



COURSE DETAILS

"....."

SSD ... *

** the SSD (scientific disciplinary sector) should be the one that is mentioned in the "Didactic Regulation of the Degree Course" and not necessarily the one of the teacher. In case of an integrated course, the SSD (scientific disciplinary sector) should be written above only if all modules of the course belong to the same SSD, otherwise the SSD is to be written alongside the MODULE (see below).*

Last Model update: PQA meeting on 16 January 2025

DEGREE PROGRAMME:

ACADEMIC YEAR-....

GENERAL INFORMATION – TEACHER REFERENCES

TEACHER:

PHONE:

EMAIL:

GENERAL INFORMATION ABOUT THE COURSE

INTEGRATED COURSE (IF APPLICABLE):

MODULE (IF APPLICABLE):

SSD OF THE MODULE (IF APPLICABLE):

TEACHING LANGUAGE:

CHANNEL (IF APPLICABLE):

YEAR OF THE DEGREE PROGRAMME (I, II, III):

SEMESTER (I, II, ANNUAL):

CFU:

REQUIRED PRELIMINARY COURSES (IF MENTIONED IN THE COURSE STRUCTURE “REGOLAMENTO”)

If there are no required preliminary courses, please fill this space writing: “there are no required preliminary courses” or “none”.

PREREQUISITES (IF APPLICABLE)

Prerequisites are any disciplinary knowledge necessary to understand the course content. It may be expedient to suggest that students should refer to “a basic handbook of...”.

If there are no prerequisites, please fill this space writing: “there are no prerequisites” or “none”.

LEARNING GOALS

Expected learning outcomes refer to the overall learning aims of the subject in relationship with the degree structure (see the SUA-section A4.a).

For **integrated courses**, this field should be filled by the reference teacher for the course. If the course is delivered through several **channels**, this field should be the same for all channels and agreed upon among the teachers of all the channels.

Examples:

“The aim of the course is to introduce the subject of...” “The course aims at providing students with basic/advanced notions related to...”. Please use syntagms such as “basic” for three year degree (Triennale) and “advanced” for subsequent two year degree (Magistrale).

EXPECTED LEARNING OUTCOMES (DUBLIN DESCRIPTORS)

Learning outcomes are statements of what students, endowed with adequate initial background, are expected to know, understand and/or be able to demonstrate or have acquired on successful completion of their studies (knowledge and abilities).

Descriptors such as “Knowledge and understanding” and “Applying knowledge and understanding” refer to disciplinary knowledge and should be used to designate peculiar capabilities conferred by the specific degree. The content of these sections should be relevant to what is mentioned in the course structure “Ordinamento” (see the SUA-section A4.b.1) and “Regolamento” (see the SUA-section A4.b.2).

For **integrated courses**, this field should be filled by the reference teacher for the course. If the course is delivered through several **channels**, this field should be the same for all channels and agreed upon among the teachers of all the channels.

Knowledge and understanding

This descriptor refers to disciplinary knowledge and describes how the student can elaborate on what has learnt to convert notions in more complex and partially original reflections.

Examples:

“The student needs to show ability to know and understand problems related to... / needs to elaborate arguments related to relationships among...departing from notions he/she has studied”. “The course provides students with knowledge and basic methodological tools needed to analyze...Such tools may allow the student to grasp the causal connections among...and understand the implications of...”. Please use verbs related to cognitive dimension of learning (such as describe, illustrate, remember, define, recognize, understand).

Applying knowledge and understanding

This descriptor refers to disciplinary competence (knowing how to do something) that students need to acquire and describes how and at what level the student is able to apply in practice knowledge to solve problems in a variety of settings.

Examples:

“The student needs to show ability to infer decision and consequences from available information to..., to solve problems related to... / to achieve...; to apply methodological tools to the following fields...” “The course delivers ability and tools needed to apply knowledge in practice, favoring the ability to use methodological tools to...”. Please use verbs related to operational ability of learning (compose, write, control, build, sketch, manage, implement, manipulate, modify, show, organize, paraphrase, prepare, produce, perform, reproduce, rewrite, solve, use, transfer, analyze...).

COURSE CONTENT/SYLLABUS

Describe the study program listing arguments and, if applicable, allocate CFU of the course among different headlines. In case of **integrated course**, please specify the course content of the single module.

READINGS/BIBLIOGRAPHY

Please list here textbooks or other readings. In case of **integrated courses** or courses delivered through several **channels**, please specify the readings/bibliography of the single module/channel.

TEACHING METHODS

Describe how teaching activities are deployed: lectures, classes, exercises, laboratory, stages, seminars, others. For **integrated courses**, this field should be coordinated by the reference teacher for the course. If the course is delivered through several **channels**, this field should be agreed upon among the teachers of all the channels.

Example:

"Teacher/s will use: a) lectures for approx..XXX % of total hours; b) practical exercises for approx..XXX % of total hours or CFU; c) laboratories to further elaborate on applied knowledge for approx..XXX % of total hours or CFU; d) seminars, e) stages, d)other, to elaborate on specific themes for approx..XXX % of total hours or CFU".

If applicable also list tools for teaching delivery (recorded lectures, multimedia, software, on line material, etc.).

EXAMINATION/EVALUATION CRITERIA

For **integrated courses**, this field should encompass all modules, with indication of the relative weight of each module on the final mark. For integrated courses, this field should be coordinated by the reference teacher for the course.

a) Exam type:

For **integrated courses**, there should be one exam.

Exam type	
written and oral	
only written	
only oral	
project discussion	
other	

In case of a written exam, questions refer to: (*)	Multiple choice answers	
	Open answers	
	Numerical exercises	

(*) multiple options are possible

It may be useful to indicate number and kind of exam steps that account for the final evaluation of the student, and intermediate exams during the course, and when they take place (at the beginning, in the middle or at the end of the course), as well as the learning outcomes that each evaluation step wishes to address, and their relative weight on the final evaluation. To this extent, it is possible to use the box "Other".

b) Evaluation pattern:

This field needs to be filled in only when there are different weights among written and oral exams, or among modules if this refers to an integrated course.

Please indicate if the written exam performance is binding to have access to the oral exam, and provide (if applicable) relative weights of written and oral exams.

In case of multiple choice written exam, it would be useful to mention how the final mark takes into account the number and the correctness of all answers.

*In case of **integrated courses**, please specify how different modules account for the final evaluation of the student (for instance “the oral exam consists of XXX questions [YYY for each module]”; “the final mark will be weighted on CFU of each module and therefore will be made up of: Module XXX ... 3 CFU 20%; Module YYY 6CFU 40%, Module ZZZ 6 CFU 40%” etc.*