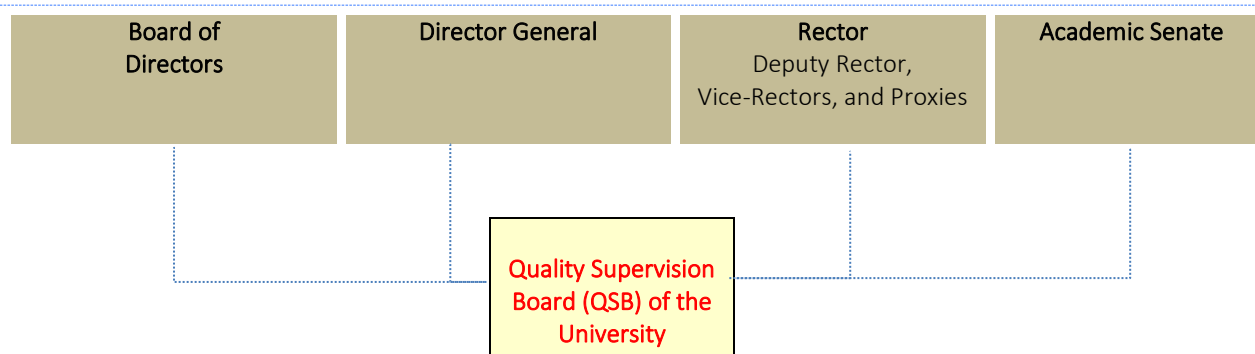
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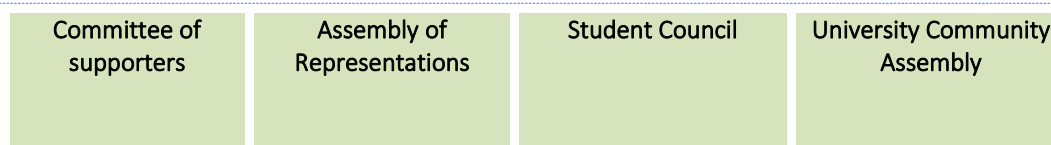
2.2 – Organisational structure, responsibilities and roles involved in the quality management system

A. Statutory Bodies of the University

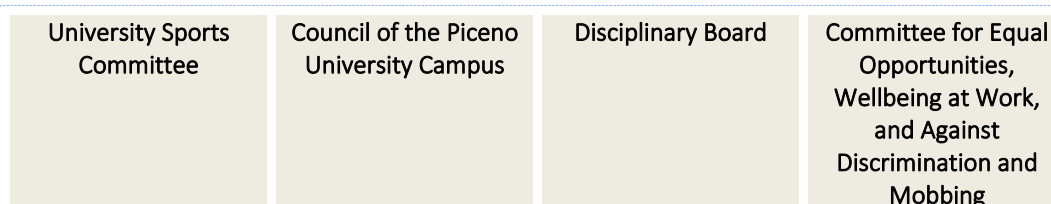
Governing bodies (Quality Management System administration bodies)



University Bodies that carry out the functions of consultancy and proposals, and spontaneous activities, regarding the general policies.



Other bodies with special functions

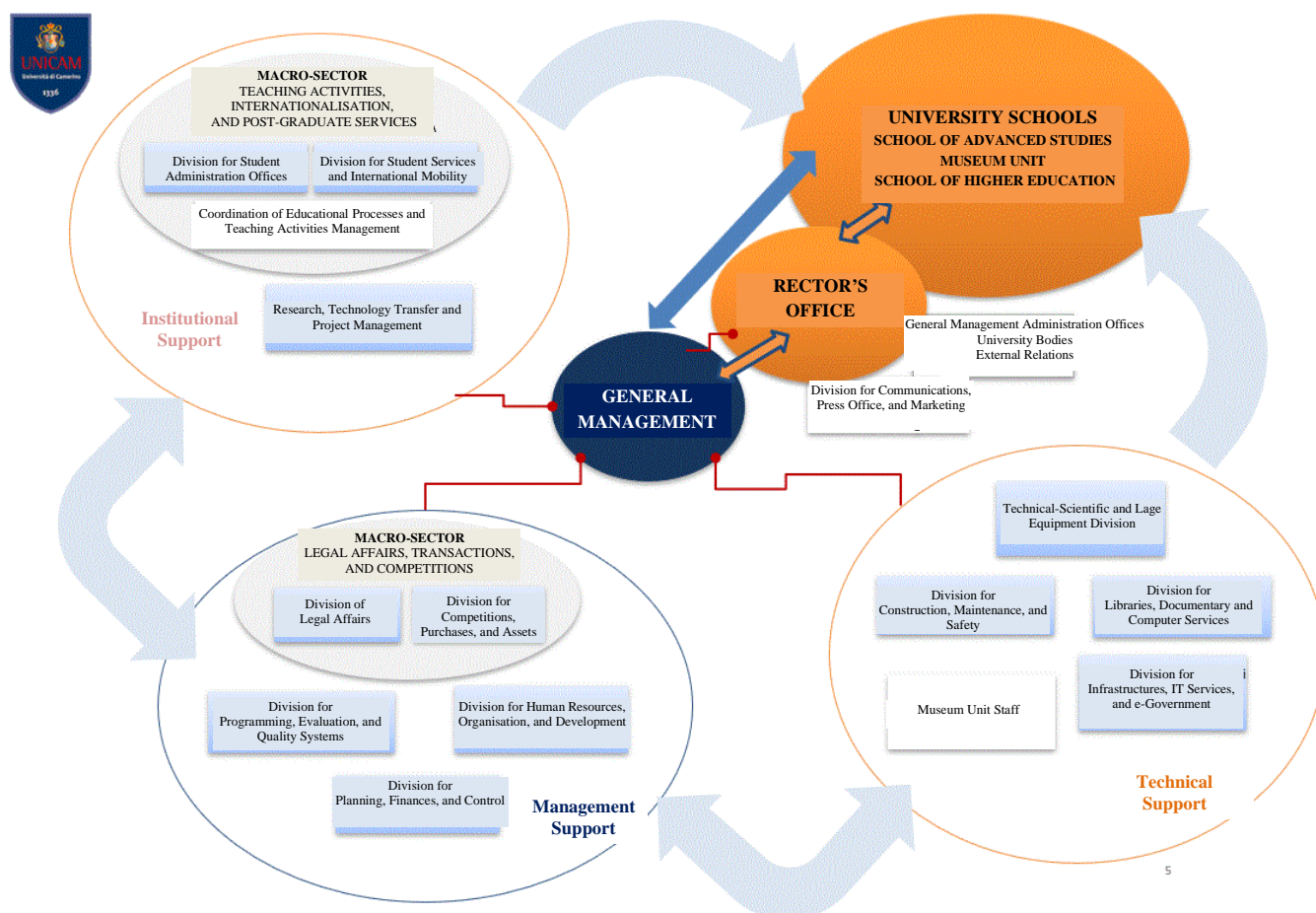


University Bodies that perform verification, monitoring and evaluation functions regarding the feasibility, sustainability and achievement of objectives and programs, the effectiveness and efficiency of resource management, the results achieved by the departments and individuals

University Evaluation Unit

Board of Auditors

Organization chart of the technical-administrative structure and relations with the academic structures of the University



B. Quality management system: Organisation

The University Statute (Art. 7 - *Quality of the activities carried out and their evaluation*) establishes that:

1. UNICAM promotes systematic actions for the evaluation and verification of all its activities (education, research, student services, and administrative management) through a Quality Assurance System.
2. The System is based on self-assessment and external evaluation mechanisms suitable for guaranteeing the continuous improvement of the activities carried out.
3. The System is aimed, in particular, at providing students with education and training programs adapted to the needs of society, at favouring a prompt insertion into the labour market, as well as at removing the critical issues emerging from the surveys conducted also among the students. It also constitutes a tool for modulating the resources to be allocated to the departments, and for activating reward mechanisms that take into account the ensemble of activities required of the teaching / research staff, as well of the technical / administrative staff.
4. To verify the correct management of resources, the productivity of research, the effectiveness and efficiency of educational activities, the impartiality and the efficiency of administrative actions, as well as the adequacy of its actions, the Quality Assurance System makes use of the analyses and guidelines formulated by the University Evaluation Unit.

In order to pursue the policy for quality and the statutory purposes of the system, and considering the national and internal legislation in force², UNICAM has set up a **Quality Supervision Board (QSB) of the University**, which is entrusted with the following tasks: supervising the adequate and uniform conduct of the quality assurance procedures of the entire University; proposal of common tools for quality assurance and of training activities for staff engaged in the activities; support to the Directors of the University Schools, and their representatives and collaborators for joint activities.

In the context of training activities the Quality Supervision Board of the University does the following:

- a. Organises and verifies the correct flow of information to and from the Quality Supervision Boards of the Schools, the University Evaluation Unit, the Teacher-Student Joint Commissions, ANVUR (National Agency for the Evaluation of Universities and Research Institutes), and MIUR (Italian of Education, University and Research);
- b. Supervises the regular conduct of the procedures provided by the University Quality Assurance System as regards educational activities, in conformity with the targets of the University multiannual planning;
- c. Organises and oversees student opinion surveys, as regards both, undergraduates and graduates, regulates and verifies the periodic review of study programs, evaluates the effectiveness of preventive, corrective and improvement actions..

In the context of research activities the Quality Supervision Board of the University does the following:

- a. Organises and verifies the correct flow of information to and from the Quality Supervision Boards of the Schools, the University Evaluation Unit, ANVUR, and MIUR;
- b. Verifies and supervises the regular conduct of the procedures provided by the University Quality Assurance System as regards the research activities of the Schools, in conformity with the targets of the University multiannual planning.

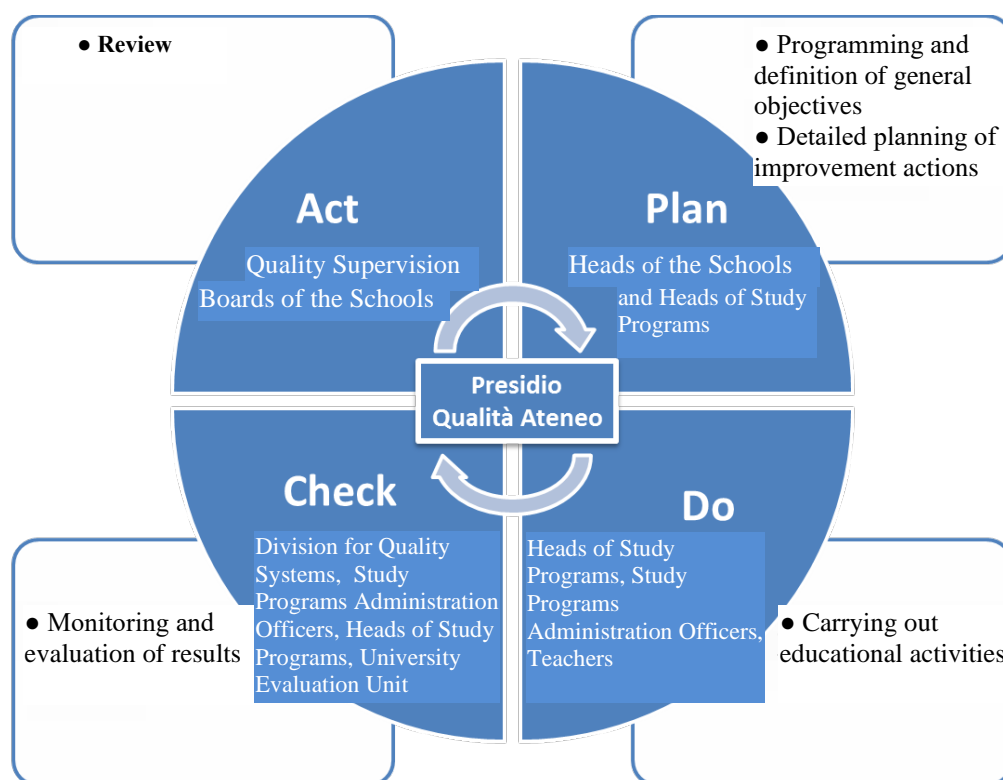
The Quality Supervision Board of the University is composed as follows:

- President of the Students Council
- Vice Rector for Teaching Activities (Coordinator)
- Vice Rector for Programming, Monitoring, and Evaluation activities
- Proxy for Research Activities Quality Assurance
- Proxy for Relations with the University Evaluation Unit
- Head of the Macro-Sector: Teaching Activities, Internationalisation, and Post-Graduate Services
- Head of the Division for Programming, Evaluation and Quality Systems

The Quality Supervision Board of the University coordinates and carries out its actions in close collaboration with the internal Quality Supervision Boards of the University Schools.

² Law No. 240 of 30 December 2010 – Rules on the organisation of universities, academic staff and their recruitment, as well as Delegation to the Government to encourage the quality and efficiency of the university system;
Ministerial Decree No. 270 of 22 October 2004 - Amendments to the regulations containing rules concerning the teaching autonomy of universities, approved by Decree of the Minister for Universities and for Scientific and Technological Research No. 508 of 03 November 1999;
Legislative Decree No. 19 of 27 January 2012 - Enhancement of the efficiency of universities, and consequent introduction of reward mechanisms in the distribution of public resources, on the basis of the criteria defined in advance, also by providing a periodic accreditation system for universities, and by strengthening the position of Tenured Researchers (not confirmed in their first year of service), pursuant to Article 5, Paragraph 1, Letter A of Law No. 240 of 30 December 2010;
Ministerial Decree No. 47 of 30 January 2013 – Self-assessment, initial and periodic accreditation of university campuses and study programs, and periodic evaluation;
Document adopted by the ANVUR Board of Directors in August 2012 – “Self-assessment, evaluation, and accreditation of the Italian university system, and related attachments.

Quality Assurance process: Summary chart



The Quality Supervision Board of the University is assisted, from the technical-administrative point of view, by the Division for Programming, Evaluation, Quality Systems and Organisational Development of the University, as well as by the Study Programs Administration Officers; all technical-administrative units of the University are, in any case, called upon to promptly support and meet any specific operational and/or information needs regarding the various operational fields of the Quality Supervision Board.

Division for Programming, Evaluation, and Quality Systems is the division that provides technical and operational support, and coordinates the activities of the various technical units involved in the quality assurance system. It coordinates and implements internal audit cycles, and assists external evaluation/accreditation groups or commissions. It directly manages and coordinates, within the Schools, the collection of data useful for the evaluation and analysis of the conduct of active study programs, and of the satisfaction of students and users, providing useful information for the review, and for a possible redesign and redefinition of teaching objectives of degree program.

Study Programs Administration Officers are assigned to the University Schools, and assist, primarily, School Directors and Heads of Study Programs, if any. They interact with students of degree programs activated by the School, teachers, Student Administration Office, Student Service offices, Division for Programming, Evaluation, Quality Systems, and Organisational Development. They have the task of assisting and supporting all activities related to the organisational aspects of teaching activities at the School and, in particular, they run operational procedures (CINECA-MIUR and ESSE3) for the management of educational activities. Furthermore, they assist the teachers of degree programs in matters of operational management involving the administration, teaching premises, the Student Administration Office, and, in general, the functions performed by the School's teaching staff. They also deal with the technical-administrative management of the operating budget and self-financing of the School.

C. UNIVERSITY SCHOOLS - Autonomous departments responsible for research and teaching activities

University Schools are the fundamental branches of the University, responsible for carrying out and coordinating all activities concerning research, education, transfer of skills and knowledge, and services.

The Schools have scientific, teaching and functional autonomy, and, within the limits set by internal regulations and current legislation, they also have administrative autonomy.

University School Bodies

School Board	Director Vice Director Proxies of the Director	Council
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Administration of the School Quality Management System

Review Group	Joint Teachers- Students Commission	Head of Study Program	Study Program Administration Officer
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The composition of **Review Groups** may vary from one school to another, and from one study program to another. However, as a general rule, it is as follows:

- Heads/Coordinators of Study Programs activated by the School (usually one for each Study Program).
- Proxies for support services regarding educational activities, or other teachers entrusted with assignments within the School (usually, they are the proxies for the following activities: Guidance, Tutoring, Internship & Job Placement activities, and International Mobility).
- Study Program Administration Officer
- For each Study Program, the Group has the respective Student Representative

The **Joint Teachers-Students Commission** is usually made up of one Student Representative for each Study Program activated by the School, and an equal number of teachers who carry out teaching activities within the Study Programs of the School. Head of a Study Program, or the Director of the School, may not be part of the Commission.

3. Policy for Quality

3.1 – UNICAM Policy for Quality³

(Approved by the University Senate on 27 January 2015⁹)

The University of Camerino (UNICAM), in line with its guiding values and strategic guidelines, has decided to adopt a Quality Assurance System inspired by best practices at national and international level.

Consistent with the spirit defined in the University Statute, the UNICAM Quality Assurance System is aimed at ensuring the effectiveness and efficiency of activities regarding scientific research and technology transfer, educational processes, and resource management. To this end, it promotes systematic actions for the monitoring, evaluation, and verification of performance and of the results obtained.

The activities carried out are interpreted as a global process, in which the significant contacts with the “interested parties” (all the users) are identified, monitored (based on the expected results and the levels of satisfaction achieved), and continuously improved, by adopting a principle of prevention and control of key processes, and clearly identifying responsibilities and competences.

The accreditation and certification processes are interpreted and experienced in UNICAM as acts of development and correlation, and serve to make the commitment to quality assurance perceived also from without, guaranteeing the achievement of the expected results.

Fundamental principles and targets

UNICAM carries out its activities by means of an integrated approach, in which the three missions, which are in close and continuous relationship, are administered by different executors who guarantee the quality of the processes, applying the principles of a responsible and reliable autonomy, in order to place individuals at the centre of their actions. The main targets that guide these actions, in line with the pursuit of the University’s Mission and strategic guidelines, are the following:

- strengthening the ability to experiment with new forms of research and teaching, also in light of new technologies and Standards and Guidelines for Quality Assurance in the European Higher Education Area;
- consolidating and improving the University’s evaluation and monitoring systems, contributing, through their application, to the fulfilment of the commitments defined in the strategic planning, and to meeting the expectations of the “interested parties”;
- integrating the academic-teaching component and the technical-administrative component through the pooling and enhancement of best practices, and the adoption of shared methods;
- guaranteeing the sharing of procedures that ensure the quality of processes, through the attribution of precise responsibilities, and the identification of adequate tools for performance monitoring;
- guaranteeing continuous attention to the development of human resources, also in order to fully implement the principles of the European Charter for Researchers, the related Code of Conduct, and the University Code of Ethics, favouring scientific growth, and promoting professional and cultural qualification, as well as continuous training of teachers/researchers and technical-administrative staff at all stages of their respective careers;
- setting up constant monitoring of the reference context, so as to guarantee to users and to all “interested parties” transparent and effective activities and services, responding to predefined needs and requirements, and capable of creating advantages for stakeholders;

³ ESG 2015: Policy for Quality Assurance – Standard: Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

- guaranteeing a constant improvement in the system's ability to prevent and react to internal and external risks and opportunities.

The Policy for quality, adopting these targets, contributes to the achievement of the strategic objectives set by the University in its multi-year planning documents.

4. Description of the Quality Management System

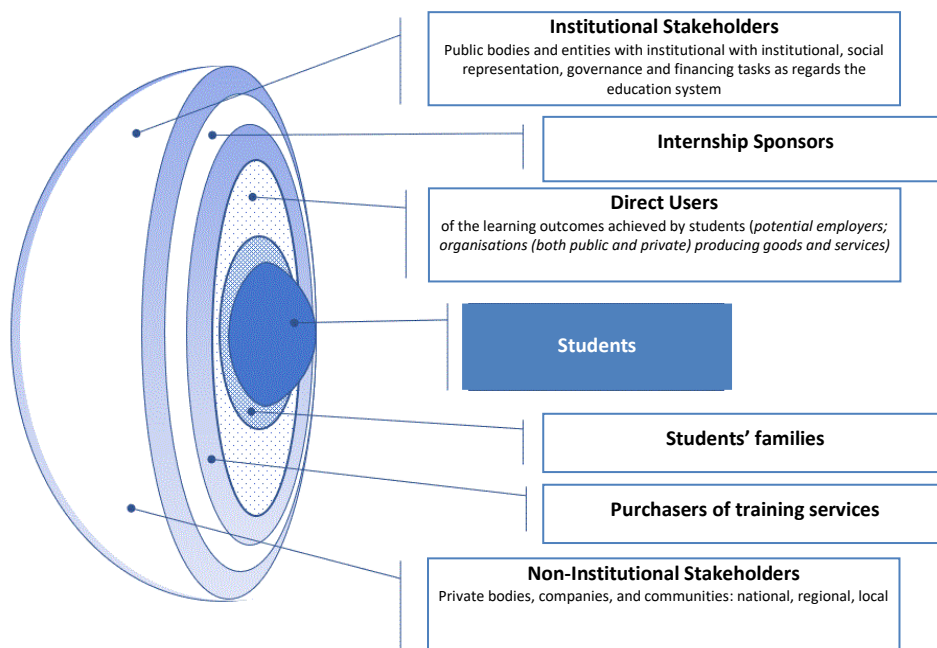
4.1. Mapping of the needs and expectations of interested parties

This document has been prepared to support the University Management System, in order to schematically document some requirements of the reference UNI EN ISO 9001: 2015 standards; In particular, this analysis represents the snapshot of the University's interactions with the environment, the context and the interested parties, with particular attention to identification of the environmental aspects related to the activities carried out and the products/services, to the needs and expectations of the interested parties, and internal and external factors relevant to the objectives of the University and for its strategic guidelines that influence the ability to achieve the expected results for the QMS.

The results of this survey are used for the definition of the company policy, the identification of risks / opportunities, for the formulation of objectives, goals and programs to improve the University's performance, and for the definition of the scope. The goal is to induce organisational conduct that favours the provision of services, increasingly consistent with the needs and expectations of users and interested parties.

In this regard, for the determination of the same, a selection was made of those considered most "relevant", or those considered, by Unicam, as priorities, as they are more representative of critical aspects, and those that may be perceived as influenced by the University activities. A useful tool, in this sense, was represented by the SWOT analysis, also used for strategic planning purposes and available in the UNICAM 2021-2023 strategic plan, which made it possible to identify and focus attention on the main strengths, weaknesses, and opportunities, and potential threats.

MAPPING OF THE MAIN INTERESTED PARTIES AND THEIR EXPECTATIONS



INTERESTED PARTIES	MAIN EXPECTATIONS OF INTERESTED PARTIES	TOOLS USED FOR THE MONITORING/ ASSESSMENT OF EXPECTATIONS
Students	<ul style="list-style-type: none"> Teaching that meets quality standards 	<ul style="list-style-type: none"> Teaching evaluation questionnaires Survey on the satisfactory quality of teaching departments and laboratories Results of surveys conducted by third parties (e.g. Censis, Sole 24 Ore, U-Multirank)
	<ul style="list-style-type: none"> Prompt entry into the labour market ((graduate employability) Scientific and cultural preparation suited to the needs of the professional profile 	<ul style="list-style-type: none"> Results of the AlmaLaurea survey (graduate profile)
	<ul style="list-style-type: none"> Utility of qualifications obtained in the labour market 	<ul style="list-style-type: none"> Results of the AlmaLaurea survey (employment status of graduates)
Families	<ul style="list-style-type: none"> Satisfactory offer of services and accommodation Prompt entry into the labour market ((graduate employability) 	<ul style="list-style-type: none"> Customer satisfaction surveys Results of the AlmaLaurea survey (graduate profile)
Potential employers (companies)	<ul style="list-style-type: none"> Highly trained graduates Education offered to students in step with the times and with the demands of the labour market 	<ul style="list-style-type: none"> Surveys on the satisfaction of the representatives of the companies hosting internships and traineeships

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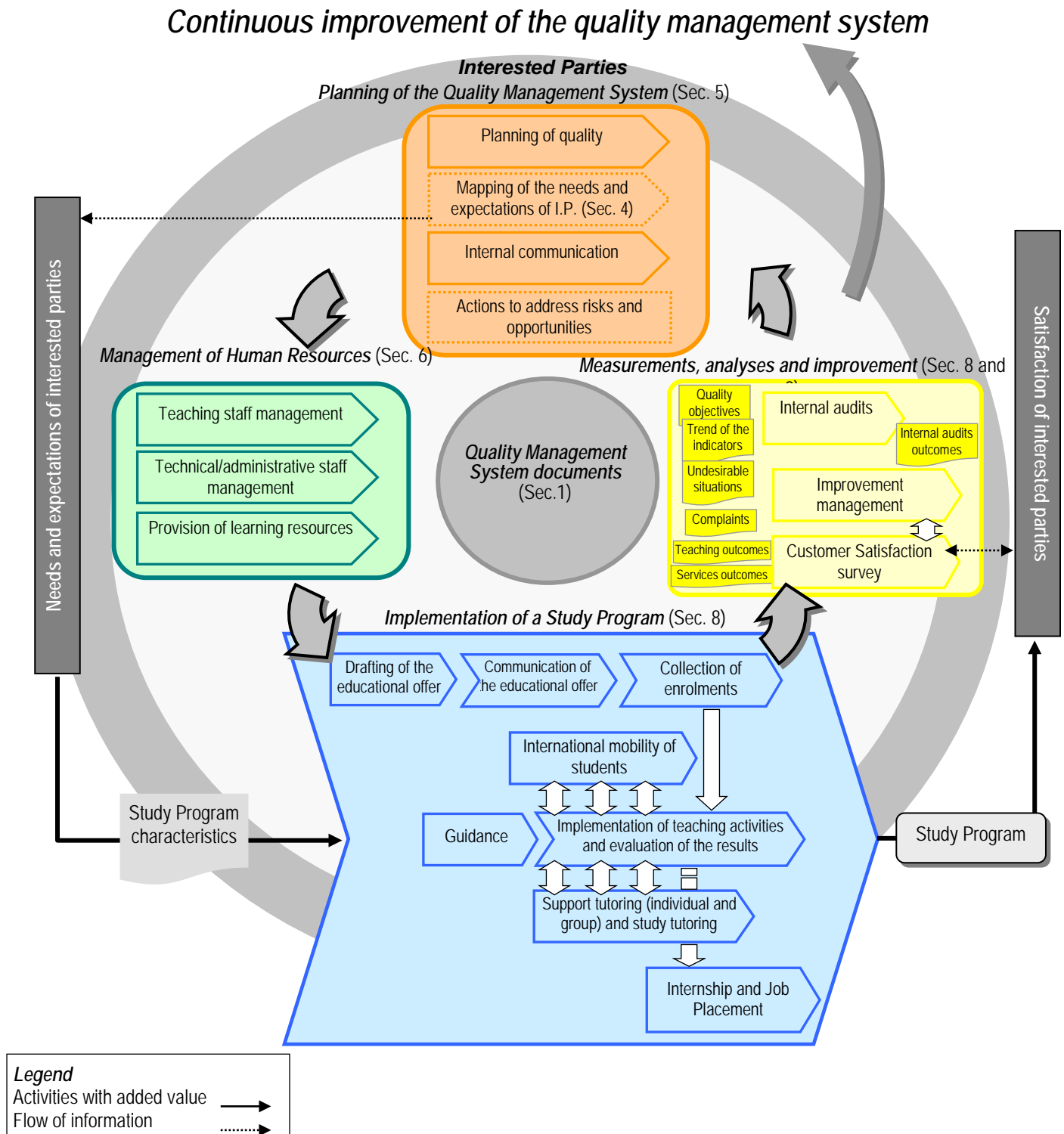
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INTERESTED PARTIES	MAIN EXPECTATIONS OF INTERESTED PARTIES	TOOLS USED FOR THE MONITORING/ ASSESSMENT OF EXPECTATIONS
University governance	<ul style="list-style-type: none"> Adequate and timely planning of human resources Recruitment consistent with the organisational needs of human resources Consolidation and improvement of the University's image 	<ul style="list-style-type: none"> Analysis of minimum teaching requirements and of the needs of technical/administrative staff Analysis of teaching, research, and organizational needs Positioning in the various Italian and international rank lists
Technical/ administrative staff	<ul style="list-style-type: none"> Creation of a safe and peaceful working environment, from an environmental point of view Application of the merit system principles and career progression opportunities Enhancing professionalism by valuing skills, abilities and skills Involvement and participation in the university community life Gender equality 	<ul style="list-style-type: none"> Organisational well-being survey (the "climate" survey) Transparent and consistent application of the performance evaluation system (technical/administrative staff evaluation sheets) Implementation and evaluation of the usefulness of training courses Convening of assemblies/meetings with the university community, and internal communication tools Analysis and evaluation of the bodies in charge of and/or interested in promoting gender balance and equal opportunities
Teachers	<ul style="list-style-type: none"> Adequate technical/administrative and logistical services for carrying out teaching activities Involvement in the design of the study program educational path Professional training and updating Adequate degree of autonomy in defining the content of the pertaining teaching activity 	<ul style="list-style-type: none"> Annual questionnaire on teacher satisfaction with the conduct of the teaching activities carried out Annual questionnaire on teacher satisfaction and internal inspections (Audit) Satisfaction survey on refresher courses carried out Internal inspections (Audit)
Local/ territorial bodies	<ul style="list-style-type: none"> Pro-active interaction with the university Promotion and support of initiatives favouring the territory Strengthening of the network of institutional subjects involved 	<ul style="list-style-type: none"> Meetings of the Steering Committee Meetings of the Permanent Board for the development of the territory Creation of an events calendar which shows the main appointments and events of the member bodies
University Evaluation Unit	<ul style="list-style-type: none"> Positive feedback regarding the impartiality, good performance and transparency of the University's activities Verification of the actual feasibility, sustainability and achievement of objectives and programs Pursuit of the effectiveness and efficiency of the management of resources by the University Support from the University for the accessibility and availability of data and information necessary for the evaluation 	<ul style="list-style-type: none"> Organisational well-being survey Analysis of the performance measurement and evaluation system (reports, three-year plans, technical reports, etc.) Analysis of the results of the study program questionnaires on teaching activities Reports of various nature, and reports and minutes of the Evaluation Unit
Educational institutions (High-Schools)	<ul style="list-style-type: none"> Educational paths consistent with the profiles of high-school graduates Continuous education Implementation of dynamic and varied educational paths 	<ul style="list-style-type: none"> Feedback, meetings and initiatives of the University guidance counsellors
Board of Auditors	<ul style="list-style-type: none"> Scrupulous management of resources by the University Transparency and punctuality in reporting 	<ul style="list-style-type: none"> Budget consultation Documents verification

4.2. Process model for the Quality Management System

The quality assurance system defines the activities to be performed and the respective execution methods, assigns management and execution responsibilities to the offices, defines the documents needed for quality reports. In this perspective, the processes and activities managed by the quality management system related to the University of Camerino are represented in the map below.



4.3. - Quality Management System documentation

The QMS documentation is divided into three categories:

A – Guidance documents: they contain both the constraints that condition the performance of the various activities that make up the process, and the objectives to be achieved with the pertaining indications.

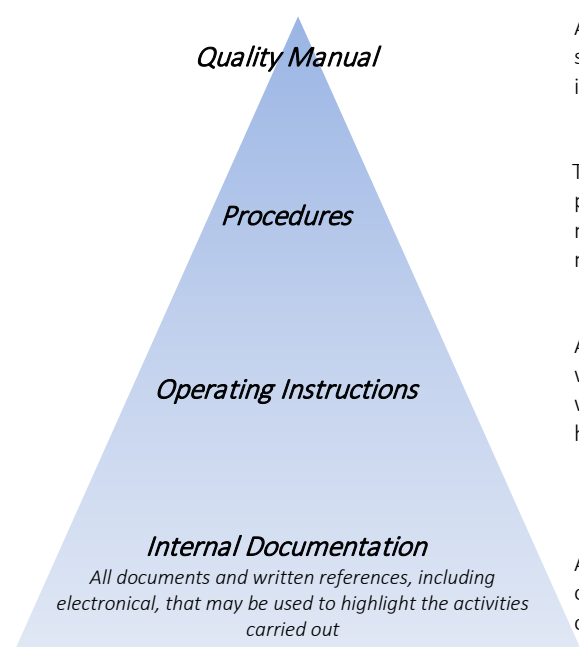
These documents include the following: national laws and regulations; the University Statute; the University Teaching Regulations; the Teaching Regulations of the Study Program; the Quality Manual, the Policy for quality; the procedures; etc.

B – Working documents: these are the documents necessary for the Study Program, in order to ensure the effective planning, operation and control of its processes.

For example: the Study Prospectus; programs of teaching activities; the student guide; lesson records (before compilation), exam reports, final exam reports (before compilation), teaching material, student questionnaires (before compilation), etc.

C – Reporting documents: they represent the objective evidence of the activities carried out by the various processes. For example: minutes of the Study Program Board, minutes of the Commissions, lesson records (after compilation), minutes of the exams and minutes of the final exam (after compilation), student questionnaires (after compilation), etc.

The structural scheme of the documentation:



At the top of the 'pyramid', there is the Quality Manual, as a guide for the entire system. By means of the Manual, UNICAM declares externally and internally how its organisation works.

The Manual defines the organisational structure, the main responsibilities, the policy, the objectives, the methods of managing staff and documents, the methods of selecting suppliers, the methods of managing processes and their mapping.

At the intermediate level of the 'pyramid', there are both the general procedures, which describe the various operating modes, and the specific procedures and work instructions, which define in more detail the various operating modes, i.e. how to operate.

At the base of the scheme, there is the objective evidence of the activity carried out, that is the documentation that allows to give evidence, in case of verification, of the actual conduct of what has been declared

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Description of the Quality System documentation and monitoring of this documentation

The table on the next page identifies the main documents of the System.

The corresponding procedure (PR402 Control of documented information), which is part of the documentation of the Quality Management System (procedures collection), graphically and thoroughly illustrates the following: the sequence of activities to be carried out; incoming and outgoing documents, if any; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activities; relations with other processes (procedures) of the Quality Management System.

<i>CHAPTERS OF ISO 9001:2015</i>	<i>Quality Manual</i>	<i>Procedures adopted by the Quality Management System</i>
§ 4 (Organisational Context)	Sec. 4 Description of the quality management system Chap. 1 Process model of the quality management system Chap. 2 Quality management system documentation Chap. 3 Mapping of the needs and expectations of interested parties	PR0402 Control of documented information
§ 5 (Leadership)	Sez. 5 Planning of the quality management system Chap. 1 Actions to address risks and opportunities Chap. 2 Planning of quality Chap. 3 Internal communication	PR0501 Planning of quality
§ 7 (Support)	Sez. 6 Management of resources Cap. 1 Teaching staff management Cap. 1.1 Access to research careers Cap. 2 Technical/administrative staff management Cap. 3 Management of infrastructure and work environments	PR0601 Teaching staff management PR0602 Technical/administrative staff management PR0603 Provision of learning resources
§ 8 (Operation)	Sez. 7 Implementation of a study program Cap. 1 Drafting of the educational offer Cap. 2 Communication of the educational offer Cap. 3 Collection of enrolments Cap. 4 University study guidance Cap. 5 Implementation of teaching activities and evaluation of the results Cap. 6 Individual and group tutoring, and study tutoring Cap. 7 Internship and job placement Cap. 8 International mobility	PR0701 Drafting of the educational offer PR0702 Communication of the educational offer PR0703 Collection of enrolments PR0704 University study guidance PR0705 Implementation of teaching activities and evaluation of the results PR0706 Individual and group tutoring, and study tutoring PR0707 Internship and job placement PR0708 International mobility of students
§ 9 (Performance Evaluation)	Sez. 8 Measurements, analyses, and improvements Cap. 1 Customer Satisfaction survey Cap. 2 Internal audits	PR0801 Customer Satisfaction survey PR0802 Internal audits
§ 9 (Improvement)	Sez. 9 Improvement Cap. 1 Improvement management	PR0903 Improvement management

5. Planning of the Quality Management System

1.1 - Actions to address risks and opportunities

The UNICAM Quality Management System aims, with a view to improvement, and in order to increase the desired effects, to prevent, or at least reduce, the risks identified by the analysis of the processes.

In particular, the activities in the University QMS are divided into the following phases:

- determination of the risk;
- quantification of the risk in order to pursue an opportunity, if any;
- eliminating the risk source;
- changing the likelihood or consequences;
- sharing the risk according to the system of responsibilities;
- retaining risk by informed decision.

The adopted risk analysis model is structured as follows:

- identification of risks in each process;
- analysis of each single risk in each process (probability and impact indicators) and respective weighing of risks;
- evaluation of each risk in each process;
- actions to mitigate every single risk in every process;
- monitoring: during the audits, the actions identified to mitigate risks are monitored in order to assess their effectiveness.

The calculation of the risk value derives from the PRODUCT of the assessment of PROBABILITY (P) multiplied by the assessment of IMPACT (I), for each risk factor identified and examined:

$$R = P \times I$$

A rating scale was used which, for each of the two factors used, ranges from 1 to 5 in ascending order, as shown in the following table:

CALCULATION OF THE RISK = PROBABILITY x IMPACT $R = P \times I$							
PROBABILITY - P	5	HIGHLY PROBABLE	5	10	15	20	25
	4	VERY PROBABLE	4	8	12	16	20
	3	PROBABLE	3	6	9	12	15
	2	ALMOST IMPROBABLE	2	4	6	8	10
	1	IMPROBABLE	1	2	3	4	5
GESTIONE DEI RISCHI			MARGINAL	MINOR	THRESHOLD	SERIOUS	SUPERIOR
			1	2	3	4	5
			IMPACT - I				
1-5	LOW						
5-10	MODERATE						
10-15	SIGNIFICANT						
15-20	ELEVATED						
20-25	CRITICAL						

For the purposes of a reliable determination of the risk value, UNICAM has adopted - with regard to the probability factor - a document containing guidelines and assessment criteria to be used when assigning the values, which all process managers were recommended to comply with when independently determining the detailed degree of risk.

Risk management: guidelines and assessment criteria for calculating probabilities

The probabilities that the event linked to a hypothesised risk may actually occur are estimated both by the University and by each single Degree Program. The assessment is made, where possible, on the basis of objective parameters. The probability value is obtained by calculating the average of the values associated with each criterion. For each process there is a weighted risk table.

Below is a list of criteria to be used in the analysis and assessment of the probability that the risk considered in the single process shall occur.

1. Discretion

The criterion of discretion of the process evaluates the presence and degree of freedom of action that can give rise to situations of risk.

- A degree of absent discretion should be considered in the case of a conditioned process because, for example, it is subject to laws and stringent administrative measures and/or conditioned by procedures controlled and monitored by several parties interested in the proper conduct of the process.
A value equal to 1 should be associated with this degree of discretion, where the probability that the risk factor materialises is minimal.
- If the process is only partially conditioned by the law and by administrative measures (internal and external regulations, orders, memos, etc.), but there are still controls applied by several subjects interested in the

proper conduct of the process, the probability that the risk factor linked to discretion will materialise is almost improbable, the associated value should be equal to 2.

- In the case of a process that is not conditioned by laws but only by administrative measures, with controls applied by several parties interested in the proper conduct of the process, the risk factor linked to discretion could materialise and the risk is therefore probable, the associated value will be equal to 3.
- In the case of a process not conditioned by laws nor even by administrative measures, with controls applied by several parties interested in the proper conduct of the process, it will be very probable that the risk factor linked to discretion will materialise, therefore the associated value will be equal to 4.
- If the process is not conditioned by any laws or measure, and the controls are applied only by the party directly involved in its completion, the risk factor linked to discretion is highly probable, and the probability that the risk materialises will be maximum, the associated value will be equal to 5.

2. External relevance

The criterion of external relevance of the process assesses whether it produces direct effects outside the University, or if the involvement is only within the organisation.

If, for example, the final recipient of the process is an internal subject or organisational division, and the activities concern internal processes of exclusive interest to that same division, the probability that the risk factor materialises will be practically nil and the associated value will be equal to 1.

If there are more than one internal organisational divisions or recipients of the process, but the activities still concern internal processes, which are of interest to the same subjects involved in the application of the procedures, it will be almost improbable that the risk factor shall materialise, and the associated value will be equal to 2.

If there are more than one internal organisational divisions or recipients of the process, but the activities connected to it are also of external interest, it will be probable that the risk factor materialises, and the associated value will be equal to 3.

If the recipients of the process are external, and the activities connected to it are of external interest, even if not of reputational or financial importance for the University, it will be very probable that the risk factor materialises, and the associated value will be equal to 4.

If the recipients of the process are external, and the activities connected to it are of external interest, including financial or reputational value for the University, it will be highly probable that the risk factor materialises, and the associated value will be equal to 5.

3. Financial value

The financial value criterion assesses the financial impact of the process, and whether it involves internal or external subjects of the University.

If the process considered has neither an internal nor an external financial impact, the financial risk is zero, the value to be associated to it is minimum, equal to 1.

In the event that the process has a budget impact for the University, but does not attribute benefits to external parties, the hypothesis that the risk situation occurs will be almost improbable, with an associated average value equal to 2.

In the event that the process has a budget impact for the University, but also attributes advantages of slight financial importance to external parties, the hypothesis that the risk situation occurs will be probable, with an associated average value equal to 3.

In the event that the process has a substantial budget impact for the University, and attributes economic advantages to external parties, the hypothesis that the risk situation occurs will be very probable, with an associated average value equal to 4.

If the process has a very consistent budget impact for the University, and attributes advantages to external parties of high financial importance, the risk will be highly probable and, therefore, the associated probability value will be the maximum, equal to 5.

4. Control / Monitoring

The control / monitoring criterion assesses whether the type of surveillance applied to the process is adequate to neutralise any risk situations. If this control / monitoring procedure is also computerised and systematic (i.e. standardised and automatically applied by the responsible divisions), the neutralisation of risk situations will be even more guaranteed.

If monitoring is systematic and computerised, and several subjects are involved in the verification system, the risk situations will be almost nil, with an associated numerical value equal to 1.

In the event that monitoring is systematic but not computerised, and several subjects are involved in the verification system, the eventuality that the risk occurs will be almost improbable, with an associated numerical value equal to 2.

In the event that monitoring is not systematic nor computerised, but several subjects are involved in the verification, the eventuality that the risk occurs will be probable with an associated numerical value equal to 3.

In the event that monitoring is not systematic nor computerised, and the verification procedures are applied only by the parties directly involved in the successful outcome of the process, the eventuality that the risk occurs will be very probable, with an associated numerical value equal to 4.

In the event that the monitoring is not systematic nor computerised, and the verification procedures are not applied even by the parties directly involved in the progress of the process, the eventuality that the risk occurs will be highly probable, with an associated numerical value equal to 5.

1.2- Planning of quality

On the basis of the defined policy for quality, the 'Management' of the system undertakes to deploy or "distribute" the objectives at the various levels of responsibility for managing the various processes.

In turn, the managers of the different University processes, taking into account the activities in which they are involved, define specific objectives, closely related to the general objectives established in the policy for quality.

The Management has the task of guaranteeing the necessary resources, and monitoring their degree of achievement.

The quality objectives that are achieved in a more direct way than the general objectives established in the policy for quality in the UNICAM system, are the learning objectives, which must be of value, strictly related to the needs of users, as well as specific, measurable, realistic, achievable over a period of time congruent with the duration of the Program (with reference, in particular, to the profile of the average incoming student), which can be planned over time.

Once the quality objectives have been identified, the Management undertakes to coordinate the activities for monitoring the degree of achievement of those objectives.

This monitoring is the responsibility of the managers of the various processes. The results of the control action with particular reference to any corrective or preventive actions that may be necessary, constitute an input element for the Review process conducted by the Management.

ESG 2015 reference

Section 1.1 - Policy for Quality Assurance

Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Schematic description of the process in the form of a block diagram (macro-activity)

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

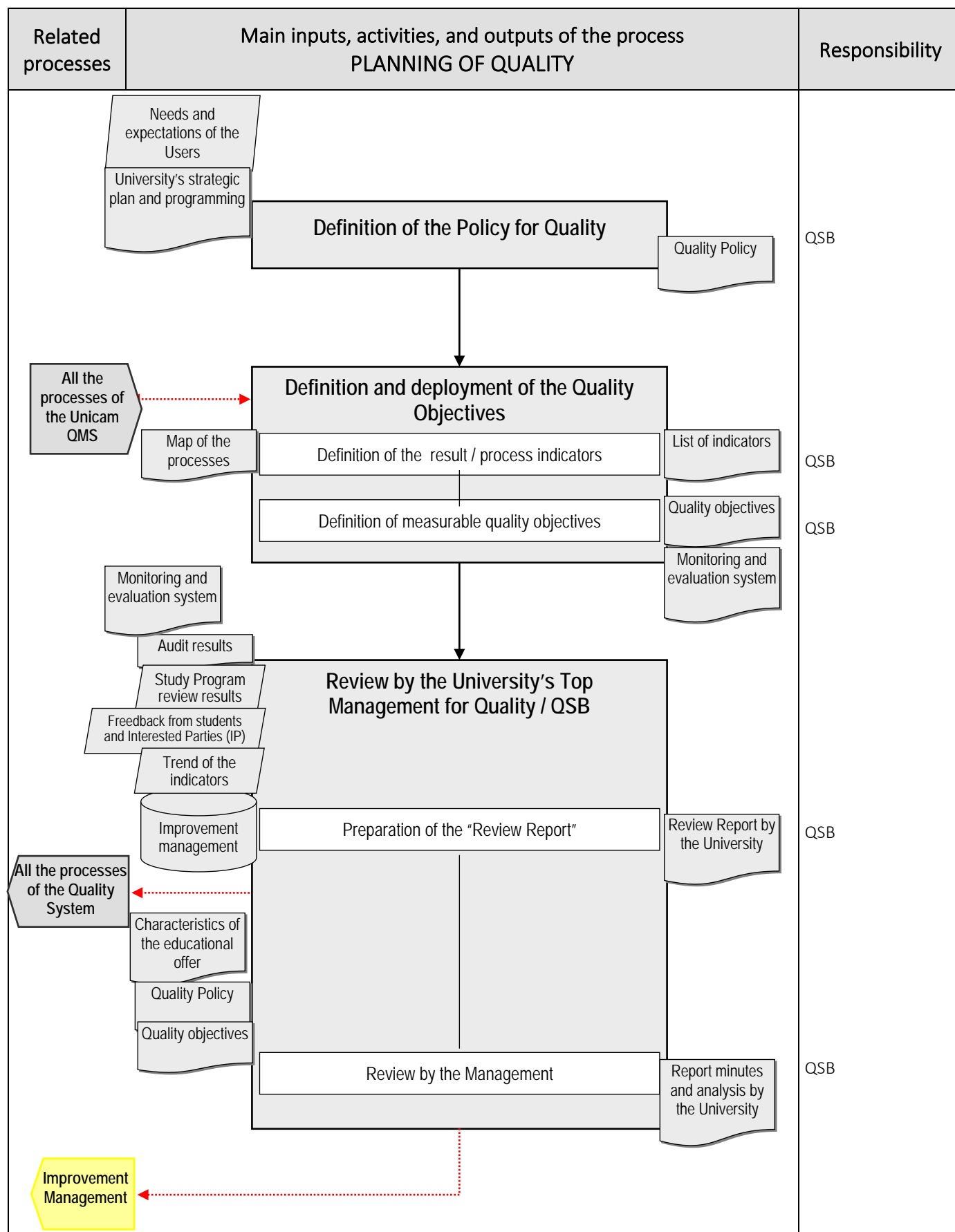
The corresponding procedure (**PR501 Planning of quality**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

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1.3 - Internal Communication

Communication is a fundamental requirement in any organisation, as information constitutes the input data for each type of process.

The main information flows are of the following two types:

- the vertical flow, through which information moves in a hierarchical context. An active vertical flow (bidirectional) indicates the participation and involvement of the staff;
- the horizontal flow, which mainly affects the information exchanged by the various organisational divisions. An active horizontal flow contributes to the operational effectiveness and efficiency of the institution.

The Management must therefore ensure that adequate communication processes are established within, but also without the institution and, in particular, that these processes explicitly include communication on the effectiveness of the QMS.

UNICAM has defined and adopted different communication methods (for example: meetings, paper-form notifications, e-mail notifications, website, bulletin boards, telephone messages, etc.) towards teaching and administrative staff, support staff, students, other departments of the university, other interested parties, specifying which communication methods are used for which arguments.

UNICAM has also defined methods for verifying that communications are received and acknowledged by the recipients and methods for verifying the effectiveness of each communication, for the purpose of continuous improvement of the communication process.

ESG 2015 reference

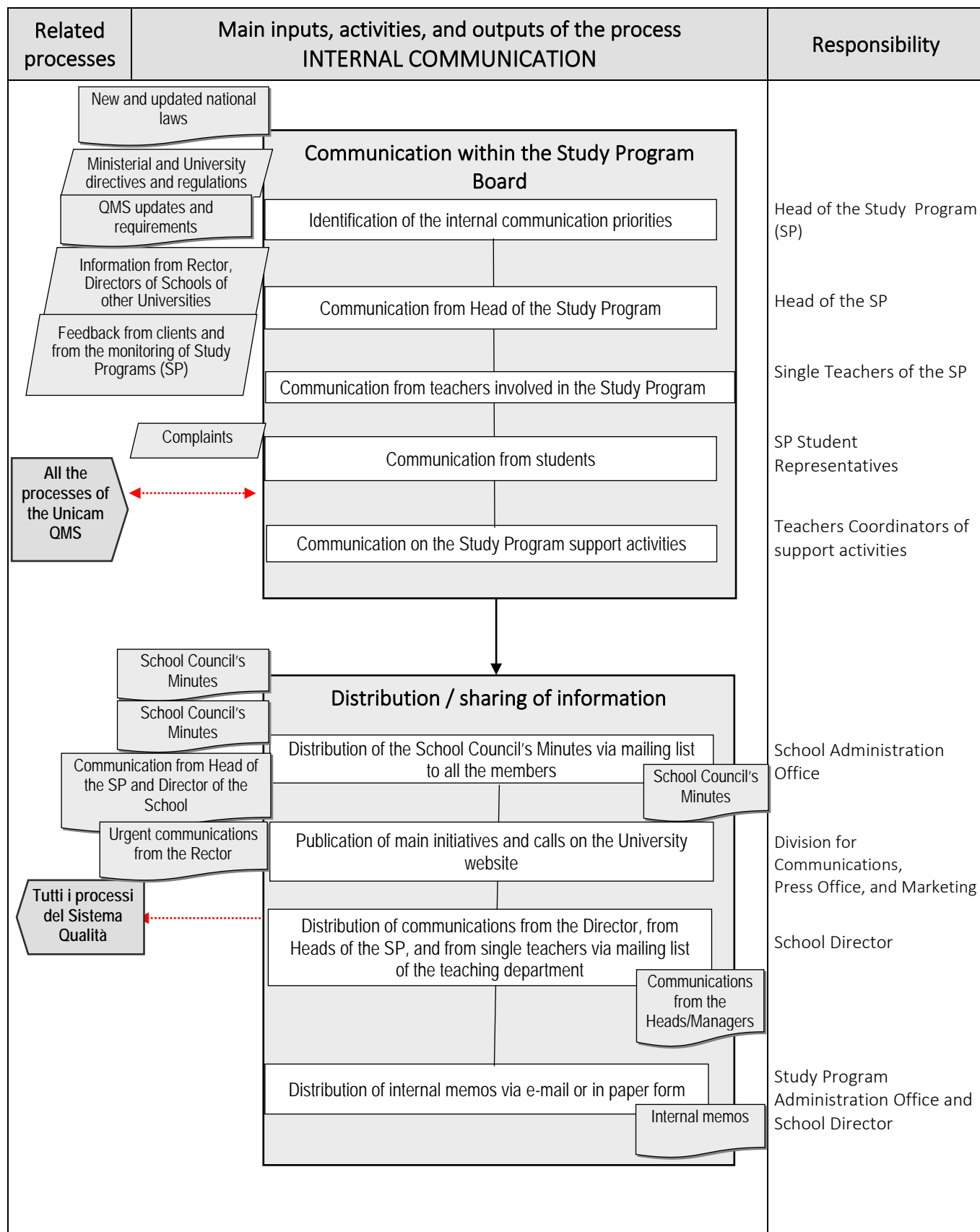
1.7 – Information Management

Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Schematic description of the process in the form of a block diagram (macro-activity)

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system as regards the communication of the educational offer to potential students and to their families.

The division that deals with internal and external communication at the University also has its own **Quality Manual**, which describes the processes and activities with which it operates in order to ensure constant and updated information to all its users.



6. - Resource Management

6.1. - Teaching Staff Management

Teaching staff resources include both, UNICAM teaching staff, and external staff called-in for specific needs. The UNICAM Management, taking into account the mandatory regulations and the needs related to the requirements of the Italian Ministry of Education, University and Research (MIUR), and taking into account what is suggested and shared in its *Human Resources Strategy for Researchers (HRS4R)*⁴, first of all establishes the criteria on the basis of which it shall determine, in line with the policies in this regard, if any, its needs of the university and external teaching staff, both qualitative (for example: based on the academic disciplines of reference for the study programs, etc.), and quantitative (for example: based the number of study programs activated within the various academic disciplines, based on the number of students enrolled, etc.).

The Management establishes the technical-operational methods, on the basis of which said staff members shall be made available, and establishes how to make them effectively available. The University must have adequate human resources to meet its needs, in order to achieve the established quality objectives, with particular reference to those regarding learning, and, therefore, it must have staff members with the necessary skills and constantly updated.

To this end, the Management promotes and monitors the implementation of actions for the paedagogical and docimological training of the teaching staff (for example: training courses for teachers, especially for first-time teachers; courses for the docimological training of teachers, etc.), in order to develop, disseminate and share best teaching, learning support, and evaluation practices;

The Management also promotes actions for raising awareness, motivation and involvement of staff members, in order to encourage the participation of those who work in each teaching department of the University in the actions promoted by the University and by the related department. The University also conducts the evaluation of the effectiveness of the actions taken according to the defined methods.

The Management proposes, where deemed appropriate, the criteria for the selection or choice of staff members to other competent bodies of the University, in particular as regards the recruitment of external staff.

ESG 2015 reference

1.5 Teaching Staff

Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the teaching staff.

Schematic description of the process in the form of a block diagram (macro-activity) .

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

The corresponding procedure (**PR601 Teaching staff management**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following the sequence of activities to be performed; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

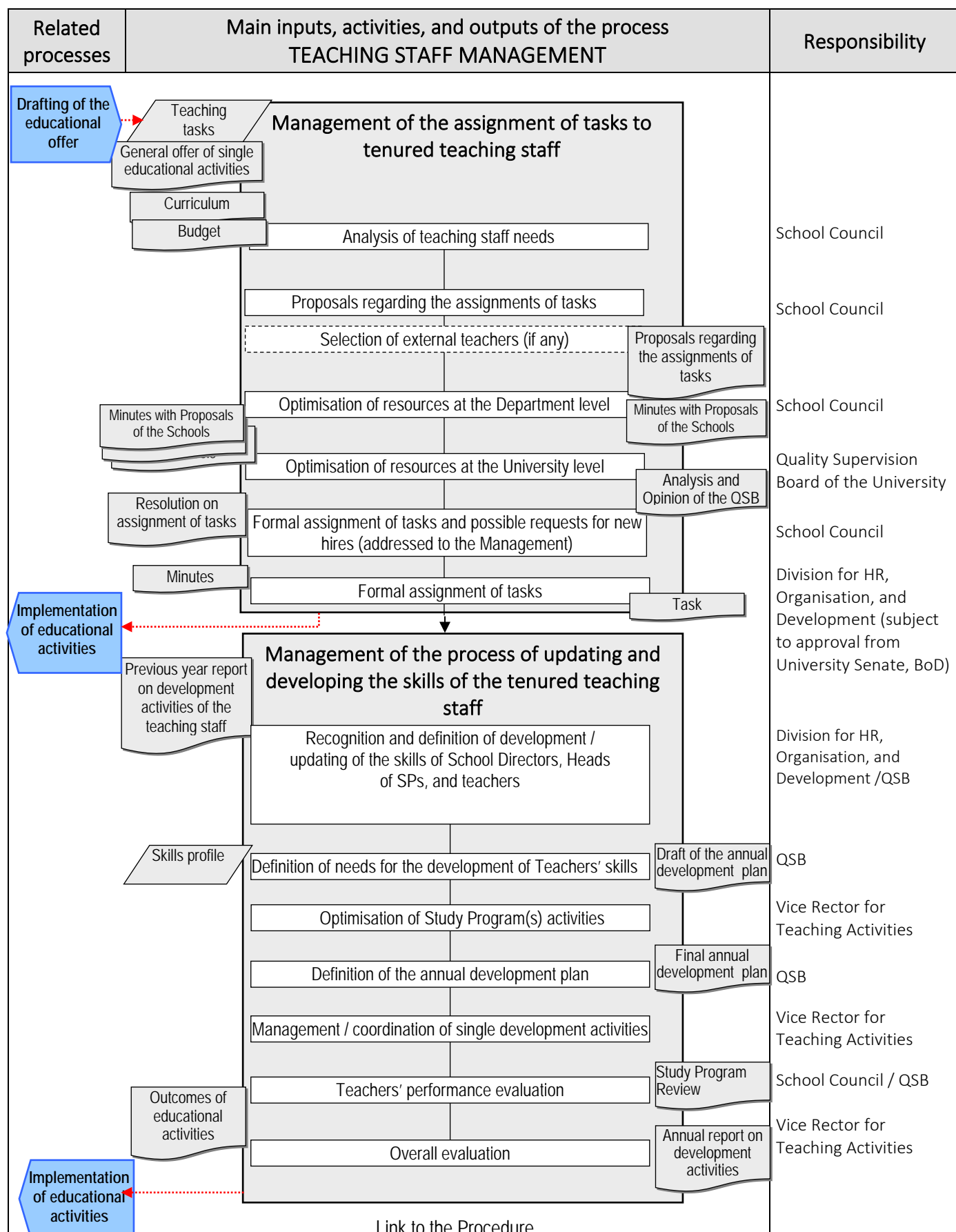
⁴ The reference is to UNICAM's adherence to the EU recommendation "European Charter for Researchers and Code of Conduct for their Recruitment", and to the additional EU policy determined by the HRS4R program (Human Resources Strategy for Researchers). di UNICAM. The adopted principles include the following: a recruitment system for researchers that is open and based on transparency and merit; a widespread dissemination of the culture of welcoming European and third country researchers, with the prospect of facilitating the circulation of talents at an international level; effective attention to policies and practices on gender equality di gender mainstreaming in research.

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6.2. Technical and Administrative Staff Management

The resources of technical-administrative staff include all technical and administrative staff in support of teaching activities, both tenured and external (under contract).

The Management establishes the criteria on the basis of which it shall determine, in line with the policies in this regard, if any, its needs of the staff in support of teaching activities. The same Management therefore defines, through the tools it deems most appropriate, the skills necessary for this type of staff members, who perform activities that influence the quality of the service.

The verification of skills for the assignment of a specific task takes place both, in the selection phase, and in the assignment phase of the same, within the teaching department.

The Management therefore promotes actions for the training and updating of technical-administrative staff (for example: courses on safety; courses on the rules concerning the teaching autonomy of universities, etc.), and actions for raising awareness, motivation and involvement of the same staff members.

Special training plans should be in place for newly hired staff and those assigned to new jobs.

The Management implements the tools deemed most appropriate for monitoring and evaluating the actions undertaken, and defines the suitable criteria for the selection or choice of staff members, in particular for external staff members.

ESG 2015 reference

1.6 - Learning Resources and Student Support

Standard: Institutions should have appropriate funding for learning and teaching activities, and ensure that adequate and readily accessible learning resources and student support services are provided.

Schematic description of the process in the form of a block diagram (macro-activity) .

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

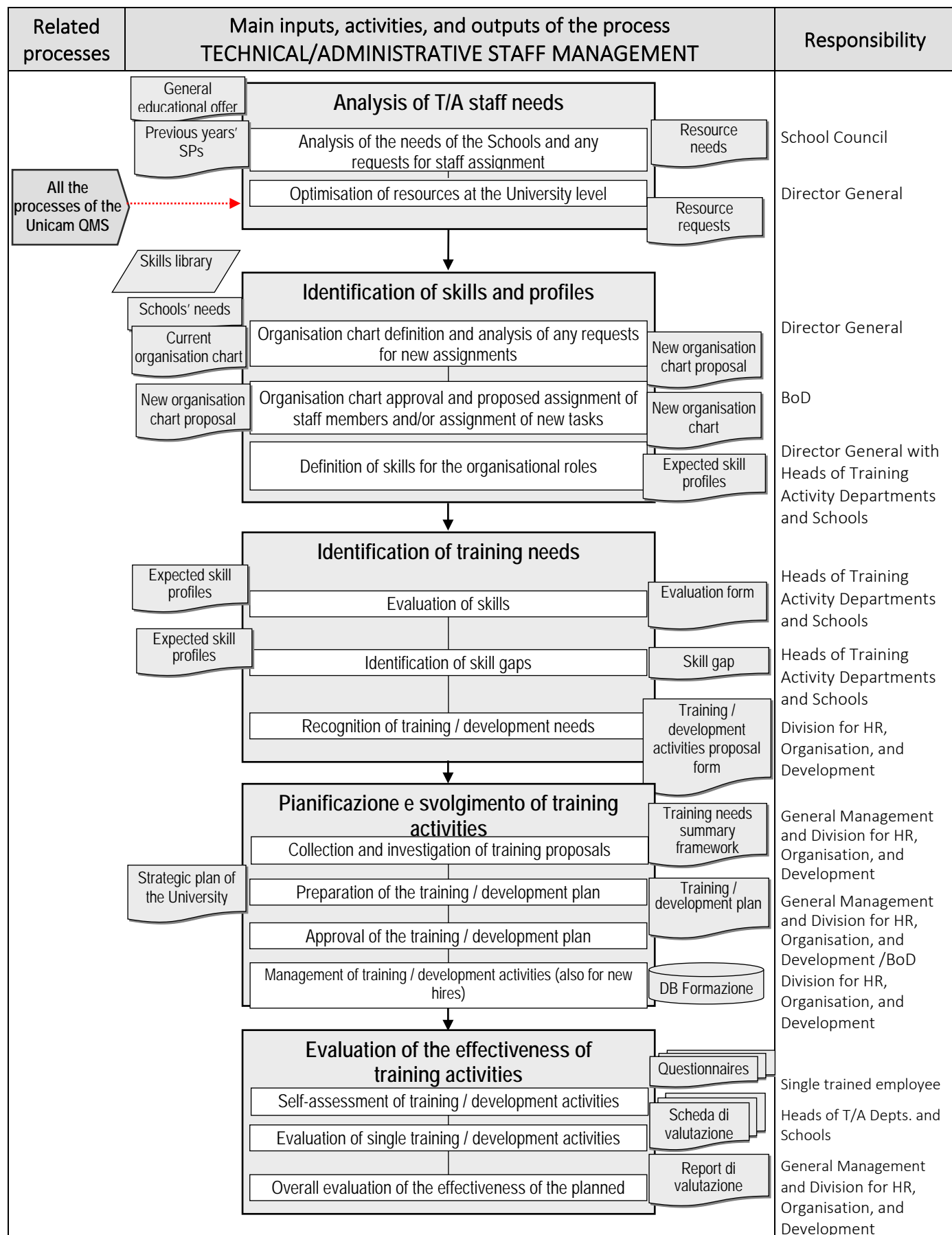
The corresponding procedure (**PR602 Technical and administrative staff management**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

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6.3. – Management of Infrastructures and Work Environments

The University must have adequate infrastructures to achieve the established quality objectives, with particular reference to those regarding learning.

In this regard, the teaching department must verify and monitor the following:

- **as regards building infrastructures** available for educational activities (in particular: classrooms for lessons and exercises, and study rooms) and for autonomous study, collective and individual:
 - their state of maintenance and compliance with safety standards;
 - the provision of audio-visual equipment (for example: video projectors, video recorders, etc.) and their state of technical update and maintenance;
 - their accessibility (for example: opening hours and method of access, etc.);
 - the actual usability by students (for example: number of places according to potentially attending students)
- **as regards laboratories, computer rooms, and libraries**, and related equipment available for exercises or research and study:
 - their state of technical update, maintenance, and compliance with safety standards;
 - their accessibility (for example: opening hours and method of access, etc.);
 - the actual usability by students (for example: number of equipment available for a given type in relation to potential users);
 - in the case of libraries, the supplies in terms of library material (for example: books and magazines, journals, CD-ROMs, etc.) and equipment (for example: word processing stations, stations for accessing data banks, etc.), and their update status;

The critical issues or needs for updating and adaptation are taken into consideration as part of the Review of the activities of single Teaching Departments, which may manage such situations within their own organisation, or request the involvement of the Management. The resulting objectives and actions are recorded both, in the policy for quality for improvement, and in the annual quality objectives.

ESG 2015 reference

1.6 - Learning Resources and Student Support

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Schematic description of the process in the form of a block diagram (macro-activity) .

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

The corresponding procedure (**PR603 Provision of Learning resources**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

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Related processes	Main inputs, activities, and outputs of the process	Responsibility
Implementation of educational activities	Identification of needs and verification of resource availability Infrastructure safety regulations Risk Assessment Document Previous year activity results Comprehensive resource request University budget Budget assigned	
	Definition of teaching needs for single educational activities Analysis / assessment of the needs of single teachers in charge of educational activities Analysis / assessment of the needs of Study Programs Verification of financial availability and definition of the budget Re-definition of educational activities' needs based on assigned resources	Resource request Comprehensive resource request Harmonisation of the needs Budget assigned Planning of educational activities
	Programming of the use of premises for educational activities Educational offer Resource request Weekly lessons schedule Communication of schedules	Classroom and laboratory use plan Weekly lessons schedule Teachers assigned to educational activities Study Programs Administration Officers Study Programs Administration Officers School
	Management of provisions Mandatory regulations List of suppliers Mandatory regulations Periodic supplier evaluation report	Head of the Dept. + Head of the LAS Office Head of the Dept. + Head of the LAS Office SP Admin. Officer/ Head of the LAS Office / Purchase Office Teacher concerned/ Officer for Teaching Depts.' Services / SP Adm. Officer Head of the Purchase Office Head of the Purchase Office
	Definition of needs Verification of suitability / offer selection Order processing Verification of the product / service provided Periodic supplier evaluation report	Supply request Order Updated periodic supplier evaluation report

[Link to the Procedure](#)

7. Implementation of a study program

7.1. Drafting of the educational offer

The University, in order to draft the educational offer to be provided in the current year, or in subsequent years, has defined and documented a formal mechanism for the establishment, activation and periodic review of its study programs. This mechanism, partly conditioned by the mandatory legislation and the indications of the Ministry of reference (MIUR), presupposes the clear definition of the following:

- a) **Needs of students and Interested Parties (families and future employers)**, with particular reference to the educational, cultural, technical and/or scientific needs of the socio-economic context in which the University operates, and that in which it is presumable that the graduate may fit in;
- b) **Objectives and learning outcomes of both, the study programs and the educational activities:**
 - a. clear, public and consistent with the European descriptors and with the prospects envisaged for graduates, in terms of knowledge (knowing), skills (know-how), and behavioural skills (knowing how to act), expected from a student at the end of the educational process.
 - b. specific, measurable, realistic, achievable within a period of time congruent with the duration of the study program (with reference, in particular, to the profile of the average incoming student).
- c) **A study plan or a curriculum** appropriate to the learning objectives (the “what” of the educational offer, or the contents of the individual educational activities such as to meet the learning objectives);
- d) **The methods and all the necessities** (in terms of teaching, technical and infrastructural resources) **for the provision** of the planned educational offer and support services;
- e) **The formal procedures for the approval** of the educational offer by the competent bodies within the University and external.

ESG 2015 reference

1.2 - Design and Approval of Study Programs

Standard: Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Schematic description of the process in the form of a block diagram (macro-activity) .

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

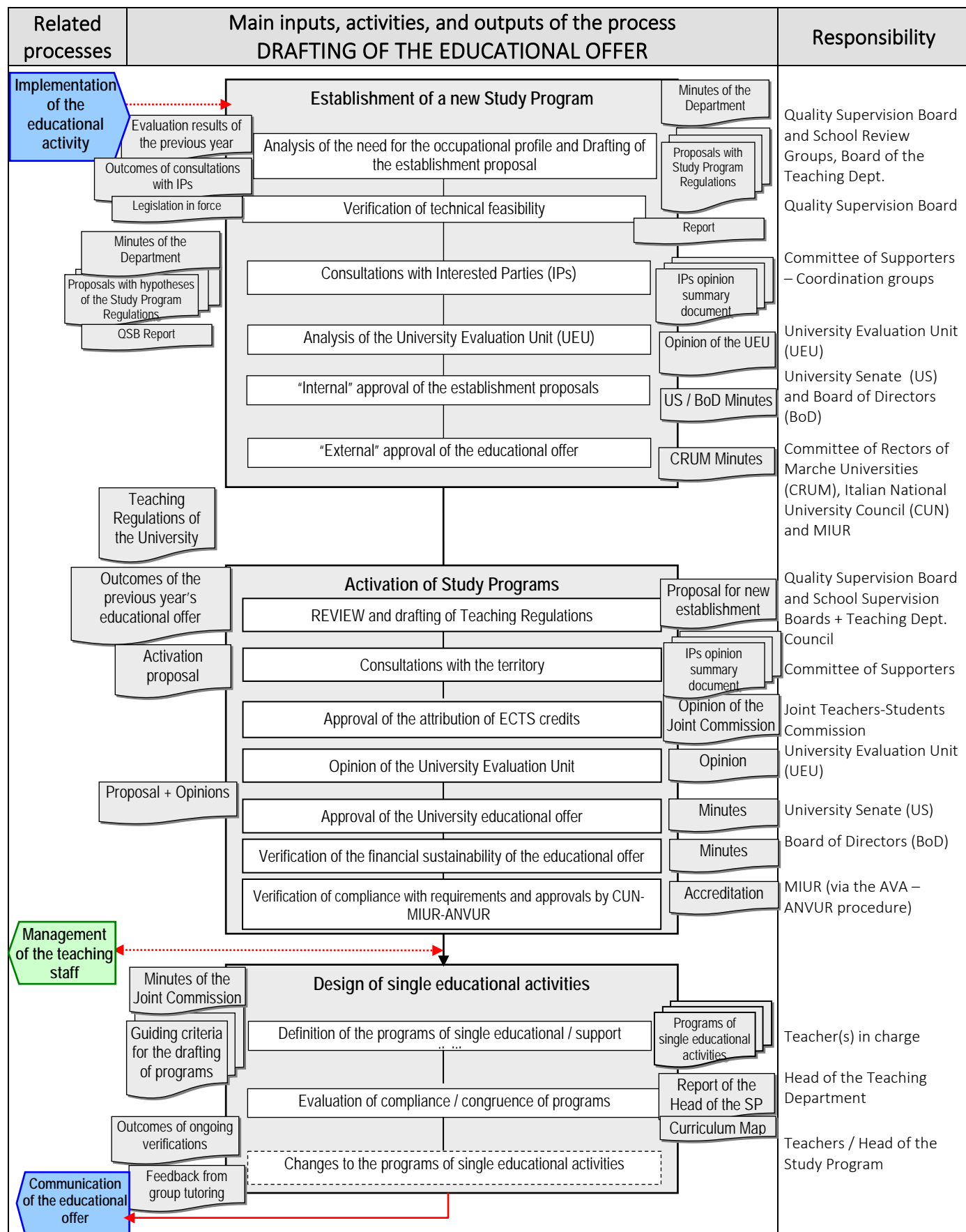
The corresponding procedure (**PR701 Drafting of the educational offer**) which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

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7.2. Communication of the educational offer

The purpose of the process is to exchange, with all interested parties (IP), on the one hand, information and data about their needs and, on the other hand, information and data about the characteristics of the service aimed at satisfying them.

UNICAM considers it essential to focus attention on the communication addressed to potential freshmen and their families, which consists of information on the educational offer and related services, provided before the enrolment, and is actualised with the creation of specific communication tools (Student Guide, Online Student Guide, Summary Student Guides, etc.).

Therefore, the process of communicating the educational offer to potential students has the objective of defining the responsibilities and methods adopted to ensure that potential students and their families have all the elements available to be able to choose the study path that best suits your needs / expectations.

Everything that concerns the 'communications' that Heads of the Degree Programs and Teaching Departments, or the University, "exchange" with the student during the provision of educational services, as well as with graduates, is described in detail in the quality manual of the University communication office management, which is attached to this document as an integral part of the same.

ESG 2015 reference

1.8 - Public Information

Standard: Institutions should publish information about their activities, including study programs, which is clear, accurate, objective, up-to-date, and readily accessible.

Schematic description of the process in the form of a block diagram (macro-activity) .

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

The corresponding procedure (**PR702 Communication of the educational offer**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

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Related processes	Main inputs, activities, and outputs of the process COMMUNICATION OF THE EDUCATIONAL OFFER	Responsibility
<p>Drafting of the educational offer</p> <pre> graph TD A[Drafting of the educational offer] --> B[Planning of communication of the educational offer to potential users] B --> C[Management of communication tools] C --> D[Management of communication events] </pre> <p>Results of the previous year communications</p> <p>Communication opportunities</p> <p>Draft of the Communication Plan</p> <p>Draft of the Communication Plan</p> <p>Definition of the communication plan</p> <p>Analysis and verification of the Plan</p> <p>Budget sustainability verification</p> <p>Draft of the Communication Plan</p> <p>Minutes</p> <p>Minutes</p> <p>Study Program Guides</p> <p>Approved programs of educational activities</p> <p>Implementation of communication tools</p> <p>Distribution of communication tools</p> <p>Student guide</p> <p>Other communication tools</p> <p>Student guide</p> <p>Study Program Guides</p> <p>Approved programs of educational activities</p> <p>Design and implementation of communication events</p> <p>Evaluation of further needs / opportunities</p> <p>Communication tools</p> <p>Self-assessment report</p>	<p>Planning of communication of the educational offer to potential users</p> <p>Definition of the communication plan</p> <p>Analysis and verification of the Plan</p> <p>Budget sustainability verification</p> <p>Management of communication tools</p> <p>Implementation of communication tools</p> <p>Distribution of communication tools</p> <p>Management of communication events</p> <p>Design and implementation of communication events</p> <p>Evaluation of further needs / opportunities</p>	<p>Head of the Division for Communications, Press Office, and Marketing University Senate (US)</p> <p>Board of Directors (BoD)</p> <p>Head of the Division for Communications</p> <p>Head of the Division for Communications</p> <p>Head of the Division for Communications</p> <p>Head of the Division for Communications</p>

[Link to the Procedure](#)

7.3. Collection of Enrolments

The process of collection of enrolments aims to define the responsibilities and methods adopted, so as to guarantee to the students the regularity of enrolments and matriculations, as well as of the administrative management of their career.

The process described in the Manual concerns the entry of students who have decided to enrol in UNICAM, in the database that governs students' careers, and ensures that their administrative positions are constantly monitored and recorded.

The description of the process starts from the pre-enrolment phase foreseen for limited-admission programs, passes through the standard phase for new enrolments (matriculations), and ends with the renewal of enrolments to study programs.

ESG 2015 reference

1.4 Student Admission, Progression, Recognition, and Certification

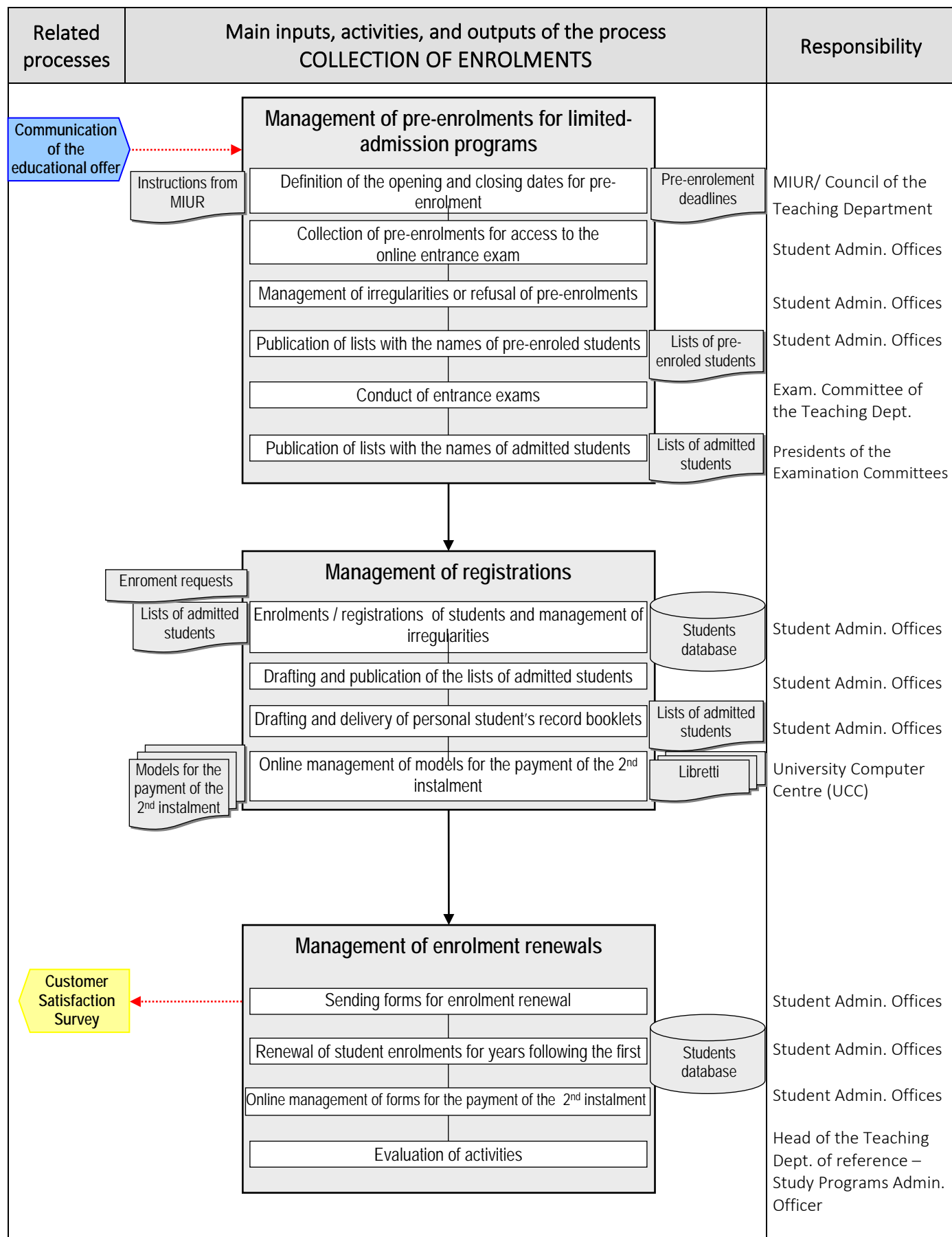
Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognitions, and certification.

Schematic description of the process in the form of a block diagram (macro-activity)

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

The corresponding procedure (**PR703 Collection of Enrolments**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

The **Quality Manual of Student Administration Offices** also describes all the processes and activities that make up the management of a student's career, from entry to career progression, recognition, and final certification.



7.4. University Study Guidance

Guidance activities, carried out in UNICAM, have the purpose of assisting high-school seniors who intend to continue their studies, in making a conscious choice of their university path; we also propose to follow the enrolled students during their university studies, and finally, to facilitate the transition into the labour market for those who have finished their studies.

The process described in the Manual concerns the stage of assistance in the choice of university, during which UNICAM provides high-school students with methodologies and useful information for choosing the university program that best suits their objectives and abilities. The stages for implementing the tools for carrying out the activities, and managing the events defined in the annual plan, are also described.

To this end, UNICAM proposes a series of initiatives, ranging from guided visits to the University and guidance meetings in Secondary Schools of the Marche Region and other Regions, to organisation of actual internships in university departments, with the addition a project for the acquisition of credits (educational projects for high-school junior and senior students), and Knowledge Trips (learning and dissemination seminars held by UNICAM teachers at the Schools). The “Open Doors at UNICAM” (guidance days for high-school students), and “Open Doors at UNICAM Summer” (opportunities for future university students to gather in-depth information on the University educational offer and services) initiatives are also organised.

ESG 2015 reference

1.6 - Learning Resources and Student Support

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Schematic description of the process in the form of a block diagram (macro-activity)

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

The corresponding procedure (**PR704 University Study Guidance**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

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Related processes	Main inputs, activities, and outputs of the process GUIDANCE	Responsibility
Implementation of educational activities	<p>Needs of the Departments</p> <p>Outcomes of the previous year's activities</p> <p>General planning of student guidance activities</p> <p>Drafting of proposals for specific activities</p> <p>Appointment of teacher in charge of guidance</p> <p>Definition of disciplinary areas for Unicam internship activities</p> <p>Definition of Plans for phases A and B</p> <p>Verification of real financial resources</p> <p>Drafting of the Guidance activity plan</p> <p>Conduct of projects and activation of contacts with Schools</p> <p>Minutes</p> <p>General Plan B</p> <p>Detailed Plan A</p> <p>Budget request</p> <p>Study Program Minutes</p> <p>Plan of guidance activities</p>	<p>School Council</p> <p>School Council</p> <p>School Council</p> <p>Rector's Proxy for Study Guidance</p> <p>BoD</p> <p>Rector's Proxy for Study Guidance</p> <p>Teachers in charge of Guidance within the School</p>
Communication of educational activities	<p>Management of Guidance Activities</p> <p>Implementation of Guidance support tools</p> <p>Verification and distribution of tools</p> <p>Management of events / information requests by the students</p> <p>Evaluation of further needs and opportunities</p> <p>Detailed plan of guidance activities</p> <p>Information / technical support tools</p>	<p>Guidance Office</p> <p>Guidance Office</p> <p>Teachers in charge / Guidance Office</p> <p>Rector's Proxy for Guidance</p>

[Link to the Procedure](#)

7.5. - Implementation of teaching activities and evaluation of the results

Planning and developing the processes required for the implementation of programmed teaching activities in the University means identifying the activities necessary for the implementation of each teaching activity, the persons in charge of these activities, and the criteria and methods proposed for their controlled management, the necessary resources and documentation.

Therefore, the process of implementation of educational activities has the aim of defining the responsibilities and methods, so as to ensure that educational activities are carried with the focus on the students' needs and, in accordance with what is defined in the offer: that students have at their disposal all the tools needed to achieve defined learning objectives; that the results of single educational activities are analysed in order to activate any changes in their design for the following year; that diversity is respected and teaching methods are applied in a flexible way, so as to ensure adequate guidance and support from teachers.

Furthermore, given the importance of exams and grades for the progression of students and their future careers, the process aims to ensure the following: that examiners are familiar with existing examination methods and that they have frequent opportunities to update them; that the criteria and methods of examination, as well as the grading criteria, are made known in advance; that the exam allows students to demonstrate to what extent they have achieved the expected learning outcomes and that they are given adequate feedback on the results of the exam taken.

ESG 2015 reference

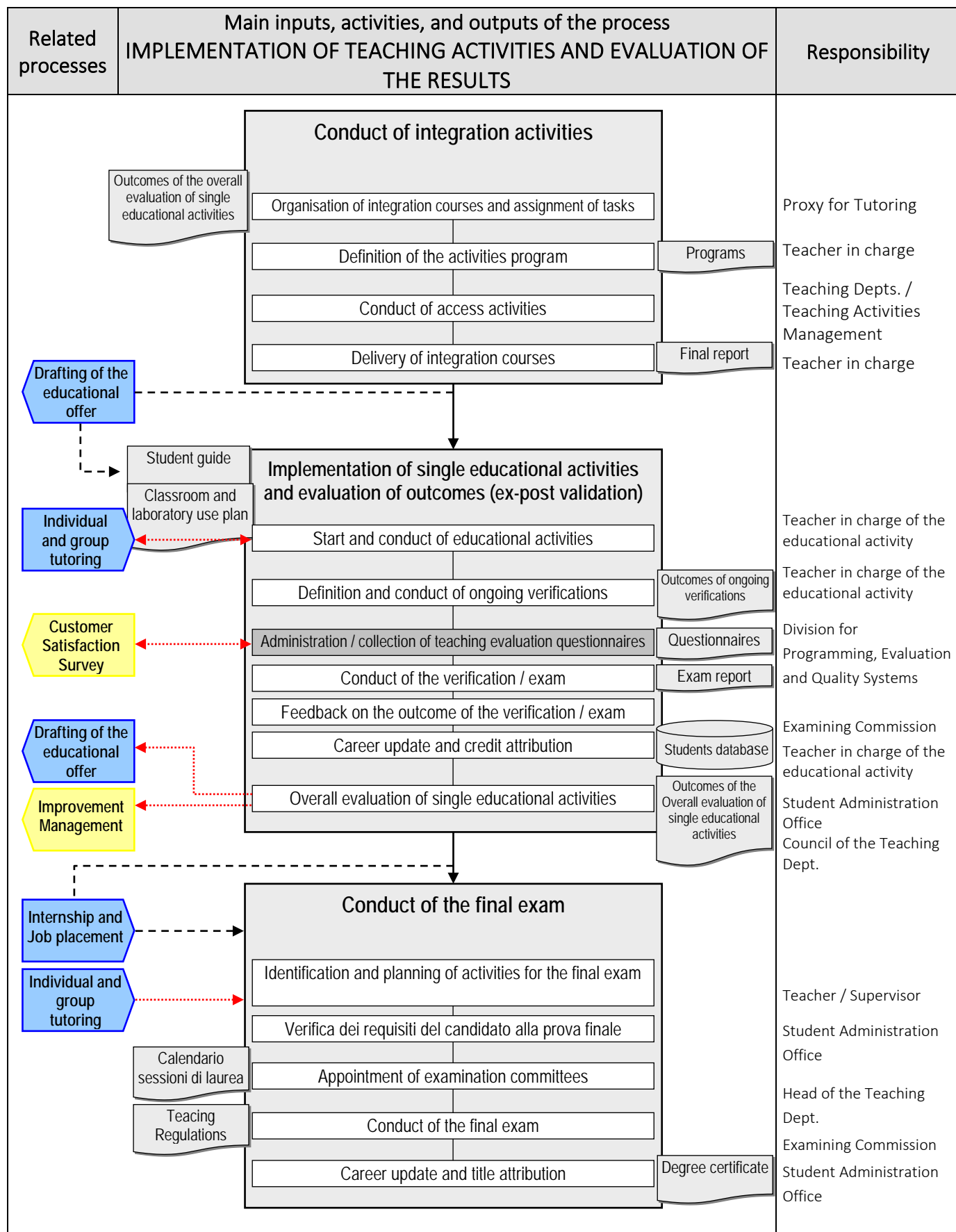
1.3 - Student-Centred Learning, Teaching, and Assessment

Standard: Institutions should ensure that the study programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Schematic description of the process in the form of a block diagram (macro-activity)

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

The corresponding procedure (**PR705 Implementation of teaching activities and evaluation of the results**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.



7.6. Support Tutoring (individual and group) and Study Tutoring

The Tutoring aims to guide and assist students throughout the course of their studies, encouraging forms of participation in the educational process, and removing obstacles to education, through initiatives tailored to the needs, attitudes and requirements of each single student.

The UNICAM Tutoring makes use of support tutors and provides for specific group and individual tutoring activities. It organises study tutoring interventions, establishes specific tutors for the activities aimed at working students and for the e-learning forms, it also organises some transversal initiatives for all the Study Programs, such as the 'Freshmen Environmental Days' or 'The Tutoring Appointments' (seminars and workshops for students on general topics, held by experts).

The support tutoring is carried out by young undergraduates / graduates who, within each degree program, help the students to organise their studies and settle into a new way of life.

The group tutoring coordinates and organises scheduled meetings with the teachers of the study programs, aimed at detecting and solving, also with the contribution of the students, any problems that may arise in carrying out the teaching activities.

The UNICAM Individual Tutoring assigns to each student a tutor teacher, who has the task of following and advising the student throughout their study path, with periodic meetings at the request of the student.

Finally, study tutoring services include integration courses and study support and assistance activities for the regular teaching activities of study programs, with particular reference to the needs of students enrolled in the first year, in order to facilitate the transition from secondary schools to university studies, and reduce the risk of dispersion and dropout.

ESG 2015 reference

1.6 – Learning Resources and Student Support

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Schematic description of the process in the form of a block diagram (macro-activity)

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

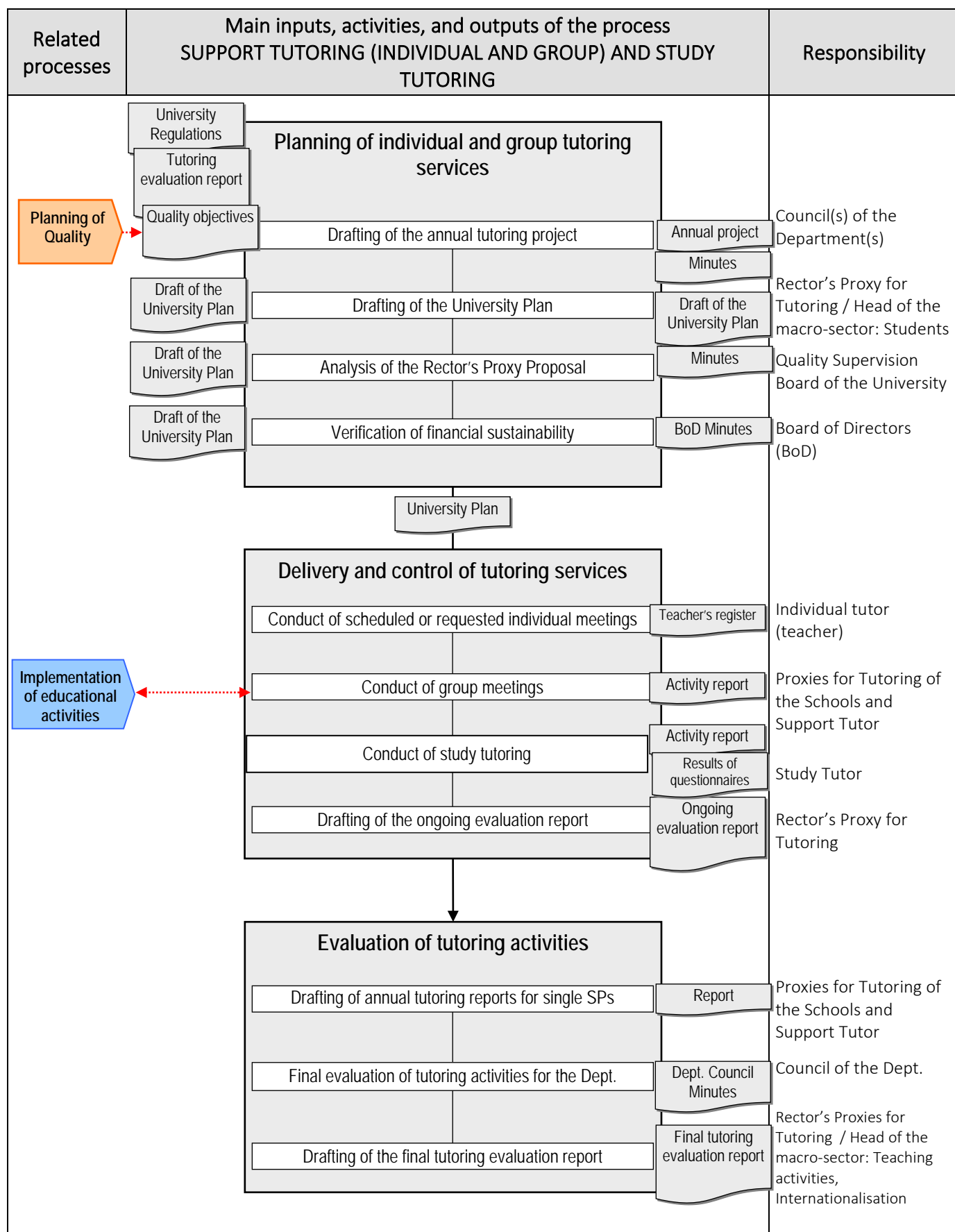
The corresponding procedure (**PR706 Support Tutoring and Study Tutoring**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

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7.7. Internship and Job Placement

As far as the Internships are concerned, the connection between the university and the labour market represents one of the priorities of UNICAM, which organises encounters and dialogue between students, and professionals and companies. With this in mind, such activities are an important training tool that allows the undergraduate students and newly-graduates to 'practice' in an actual job context; it therefore constitutes an opportunity to learn directly about the labour market and the possibility of acquiring, in some cases, a specific expertise.

Job placement activities, on the other hand, provide for an integrated approach of information, guidance, and support, in order to facilitate the students' integration into the labour market, also taking into account the needs of the local area. After graduation, students are directed to internships in Italy and abroad, through participation in specific national and international programs and professional training courses for the development of transversal skills. The available opportunities include the Career day and thematic workshops.

The purpose of the process is to define the responsibilities and methods adopted, so as to ensure that the opportunity to participate in an internship in a real job context is made effective, that the internship activities carried out are valid and efficient, and that UNICAM supports the match between job demands and job offers.

ESG 2015 reference

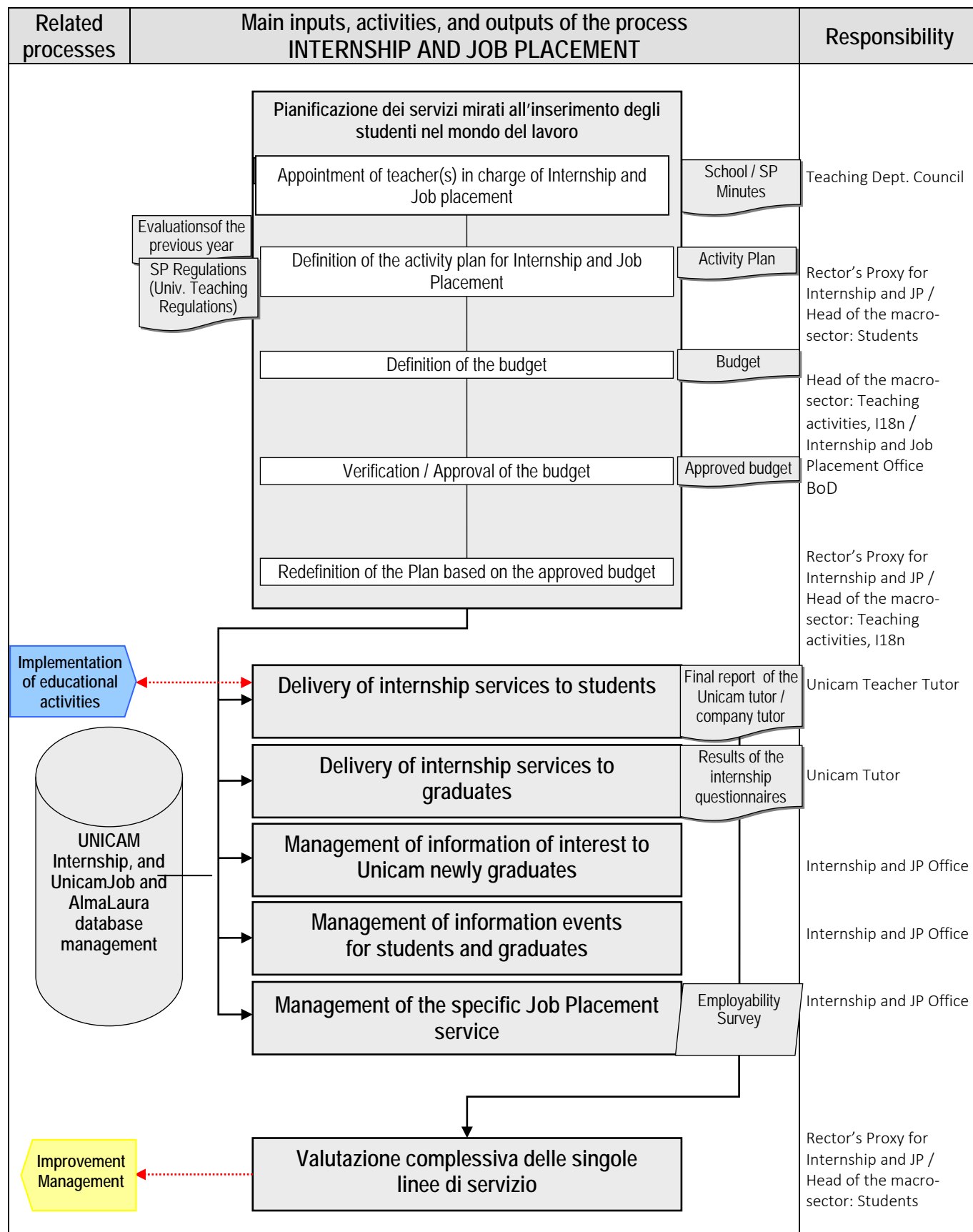
1.6 - Learning Resources and Student Support

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Schematic description of the process in the form of a block diagram (macro-activity)

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

The corresponding procedure (**PR707 Internship (and Traineeship) and Job Placement**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.



7.8. International Mobility

The process described is aimed at defining the adopted methods and responsibilities, so as to allow students to spend a period of study abroad, guaranteeing them the opportunity to follow study programs, to use university facilities, to carry out research aimed at drafting the degree thesis and to obtain recognition of exams taken abroad, as long as they are previously defined in an appropriate study program.

ESG 2015 reference

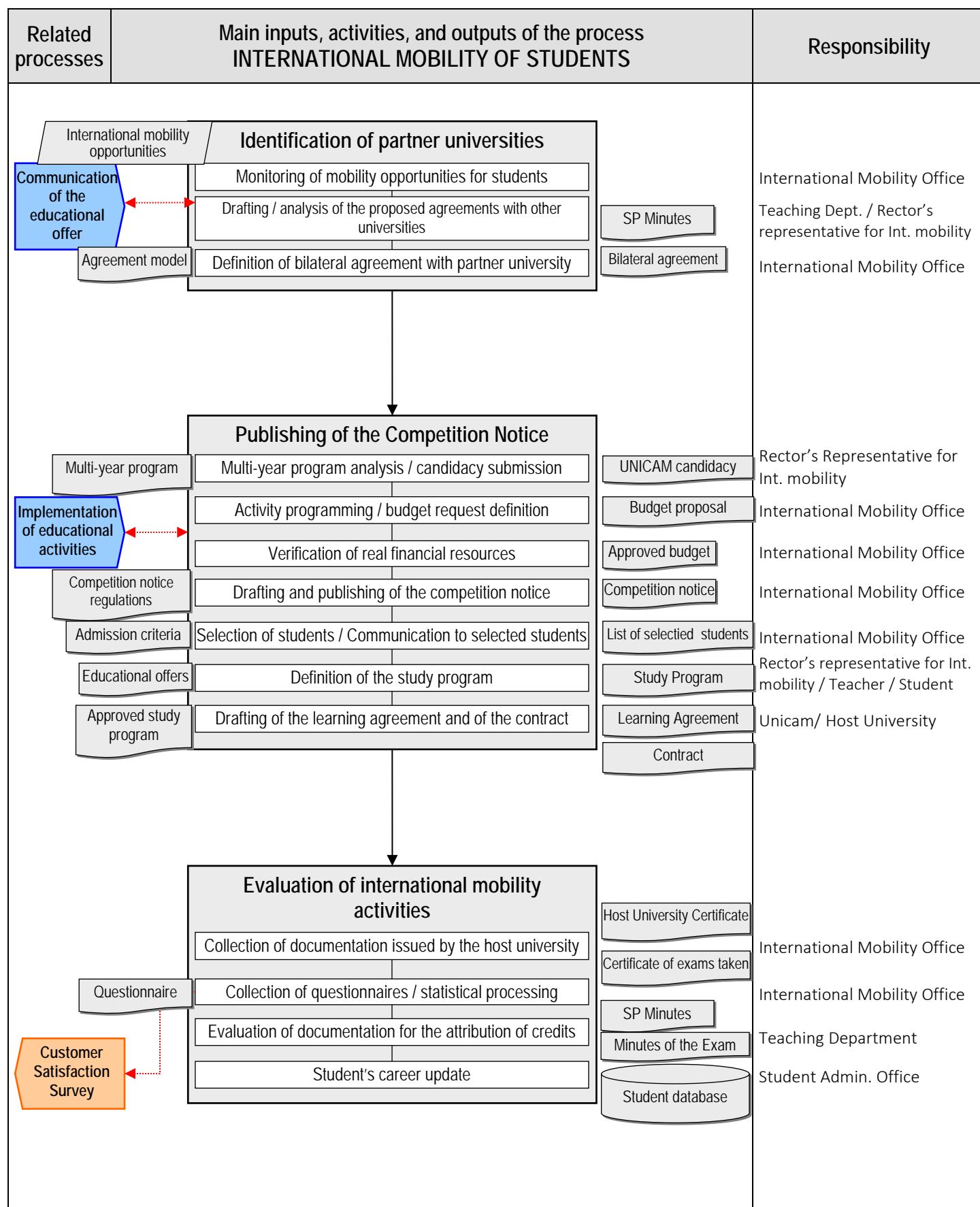
1.6 - Learning Resources and Student Support

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Schematic description of the process in the form of a block diagram (macro-activity)

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

The corresponding procedure (**PR708 International Mobility of Students**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.



8. Performance Evaluation

8.1. Customer Satisfaction Survey

UNICAM monitors information relating to the perception of its users on how well the institution has met the clients' requirements, representing this monitoring as one of the measures of the quality management system performance.

To assess to what degree, in the opinion of the interested parties (IPs), the educational services offered have achieved the set objectives, and therefore to be able to intervene to correct and/or improve the services, it is not sufficient to rely on the presence or absence of complaints. It is necessary to be proactive and set up a system which, following appropriate procedures, collects and processes the data (i.e. the values provided by the indicators), relating to the satisfaction of IPs.

The fundamental monitoring activities concern **students and their families**, in particular via the collection of information and data relating to their opinion on the perceived quality of teaching and teaching support services; **graduates**, in particular via the collection of information and data relating to their opinion on the educational services and training received by the institution; **employers**, in particular via the collection of information and data relating to their opinion on the preparation of graduates, and on their ability to relate and enter the labour market. To this end, we have identified the person in charge of the process, indicators to be measured, the expected results with which to compare the measured indicators; relations with other processes.

All this means that monitoring and measurement activities are not carried out sporadically, but in a systematic way, according to well-defined methods and schedules.

The methods for obtaining the data are either direct (questionnaires, telephone interviews, focus groups, etc.) or indirect (measurements of indicators; reports on various activities; complaints, reports, register controls, etc.).

ESG 2015 reference

1.7 – Information Management

Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

ESG 2015 reference

1.9 - On-going Monitoring and Periodic Review of Study Programs

Standard: Institutions should monitor and periodically review their study programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. There reviews should lead to continuous improvement of the study program. Any action planned or taken as a result should be communicated to all those concerned.

Schematic description of the process in the form of a block diagram (macro-activity)

The diagram on the next page identifies the main activities, the related inputs and outputs, the related responsibilities, and the interactions with the other processes of the quality management system.

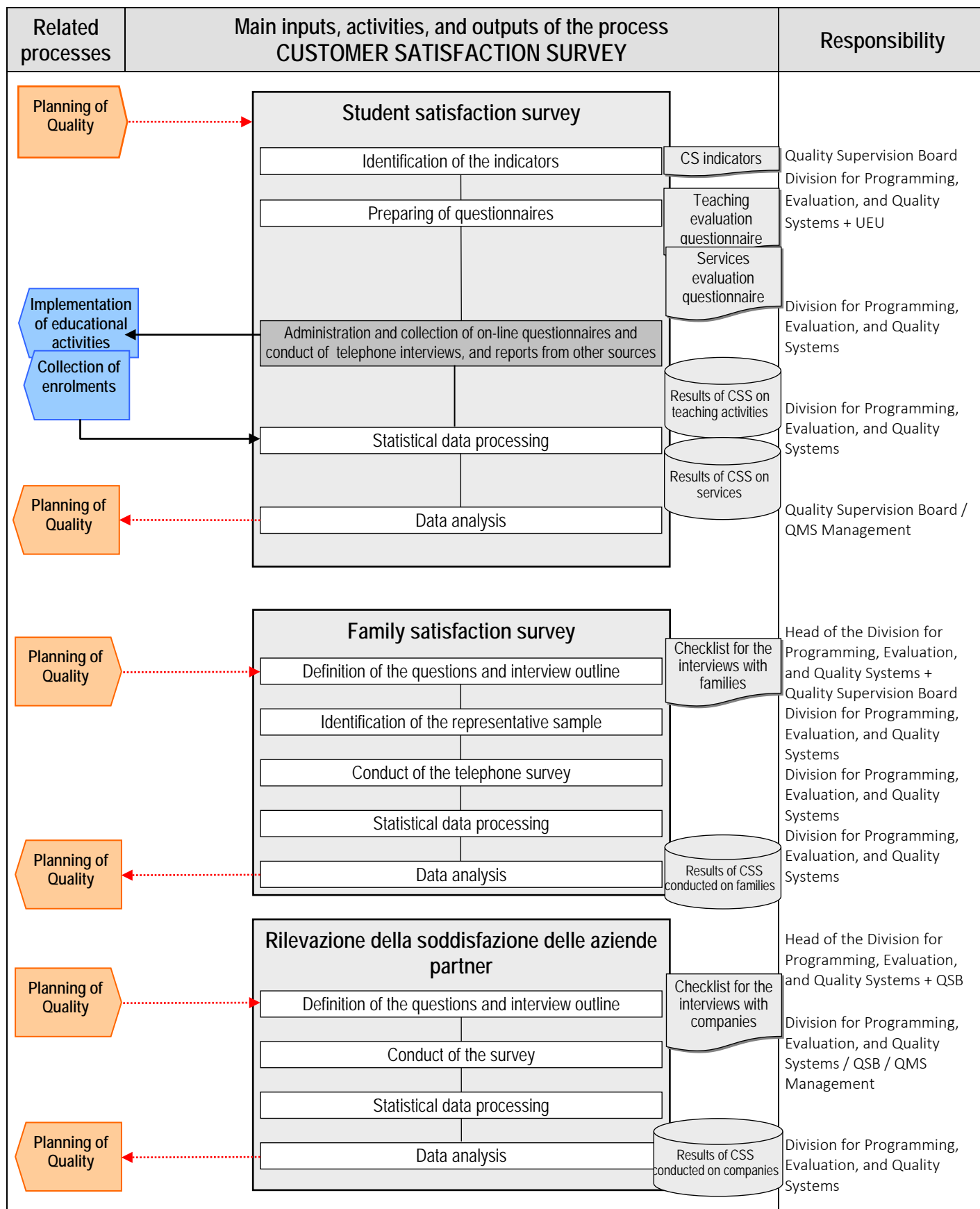
The corresponding procedure (**PR801 Customer Satisfaction Survey**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

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8.2 Internal Audits

In order to establish the extent to which policies, procedures or requirements have been met, internal audits are carried out in UNICAM, i.e. systematic processes to obtain evidence, meaning statements of facts or other information, and to evaluate them objectively.

The purpose of the process described is therefore to specify the responsibilities and requirements for planning and conducting internal audits, for the documentation of their results, and for the conservation of the related records.

The results of the visits, duly recorded, are submitted, for appropriate actions, to the Head of the inspected department/division, and communicated, for information, to the Managers of the various activities that make up the process. These results will also constitute input data for the review process.

In the training context in which UNICAM operates, inspections are never carried out within a service or a study program by staff members involved in the activities of that same service or study program.

ESG 2015 reference

1.7 – Information Management

Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

ESG 2015 reference

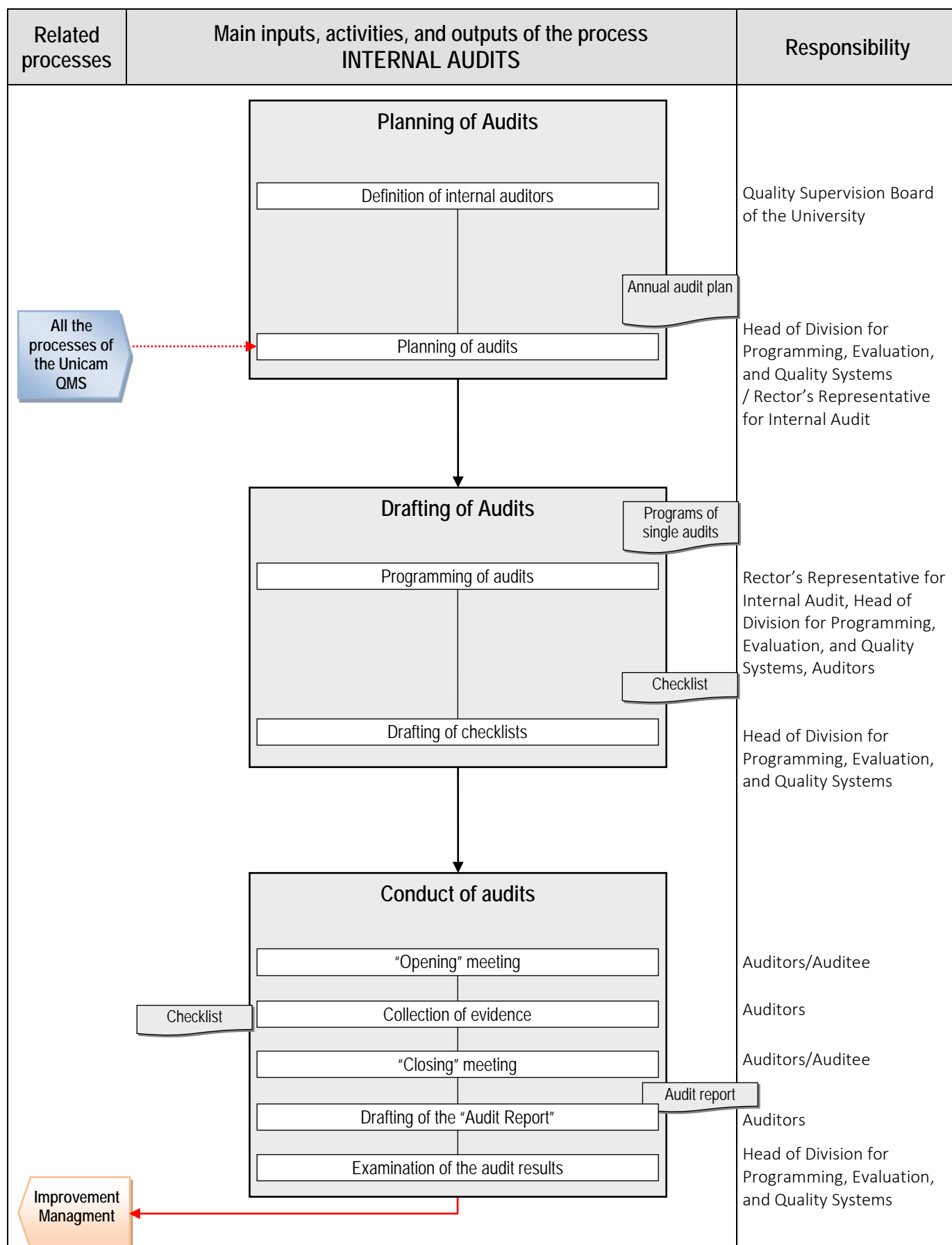
1.9 - On-going Monitoring and Periodic Review of Study Programs

Standard: Institutions should monitor and periodically review their study programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. There reviews should lead to continuous improvement of the study program. Any action planned or taken as a result should be communicated to all those concerned.

Schematic description of the process in the form of a block diagram (macro-activity)

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The corresponding procedure (**PR802 Internal Audits**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.



9. Improvement

9.1. Improvement Management

The compliance of educational services with the needs of the Interested Parties, which are constantly evolving, is ensured by the continuous commitment of UNICAM to improving the effectiveness of its processes, hence also the improvement of educational services, since the improvement takes place through systematic research, identification and implementation of all opportunities.

Since improvement is a process, which must be managed like any other process, the following have been defined:

- a procedure with the modalities according to which UNICAM, through the action of the Quality Supervision Board of the University and Quality Supervision Boards of the Schools, examines the information and data taken into consideration to identify opportunities for improvement, implements initiatives, and finally, records the results to verify their effectiveness;
- a division, the Division for Programming, Evaluation, and Quality Systems, within the Rector's Office;
- the interactions of the improvement process with other processes.

All the processes described by the Quality System are managed with a view to continuous improvement. To this end, the Quality Supervision Board makes use, in particular, of the following: outcomes of the analysis of the results of the educational process, and outcomes of the other processes through which the UNICAM organisation is managed; results of the improvement actions undertaken; results of corrective and preventive actions implemented; results of internal audits; results of audits conducted by accredited external bodies.

ESG 2015 reference

1.7 – Information Management

Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

ESG 2015 reference

1.9 - On-going Monitoring and Periodic Review of Study Programs

Standard: Institutions should monitor and periodically review their study programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. There reviews should lead to continuous improvement of the study program. Any action planned or taken as a result should be communicated to all those concerned.

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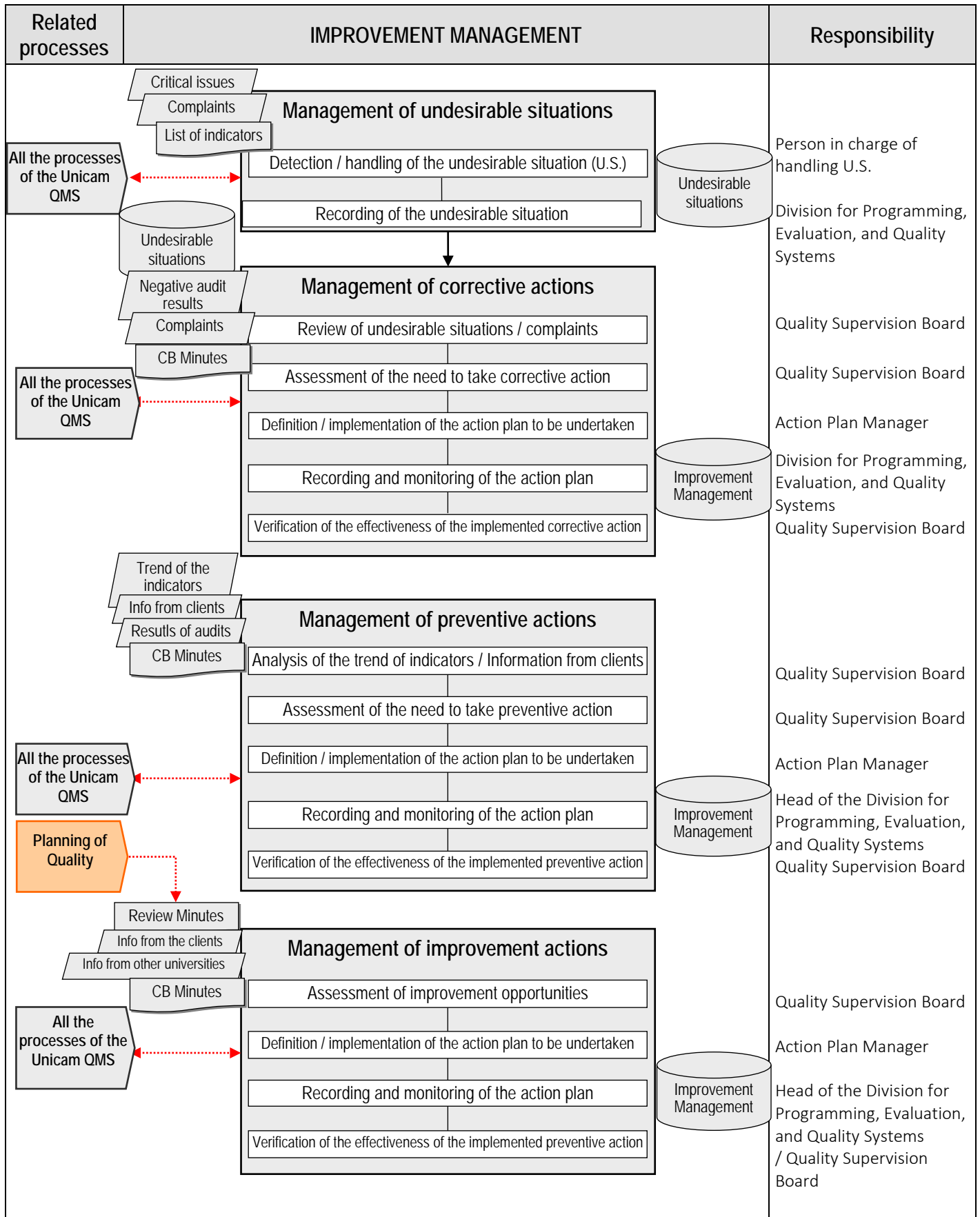
The corresponding procedure (**PR901 Improvement Management**), which is part of the quality management system documentation (collection of procedures), graphically and in detail illustrates the following: the sequence of activities to be carried out; any incoming and outgoing documents; the related organisational responsibility; brief descriptive annotations of the procedures for carrying out the activity; relations with other processes (procedures) of the quality management system.

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Final Notes:

1. In drafting the Quality Manual, in addition to the reference standards, we have also taken into account, and followed the example of the contents of the LG 0512005 document “Application of the UNI EN ISO 9001 standard to educational activities in higher education”, drawn up in 2005 by UNI, the Italian National Unification Body.
2. Requirement *1.10 of the ESG, which concerns Cyclical external quality assurance, and which provides for the following Standard: “Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.”*, is guaranteed by the participation of UNICAM in the ANVUR (Italian National Agency for the Evaluation of the University and Research Systems) accreditation process.

Camerino, 3 December 2019

Quality Manual drafted by:
Division for Programming, Evaluation, and Quality Systems