



## ANNEX 3

### DEGREE PROGRAM DIDACTIC REGULATIONS

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CLASS L-\_\_\_/LM-\_\_\_/LM-\_\_\_ (single-cycle)

**School:**

**Department:**

**Regulations in force since the academic year .... -....**

## DOUBLE DEGREE – JOINT DEGREE

Approved in the PQA meeting on 18th July 2024

### 1. PREMISE

*In this section, please provide a description of the Double Degree and/or Joint Degree, clearly explaining the scientific rationale for the Agreement and the period to be spent at the Partner University, including the specific number of semesters. Indicate the access modality to the program (e.g., public selection) and specify the annual application deadline.*

### 2. NUMBER OF STUDENTS

*In this section, indicate the number of students who can be able to join the program annually.*

### 3. REQUIREMENTS FOR ACCESS TO THE DD PROGRAM

*In this section, list the requirements for access to the DD program, including the year of enrolment, the minimum number of CFU (university training credit), and linguistic knowledge certification.*

### 4. SELECTION CRITERIA

*In this section, list the criteria, as agreed upon with the Partner University, that will be used to select candidates (e.g., degree grade, weighted average of exam scores, number of exams taken, etc.). Additionally, specify any additional requirements such as a portfolio, motivation letter, etc. Finally, indicate the selection criterion in the event of a tie.*

## 5. FINANCIAL SUPPORT

In this section, the financial aspects should be specified. In particular, the method of financial support provided should be indicated (e.g., Erasmus grant).

## 6. EQUIVALENCES TABLES

The determination of "equivalences" between the educational activities outlined in the Degree Program Didactic Regulations and those at the Partner University must meet two criteria: one formal and another substantial. Firstly, the DD/JD program must align with the "detail sheet of the degree program". Secondly, all educational objectives specified in the "detail sheet of the degree program" must be fulfilled (as per framework A4.a of the Annual single form of the Degree Program - SUA). These criteria can be addressed through an "individual" study plan specifically tailored for students pursuing the double degree (DD) or joint degree (JD). Therefore, it is necessary to define a table for each Partner University that documents the equivalences between the exams outlined in the Study Plan of the degree program and those at the Partner University/ies, based on these principles.

For constructing the table effectively, it is suggested to work on pathways that can be considered equivalent not individually but referring to the entirety of contents (knowledge and skills, including applied ones) conveyed by the courses within each Learning Area as compiled in Framework A4.b.2 of the SUA-CdS.

Please, refer to the examples of tables provided below (the first is suitable for study programs more closely related in terms of the distribution of disciplinary contents among courses; the second is suitable for study programs that have greater difficulty in identifying detailed correspondences between a UniNA course and a course at the Partner University) and the subsequent clarification regarding the Learning Areas of Framework A4.b.2 and their correct compilation:

Table 1<sup>1</sup>

UNINA TEACHINGS	CFU	CFU	Teachings at the Partner University
Learning area "X" of the CdS UniNA	Course 1		Course α
	Course 2		Course β
	Course 3		Course γ
	Course 4		Course δ
	Course ...		Course ....
<b>TOTAL CFU</b>	<b>n. Y</b>	<b>n. Y</b>	<b>TOTAL CFU</b>

Courses belonging to the Learning Area "X" respect to Knowledge and Understanding, as well as their practical application (Dublin Descriptors 1 and 2).

<sup>1</sup> It is not necessary that the correspondence between individual courses is one-to-one; what has to coincide is the TOTAL CFU of the Learning Area considered corresponding to a specific set of courses taught by the Partner University's CdS, as well as the subtotal of ECTS between subsets of courses within the considered Learning Area. It is possible to admit a small difference if it is approved by the CdS

**Table 2**

UNINA TEACHINGS		CFU	Teachings at the Partner University	CFU
Learning area "X" of the CdS UniNA	Course 1		Courses belonging to the Learning Area "X" respect to Knowledge and Understanding, as well as their practical application (Dublin Descriptors 1 and 2).	Course 1
	Course 2			Course 2
	Course 3			Course 3
	Course ...			Course ...
<b>TOTAL CFU</b>		<b>n. Y</b>	<b>TOTAL CFU</b>	<b>n. Y</b>

The Degree program (CdS) identifies its **Learning Areas**, they are autonomously defined according to the first two Dublin Descriptors: "Knowledge and understanding" (knowing) and "Ability to apply knowledge and understanding" (knowing how to do), referring to discipline-specific knowledge and skills acquired in specific fields and by-passing specific exams. The Learning Areas are chosen by the CdS in line with the educational project.

For each identified Area, it is necessary to list the educational activities (courses) activated in the reference academic year, which contribute to achieve the expected learning outcomes. The list of courses must be provided **annually**, considering that some courses may be newly activated, deactivated, offered every other year, or undergo changes in their denomination, among other possibilities.

Specifically, for each Learning Area, each Course has to specify:

**Knowledge and Understanding:**

i.e. expected learning outcomes with respect to disciplinary knowledge/competence and understanding (Dublin Descriptor 1), associated with the considered Learning Area.

**Ability to Apply Knowledge and Understanding:**

expected learning outcomes related to the ability to apply disciplinary knowledge/competence and understanding (Dublin Descriptor 2), associated with the considered Learning Area.

**Educational Activities through which knowledge and understanding capabilities are achieved and assessed:**

these activities include educational activities (i.e., courses) that contribute to achieve and assess the disciplinary knowledge/competence and understanding of the considered Learning Area. Each specific educational objective (Framework **A4.a**) should be reflected in the educational activities (grouped in Learning Areas of Framework **A4.b2**<sup>2</sup>). It is advisable to include hyperlinks to the Course Detail that describes the different aspects of the course (e.g., learning goals, course content, readings, teaching methods, examination/evaluation criteria).

<sup>2</sup> Framework A4.b.2 connects three levels of detail:

- The **highest level**: where the Dublin Descriptors of each Learning Area of Framework A4.b.2 represent the basis of the overall synthesis presented in Framework A4.b.1 (which in turn connects with what has already been outlined in Framework A4.a).

- **The intermediate level**: where clusters of courses are gathered in Learning Areas, connecting through common cultural horizons, scientific paradigms, methods, and techniques.

- **The lowest level**: the Course detail designed to declare the expected learning outcomes, the methods of knowledge and skill transmission, and the methods of assessing acquired results. The Course detail represents the additional level of detail where clusters of courses finally differentiate from each other.

## 7. STUDY PLANS TABLES DD - JD

**Attention:** The Equivalences Table does not concern all courses of the degree program but mainly those that the UNINA student must complete at the Partner University.  
Please see the example below.

### 1st Year

The tables show the exams that the UNINA student (and the student of the Partner University) must give for each year, specifying the location where they will be attended.

Exemple:

#### UNINA Student's 1st Year Path

I semester: University Federico II	CFU	II semester: Partner University		CFU
Course 1		Courses belonging to the Learning Area "X"	Course $\alpha^3$	
Course 2			Course $\beta$	
Course 3			Course $\gamma$	
...			...	

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<sup>3</sup> Courses have to be inserted in the Equivalences Table