

Alc. n. 3

PROVA ORALE - CONCORSO PUBBLICO PER N. 10 POSTI DI CATEGORIA D – UNIVERSITÀ DI PADOVA

In blu il testo in lingua inglese da leggere e tradurre (brani tratti da "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)", 2015, Brussels, Belgium. [https://www.enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf))

1	Le caratteristiche dei tutor per i corsi a distanza
	I crediti formativi universitari
1	At the core of external quality assurance is the wide range of expertise provided by peer experts, who contribute to the work of the agency through input from various perspectives, including those of institutions, academics, students and employers/professional practitioners.
2	La figura del tecnologo a tempo determinato
	Le classi dei corsi di laurea di primo livello
2	Higher education, research and innovation play a crucial role in supporting social cohesion, economic growth and global competitiveness. Given the desire for European societies to become increasingly knowledge-based, higher education is an essential component of socio-economic and cultural development.
3	Il reclutamento dei professori universitari
	Definizione e ruolo delle CEV
3	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.
4	Conseguimento e durata dei titoli di studio
	L'abilitazione scientifica nazionale
4	Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels.
5	La definizione di costo standard studente
	Il rettore
5	Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.
6	L'esame di laurea (prova finale)
	Le fasce di valutazione nel nuovo modello di accreditamento periodico
6	The focus of the ESG is on quality assurance related to learning and teaching in higher education, including the learning environment and relevant links to research and innovation. In addition institutions have policies and processes to ensure and improve the quality of their other activities, such as research and governance.
7	I dipartimenti
	Il ruolo e le funzioni del nucleo di valutazione di ateneo nell'ambito dell'autovalutazione, valutazione, accreditamento iniziale e periodico delle sedi e dei corsi di studio
7	Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.
8	La composizione del senato accademico
	Differenza tra attività formativa e curriculum
8	Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.
9	La contemporanea iscrizione a due corsi di studio
	Ruolo e funzioni del presidente del consiglio di corso di studio
9	The word <i>institution</i> is used in the standards and guidelines to refer to higher education institutions. Depending on the institution's approach to quality assurance it can, however, refer to the institution as whole or to any actors within the institution.
10	Il direttore generale
	La consultazione delle parti interessate per i corsi di studio di nuova istituzione
10	External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.
11	Il CUN (Consiglio Universitario Nazionale): compiti e funzioni
	Didattica orientativa e consulenza orientativa
11	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

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12	L'accreditamento periodico delle sedi
	I principi delle Linee guida nazionali per l'orientamento permanente
	Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.
13	Gli interventi per la qualità e l'efficienza del sistema universitario previsti dalla legge 240/2010
	Le caratteristiche dei docenti di riferimento
	The <i>guidelines</i> explain why the standard is important and describe how standards might be implemented. They set out good practice in the relevant area for consideration by the actors involved in quality assurance. Implementation will vary depending on different contexts.
14	Il supplemento al diploma
	L'accreditamento periodico dei corsi di studio
	Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.
15	L'autonomia universitaria
	Le risorse strutturali e i requisiti per l'assicurazione di qualità dei corsi di studio
	Institutions should ensure that the programmes 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.
16	I regolamenti generali
	Il processo di Bologna
	Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.
17	L'impianto normativo del nuovo modello AVA 3
	Composizione e funzioni della CRUI
	Quality assurance in higher education is based on the institutions' responsibility for the quality of their programmes and other provision; therefore it is important that external quality assurance recognises and supports institutional responsibility for quality assurance.
18	L'istituzione di più corsi nella stessa classe di laurea
	I settori concorsuali
	The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.
19	Definizioni e differenza tra "didattica programmata" e "didattica erogata"
	Il regolamento didattico di ateneo
	The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing.
20	Le principali differenze tra ordinamento didattico e regolamento didattico del corso di studio
	I centri universitari
	Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system.
21	I requisiti di ammissione ai corsi di laurea
	Gli ambiti del nuovo modello AVA 3
	Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme.
22	La composizione del consiglio di amministrazione
	La differenza tra l'accreditamento iniziale e l'accreditamento periodico delle sedi universitarie
	For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.
23	Le sedi universitarie all'estero
	I requisiti di docenza dei corsi di studio

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	External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities.
24	L'organizzazione degli studi universitari: primo ciclo
	I ricercatori a tempo determinato: modalità di reclutamento e tipologie
	Quality assurance and quality enhancement are thus inter-related. They can support the development of a <i>quality culture</i> that is embraced by all: from the students and academic staff to the institutional leadership and management.
25	Il fondo per il merito
	La rilevazione dell'opinione degli studenti
	Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.
26	Il collegio dei revisori dei conti
	L'accREDITAMENTO iniziale dei corsi di studio
	Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach.
27	Il sistema AVA: principi ispiratori e principali caratteristiche
	I contratti per attività di insegnamento
	The ESG apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery. Thus, the ESG are also applicable to all higher education including transnational and cross-border provision.
28	Definizione e metodologie di assolvimento degli OFA
	L'agenzia nazionale di valutazione del sistema universitario e della ricerca (ANVUR): compiti e funzioni
	Higher education aims to fulfil multiple purposes; including preparing students for active citizenship, for their future careers (e.g. contributing to their employability), supporting their personal development, creating a broad advanced knowledge base and stimulating research and innovation.
29	Gli obiettivi formativi specifici
	Orientamento permanente e inclusione sociale
	The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.
30	L'autonomia didattica dell'università
	Le modalità di chiamata dei professori universitari
	In the course of their work, agencies gain information on programmes and institutions that can be useful beyond the scope of a single process, providing material for structured analyses across the higher education system. These findings can contribute to the reflection on and the improvement of quality assurance policies and processes in institutional, national and international contexts.
31	Differenze tra federazione e fusione di atenei
	La scheda di monitoraggio annuale
	It is in the public interest that agencies are adequately and appropriately funded, given higher education's important impact on the development of societies and individuals. The resources of the agencies enable them to organise and run their external quality assurance activities in an effective and efficient manner.
32	La procedura di istituzione di nuovi corsi di studio
	Il collegio di disciplina
	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.
33	Riconoscimento dei crediti formativi universitari
	Gli organi di controllo delle attività universitarie ai sensi della legge 240/2010
	Agencies need to be accountable to their stakeholders. Therefore, high professional standards and integrity in the agency's work are indispensable. The review and improvement of their activities are on-going so as to ensure that their services to institutions and society are optimal.
34	L'autovalutazione degli atenei prevista nel nuovo ciclo di accreditamento periodico
	Stato giuridico dei professori e dei ricercatori di ruolo
	Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

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	Il syllabus
	Definizione e ruolo dei PEV
35	A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement).
	Regime di impegno a tempo pieno e a tempo definito di professori e ricercatori universitari
36	Definizione e scopi dell'orientamento permanente
	Institutions should ensure that the programmes 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.
	Le tipologie di corsi di studio internazionali
37	I descrittori di Dublino
	The ESG are based on the following four principles for quality assurance in the EHEA: Higher education institutions have primary responsibility for the quality of their provision and its assurance.
	La commissione paritetica docenti-studenti
	La flessibilità dell'offerta formativa
38	Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.
	Le modalità di erogazione dei corsi di studio
39	Il nucleo di valutazione
	Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement.
	Il presidio della qualità di ateneo
	Gli indicatori di valutazione periodica di sede e di corsi di studio
40	External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities.
	Le università non statali legalmente riconosciute
41	Disposizioni in materia di titoli universitari abilitanti
	External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations.
	Le tipologie di attività formative nei corsi di studio
42	I titoli accademici congiunti
	Quality assurance and quality enhancement are thus inter-related. They can support the development of a <i>quality culture</i> that is embraced by all: from the students and academic staff to the institutional leadership and management.
	I corsi di laurea sperimentali ad orientamento professionale
43	Partecipazione degli studenti ai principali processi decisionali degli atenei
	Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes.
	Ruolo e funzioni del direttore di dipartimento
44	La programmazione triennale degli atenei
	At the heart of all quality assurance activities are the twin purposes of <i>accountability</i> and <i>enhancement</i> . Taken together, these create trust in the higher education institution's performance.
	La consultazione delle parti interessate per i corsi di studio già accreditati
45	Riconoscimento di titoli di studio conseguiti all'estero
	Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.
	Limiti alla parcellizzazione delle attività didattiche e alla diversificazione dei corsi di studio
	Lo statuto delle università italiane prima e dopo la legge n. 240/2010
46	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.
47	Accesso programmato ai corsi universitari
	Il riesame ciclico
	Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality

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	assurance may take different forms and focus at different organisational levels.
48	La terza missione (impatto sociale) degli atenei
	Organi e articolazione interna delle università
	Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.
49	La SUA-CdS: quadri ordinamentali
	Le european universities
	Higher education, research and innovation play a crucial role in supporting social cohesion, economic growth and global competitiveness. Given the desire for European societies to become increasingly knowledge-based, higher education is an essential component of socio-economic and cultural development.
50	Composizione e funzioni del CNSU
	Aspetti principali delle nuove Linee guida per il sistema di assicurazione della qualità negli atenei
	At the core of external quality assurance is the wide range of expertise provided by peer experts, who contribute to the work of the agency through input from various perspectives, including those of institutions, academics, students and employers/professional practitioners.
51	I doppi titoli
	L'organizzazione degli studi universitari: terzo ciclo
	Unless otherwise specified, in the document <i>stakeholders</i> are understood to cover all actors within an institution, including students and staff, as well as external stakeholders such as employers and external partners of an institution.
52	Definizione di CEV e PEV e differenza dei ruoli
	L'organizzazione degli studi universitari: secondo ciclo
	The word <i>institution</i> is used in the standards and guidelines to refer to higher education institutions. Depending on the institution's approach to quality assurance it can, however, refer to the institution as whole or to any actors within the institution.
53	Le scuole di specializzazione
	Riconoscimento dei titoli conseguiti all'estero: titoli di studi medi
	The <i>standards</i> set out agreed and accepted practice for quality assurance in higher education in the EHEA and should, therefore, be taken account of and adhered to by those concerned, in all types of higher education provision. <sup>7</sup> The summary list of standards for quality assurance is placed in the annex for easy reference.
54	I corsi di perfezionamento
	Trasferimenti e passaggi degli studenti
	The <i>guidelines</i> explain why the standard is important and describe how standards might be implemented. They set out good practice in the relevant area for consideration by the actors involved in quality assurance. Implementation will vary depending on different contexts.
55	Le classi dei corsi di laurea magistrale
	Lo Spazio europeo dell'istruzione superiore
	The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.
56	Riconoscimento dei titoli conseguiti all'estero: titoli accademici
	I settori scientifico-disciplinari
	Programmes: - are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes; - are designed by involving students and other stakeholders in the work;
57	La visita di accreditamento periodico per i Corsi di Studio di Medicina e Chirurgia (LM-41)
	La parte informativa della SUA-CdS
	Programmes: - include well-structured placement opportunities where appropriate; - are subject to a formal institutional approval process.
58	La rinuncia agli studi
	Nuovi corsi di studio e comitato regionale di coordinamento
	Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following: - Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.
59	Gli studenti decaduti
	Il ruolo del coordinatore delle CEV
	Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following: - The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked

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	to advice on the learning process.
	L'iscrizione ad anni di corso successivi al primo
	Differenza tra esperti di sistema ed esperti disciplinari
60	Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following: - Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.
	Il piano degli studi
	Il ruolo della commissione paritetica docenti-studenti in sede di istituzione di nuovi corsi di studio
61	Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.
	Le attività formative a scelta dello studente
	La relazione illustrativa specifica per i corsi di area sanitaria
62	The ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education.
	I corsi di laurea interclasse
	Il dottorato di ricerca nel nuovo ciclo di accreditamento periodico
63	The ESG should be considered in a broader context that also includes qualifications frameworks, ECTS and diploma supplement that also contribute to promoting the transparency and mutual trust in higher education in the EHEA.
	I regolamenti didattici
	I requisiti richiesti per l'istituzione di sedi universitarie decentrate
64	Therefore, stakeholders, who may prioritise different purposes, can view quality in higher education differently and quality assurance needs to take into account these different perspectives. <i>Quality</i> , whilst not easy to define, is mainly a result of the interaction between teachers, students and the institutional learning environment.
	Ruolo e funzioni del consiglio di amministrazione
	Personale, strutture e servizi necessari per l'istituzione di nuovi corsi di studio
65	Successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement).
	Ruolo e funzioni del senato accademico
	Competenze disciplinari e competenze trasversali nei descrittori di Dublino
66	Quality assurance and quality enhancement are thus inter-related. They can support the development of a <i>quality culture</i> that is embraced by all: from the students and academic staff to the institutional leadership and management.
	I corsi di laurea interateneo
	La definizione dei profili culturali e professionali del corso di studio
67	Therefore, stakeholders, who may prioritise different purposes, can view quality in higher education differently and quality assurance needs to take into account these different perspectives. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose.

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