II REPORT ON STUDY PROGRAM PERIODIC REVIEW (2015 – 2018)
(II RAPPORTO DI RIESAME CICLICO SUL CORSO DI STUDIO 2015-2018)

Study Program: EUROPEAN MASTER OF SCIENCE IN HEALTH AND PHYSICAL ACTIVITY (LAUREA MAGISTRALE IN ATTIVITA’ FISICA E SALUTE, LM67-I)

Class (Italian System): LM67

Location: UNIVERSITA’ DEGLI STUDI DI ROMA FORO ITALICO, DIPARTIMENTO DI SCIENZE DEL MOVIMENTO, UMANE E DELLA SALUTE (Coordinating Institution)

First academic year of course activation: 2010
(modified as for MIUR - Prot. n. 8278 - on 05/04/2013)

Parties involved in the Review (the Quality Assurance group’s components and functions) and operating procedures (organization, division of tasks, sharing mode).

QUALITY ASSURANCE (AQ) GROUP LM67-I

Prof. DANIELA CAPOROSSI (Chair – teaching coordinator – responsible for the Review Report)
Prof. BARBARA WESSNER  (Faculty member and member of the Review Group)
Prof. PAOLO CASEROTTI  (Faculty member and member of the Review Group)
Dr. AMARANTA SOLEDAD OREJEL BUSTOS (Students’ spokesperson and member of the Review Group)

The AQ group met for the discussion of the topics contained in the various sections’ frames of this Report as follows:

January 30th & 31st, 2019: analyses of data from national databases (MIUR SMA, Alma Laurea) and relevant institutional offices as for the flow data agenda defined by the University Quality Assurance Committee (Presidio Qualità) (also in telematics modality);
February 5th, 2019: Finalization of the Periodic Review Report by the Review Group;
February 6th, 2019: Dissemination of the Periodic Review Report draft among all Council members;
February 7th, 2019: Submitted, discussed and approved by the program Council (deliberation n. LM67INT.-05/2019).

1 – Definition of academic and professional profiles and study program structure (Definizione dei profili culturali e professionale e architettura del CdS)

1- a SUMMARY OF THE MAIN CHANGES DETECTED FROM THE LAST PERIODIC REVIEW REPORT (SINTESI DEI PRINCIPALI MUTAMENTI RILEVATI DALL’ULTIMO RIESAME)

Since the last periodic review report (on January 29th, 2016), the study program (now on defined as CdS) concentrated on improving the critical issues emerged from the previous analysis, implementing the corrective measures that have been envisaged.

Regarding the definition of the academic and professional profiles and the structure of the CdS, the previous review report identified as main goal the following:

To verify if the modification of the study curriculum with the introduction of an advanced research methodology course, implemented in the ay 2013-2014, met the expectation to consolidate the scientific and translational research skills acquired by the students, then increasing the interest of the science/technology sector towards LM67-I graduates.

The implemented actions are mainly represented by the continuous monitoring of:

a) The student experience and outcomes with respect the newly introduced course in research methodology, based on the course IVP (Positive Evaluation Index) and student feedback as detailed in section 2a;

b) The graduates’ interest or actual occupation within the science/technology sector analyzed by means of Alma Laurea surveys and by a specific online survey implemented by the CdS and available at http://www.europeanmasterhpa.eu/questionnaire-for-graduates (see also section 1b).

c) Consultation with the main parties interested in the academic/professional profile at national and international level. On October 2015, a monitoring meeting with representatives of the European ViviFrail Consortium, dedicated to the...
The feedback from stakeholders supervising/enrolling LM67-I students/graduates by a specific online survey implemented by the CdS and available at http://www.europeanmasterhpa.eu/questionnaire-for-stakeholders.

d) The feedback from stakeholders supervising/enrolling LM67-I students/graduates by a specific online survey implemented by the CdS and available at http://www.europeanmasterhpa.eu/surveyjobmarket.

### 1-b ANALYSIS OF THE SITUATION BASED ON AVAILABLE DATA (ANALISI DELLA SITUAZIONE SULLA BASE DEI DATI)

#### Overview

The analysis of the current situation based on the periodic consultation with the main parties, the sector studies and the relevant indicators, verifies that the premises guiding the design, in term of learning outcomes and competences, and the structure of the CdS are still valid. From both stakeholders and students, there is a substantial consensus on the content and quality of training, with a wider appreciation for the true international characteristics of the educational and training activities, involving several European countries from the very beginning and throughout the whole curriculum.

Beside competences and skills that support the entrance of graduates in the school system, the CdS meets the learning outcomes related to emerging exercise professionals within the health and fitness socio-economic demand, such as the movement or sports therapist (functional recovery in the field of rehabilitation and maintenance of fitness in various age groups and physical conditions, prevention of chronic degenerative diseases) and the healthy lifestyle specialist, that, together with health professionals, are involved in the exercise referrals schemes (ERSs) protocols, already implemented by law in various European countries. Moreover, the monitoring of the course verified that the MSc graduates in Health and Physical Activity acquire scientific and translational research skills beyond current educational goals, so that training/job positions in the scientific/technology sector may be a natural professional progression after graduation.

The objective indicators on student career regularity, satisfaction and employability also verify the general appropriateness of the program structure, organization and timing (see also sections 2 and 5).

#### The challenges

Sector studies show that sport is an important economic sector and, in its broadest sense, represents a labor-intensive growth industry likely to lead to additional employment, with sport’s share of total employment being higher than its share of value added. For the EU as a whole, the contribution of sport-related employment to total employment is 2.12%. In absolute terms this is equal to more than 4 million employees (329,860 in Italy; 242,968 in Austria; 69,287 in Denmark; 1,146,234 in Germany). [http://ec.europa.eu/assets/eac/sport/library/studies/study-contribution-spors-economic-growth-final-rpt.pdf](http://ec.europa.eu/assets/eac/sport/library/studies/study-contribution-spors-economic-growth-final-rpt.pdf)

Considering that the WHO Regional Office for Europe prepared its 2013-2020 strategy for the prevention and control of noncommunicable diseases focusing on physical activity throughout the life-course as a leading factor in health and well-being in the European Region, highly qualified professionals in health-related physical education and health-related physical activity represent a priority for the development of the educational and wellness sport sectors. Although the original as well as related documents, such as the European Physical Activity for Health Strategy (2016-2025), emphasize the importance of embedding physical activity promotion within the educational and healthcare setting, identifying this action as a priority area, no specific actions at National or European levels have been taken to define a highly qualified (EQF6 and EQF7), distinctive professional figure.

The challenges

The analysis of the current situation based on available data (d) suggests that the premises guiding the design, in term of learning outcomes and competences, and the structure of the CdS are still valid. From both stakeholders and students, there is a substantial consensus on the content and quality of training, with a wider appreciation for the true international characteristics of the educational and training activities, involving several European countries from the very beginning and throughout the whole curriculum.

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The objective indicators on student career regularity, satisfaction and employability also verify the general appropriateness of the program structure, organization and timing (see also sections 2 and 5).
The strengths
The attractiveness and internationalization of the CdS is verified by the almost stable percentage of a) enrolled students that received their bachelor degree in a different Italian or European University (68-71% in the 3-year period) (iC04), with about 40% with a degree from European universities outside the consortium; b) enrolled students that acquired a bachelor degree from a non-Italian university (29-41% in the 3-year period) (iC12) and c) ECTS acquired abroad (iC10; iC11), all indicators always very high when compared to the other LM67 program at regional and national levels, reflecting the joint international feature of the program. Considering that the average number of ECTS acquired abroad (16-20% in the 3-year period) is usually higher than the mandatory amount (12,5%), and that the 60% of graduates are available for working abroad (Alma Laurea database), the CdS seems to comply with its original goal to educate highly qualified professionals with a sound cultural background and a high-level specialist education acquired in a European context.

The regularity of student career is verified by a) the stable percentage of ECTS/total ECTS acquired at the end of the 1st year (87-94% in the 3-year period) (iC13); b) the continuation to the 2nd year (almost 100% of student in the 3-year period) (iC14); c) the stable percentage of regular graduates (89,5–93,5% in the 3-year period) (iC22), all showing excellent values when compared to the regional or national situation.

The employment rate after three year from graduation and the time for finding an employment seem to overlap the national figure, although this information in not reflected in the national database (iC07), possibly biased by the low number and nationality of responders.

The progression of graduates towards the scientific/technology training/sector, verified by the increase from 30% on 2015 to 43,8% on 2017 of the percentage of LM67-I graduates actually enrolled/employed in the science/technology sector (Alma Laurea database).

Areas to be improved
In the absence of specific critical issues regarding the cultural and professional profiles formed by this CdS, the identification of possible areas for improvement cannot be separated from:

a) the need to efficiently monitor the employability of graduates, overcoming the boundaries represented by nationality and country of employment;

b) the outcome of the revision process of the professional setting and regulatory framework of the LM67-I graduate, at national and international levels. In Italy, the revision process for the professional figure of the LM67 graduate is under way within the Conference of the Presidents of the University Study Programs on Sport and Movement Science, also in order to better define the professional competences and skills and differentiate it from the bachelor graduate. At EU level, the discussion is open in different association, such as the European Network for Sport Education (ENSE), joined by all the LM67-I European partner universities and actively represented within the ENSE Board, and EU funded consortia, such as SITLESS and WIPP, also involving partner universities.

1-c FUTURE TARGETS AND ACTIONS FOR IMPROVEMENT (OBIETTIVI E AZIONI DI MIGLIORAMENTO)

Target 1: to maintain, and possibly improve, the quality of the CdS;
Action for maintenance/improvement: continuing to monitor closely the effectiveness of the CdS, possibly improving the dialogue and cross-sectorial collaboration between academy and socio-economic parties so to equip students with the better competences and skills they need in the real working environment.

Target 2: to increase the efficiency of the employability monitoring for LM67-I graduates;
Action for improvement: a) Foster the filling of Alma Laurea questionnaire by all graduating students; b) finalize the analysis of
2 – The student experience (L’esperienza dello studente)

2-a SUMMARY OF THE MAIN CHANGES DETECTED FROM THE LAST PERIODIC REVIEW REPORT (SINTESI DEI PRINCIPALI MUTAMENTI RILEVATI DALL’ULTIMO RIESAME)

As for the student’s experience, the CdS has implemented the following actions of improvement to solve critical elements either indicated in the previous periodic review report or emerged at a later time from the students:

1. Implement and complete a telematics survey on all graduates from July 2012 to July 2015 to verify the satisfactory efficacy of the degree with respect the student expectation and the labor market needs.

The results collected and elaborated on 2016 from the dedicated survey show that 77% of respondents are satisfied with the knowledge/competences acquired with the program and that they will recommend the program to a close friend. 86% of respondents had an occupation (job/PhD) mainly found within 6 months from graduation (80% of employed). 75% of respondents have found an occupation in the CdS relevant fields (21% education; 30% research; 30% health/wellness/fitness; 17% recreation/sports club; 4% governmental) with 91% of respondents considering that the education and training in the LM67-I prepared them adequately for the job market.


2. Improvement and coordination of 1st year teaching activities to fill possible gaps due to the different background of the students, to avoid overlapping and to increase the specialized contents.

Considering the heterogeneity of the enrolled students with respect the bio-medical and research methodology background, tutorial online activities have been implemented in both the university Moodle learning platform (available to enrolled students) and the external program website (open to all interested applicants) (see also section 2b). Also tutorial materials on Essay writing is now available in the Moodle Learning platform, while essay-writing related content of the English Academic writing course has been anticipated to the Module 1.

The teaching activities within the 1st year have been harmonized through the revision of syllabi and study materials of modules 1-4 by the modules’ coordinator and faculties, and subsequent implementation by the CdS Board. In the Module 1 (“Biomedical Issues in Health and Exercise”) the content flux has been reorganized, starting with the biomechanics and physiological implications of fitness assessment, then the epidemiological and clinical aspects of health-enhancing physical activity, ending with the genetics and molecular implications. Moreover, some hours of introductory statistics have been added to better comply with basic requirements in research methodology.

Also the content flux of the Module 2 (“Changing behavior towards a lifelong active lifestyle: from childhood to adulthood”) and Module 3 (“Movement Therapy and Physical Activity for Elderly and Special Population”) and Module 4 (“Research Methodology”) have been slightly reorganized, including new subjects and new teaching staff from the University of Rome Foro Italico, the German Sport University and the University of Southern Denmark to comply with emerging topics in exercise sociology (sociological aspects of physical activity and nutrition; sport for development), adapted physical activity (exercise and sport for disabled, exercise rehabilitation in cancer patients) and research methodology (biotechnology application in exercise research).

2-b ANALYSIS OF THE SITUATION BASED ON AVAILABLE DATA (ANALISI DELLA SITUAZIONE SULLA BASE DEI DATI)

Overview
The online procedure for the ex-post evaluation of the teaching activities by the students, regularly implemented in all partner universities, as well as the student opinion expressed in the Joint Faculty-Student University Committee (CPDS) and in the informal dialogue, verify an excellent participation of the students to the quality assurance procedures and their confidence in the process, a good appreciation of the organization and content of the courses (or modules), with a general IVP (positive evaluation index) almost stable (79-83% in the 3-year period), good evaluation of the academic staff (IVP 77%) and of the teaching activities (IVP 80%).

From the Alma Laurea database (survey 2017 on graduate profile), 85% of the LM67-I students declare a general satisfaction towards the CdS and consider the student workload adequate, 90% are satisfied with regards the experience with the academic staff, while 100% resulted satisfied for the relationship with other students. The satisfaction with regards the university structure (classroom, labs, ICT, library, etc.) ranges between 70-90%.
The challenges

This CdS aims to promote the convergence of the European University System and the internationalization of study programs within the health-enhancing physical activity area by having academic staff from all partner institutions, study periods abroad, a curriculum dedicated to training for high professionals and research, making use of objective driven, and not discipline driven, intensive modules, curricular internships and final extensive thesis work. If the exposure of students to different ways of thinking and teaching modalities is considered an integral aspect of the program, it is mandatory to harmonize entrée level, teaching content, evaluation modality and timing of the activities so to comply with students’ expectation and career.

The strengths

- Study guidance and tutoring

Each partner university is responsible for the dissemination and promotion of the program to internal and external students, where the relevant offices or representatives organize orientation days (as the “Porte Aperte” day at the coordinating institution) addressing the internal and external bachelor graduates potentially interested in the CdS. Each partner university identifies a tutor that, together with the teaching coordination, has the task of monitoring, assisting and directing all the student activities up to the completion of the program, including the selection of a thesis supervisor. Local tutors can also be assigned, as needed, during the periods of study at the various locations.

- Entrance requirements and background gap fulfilling

Beside the Open Call and the CdS rules and regulation, both available in Italian and in English, the admission requirements are clearly stated in the CdS university web page and the dedicated website, where a Handbook with details about program activities, timing, courses' content, syllabi and examination procedure is also available. The admission procedure includes the detailed analysis of the academic and general background of the candidates, an online test to verify the knowledge requirements and an interview to assess the student actual knowledge and understanding of the CdS objectives and organization, as well as his/her expectation also in view of the results of study career monitoring.

As mentioned above, tutorial online activities are available in both the university Moodle learning platform (available to enrolled students) and the external program website (open to all interested applicants) so to consolidate the recommended background in bio-medical area and in statistics.

www.europeanmasterhpa.eu
http://www.europeanmasterhpa.eu/index.php/handbook
http://www.europeanmasterhpa.eu/program/programmes-and-curriculum-structure

- Curriculum flexibility and teaching methodology

To foster the international mobility of students and academic staff, the modules, not overlapping one to each other, are always organized in intensive class period (3 weeks), with formal lecture, practical teaching and work group, and individual study period (4 weeks). The relatively short period abroad allows a sustainable mobility even in absence of scholarship, while the individual period of study allows the student to organize his/her learning activity autonomously, through critical choice and learning of the study material suggested and made available by the teaching staff in the Moodle Learning platform. During this period, the students improve their written skills by means of an online English Academic Writing course under the tutoring of an English language expert. During the 1st semester, 2nd year, each student can identify two possible choices among the six different internships offered by the partner universities, as well as develop the thesis in each partner universities or in a different institution.


All partner universities have international relation offices to support incoming and outcoming students, as well as dedicated structures to support students with physical and mental disabilities that may require special facilities during their studies or during examinations.

http://www.uniroma4.it/?g=taxonomy/term/131
https://barrierefrei.univie.ac.at/en/home/
https://mitsdu.dk/en/veiledning/soerlig_stoette

- Internationalization of teaching activities

As indicated above, the joint international feature of the program has been confirmed as the characteristic and one of the strength of the program, highly verified by the percentage of enrolled students with a bachelor degree from countries outside the consortium, by the teaching hours provided by non Italian academic staff (more than 50% in the first year and about 80%
in the second year) and by the number of ECTS acquired by students in a different universities. The number of Erasmus students attending one or two modules is also very good (1-5/module/year).

In order to facilitate the mobility of students, and in addition to the possibility of using the Erasmus + KA1 action or specific economic support provided at local level (Denmark, Norway), the University of Rome Foro Italico, with specific resolutions of the 2010 Board of Directors (No. 00012361 -03 of 24/11/2010), 2012 (No. 12-05283-03 of 12/06/2012) and 2014 (No. 15-00917-03 of 30/01/2015) specifically invests a substantial part of student registration fees to provide mobility support for each student regularly enrolled in the course and to academic staff mobility, when the local capacity of Erasmus + grant is not sufficient. Moreover, the University of Rome Foro Italico is coordinating a K107 project involving the Italian University, three Serbian Universities and Taiwan University, specifically dedicated to II and III cycles’ students.

• **Modality of learning outcomes’ evaluation**

The methods of evaluation for the learning outcomes of each course are clearly described in the CdS *Handbook* and also available in the Moodle Platform, that is used for the examination of all 1st year modules, including each a multiple choice test and an essay. Notably, the electronic system allows to perform the examination simultaneously in all partner universities, overcoming the limits related to student mobility. The joint implementation of examination content and the definition of common term of references for the Essay grading procedure (*Handbook, page 40*) guarantee the homogeneity of student performance evaluation. As an average, the student IVP regarding the examination procedure is 70–85% in the 3-year period.

**Areas to be improved**

Besides the corrective measures already implemented, the analysis of student IVP identifies a background deficit with respect the research methodology course in about 50% of the students, possibly overlapping the Italian student cohort;

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2- **FUTURE TARGETS AND ACTIONS FOR IMPROVEMENT (OBIETTIVI E AZIONI DI MIGLIORAMENTO)**

**Target 1: Improve the awareness of required academic background**

*Action for improvement*: Development of tools for the self-assessment of the recommended academic background, with special attention to the topics for which students report critical situation (cell biology, biochemistry, genetics, statistics);

**Target 2: Improved entrée requirements and background gap fulfilling**

*Action for improvement*: Use the results from the self-assessment process to include corrective actions and instruments for the evaluation of the related expected outcomes.

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3 – **Resources of the Study Program (Risorse del CdS)**

3- **a SUMMARY OF THE MAIN CHANGES DETECTED FROM THE LAST PERIODIC REVIEW REPORT (SINTESI DEI PRINCIPALI MUTAMENTI RILEVATI DALL’ULTIMO RIESAME)**

Compared to the previous Periodic Review Report, there are no major changes in the availability and appropriateness of infrastructure, with a slight increase in the satisfaction of students with regards the complementary teaching facilities, the ICT facilities and the library (*Alma Laurea* 2015 to 2017 graduate profile). The student/teacher ratio (iC27 and iC28) shows a stable situation. The coordinating institution potentiated the international office support to incoming and outoming students and university staff.

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3- **b ANALYSIS OF THE SITUATION BASED ON AVAILABLE DATA (ANALISI DELLA SITUAZIONE SULLA BASE DEI DATI)**

**The challenges**

Given the peculiarity of this Program, where 70% of the total teaching staff and more that 50% of CdS referent teaching staff comes from the partner universities and other European universities, the main challenge for this CdS to correctly analyse the situation actually derives from the failure of the current monitoring system implemented by MIUR in considering the non-Italian academic staff, problem that has been promptly reported at both Institutional and MIUR (SMA 2017 and SMA 2018) levels. As a consequence, the available data completely underestimate the capacity of the program in term of academic staff position, academic field and scientific qualification, and they fail in making explicit the peculiar character of this CdS that results from the joint effort of 5 European universities, including the three European universities specifically devoted to movement and sport sciences.

**The strengths**

The number of referent Faculty results more than adequate, as shown by the indicators of the students/teachers ratio (iC27 and iC28) which are lower than those of the geographical and national areas. The referent teachers are 19, with weight 10 (SUA-CdS 2018, section on referents and structures), much higher than the minimum requirement by DM 1059 of 23.12.2013. 14 referent teachers belong to characterizing academic fields (weight 7.0: 3.0 M-EDF/01; 2.0 BIO/09; 1.0 M-PED/01; 0.5 MED/09; 0.5
MED/33) and 5 to complementary academic fields (weight 3.0: 1.0 BIO/13; 1 MED/50; 0.5 M-PSI/01; 0.5 ING-INF/06). They include 7 full professors, 10 associate professors and 2 assistant professors, all permanent faculty staff.

The scientific quality of the academic staff is good although underestimated, since the indicators of teachers from European partners, not considered by the national monitoring system, tend to be very high, possibly reflecting the different tradition in exercise and movement sciences between north Europe universities and the Italian ones (as for example: Prof. Karsten Froberg, M-EDF/01, Hi=41; Prof. Yngvar Ommundsen, M-PED/01, Hi=27). This aspect is relevant because the scientific competences of the teachers is the main link to their teaching objectives, also fostering the participation of the students in the scientific activities of the different Departments and favoring the continuity with the PhD programs.

Areas to be improved
The analysis of the CPDS 2018 report highlights the following:

a) lack of an adequate free software for the statistical analysis, that represents an integral part of the educational training required in the Research Methodology module. This criticality makes it very difficult to support classroom teaching and the individual study of the student, with negative outcomes for both module exam and thesis work;

b) delay in having access to the Moodle Learning Platform for admitted students;

c) irregularity of the Wi-Fi connection;

d) limited time accessibility to the library.

3- c FUTURE TARGETS AND ACTIONS FOR IMPROVEMENT (OBIETTIVI E AZIONI DI MIGLIORAMENTO)

Target 1: Increase the CdS resources
Actions for improvement: The CdS intends to endorse the students’ requests and to support them with the University’s authorities.

4 – Monitoring and revision of the study program (Monitoraggio e revisione del CdS)

4- a SUMMARY OF THE MAIN CHANGES DETECTED FROM THE LAST PERIODIC REVIEW REPORT (SINTESI DEI PRINCIPALI MUTAMENTI RILEVATI DALL’ULTIMO RIESAME)

On date 14.12.2018, following the appointment of the relevant representatives from the Rectors of the partner universities, the LM67-I Board for the 2018-2021 3-year mandate has been deliberated. The current composition of the Quality Assurance (AQ) group, former Review group, has been renewed on 9 October 2018 (deliberation n. LM67Int – 12/2018). The Chair of the LM67-I study program is also responsible for the AQ group.

From the previous Periodic Review Report, the flow of information regarding the students’ evaluation of teaching activities has been improved so to overcome the delay in implementing the corrective actions. Moreover, to sensitize students and teachers on the relevance of this process, the results from teaching evaluation by students and other indicators of CdS performance are published in the University CdS webpage.

In the a.y. 2015-2016, the online procedure for the evaluation of teaching activities by the teachers has been implemented by the coordinating institution, but only for the Italian version of questionnaire. In the a.y. 2016-2017, the online procedure for the evaluation of the university facilities by students, whose questionnaire is available in Italian and in English, has been implemented, too.

No critical situations have been identified with respect the evaluation of teaching activities by the students in the previous periodic report, with an average IVP of 78%, with the highest indices for the 2nd year curricular internships, that reached positive evaluation of 98%. The analysis of the CPDS 2018 report indicates that the critical issues previously reported in the CPDS 2017 report have been improved or solved with i) the effective communication of the exam rules and procedures organized in a “student handbook” available on the “Moodle” e-learning platform; ii) the timing availability of study materials; iii) the decrease of the content overlap between courses.

4- b ANALYSIS OF THE SITUATION BASED ON AVAILABLE DATA (ANALISI DELLA SITUAZIONE SULLA BASE DEI DATI)

Overview
In view of its inter-university characteristic, the quality assurance process of the CdS has been established from the very beginning (2010 – 2011), in compliance with the rules and regulations indicated by the EUA–ENQA and already in place at partner
The actual indicators of program performance and the results from the students' evaluation of teaching activities, collected and organized by the Chair in collaboration with the AQ group, are submitted to the CdS Council where they are analyzed and discussed collectively, also in consideration of the issues raised within the CPDS, or coming from the teachers or the students' spokesperson. The CdS Council identifies strengths and weaknesses of the program, suggesting corrective measures to be undertaken, their plausibility and feasibility. On the same occasion, the Council monitors the implementation of corrective measures outlined in the previous report/s. Written reports of annual and periodic review processes are drawn up by the AQ group, analysed, eventually amended, and finally approved by the CdS Council. Given the complexity of the SUA-Cds, the CdS identified the SMA and the Review Report as the fundamental instrument of self-assessment in which the managers of the study program reckon with their promises and their results. For this reason, it has been decided to use the English language in order to share and discuss documents among all Council members.

The strengths

The awareness of the academic staff and students to the quality assurance process is very high, possibly driven by the non-Italian component, familiar to the relevant implications and consequences of the procedure. The percentage of responders among the students is very good, with a range of 81-97%.

In the 3-year period (2015/2016; 2016/2017; 2017/2018) the IVP values are generally positive for all the courses, ranging between 70%, for “Research Methodology” and 91%, for the curricular internships on “Physical activity for adult” (Vienna), “Sport rehabilitation” (Rome) and “Physical activity for children health” (Odense).

Areas to be improved

- The analysis of the CPDS 2018 report indicates a need to still improve the coordination among different courses.
- The integration of the AQ procedures in places in the different partner universities, especially with regards the evaluation of teaching activities carried out by a limited number of students.
- The implementation of the evaluation of teaching activities by all academic staff by means of an English online questionnaire.

4- c FUTURE TARGETS AND ACTIONS FOR IMPROVEMENT (OBIETTIVI E AZIONI DI MIGLIORAMENTO)

**Target 1:** to maintain, and possibly improve, the students’ participation to the AQ process;

*Action for improvement:* maintaining the awareness of the students about the impact of their participation to the AQ process, disseminating results and ensuing actions.

**Target 2:** to integrate the AQ outcomes among partner universities;

*Action for improvement:* periodically collect and compare the quality assurance indicators from all partner universities.

**Target 3:** Decrease the overlapping of topics within the same module;

*Action for improvement:* foster the implementation of questionnaire for the evaluation of the teaching activities from all academic staff so to facilitate the integration of different lecturers.

5 – Comments on objective indicators (Commento agli indicatori)

5- a SUMMARY OF THE MAIN CHANGES DETECTED FROM THE LAST PERIODIC REVIEW REPORT (SINTESI DEI PRINCIPALI MUTAMENTI RILEVATI DALL’ULTIMO RIESAME)

In the comparison between the 2014 and 2016/2017 situation, we report in this session only the indicators highlighting the appearance or resolution of a critical situation (e.g. the deviation and/or the realignment with the geographical and/or national data).

**Teaching indicators (iC01 – iC09)**

iC07 – iC07BIS – iC07TER: The percentage of graduates with an occupation within 3 years from the degree shows an apparent negative trend on 2017 (see also comment in 1-b and 1-c).

iC08: Due to the exclusion of non-Italian teachers from the database, the percentage of permanent academic staff belonging to characterizing academic fields results lower than the geographical and/or national data (see also comments in 3-b).

**Additional teaching indicators (iC13 – iC19)**

iC18: The percentage of graduates that will enroll in the same program again shows a decline below the national value on 2016, raising again slightly above the national value on 2017 see also comment in 1-b and 1-c.

iC19: Due to the exclusion of non-Italian teachers from the database, the percentage of teaching hours provided by permanent academic staff results lower than the geographical and/or national data (see also comments in 3-b).

**Indicators of satisfaction and employability (iC25 – iC26TER)**
5- b  ANALYSIS OF THE SITUATION BASED ON AVAILABLE DATA (ANALISI DELLA SITUAZIONE SULLA BASE DEI DATI)

**The strengths**

Besides the iC07 and iC08 indicators, discussed in the 5-a section, all teaching indicators are stable in the 3-year period and show a very good or excellent situation when compared to the geographical and/or national data:

- **iC01**: the percentage of regular students acquiring at least 40 ECTS within the first year is 89,3% on 2016, compared to 65,2% and 67,5% at geographical and/or national level, respectively;
- **iC02**: the percentage of regular graduates is 93,5% on 2016, compared to 84,0% and 82,5% at geographical and/or national level, respectively;
- **iC04**: the percentage of enrolled students with a bachelor’s degree from a different university is 67,9% on 2016, compared to 23,6% and 21,4% at geographical and/or national level, respectively;
- **iC05**: the students/teacher’s ratio is 3,3 on 2016, compared to 6,7 and 7,2 at geographical and/or national level, respectively;
- **iC09**: although the indicator does not include the non-Italian teachers, the research quality of the academic staff is in line with the geographical and/or national level, respectively;

The indicators related to the internationalization validate the premises that led to the design and implementation of this specific CdS, especially in term of international attractiveness and mobility:

- **iC10**: the percentage of ECTS acquired abroad out of total ECTS is 19,9% on 2016, compared to 1,9% and 0,9% at geographical and/or national level, respectively;
- **iC11**: the percentage of regular graduates that acquired at least 12 ECTS abroad is 51,7% on 2016, compared to 6,6% and 2,9% at geographical and/or national level, respectively. The value has to be verified since it is in conflict with the data on regular graduates when considering that acquiring 15ECTS abroad is mandatory to all students;
- **iC12**: the percentage of enrolled students with a bachelor degree from non-Italian university is 32% on 2016, in slight increase with respect the 2015 value, compared to 1,65% and 0,62% at geographical and/or national level, respectively;

Besides the indicators iC18 and iC19, discussed in the 5-a section, the additional indicators for the teaching quality show minor fluctuation in the 3-year period, with very good or excellent values when compared to the geographical and/or national data, validating the appropriateness of the CdS organization in terms of content, student workload and timing:

- **iC13**: the percentage of ECTS acquired by the first year is 93,5% on 2016, compared to 73,2% and 69,5% at geographical and/or national level, respectively;
- **iC14**: the percentage of students that proceed to the second year is 100,0% on 2016, compared to 94,8% and 95,5% at geographical and/or national level, respectively;
- **iC15- iC15BIS**: the percentage of regular students proceeding to the second year having acquired at least 20 ECTS or 1/3 of scheduled ECTS is 100,0% on 2016, compared to 83,8% and 84,8% at geographical and/or national level, respectively;
- **iC16 – iC16BIS**: the percentage of regular students proceeding to the second year having acquired at least 40 ECTS or 2/3 of scheduled ECTS is 92,6% on 2016, compared to about 60,0% at geographical and/or national level, respectively;
- **iC17**: the percentage of students graduating within 1 year from the regular duration is 93,9% on 2016, compared to 77,1% and 79,5% at geographical and/or national level, respectively;

The additional indicators of study curriculum and student career regularity confirm the situation regarding the teaching quality when compared to the geographical and/or national data:

- **iC21 – iC23**: the percentage of students proceeding to the II year in the university system and in the same CdS is 100% on 2016, compared to 95,4% and 94,6% at geographical and/or national level, respectively;
- **iC22 – iC16BIS**: the percentage of enrolled students that graduate within the regular duration of the program is 92,9% on 2016, compared to 64,9% and 69,3% at geographical and/or national level, respectively;
- **iC24 – iC16BIS**: the percentage of students that withdrew from the program is 3,0% on 2016, compared to 10,8% and 9,9% at geographical and/or national level, respectively;
The Indicator iC25 shows that the percentage of graduating students’ satisfaction towards the program is stable, with a slight increase on 2017 (85% vs 76,5% on 2015) and generally comparable or higher with respect the geographical and/or national situation (76,8% and 79,5% on 2016).

The Indicators of consistency of academic staff (iC27 – iC28) show a positive trend with respect the students/teachers ratio in term of teaching hours for both total students (6,1 on 2016) and 1st year students (5,5 on 2016), compared to the geographical (17,6 and 15,3) or national situation (19,3 and 16,2).

Areas to be improved

a) the apparent negative trend of graduates’ employability within 1 year from graduation, taking into account the possible bias of the current system to efficiently monitor the indicator, overcoming the boundaries represented by nationality and country of employment;

b) the match between actual data and the indicators from the SMA monitoring system regarding the consistency and quality of academic staff.

5- c FUTURE TARGETS AND ACTIONS FOR IMPROVEMENT (OBIETTIVI E AZIONI DI MIGLIORAMENTO)

**Target 1 (same as target 2 of 1-c):** to increase the efficiency of the employability monitoring for LM67-I graduates;

*Action for improvement:* a) Foster the filling of Alma Laurea questionnaire by all graduating students; b) finalize the analysis of the 2017-2018 graduates by means of the specific online survey implemented by the CdS; c) improve the current version of the questionnaires by including information on the cross-border mobility within and outside EU and the professional recognition of the degree in the country of employment.

**Target 2:** to increase the activities towards job/PhD orientation;

*Action for improvement:* to expand the number of external interlocutors in different partner countries and to increase the opportunities of graduates to attend internship, traineeships or research experience.

**Target 3:** to verify the compliance of the information provided in the university electronic database with the national monitoring system;

*Action for improvement:* revision of the relevant information included in the university electronic database.