

# QUALITY ASSURANCE SYSTEM

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# *Meaning of* Quality Assurance System

The Quality Assurance System (QA) is the set of activities through which the universities implement their quality policy and provide for **design, implementation, monitoring and control** actions, conducted by actors of the processes that analyze both the actions and the tools used.

The QA system ensures that:

- the tasks of each actor and the formalities required to carry them out are defined;
- the documents underlying each action are prepared and kept;
- it is possible to monitor and evaluate the results achieved and overcome any deviations from the expected results;
- the service provided is therefore effective.

# QA system actors

The main actors of the QA model defined by ANVUR are:

- The **Evaluation Unit**;
- The **Academic Quality Assurance**;
- The **Students- Professors Joint Committees**;

**The Departments** (have functions of promoting and organizing the research and teaching activities, including the programming and the assignment of courses, including the proposal to activate or eliminate degree courses and to manage common services in one or more coordinated research areas).

# Academic Quality Assurance

## AQA

The AQA is the structure that **supervises the carrying out of QA procedures** at University level, in the degree courses and the Departments, based on the guidelines formulated by the Governing Bodies, by ensuring the management of internal and external information flows and supporting the action of the structures. Each university autonomously defines the composition and functioning of its AQA.

# Academic Quality Assurance

## AQA

The AQA ENSURES the proper management of the University QA system and GUIDES the QA activities of each degree course and Department. The QA has the following tasks:

- **promoting** University QA culture,
- **building the processes** for the quality assurance, also by means of common tools (models and data),
- **monitoring and verifying** the processes in the whole University and their consistency with the codified system,
- ensuring the **proper management of the information flows** among the University bodies,
- ensuring the ability to **continuously improve** the courses and all training activities, also by supporting the degree courses and the Department Directors in the training of the staff for the purposes of the QA in teaching and research.

# Evaluation Unit

The Evaluation Unit is the body responsible for **VERIFYING and EVALUATING**, in line with the guidelines established at international level, the legal guidelines and the criteria defined by ANVUR :

- The **quality** of the educational offer
- The efficacy of the University educational offer,**
- Research activity,**
- The **proper management of structures and staff,**
- Impartiality and good performance of the administration.**

# Evaluation Unit

- Establishes whether the **organization and the documented activity of the AQA are effectively structured** to implement the QA in each internal divisions and in the University as a whole,
- establishes whether **the Degree Courses OOGGs take into account** the instructions of the AQA and the evaluations and the proposals of the Students-Professors Joint Committee,
- verifies the **proper functioning of the QA system** and provides support to ANVUR and MIUR in monitoring the compliance with the requirements of the initial and periodic accreditation of the degree courses and the locations,
- expresses a **binding opinion** to the University on possession of the requirements for the initial accreditation of new degree courses,
- provides support to the OOGGs of the University and to the ANVUR in **monitoring the results achieved with respect to the indicators for the periodic evaluation**,
- **Elaborates further indicators for the University** for the achievement of the objectives of its strategic plan

On **April 30 of each year** it draws up a **report on the results of the surveys on the opinions of students, undergraduates and graduates**

On **September 30 of each year**, it draws up a **report on the status of the QA system of the degree courses and the locations.**

Students-  
Professors  
Joint  
Committees  
CPDS  
(Commissione  
Paritetica  
Docenti-  
Studenti)

*The CPDS have **evaluation and guidance functions**, are formed at Department level, at homogeneous degree courses aggregates level or at the level of the liaison structure and are made up of equal numbers of professors and students.*

*They are required to draw up an annual report divided by degree courses and send it to the Evaluation Unit and to the Academic Senate **by December 31 of each year.***

They are responsible for:

- Monitoring the educational offer and teaching quality
- Identifying indicators for the evaluation of results
- Delivering opinions on the activation and the elimination of the degree courses.



# QA groups of the degree courses

## QAG

- The Quality Assurance Management Groups (QAG) are set up within each degree course and have the task of monitoring the degree course operating performance, of drawing up the Annual Monitoring Sheet (SMA) and the final report of the Cyclic Review Report (RRC) in collaboration with the degree course coordinator
- The Coordinator of the degree course is responsible for the report
- In performing their tasks, QAGs adopt the operating instructions provided for by the AQA
- The AQA may request to QAGs an annual summary report on the critical points and the strengths of QA of the degree course.

# Training QA

- Quality assurance of **teaching** is implemented by monitoring and evaluating the management of the educational offer, from the design to the review.

The AQA is responsible for:

- Organizing and verifying the continuous update of the information contained in the SUA (Single Annual Sheet) of the degree courses;
- Supervising the regular performance of the QA procedures for teaching activities in compliance with what is planned and declared;
- Organizing and monitoring the surveys on the opinions of different parties (students, undergraduates, graduates, professors, entities and/or companies which establish relations of interships);
- Regulating and verifying the periodic activities of review of the degree courses (SMA and Cyclic Review Report);
- Evaluating the efficacy of the upgradings and their actual consequences.

# AVA

Self-evaluation  
Periodic evaluation  
Accreditation

## OBJECTIVE

Improving the quality of teaching and research carried out in universities, by applying a *Quality Assurance (QA) model*

## MAIN REGULATORY REFERENCES

- [Law no. 240 of 20/12/2010](#), “Rules on the organization of universities, academic staff and recruitment, as well as delegation to the Government to enhance the quality and efficiency of the university system”.
- [Legislative Decree no. 19 of 27/01/2012](#), “Enhancement of university efficiency and consequent introduction of reward mechanisms in the distribution of public resources according to the criteria defined ex-ante also through the provisions of a periodic accreditation system of universities and the enhancement of the figure of permanent researches not confirmed at their first year of activity pursuant to art. 5, paragraph 1, letter a), of law no. 240”;
- [Ministerial Decree no. 6 of 7/01/2019](#), “Decree for Self-Evaluation, Evaluation, Initial and Periodic Accreditation of the offices and of the decree courses”.

AVA

Self-evaluation  
Periodic evaluation  
Accreditation

INTERNAL PROCEDURES concerning scientific and training activities



design

management

self-evaluation

improvement

**EXTERNAL AUDIT** is performed in a clear and transparent manner. The audit results in an **Accreditation Opinion**, the result of a process through which either the possession (initial Accreditation) or the persistency (periodic Accreditation) of the Quality Requirements are recognized to a University (and to its degree courses) which makes it eligible to perform its institutional functions.

# AVA

- **Initial Accreditation:** it is the authorization to establish and activate university locations and degree courses, following the verification of the possession of teaching, research qualification, structural, organizational and economic-financial sustainability requirements referred to in annexes A (requirements of the Accreditation of the degree course), B (requirements of Initial accreditation of the locations) and D (Reference numbers and maximum numbers of students and related groups).
- **Periodic accreditation:** it is the verification, at least every five years for the **locations** and at least three years for the **degree courses**, of the persistence of the requirements that led to the initial accreditation and of the possession of further quality, efficiency and effectiveness requirements of the activities carried out in relation to the Quality Assurance indicators referred to in Annex C (Quality Requirements and Indicators for Locations and Degree Courses).
- **Periodic Assessment:** it is the assessment aimed at measuring, also for the purposes referred to in letter b), the efficiency, economic-financial sustainability of the activities and the results achieved by the individual universities in the field of teaching, research and their internationalization, based on the indicators referred to in Annex E (Indicators of periodic evaluation of locations and courses).

# Requirements of the Initial accreditation of the Degree Courses

Annex A MD

6/19

1. **TRANSPARENCY**, which is the exhaustiveness in SUA of all information related to:

"Administration" Section - I. Didactic organization in force (RAD database); II. Didactic Regulations of the Degree Course and programmed teaching; III. Courses delivered; IV. Administrative data relating to the accreditation process.

"Quality" Section: data relating to student careers (ANS); indicators for periodic evaluation; information necessary to verify quality assurance requirements; dashboard of the indicators referred to in Annex E for the accreditation and periodic evaluation of the Degree Courses

2. **TEACHING REQUIREMENTS**

3. **LIMITS ON PARCELIZATION OF TEACHING ACTIVITIES AND ON DIVERSIFICATION OF THE DEGREE COURSES**

4. **STRUCTURAL RESOURCES**

**REQUIREMENTS FOR THE QUALITY ASSURANCE OF THE DEGREE COURSES:** The presence of a Quality Assurance system must be documented for all the degree courses of each locations, organized according to the relevant ANVUR and MIUR guidelines

# Requirements of the initial accreditation of the locations

Annex B MD  
6/19

## TRANSPARENCY

For the purposes of initial accreditation, the exhaustiveness of the following information is verified in the SUA database:

- General name and organization;
- Administrative data related to the accreditation process;
- General services for orientation and tutoring and the job placement of students;
- Economical support and additional services for the right to education;
- International mobility.

Data related to students careers (ANS), staff, structures, University budget.

For the purposes of the initial accreditation, for each Department in the locations the exhaustiveness of the following information in the [SUA RD database](#) is also verified:

- Objectives, human and instrumental resources and management of the University Departments;
- Research findings in terms of scientific production, internationalization, calls for tenders and scientific recognitions;
- Third mission activities.

# Requirements of the initial accreditation of the locations

Annex B MD  
6/19

## SUSTAINABILITY

For all Universities, including the decentrated locations, shall be guaranteed:

Full financial, logistical and scientific sustainability;

Presence of adequate building, instrumental, teaching, research and services structures for students **consistent with** the specific needs of the typologies of the courses activated, including tutoring activities;

Documented, significant and adequate five-year (at least) research activity also at an international level. New decentrated locations can be accredited only after ascertaining the sustainability in that location of the research centers functional to local productive activities.

Presence of a QA system, organized according to the relevant ANVUR guidelines



# Periodic Accreditation LOCATION

Minimum duration of periodic accreditation of locations is **five years**.

The requirements for initial accreditation (Annex B) and those foreseen as a result of the Quality Assurance (AQ) processes referred to in Annex C must be met, following the verification by ANVUR on the basis of the outcome of the on-site visits of the Evaluation Expert Committees (**CEV**) also taking into account the following:

- analysis of the data of the internal Evaluation Units annual report and of the results of the monitoring and quality control activity of the teaching and research activity carried out by all the subjects involved in the university's quality system;
- evaluation of the information contained in the Single Annual Sheets relating to the Degree Courses (SUA), also in relation to the respective Review Reports, and evaluation of the evaluation of the information contained in the Single Annual Sheets of the Department Research (SUA-DR);
- indicators provided for periodic evaluation referred to in art. 6 of this Decree.

The duration of periodic accreditation of the location can be reduced in relation to the critical issues that emerged in the periodic examination of the degree courses.

# Periodic accreditation Degree Courses

Degree Courses are **assessed by ANVUR each three years** for the purposes of their periodic accreditation.

- **The periodic accreditation is granted to the degree courses that meet the initial accreditation requirements and those of the requirement R3 referred to in annex C, taking into account the indicators of periodic evaluation.**
- The verification of these requirements is carried out by means of a remote evaluation by ANVUR, also on the basis of the activity of evaluation of the Evaluation Unit.
- In the event of a positive outcome of the remote evaluation by ANVUR, the duration of the periodic accreditation of the courses is automatically extended until the end of the duration of the periodic accreditation of the location.
- **In the event of critical issues experienced or notified by the Ministry, ANVUR arranges an in-depth evaluation of the course. In the event of a positive outcome, the duration of the accreditation is automatically extended until the end of the accreditation of the location. In the event of a negative outcome, the accreditation is revoked and the course canceled by a specific Ministerial decree. In cases where the periodic examination of the courses shows significant critical issues for a relevant part of the degree courses, the Ministry, after consulting ANVUR, may also request to anticipate the periodic accreditation visit of the location.**

# Periodic accreditation visit

ANVUR carries out periodic accreditation of the location and the degree courses through the [Evaluation Expert Commissions \(CEV\)](#)

The CEVs are composed of the President, the Coordinator and system, disciplinary and student experts.

**System experts:** have the task of evaluating the aspects of the locations; they verify compliance with Requirements R1, R2, R4.A.

**Disciplinary experts:** have the task of evaluating the disciplinary aspects of the degree courses and of the assigned Department (s). One or more degree courses are assigned to each expert for the verification of the R3 requirement, as well as some Departments which will assess compliance with the R4.B requirement.

**Student experts:** they have the task of evaluating, at location, degree course and Department levels, the aspects that directly concern students and, in particular, the communication strategies of the degree course, especially from the point of view of clarity and effectiveness.

# ANVUR final evaluation periodic accreditation

University which delivers at least 70% of the courses in traditional or mixed-mode (blended learning)

LEVEL	ASSESSMENT	OUTCOME
A	very good	periodic accreditation with five-year validity period
B	fully	periodic accreditation with five-year validity period
	satisfactory	
C	satisfactory	periodic accreditation with five-year validity period
D	conditioned	Time-limited accreditation which in case of failure to overcome reluctance expressed by the deadline fixed upon evaluation, entails the same assessment as “unsatisfactory”
E	unsatisfactory	closure of the location

# Periodic evaluation

**Periodic evaluation** provides that the verification of the efficiency and the financial-economic sustainability of the activities and the results achieved in the field of teaching and research activity are evaluated according to the **indicators set out in annex E**, taking into consideration what is set out in the guidelines in force for the guidance of the three-year programming of Universities.

The results of ANVUR periodic evaluation of universities, based on the indicators set out in Annex E, are:

- a. used for the periodic accreditation of the locations and courses referred to in art. 3 and 5 of this decree;
- b. considered for the purpose of preparing the report on the state of the university system and research pursuant to art. 11, paragraph 2, of Legislative Decree no. 19/2012

# Periodic evaluation- indicators Annex E

## GROUP A – Indicators related to teaching (at locations and degree courses level)

FIELD		INDICATOR
1.	Regularity of Studies	<ol style="list-style-type: none"> <li>1. Percentage of regular students who have acquired at least 40 ECTS in the calendar year.</li> <li>2. Percentage of students (bachelor's degree; single-cycle degree; master's degree) within the normal duration of the course.</li> </ol>
2.	Attractiveness	<ol style="list-style-type: none"> <li>1. Proportion of students enrolled in the first year of bachelor's degree courses and single-cycle degree courses coming from other Regions.</li> <li>2. Percentage of students enrolled in the first year of Master's degree courses, graduated in other Universities.</li> </ol>
3.	Sustainability	Ratio regular students/professors (permanent professors and researchers, type a and b researchers per area (annex D).
4.	Effectiveness	Percentage of graduates employed or enrolled in other degree course after one year and three years from graduation.
5.	Teaching	<ol style="list-style-type: none"> <li>1. Percentage of tenured professors who belong to basic and characterizing disciplinary sectors (SSD) per degree course (Bachelor's degree, Master's degree, single-cycle degree), of which they are reference professors.</li> <li>2. Value of indicator of the <b>Professors Research Quality</b> for single-cycle degrees (QRDLM)<sup>1</sup> (reference value: 0,8).</li> </ol>

# Periodic evaluation - indicators Annex E

## GROUP B – Indicators of Internationalization (at location and degree course level)

FIELD		INDICATOR
1.	Outgoing Mobility	<ol style="list-style-type: none"> <li>1. Percentage of ECTS obtained abroad by regular students on the total of ECTS obtained by enrolled students within the normal duration of the course.</li> <li>2. Percentage of graduates (bachelor's degree; single-cycle degree; master's degree) within the normal duration of the course who obtained at least 12 ECTS abroad.</li> </ol>
2.	International Attractiveness	<ol style="list-style-type: none"> <li>1. Percentage of students enrolled in the first year of a bachelor's degree and of single-cycle/ Master's degree who graduated abroad.</li> </ol>

## GROUP C- Indicators of Research Quality and Research Environment (at locations level)

FIELD		INDICATOR
1.	VQR (value of research quality)	Results of the last VQR available at location, department and SSD level.
2.	PhD Quality	Index of average quality of PhD board (average R+X of the University)
3.	PhD Attractiveness	Percentage of students enrolled in the first year of PhD courses who graduated in other Universities.
4.	Research environment attractiveness	Percentage of professors and researchers hired the previous year but who are not yet in service at the University.

Periodic  
evaluation -  
indicators  
Annex E

**Group E – Further indicators for teaching evaluation**

FIELD		INDICATOR
1.	Regularity of Studies	<ol style="list-style-type: none"><li>1. Percentage of ECTS obtained in the first year compared to ECTS required</li><li>2. Percentage of students who continue in the second year in the same degree course</li><li>3. Percentage of students who continue in the second year in the same degree course having obtained 20 and 40 ECTS in the first year</li><li>4. Percentage of graduates (bachelor's' and master's degree, single-cycle degree) within one year beyond the normal duration of the course.</li></ol>
2.	Attractiveness	<ol style="list-style-type: none"><li>1. Percentage of students who would enroll again in the same degree course.</li></ol>
3.	Teaching Quality	<ol style="list-style-type: none"><li>1. Hours of teaching provided by permanent professors on the total hours of teaching provided</li><li>2. Ratio tutor/students enrolled (for mainly or fully online courses)</li></ol>



# SURVEYS ON STUDENTS OPINIONS news

- On July 3, 2019 ANVUR presented the new guidelines for the survey on students' opinions, which will however be subject to further comparison with the University's Evaluation Unit and Academic Quality Assurance
- The Guidelines are the result of a revision that provided for the redefinition of the general system, reflection on the structure and the relevant aspects, aiming at an overall simplification and updating of the contents.

# SURVEY ON STUDENTS OPINIONS

- Compared to AVA 2013, the previous Sheets 1 and 3 are merged into the current system, inserting a filter on the frequency (According to current regulations, universities are required to detect the opinions of attending students. Sheets are both intended for both attending students than to non-attending students).
- The new Sheet dedicated to **individual courses** also considers the presence of integrated (modular) courses and co-teaching, providing in these cases for additional elements (items).
- In addition to the survey by COURSE, universities can decide independently to propose the entire Sheet for each of the modules that make up the integrated (modular) courses.
- We suggest the adoption of online survey methods for all the proposed forms.

# SURVEY ON STUDENTS OPINIONS

- In the new sheets *questions are replaced by affirmations*, for which it is required to express a degree of agreement on a scale from 1 to 10 which goes from "not at all agree" to "totally agree", in order to limit semantic ambiguities in the formulation and the need to use different ways of answering according to the content of the questions.
- In some cases, the statements have an inverse semantic direction compared to the others (items with this characteristic are indicated with: R), in order to stimulate careful compilation and obtain greater control over the quality of the data collected. For example, this precaution makes the identification of **response sets** more reliable, that is, of cases in which the sheet is filled in, always indicating the same gradient.
- The universities can autonomously integrate the sheets with further questions, provided that ANVUR will not acquire the relevant data.

# SURVEY ON STUDENTS OPINIONS

- The sheets contain items related to different aspects of the **student / graduate** experience:
- **Sheet 1, courses**: organizational aspects, teaching, overall satisfaction;
- **Sheet 2, Degree Course**: overall organization, assessments and feedback, soft skills, structures and tools, administrative services, orientation and tutoring, internships, experiences abroad, overall satisfaction.

# SURVEY ON STUDENTS OPINIONS

Sheet	Recipients	Object
<b>SHEET 1</b>	<b>Students (attending and non-attending)</b>	All COURSES with final exam delivered in a conventional way
<i>SHEET 1T</i>	<i>Students (attending and non-attending)</i>	<i>All COURSES with final exam delivered electronically</i>
<b>SHEET 2</b>	<b>Grad students</b>	The Degree Course (conventional way)
<i>SHEET 2T</i>	<i>Grad students</i>	<i>The Degree Course (e-learning)</i>

# SURVEY ON STUDENTS OPINIONS

## timing

### Sheet 1

the survey on the opinions of attending students cannot be started before **2/3 of teaching activities are carried out for the course (regardless of the presence of intermediate tests)**. The collection of opinions for both attending and non-attending students must - in any case - take place before the final exam is carried out.

In the case of **integrated (modular) courses**, Sheet 1 may be proposed to students at 2/3 of the performance of teaching activities for the reference module. In the event that the University decides to also provide for the administration of Sheet 1 for the individual modules of the integrated (modular) courses, it is suggested to require the survey at 2/3 of the performance of teaching activities of each module.

### Sheet 2

The survey must take place before the graduation: not before submitting the graduation application and in any case before the dissertation.

# SURVEY ON STUDENTS OPINIONS

## External use of the results

As provided for by the 2017 AVA Guidelines, for each degree course the analytical results (in which courses and responsible professors were anonymised) **must be made public**, for the individual items of the sheets.

**Once the centralized data collection is fully operational**, ANVUR intends to make available to each degree course synthetic indicators, accompanied by the corresponding values for the University and for all the degree courses belonging to the same Degree Class.

The indicators will be returned to the universities, together with the main characteristics of their distributions as benchmarks, for degree course, Degree Class and Location and for specific sub-groups of students (e.g. for attending and non-attending students, by gender, year of enrollment) .

# SURVEY ON STUDENTS OPINIONS

## Internal use of the results

- According to the 2017 AVA Guidelines, the analytical results of the surveys of the individual courses (together with any suggestions and comments if applicable in the sheets) must be disclosed **individually** to the relevant teachers, to the Director of the Department, to the coordinator / president / referent of the degree course, to the Evaluation Unit, to the AQA and to the Students – Professors Joint Committee (CPDS).
- The coordinator / president / referent of the degree course, in the presence of courses with distant assessments, in negative, compared to the average of the degree course as a whole, will have to take action, gathering further elements of analysis, to understand the reasons and suggest, in collaboration with the students of the degree course, in particular with those represented in the Bodies and those possibly present in the CPDS, measures aimed at improving the critical aspects of the use of the course by students. The proposed improvement activities will be reported in the degree course Cyclical Review Reports.



# SURVEY ON STUDENTS OPINIONS

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- The coordinator / president / referent of the degree course, in the presence of courses with distant assessments, in negative, compared to the average of the degree course as a whole, will have to take action, gathering further elements of analysis, to understand the reasons and suggest, in collaboration with the students of the degree course, in particular with those represented in the Bodies and those possibly present in the CPDS, measures aimed at improving the critical aspects of the use of the course by students. The proposed improvement activities will be reported in the degree course Cyclical Review Reports.

# Monitoring Indicators, Self- evaluation, Periodic evaluation

The data relating to the **academic careers of the students** and the results of the training activities responds to a series of institutional objectives of ANVUR as well as returns to each degree course for the purpose of annual review. The new set of indicators underlying the annual monitoring offers the possibility of making different types of comparisons.

- The values of the individual indicators are calculated with reference to three academic years (or cohorts of matriculated students, see each indicator in detail), making it immediately possible to identify trends within the structure
- To encourage the use of data that is as correct and updated as possible, the values of the indicators for the annual monitoring of the degree courses and those relating to the universities are **updated quarterly** (30 SEPTEMBER, 30 DECEMBER, 30 MARCH) and released within 15 days later. Each release does not overwrite the previous ones, which however remain available on the platform.

For the **Annual Monitoring Sheet** of the degree courses (**SMA**), whose deadline is scheduled for **31 December**, the universities will be able to refer to both the data updated to 30 June and those updated to 30 September.

# Degree courses Indicators

The Annual Monitoring Sheet of the degree course (Annex 6.1 of the AVA Guidelines) contains a first section of summary context information, obtained from the SUA of the degree course and the National Student Registry (ANS – Anagrafe Nazionale Studenti), useful for reading and interpreting the indicators.

The information is divided into **6 sections**:

- Teaching indicators (group A, Annex E MD 6/2019);
- Indicators of Internationalization (group B, Annex E MD 6/2019);
- Additional indicators for teaching evaluation (group E, Annex E MD 6/2019);
- Indicators about the degree course and the regularity of careers (in-depth indicators);
- Satisfaction and employability (in-depth indicators);
- Consistency and qualification of the teaching staff (in-depth indicators).

# University Indicators

The University Indicator Sheet (*Annex 5 of AVA Guidelines*), preceded by a section with general data, includes additional information about the overall didactic offer of the University, teaching and technical-administrative staff consistency, the indicators of economic-financial sustainability.

It is divided into **8 sections of indicators**. The **MD of reference is n. 6/2019**.

- Teaching indicators (group A, Annex E);
- Internationalization indicators (group B, Annex E);
- Quality indicators of research and the research environment (group C, Annex E);
- Economic-financial sustainability indicators (group D, Annex E);
- Additional indicators for teaching evaluation (group E, Annex E);
- Indicators about the degree course and the regularity of careers (in-depth indicators);
- Satisfaction and employability (in-depth indicators);
- Consistency and qualification of the teaching staff (in-depth indicators).

AVA Evaluation  
System AVA  
Annex C MD  
6/19

R 1

QUALITY REQUIREMENTS FOR INSTITUTIONS

University Policies and Strategies

3 indicators - 10 points of attention

R 2

QUALITY REQUIREMENTS FOR INSTITUTIONS

Actors and instruments

2 indicators – 2 points of attention

R 3

QUALITY REQUIREMENTS FOR DEGREE COURSES

4 indicators – 14 points of attention

R 4

QUALITY REQUIREMENTS FOR RESEARCH AND THIRD  
MISSION

University and Departments

2 indicators – 8 points of attention

## Requirement R1

University view,  
strategies e policies  
for teaching and  
research quality

### INDICATORS and Points of Attention

<b>R1.A</b>	<b>View of the quality explained in a strategic plan</b>
R1.A.1	Teaching and research quality in University policies and strategies
R1.A.2	Architecture of University QA System (actors, tasks, responsibilities)
R1.A.3	Critical review of the University QA System functioning
R1.A.4	Role of the students
<b>R1.B</b>	<b>University policies for desing, update and review of the degree courses</b>
R1.B.1	Students career and admission
R1.B.2	Educational offer organisation
R1.B.3	Desing and update of the degree courses
<b>R1.C</b>	<b>Policies on competence and update of professors and teaching sustainability</b>
R1.C.1	Teaching staff recrutement and qualification
R1.C.2	Support structure and services for teaching and for technical-administrative staff research
R1.C.3	Teaching sustainability

Requirement R2  
Efficacy of the QA  
University policies

INDICATORS and Points of Attention

<b>R2.A</b>	<b>University System for monitoring and data collection for QA</b>
R2.A.1	QA management and monitoring of the information flows among the structures responsible
<b>R2.B</b>	<b>University System for the self-evaluation of the Degree courses and the Departments</b>
R2.B.1	Self-evaluation of the Degree courses and the Departments and verification by the Evaluation Unit

# Requirement R3

## QA system management at Degree course level

### INDICATORS and Points of Attention

<b>R3.A</b>	<b>Objectives definition, desing and architecture of the degree course</b>
R3.A.1	Degree course desing and initial consultation of the parties
R3.A.2	Definition of outgoing profiles
R3.A.3	Coherence between profiles and objectives
R3.A.4	Education offer and paths
<b>R3.B</b>	<b>Teaching management strategies</b>
R3.B.1	Orientation and tutoring
R3.B.2	Knowledge required on entry and recovery of deficiencies
R3.B.3	Organisation of flexible courses and teaching methodologies
R3.B.4	Teaching internationalization
R3.B.5	Verification of learning



Requirement R3  
QA system  
management at  
Degree course  
level

INDICATORS and Points of attention

<b>R3.C</b>	<b>Human resources, support services and structures</b>
R3.C.1	Teaching staff equipment and qualification
R3.C.2	Staff equipment, structures and services for teaching support
<b>R3.D</b>	<b>Monitoring, strategies review, improvement actions</b>
R3.D.1	Professors and students contribution
R3.D.2	Engagement of external speakers
R3.D.3	Training course review

# Requirement R.4

## Research and Third Mission Evaluation in QA system

### INDICATORS and Points of attention

<b>R4.A</b>	<b>Policies for University Research and Third Mission Quality</b>
R4.A.1	University strategies and policies for research quality
R4.A.2	Monitoring the scientific research and improvement actions
R4.A.3	Resources allocation, definition and advertising of the criteria
R4.A.4	Organisation, survey and analysis of the third mission actions
<b>R4.B</b>	<b>Evaluation of the policies for the departments and research structures quality</b>
R4.B.1	Strategic lines definition
R4.B.2	Results and improvement actions evaluation
R4.B.3	Definition and advertising of resources allocation criteria
R4.B.4	Staff equipment, research support structures and services

# Documentary sources for CEV visit

## UNIVERSITY

- Summary table (collection of the sources to be indicated to the CEV and guide to their reading and interpretation. For each "point of attention" of the locations, a brief self-assessment judgment must be reported and the relevant document sources specified).
- Three-year strategic plan
- Quality plan
- Quality assurance process management document
- Regulations for the distribution of research funds

## DEGREE COURSE

- Single Annual Sheet (SUA)
- Cyclical review reports
- Annual Monitoring Sheet (SMA)
- CPDS reports

## DEPARTMENTS

- Department planning documents
- Single Annual Sheet of Departmental Research (SUA-DR)
- Third Mission Single Annual Report / Social Impact (SUA-TM / SI)

# Department QA system

As regards quality assurance, the **QA reference / group of the departmental research** has the task of:

- carrying out the annual review on the state of research and the third mission with respect to the Department programming;
- supporting the Director in the collection of data and in the compilation of the SUA-DR;
- submitting the SUA-DR to the Department Council for its authorisation and forwarding it to the AQA, which monitors it and reports any corrective actions to the same QA Group;
- Spreading within the Department the culture of departmental research self-evaluation through examples, meetings and seminars;
- carrying out all its activities in a planned, systematic, documented and verifiable way.

AVA

Single Annual  
Sheet -  
Departmental  
Research

SUA-DR

*SUA-DR contains information and data useful for the evaluation of research within the AVA system.*

*It is divided into three parts:*

- Part I: Objectives, resources and management of the Department
- Part II: Research results
- Part III: Third mission.

AVA

Single Annual  
Sheet –  
Departmental  
Research

SUA-DR

## Part I: objectives, resources and management of the Department

### Section A (Department research objectives)

**Frame A1** Declaration of the Department research objectives

### Section B (Management system)

**Frame B1** Department Organisational Structure

- Frame B1b Research Groups

**Frame B2** Department Quality Assurance Policy

**Frame B3** Department Research Review

### Section C (Human resources and infrastructure)

**Frame C1** Infrastructure

Research laboratories, heavy equipment, libraries and bibliographic heritage, including databases available online

**Frame C2** Staff members

AVA

Single Annual  
Sheet –  
Departmental  
Research

SUA-DR

## Part II: Research results

Part II is divided into five sections D, E, F, G e H.

### Section D (Scientific Production)

Frame D1 Teaching staff publications  
Disciplinary sector of scientific production  
Evaluation criteria of scientific production

### Section E (Internationalization)

Frame E1 Publications with foreign co-authors  
Frame E2 International mobility

### Section F (Professors without scientific production for the reference year)

### Section G (Projects awarded through calls for tenders)

Frame G1 Fundings acquired through calls for tenders

AVA

Single Annual  
Sheet –  
Departmental  
Research

SUA-DR

Section H (Responsibilities and Scientific Recognitions)

- Frame H1** Scientific awards
- Frame H2** Fellows of International Scientific Societies
- Frame H3** Management, participation in management committees of scientific journals, editorial series with scientific characteristics, encyclopedias and scientific treatises by professors, researchers, PhD students and research fellows
- Frame H4** Management / Scientific Responsibility / Coordination of public or private, national or international research bodies or institutes
- Frame H5** assignments (formally formalized and documentable) either of teaching exclusively at foreign universities or of research exclusively at public or private foreign universities and research centers
- Frame H6** Scientific Responsibility of International Congresses

**PART III: THIRD MISSION (replaced by new TM/IS guidelines of November 2018)**



AVA

Single Annual  
Sheet –  
Departmental  
Research

SUA-TM/IS

*Guidelines November 2018*

SUA-TM/IS sheet currently constitutes the Third Part of the SUA-DR (Single Annual Sheet Departmental Research) and data collection for the years 2015, 2016 and 2017 is expected to begin in the first months of 2019. The part of the third mission activity defined as the production of public goods was expanded, strengthening the survey on their social, cultural and economic impact.

**I.0 – STRATEGIC OBJECTIVES OF THIRD MISSION / SOCIAL IMPACT**

**I.1 – INDUSTRIAL PROPERTY MANAGEMENT**

- I.1.a Licenses
- I.1.b Plant rights

**I.2 - SPIN-OFF COMPANIES**

**I.3 – ACTIVITIES AGAINST THIRD PARTIES**

Singles  
Annual Sheet-  
Third  
Mission/Social  
Impact  
SUA-TM/IS

**I.4 – INTERMEDIATION STRUCTURES**

- I.4.a General section
- I.4.b Technology Transfer Offices
- I.4.c Placement offices
- I.4.d Incubators
- I.4.e Consortia and associations for the Third Mission
- I.4.f Parks

**I.5 – MANAGEMENT OF CULTURALE HERITAGE AND ACTIVITIES**

- I.5.a Archaeological research and excavations
- I.5.b Museum poles
- I.5.c Musical activities
- I.5.d Buildings and historical archives
- I.5.e Libraries / newspaper libraries
- I.5.f Theatres and sport facilities

# Singles Annual Sheet- Third Mission/Social Impact

SUA-TM/IS

## I.6 – ACTIVITIES FOR PUBLIC HEALTH

- I.6.a Clinical trial on drugs and medical devices
- I.6.b Other activities (non-interventional studies, patient empowerment)
- I.6.c Support structures

## I.7 – IN-SERVICE TRAINING, LIFELONG LEARNING AND OPEN TEACHING

- I.7.a In-service training activities
- I.7.b Medicine lifelong learning activities
- I.7.c Competence certification activities
- I.7.d School-Work projects
- I.7.e MOOC

## I.8 - PUBLIC ENGAGEMENT

- I.8.a Selection of Public Engagement initiatives
- I.8.b Public Engagement activities monitoring

# Research Quality Evaluation VQR

## Objectives of VQR

- The Research Quality Evaluation (VQR) is aimed at evaluating the results of scientific research carried out in a certain period of time (last four years) by state and non-state universities, public research bodies supervised by MIUR and other public and private subjects carrying out research activities, upon explicit request and contributing to the costs of the evaluation exercise. The VQR was formalized with the approval of the related MD.

## Areas and products subject to evaluation.

- The VQR is divided into **16 Research Areas**; for each area, ANVUR set up an Evaluation Expert Group (**GEV**) with the task of evaluating research products.
- The number of products to be proposed for evaluation by research workers is indicated in the VQR Call.
- The assessments are based on the **peer review method** and on **the bibliometric analysis** for the items indexed in the Web of Science and Scopus databases. There is also a regulatory constraint dictated by the Presidential Decree n.76 of 2010 establishing the ANVUR, which obliges to carry out the evaluation mainly through peer review procedures.
- The subjects assessed (research workers) are: researchers (permanent and fixed-term), assistants, first and second level professors, fixed-term extraordinary professors and researchers, technologists and research managers of the Research Bodies. Research products consisting of: scientific monographs and equivalent products are considered for the purposes of the VQR; journal contributions, volume contributions and other types of scientific products (e.g. drawings, databases, architectural projects, etc.). The complete list is indicated in the VQR call.

# Research Quality Evaluation

## VQR

### Evaluation criteria

- The evaluation criteria were defined by the GEV in agreement with the ANVUR. The **quality judgment** is based on criteria such as originality; methodological rigor and certified or potential impact. The analysis based on these criteria converges in a synthetic judgment on the research product, **divided into five levels**: Excellent; High; Fair; Acceptable; Limited. The products are "Not assessable" if they belong to types excluded from the exercise or if the documentation provided is inadequate or they were published for the first time in years preceding or following the four-year period of reference and also the products missing compared to the expected number.

### Further research-related data

- In the context of the VQR, the evaluation will concern - in addition to the research products mentioned above - also other indicators related to research, and in particular: **the ability of the structures to attract external resources based on calls for tenders; the advanced training carried out by the structures; mobility in the roles of employees in the four-year period.**
- For information purposes, **the competitiveness profile of the institutions for third mission activities** will also be considered, where the revenue from the third mission activity, **patent activity** and **spin-off companies** will be analyzed.