

**Criteria and guidelines
for the draft of the Annual Report
of the AFAM Institutions Evaluation Boards**

(Document approved with ANVUR Governing Board resolution n. 274 of 12/06/2021)

1. Foreword

This document contains the Guidelines for the draft of the Annual Report of the AFAM Institutions Evaluation Boards referred to in Article 10 of Presidential Decree 132/2003. The standards and guidelines adopted are developed consistently with the Quality Assurance (QA) principles defined at the European level (Standards and Guidelines for Quality Assurance in the European Higher Education Area, hereafter ESG 2015).

The document takes into account comments received from the Network of AFAM Evaluation Boards, established on July 7, 2021, as well as those of AFAM Institutions' stakeholders, including students' organization representatives.

The first part of the document summarizes the role of the Boards and the objectives and function of the Annual Report; the second part presents the structure of the Report, as well as the standards and guidelines for self-evaluation.

2. The role of the Evaluation Boards of AFAM Institutions.

The Evaluation Boards of AFAM Institutions is a mandatory body identified by Article 4, paragraph 1, of Presidential Decree 132/2003, Regulation containing criteria for the statutory, regulatory and organizational autonomy of art and music institutions, in accordance with Law No. 508 of December 21, 1999. Article 10 of this regulation and further amendments introduced by Article 1, paragraph 645, of Law 205/17 (Budget Law 2018) define the functions of this institutional body. In accordance with the law, the AFAM Evaluation Board verifies the compliance of results with institutional objectives. In particular, it performs the following functions:

- (a) evaluation of the results of teaching and research activities and the overall functioning of the institution, through verification - conducted also through comparative cost-income/benefit analysis - of the optimal use of resources;
- (b) preparation of the Annual Report on the activity and functioning of the Institution, according to the criteria determined by ANVUR;
- (c) periodic acquisition, in anonymous form, of students' opinions on educational activities and indication of the results within the Annual Report.

The AFAM Evaluation Board performs internal quality assurance functions in relation to the processes of improving the definition of the institution's objectives and results, as well as with regard to optimizing the use of resources and student satisfaction. With respect to the teaching, research and artistic production and management activities of each Institution, the AFAM Evaluation Board does not interfere with decision-making processes, but-as an essential governing body and thanks to its monitoring and evaluation activities-represents a stimulus to the improvement of the quality of institutional objectives and processes, as well as of the actions taken to optimize the efficiency and effectiveness of these processes in the interest of the various stakeholders (first and foremost the student, whose centrality the Bologna Process has emphasized). In this perspective, quality is seen as triggering an increasingly virtuous circle between goal setting, planning, monitoring of ongoing processes and reporting (understood as accountability, in a much broader sense than the purely administrative one). This is within the framework of a set of clearly identified institutional goals, which are translated into plans and programs and communicated in a transparent way to the various recipients/stakeholders.

The work of the AFAM Evaluation Board aims to ensure responsible and sustainable development of the Institution, the latter term meaning the sustainability over time and through available resources of the standards of quality identified by the Institution and expected by users, as well as the sustainability of

training, research and artistic production, national and international relations and collaborations, and initiatives for the territory (third mission and social impact).

The indications provided by the AFAM Evaluation Board are used by the Institution for the dissemination of evaluation outcomes to the academic community and external stakeholders, as well as for the discussion and revision of the action plan and the adoption of measures to improve the critical areas highlighted by the evaluation.

Finally, the Evaluation Board performs support functions for external quality assurance: in fact, its activity is a necessary prerequisite for the evaluation activity carried out by ANVUR. Thus, the Evaluation Board:

- a) *with respect to initial accreditation procedures of study programmes*: expresses its opinion on the activation of new study programmes (consistency with the institutional mission and sustainability of implementation plans);
- b) *referring to the Annual Report*: check the proper functioning of the Quality Assurance System (QA) and provides support to ANVUR and the Ministry on monitoring the possession of the initial and periodic accreditation requirements of the institution and of the study programmes; in particular, it verifies the effectiveness of the strategies adopted to overcome the recommendations and conditions formulated by ANVUR (follow-up procedures);
- c) *with respect to self-assessment activities*: provides support to the governing bodies of the institution in monitoring the results achieved, as well as in the development of additional indicators for the achievement of the objectives set out in the strategic plan.

To summarize, the evaluation carried out by the Evaluation Board represents the link between the internal quality assurance processes defined and implemented by each institution and the accreditation and external quality assurance processes developed by the MUR and ANVUR in consistency with the abovementioned standards and European guidelines on quality assurance in the European higher education area (ESG 2015).

3. The Annual Report: aims and objectives

The Annual Report on the Institution's activities and operations is a key tool for:

- foster the improvement of greater awareness within the Institution of continuous improvement methods based on internal quality assurance processes, as a result of the interactions of the AFAM Evaluation Boards with the Institution's different governing and management bodies;
- allow ANVUR an external evaluation also based on the self-evaluation conducted by the Board.

Pursuant to Article 1, paragraph 644, of Law 205/17, the AFAM Evaluation Boards of AFAM Institutions, including the Institutions authorized pursuant to Article 11 of Presidential Decree 212/05, forward this Report, drawn up in accordance with the criteria determined by ANVUR, to the MUR and the Agency by March 31 of each year (unless otherwise specified by the Ministry). Pursuant to Presidential Decree 132/03, the Annual Report constitutes the framework for the Ministry's allocation of financial contributions to the institutions. ANVUR verifies the adoption of the general criteria established according to the provisions of Article 10, paragraph 2, letter b), of the regulations set forth in Presidential Decree 132/2003, notifying the MUR, within 90 days, of its assessments in this regard.

In order to define a standard model of the Annual Report and allow the conduct of structured qualitative analysis to be returned to the Institutions, in 2017 ANVUR defined the document "General Criteria for the Compilation of the Annual Report of the AFAM Evaluation Boards of AFAM Institutions," adopted starting with the Annual Report 2018 (related to the academic year 2016/17), based on the analysis of the structure of the Annual Reports prepared until then. To ensure greater consistency with European quality assurance standards, starting in 2020 ANVUR initiated a participatory process of revising and improving the structure of the Annual Report, through

the involvement of various experts and national and international bodies, which in 2021 saw the key contribution of the Network of AFAM Evaluation Boards of AFAM Institutions, as well as the Ministry and representatives of AFAM Institutions, with the aim of defining standards and guidelines for the AFAM Evaluation Boards' Annual Report report in line with the ESG, to be applied from 2022 (**the a.y. of reference of the 2020/21 Report**).



In order to ensure sustainability for the institutions in the production of documentation and for the Nuclei in their evaluations, the following criteria of graduality have been defined:
parts of the document marked

- *with * (single asterisk) will not be mandatory for the 2022 Report,*
- *with ** (two asterisks) will not be mandatory for 2022 and 2023 Reports,*
- *with *** (three asterisks) will always remain optional.*

4. Annual Report structure

The Annual Report of the Evaluation Board has three parts:

- I. *follow-up process* based on previous evaluation (internal and/or external);
- II. evaluation of the results of teaching, research and artistic/scientific production and the overall functioning of the institution (divided into 14 sections);
- III. overall evaluation of the Quality Assurance system.

5. General Instructions for Compilation.

In completing the various Sections, the Evaluation Board are asked to draft texts that are complete but written in summary form. With a view to simplification and sustainability of the self-evaluation activity, in the event that same aspects are addressed in more than one section of the Annual Report, it is requested not to replicate the contents of the section, but to provide precise references regarding the point(s) of the Report in which the necessary observations have already been provided. In addition, when possible and appropriate, it is recommended that links to relevant pages on the Institution's website be provided, including for possible further study.

Only teaching, research and artistic/scientific production, as well as administrative activities related to the academic year to which the Report refers should be taken into consideration. The section devoted to the survey of student opinions should also cover the a.y. to which the Report refers, to ensure consistency in the analyses carried out.

Section I. *Follow-up of previous evaluations*

Description

A fundamental part of the self-evaluation process is the follow-up of the actions taken to improve the functioning and organization of the institution, based on what has been highlighted in previous self-evaluation or external evaluation procedures (such as the initial or periodic accreditation of study programmes). Thus, the starting point of the Annual Report is the examination of the improvement actions implemented during the a.y. of reference of the Report, both with respect to the development of systemic activities concerning specific educational, organizational or operational aspects, and with respect to the dissemination of the culture of quality through institutional relations, meetings and training events.

Standard

The institution considers the critical issues highlighted in previous internal and (if applicable) external evaluation procedures and defines specific strategies for overcoming them and continuing the improvement actions undertaken.

Guidelines for Compilation.

The AFAM Evaluation Boards are asked to indicate the actions taken by the institution aimed at continuous improvement or overcoming the critical issues indicated in the previous Annual Report. Specifically, for each critical issue the Evaluation Board should:

- indicate the improvement actions taken by the Institution;
- specify the documentary sources that highlight these actions;
- assess the degree of effectiveness of the improvement actions undertaken or the extent to which the critical issues have been overcome; if not, suggest procedures for monitoring the effectiveness of the actions that will be defined and/or implemented.

If applicable, in addition, the Evaluation Board will analyze the actions put in place by the Institution with respect to the recommendations/conditions formulated by ANVUR as part of the initial accreditation procedures for study programmes. In this regard, for each critical issue the Evaluation Board will have to:

- specify the documentary sources that highlight the actions taken;
- assess the extent to which critical issues have been overcome; in case of persistence (partial or full) of critical issues, suggest strategies for overcoming them and for monitoring the effectiveness of the actions taken.

Evaluation of the Board

1. Status of actions taken by the institution for continuous improvement or overcoming critical issues

N.	Brief description of the subject area referred to by the criticality/recommendation for continuous improvement <i>Example:</i> <i>Internationalization - ERASMUS project implementation.</i> <i>Definition of classrooms to be dedicated to self and/or group study</i>	Actions implemented (max. 800 characters, including spaces, for each action)	Status of progress. <i>1=action not yet planned; 2=action planned but not yet implemented; 3=action being implemented; 4=action completed</i> <i>N.B. In case of action in progress (3), please indicate the month and the year envisaged for the activities conclusion</i>
1.			

2.			
3.			

2. With reference to remaining critical issues, suggestions (to be made in the form of a bulleted list) aimed at improving organizational, teaching and research processes.

No. critical issue/recommendation on which the suggestion is made	Suggestion for improvement (with reference to the specific context of the institution) (max. 800 characters, including spaces)

Documents and data to support the evaluation of the Board *(to be provided by the Institution)*

- Link to the page on the Institution's official website where previous Evaluation Board Reports are published
- Previous ANVUR evaluations regarding periodic evaluation (only for Institutions authorized under Art. 11 of Presidential Decree 212/2005) and/or initial accreditation of new study programmes
- Summary report of the Institution on the actions put in place to overcome critical issues, prepared according to the standard template attached in the platform

Section II. Evaluation of the results of teaching and research activities and the overall functioning of the institution

Foreword

The second part of the Report is divided into 14 sections. Each section contains:

- the points of attention against which the AFAM Evaluation Boards must express its evaluations of the organization and functioning of the teaching, scientific and research activities of the Institution;
- the documentation or information that the Institution must provide to the Evaluation Board to enable the evaluations.

1. THE INSTITUTION

Evaluation of the Board

Verification that the institution has a formally defined, adopted and publicly disclosed mission and vision
Verification that the institution's mission and vision are translated into concrete goals and achievable strategies
General assessment of the institution's organization

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- Institution's website
- Link to the page on the Institution's official website where its history is explained
- Reporting of any relevant circumstances in institutional relations during the academic year under review
- Link to the page on the official website where the Institution introduces itself (e.g., "About us," etc.)
- Mission of the Institution with any considerations about its genesis and communication
- Links to pages on the Institution's official website devoted to its constituted bodies and their members
- Reporting of any anomalies/difficulties in the appointment or renewal of the various Bodies
- Links to the pages of the Institution's official website where the current Statutes and Regulations are published
- Reporting of any absences/difficulties in the drafting of individual mandatory Regulations (Administration, Finance and Accounting Regulations; Teaching Regulations, etc.) or Regulations adopted by the Institution in its autonomy
- Report of the Director on the teaching, artistic and research activities carried out during the academic year under review* (mandatory field from Report 2023)

2. EDUCATIONAL OFFER

Evaluation of the Board

Overall assessment of the academic offerings provided by the Institution in relation to the institutional objectives and with reference to the territorial context of reference, with the reporting of strengths and any criticalities
Comprehensive evaluation of the academic offerings and other educational activities delivered by the Institution, with reporting of any critical issues from the point of view of the numerical consistency of enrollment and examination of the reasons justifying their maintenance (e.g., outlining the institution's initiatives for monitoring/relaunching underperforming programmes)
Analysis of the reasons provided by the institution for requesting the activation of new programmes or for the suppression/suspension of previously active programmes

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- Description of the distinctive elements of the academic educational offerings, indicating the specificity of the objectives with respect to the reference territorial context (national and international)
- List of academic programmes authorized by the MUR (distinguishing between cycle I, II and III programmes or others), with an indication of the individual decrees of authorization, specifying for each programme whether it was active in the a.y. under review
- List of other educational activities organized by the institution in the a.y. under review (masterclasses, advanced programmes, workshops, etc.)
- Description of the process (planning, procedures, consultations and opinions acquired, etc.) of activation of new study programmes or revision of already authorized programmes, indicating the bodies formally consulted as part of the decision-making process
- List of new academic programmes for which an application for accreditation has been submitted, with an indication of the reasons for their opening (e.g., as to their objectives and expected results, use of internal and/or external faculty, etc.)
- List of academic programmes discontinued or suspended in the academic year under review, with the reasons for discontinuation

3. STUDENTS POPULATION

Evaluation of the Board

Overall assessment of significant trends and phenomena emerging from the analysis of data on the institution's student population, pointing out strengths and possible areas for improvement

Data to support the evaluation of the Board (MUR-CINECA preloaded data).

- Survey, in tabular format, of matriculated, enrolled (total and out-of-programme) and graduated students in the last 5 academic years, for each authorized academic programme
- Survey, in tabular format, of the geographical origin (residence) of matriculated and enrolled students in the a.y. of reference of the Report
- Distribution by age group, in tabular format, of those enrolled in academic programmes, disaggregated by programme level (a.y. of reference of the Report)
- Survey, where applicable, of the number of students enrolled part-time in the a.y. of reference of the Report

4. TEACHING ORGANIZATION

Evaluation of the Board

Indicate methods and outcomes of consultation with Department or School coordinators on the organization of teaching, specifying strengths and areas for improvement highlighted * (mandatory field from Report 2023)
Assessment of the consistency and completeness of the information provided in the Didactic Regulations, Manifesto of Studies, and teaching programs
Assessment of the articulation of the teaching calendar and the overall organization of teaching
Analysis of the teaching methodologies adopted by the institution in an innovative direction and in relation to the measures taken to cope with the COVID-19 epidemiological emergency
Evaluation of the adequacy of the procedures defined for admission and final graduation test, as well as for the assessment of incoming international students' linguistic and cultural competence and their integration

Assessment of the adequacy of educational supports provided for students with disabilities, DSA or BES

- Academic teaching regulations of the institution, indicating the Ministerial Decree of approval
- Manifesto of studies
- Link to the page of the Institution's official website where the list of teaching programmes with their holders for the a.y. under consideration is published
- Link to the page on the Institution's official website where the programs of each teaching for the academic year under review are published
- Articulation of the teaching calendar, indicating the possible organization into semesters, the number of weeks of semester duration, the number of examination sessions and the number of appeals per examination, the number of sessions scheduled for the final academic graduation examination
- Description of the organization and mode of teaching, as well as the measures taken in compliance with the provisions and measures to cope with the COVID-19 epidemiological emergency
- Description of the teaching methods used by teachers in an innovative direction, including specifying the possible use of new technologies
- Description of the modalities of the entrance examinations, indicating, where necessary, the different types of tests for Level I and II
- Description of the methods for assessing the linguistic and cultural competence of incoming international students, as well as the educational measures taken to support their effective integration into the system
- Description of the educational supports provided for students with disabilities, DSA or BES
- Description of the modalities of the final graduation test (with regard to the dissertation/thesis and practical test), including specifics for Level I and Level II

5. PERSONNEL

Evaluation of the Board

Assessment of the adequacy of the number and type of teaching and non-teaching staff in relation to teaching and research activities, number of students and teaching facilities
Evaluation of the adequacy of procedures for recruiting external contract faculty members
Evaluation of the adequacy of the procedures for awarding teaching assignments (including extracurricular assignments and the allocation of additional hours) assigned to internal and external personnel
Evaluation of the adequacy of the plan of training activities for teaching and non-teaching staff
If the staff opinion survey is present, critical analysis and contextualization of the evidence that emerged *** (field always optional)
Summary evaluation of the Reports of the professors on the didactic-artistic work carried out by each in the last three-year period, as inferred from the reports on the work carried out by each pursuant to Art. 22 of the normative CCNL 2002-2005 AFAM, made available by the Institution outside the IT platform * (mandatory field from Report 2023)

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- Indication of the number of staff positions and the number of permanent, fixed-term, and contract teachers
- Link to the page on the Institution's official website where the procedures and outcomes of the recruitment of external teaching staff are published (notice, ranking, etc.)
- List of contract teaching entrusted to external faculty, indicating the number of hours of each teaching
- List of any tenure conversions that occurred during the reporting year
- List of administrative staff on permanent, fixed-term, or contractual non-tenure track, with an indication of the title of each staff member
- Description of the organization of the staff assigned to the Library

- Indication of the presence of technical staff for computer services
- Description of how teaching assignments-including extracurricular assignments-are assigned to internal and external staff, their duration and associated costs
- Description of the criteria for the allocation of additional hours to faculty on staff, with an indication of the activities for which the hours are assigned and the related costs
- Presence of a survey of staff opinions (teaching and non-teaching) and, if positive, summary of results *** (field always optional)
- Plan of training activities for teaching and non-teaching staff (professional development/upgrading, teaching and methodological innovation, etc.)

6. STUDENTS SERVICES AND STUDY RIGHTS

Evaluation of the Board

Overall assessment of the adequacy of "incoming" student services: orientation, reception, CFA recognition and assignment of incoming educational debts, Right to Study, use of scholarships and paid activities reserved for students
Overall assessment of the adequacy of in-progress services: support for foreign students, support for students with disabilities, with DSA, support in academic career advancement
Overall assessment of the adequacy of "outbound" student orientation activities
Overall assessment of the adequacy of internship and placement services
Verification about the effective issuance of the <i>Diploma Supplement</i>
Overall assessment of the section under review, reporting strengths and any points for improvement or further development

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- Two Diploma Supplements¹ (one of first and one of second level - both in Italian and English versions) issued by the Institution and made anonymous, relating to the academic year to which the Report refers
- Receipt of delivery of a Diploma Supplement in the a.y. to which the Report refers to
- Statement, signed by the Institution's legal representative, on the regular automatic and free issue to all students of academic diploma programmes of the Diploma Supplement
- Description of the procedures for the recognition of incoming CFAs and the awarding of incoming educational debts, indicating the link to the page on the Institution's official website where the relevant regulations or information for students is published
- Forms used for procedures for the recognition of CFAs in entry and for the assignment of entry educational debts
- Description of incoming orientation and reception services aimed at students (open days, accommodation, canteen, cultural activities, etc.)
- Description of actions related to the application of Right to Study regulations, the use of scholarships and paid activities reserved for students
- Data on the application of regulations on the Right to Study, utilization of scholarships and paid activities reserved for students (total exemptions, partial exemptions, Institute interventions, Region interventions) - data preloaded MUR-CINECA
- Description of support services for foreign students (management of paperwork related to incoming mobility, support in finding accommodation, inclusion in social networks such as ESN - Erasmus Student Network, language support and support for educational and cultural integration, etc.).
- Description of student orientation services (counter hours) and psychological support/counseling, including counter hours Description of support services for students with disabilities, with DSA or with psycho-physical difficulties (with special reference to practical performance disciplines)
- Description of curricular internship/internship services, indicating the link to the page on the institution's official website where the relevant regulations or information for students is published
- List of activated internships/internships and forms used
- Example of a curricular internship or internship agreement in place for the relevant academic year

- Description on outbound orientation activities (e.g., placement, surveys on employment opportunities, meetings with professionals or industry reference bodies, website information, etc.)
- Link to the page on the institution's official website where the Student Guide/ECTS catalog is published to promote transparency, timeliness and completeness of information to students
- Description of the role of the Student Council in improving services

¹ With reference to the Diploma Supplement, it is recalled that the Ministry with D.D. No. 389 of March 5, 2019 defined the new Diploma Supplement template with 4 annexes related to compilation and national guidelines for digitization

7. PREMISES AND EQUIPMENTS

Evaluation of the Board

Overall assessment of the building equipment in the possession of the Institution, from a quantitative and qualitative point of view, with reference to the specific type of teaching activities and the number of students enrolled, specifying strengths and any areas for improvement or further development
Evaluation of the adequacy of the instrumental equipment in the possession of the Institution, from a quantitative and qualitative point of view, with reference to the specific type of academic diploma programmes provided and the number of students enrolled, with specification of the strengths and any areas for improvement or further development
Overall assessment of the procedures adopted by the institution to ensure the maintenance and updating of instrumental endowments
Overall assessment of the adequacy of facilities and instrumentation made available to administrative staff, in terms of quantity and quality, as well as their functionality, specifying strengths and any areas for improvement or further development

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- Information on the institutional location(s) (buildings, address and available square meters), the ownership of the location(s) (e.g., State Property, Region, Municipality, Private, etc.), the year in which the property was entrusted to the Institution, and the structural equipment available for each location. For non-owned buildings, indication of the mode of use (loan, concession, any lease agreements with indication of expiration, etc.), with an indication of the economic commitment, if any, to be made by the Institution and its impact on the overall budget (MUR-Cineca Building Form)
- Description of any ease/difficulty of connection by public transportation. If there is more than one location, the distance between buildings and ease/difficulty of logistics for students, faculty, and technical/administrative staff should be indicated * (mandatory field from Report 2023)
- Statement about possession of the legal certifications related to the spaces (e.g., fitness, fire, sanitation, safety, accessibility and overcoming architectural barriers, etc.) and about the appointment of the Safety Officer (cite the details of the measure)
- Description of the state of maintenance of the buildings and any restorations, renovations, and any other activities put in place by the Institution in the reporting year to maintain or improve their decorum ** (mandatory field from the 2024 Report)
- Description of how accessibility of the building and equipment to people with disabilities is provided
- Description of building resources (classrooms, laboratories, etc.) dedicated to the lessons of academic programme teachings
- Description of specific building solutions adopted to ensure the functionality and quality of structural endowments (e.g., insulation, absorption, acoustic reverberation; ventilation; air conditioning; light; etc.
- Description of the instrumental endowment (equipment, laboratory equipment, tools, machinery, PC workstations, software, etc.) owned by the institution and the state of maintenance and updating
- Description of actions for the purchase, restoration or updating of instrumental and technological endowments
- Link to website page where directions and documentation for student loans of specific equipment or musical instruments are posted
- Statement on the presence and functionality of the Wi-Fi network in all teaching classrooms
- Document signed by the Student Council containing observations or proposals on the adequacy of classrooms, including those for student self-study or for recreational or social activities

- Document signed by the Administrative Director on the adequacy of the equipment made available to administrative staff to carry out their activities

8. LIBRARY AND ARTISTIC HERITAGE

Evaluation of the Board

Overall assessment of the adequacy of the Library's endowments and available facilities
Overall assessment of the adequacy of actions regarding the acquisition, cataloging and digitization of the Library's holdings
Overall assessment of the adequacy of actions regarding the preservation and enhancement of the Library's artistic and documentary heritage
Overall assessment of the adequacy of library services, including with reference to the impact on users and student satisfaction

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- Description of the consistency and characteristics of the documentary heritage and its presence in OPAC, as well as description of the type of materials held (paper, digital, video-phonographic documents, etc.)
- Description of the consistency and characteristics of the artistic heritage
- Description of acquisition activity (purchases, public calls, bequests and donations), cataloging and OPAC, digitization of the library holdings (including historical holdings) and/or video-phonographic holdings (mechanical or digital)
- Description of the state of conservation of the documentary and artistic heritage, as well as the strategies implemented for its enhancement
- Regulations for library services
- Link to the web page on the website where the Regulations for consultation and lending of the Library's holdings are published
- Description of library services: public opening hours, procedures for consultation and lending, spaces and equipment for consultation and lending
- Indication of the number of computers available to users and staff
- List of subscriptions to online resources available to users ** (mandatory field from Report 2024)
- Inflow and borrowing data (broken down by students, faculty, external persons), indicating the type of material consulted or requested to be borrowed
- Any grants awarded to students for Library support, indicating objectives, tasks assigned, and results achieved * (mandatory field from Report 2023)
- Summary report of the Librarian or staff in charge/manager of library services on the major aspects of the Library and the services provided, specifying the strengths and possible areas for improvement and formulating possible solutions to the critical issues noted * (mandatory field from Report 2023)
- Document signed by the Student Council containing observations and suggestions on the adequacy of the Library and library services, also with reference to the provisions of the Regulations, specifying strengths and possible areas for improvement¹

9. INTERNATIONALIZATION

Evaluation of the Board

¹ For the formulation of the Student Council's comments, the Institute will make available to the Council all the complete information in the "Library and Heritage" section.

Verification of the existence of an English version of the website content (specify which ones) * (mandatory field from Report 2023)
Assessment of the presence of the Programme Catalogue on the institution's website - see section 14. Transparency and digitization
Assessment of the adequacy of the strategies defined and implemented to support and strengthen international activities, specifying strengths and possible areas for improvement and formulating possible solutions
Assessment of the adequacy of the resources and endowments identified for international activities
Assessment of the adequacy of the initiatives implemented to raise awareness among students and staff toward international activities
Evaluation of the adequacy of services offered to foreign students, specifying strengths and possible areas for improvement and formulating possible solutions to the critical issues detected
Evaluation of trends related to mobility (incoming and outgoing) of students, faculty and staff
Evaluation of the adequacy of the initiatives implemented for the communication and dissemination of international initiatives * (mandatory field from the 2023 Report)

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- Link to the web page on the website where information on internationalization activities is published
- Description of the organization (human resources, skills, roles/functions/mansionary) of the International Relations/Erasmus office (or other structure dealing with such activities)
- Description of the equipment available to the International Relations/Erasmus office (space, equipment, IT resources)
- Indication of the presence of the Erasmus Charter for Higher Education (ECHE), with date of obtaining it, or description of the actions taken in the relevant academic year to obtain it
- List of existing bilateral agreements and active cooperation, traineeship and international exchange projects for the a.y. of reference (n.b. the list should be restricted to active agreements only, not to those signed over the years by the institution)
- Description of criteria used to identify partners with whom to establish bilateral agreements or cooperation projects
- Links to the pages of the Institution's website where the mobility notices published by the Institution and tables with the evaluation criteria for the selection of students, faculty and staff, in the relevant academic year, are listed
- Data on student, faculty and staff mobility (incoming and outgoing) in the last 5 years (Preloaded MUR- Cineca)
- Description of how mobility activities were carried out during the pandemic period, indicating any critical issues and actions taken to overcome them
- Description of active international projects in the relevant academic year and any research projects carried out in the context of European or international projects
- Indication of any study programmes with structured mobility or mobility projects financed with national or international funds * (mandatory field from Report 2023)
- Description of the results achieved by mobile students (incoming and outgoing) regarding the curriculum studiorum and ECTS achieved ** (mandatory field from Report 2024)
- Description of the impact that internationalization has had on the institution's educational offerings * (mandatory field from Report 2023)
- Description of economic resources available for internationalization activities and their origin (Erasmus funds, MUR funds, institution funds, other funds)
- Description of actions taken to inform, raise awareness and encourage participation in international activities organized by the Institute * (mandatory field from Report 2023)
- Description of activities to support and assist mobile students, faculty and staff (for accommodation, documents, certificates, insurance)
- Description of actions to promote and facilitate vehicular language learning of programmes in the destination country and to encourage local language proficiency (Language policy) * (mandatory field from Report 2023)
- Description of the training, refresher, development and skills enhancement programmes for faculty and

administrative staff involved in the coordination and management of international/Erasmus activities (for the relevant academic year)

- Description of the dematerialization process implemented in the relevant academic year for the management of Erasmus mobility administrative procedures (Erasmus Without Paper - EWP)
- Any questionnaires administered to students (including foreigners), faculty and staff who have been on mobility abroad (non-mandatory field) *** (field always optional)
- Description of the strategic lines adopted to strengthen the international dimension (e.g., for Erasmus mobility the Erasmus Policy Statement - EPS), indicating criteria, objectives, use of resources, as well as link to any relevant documents
- Indication of organization/coordination and/or participation in workshops, seminars and similar initiatives aimed at faculty and students for the development of internationalization

10. RESEARCH AND ARTISTIC PRODUCTION

Evaluation of the Board

Artistic and scientific research

Overall assessment of the adequacy of organization and personnel and infrastructure allocations for the support and development of institutional research activities
Overall assessment of the adequacy of procedures for managing and monitoring artistic and scientific research activities
Evaluation of the adequacy of procedures adopted for establishing partnership/cooperation projects and agreements for artistic and scientific research
Overall assessment of the impact of artistic and scientific research activities on the educational process and their synergy with institutional goals, specifying strengths and any areas for improvement or further development

Artistic production

Overall assessment of the coherence of artistic production activities within the study programmes, with reference to institutional guidelines, as well as with curricular performance practice disciplines
Evaluation of the adequacy of resources and equipment (space and instrumentation) used for artistic production activities with respect to the initiatives carried out
Assessment of the adequacy of the dissemination and enhancement of artistic production activities

Documents and data to support the evaluation of the Board (to be provided by the Institution)

Research:

- Indication of the definition of "artistic and scientific research" against which the Institution orients its work. The distinction from "artistic production" should be highlighted in this definition
- As for organization and infrastructure:
 - o survey and concise description of the institutional strategy for the development of artistic and scientific research (link to possible policy document)
 - o organizational chart highlighting the presence of figures coordinating research activities
 - o overall description of personnel engaged in research activities, including the expected commitment and research areas of each figure engaged in research activities
 - o description of the policies for supporting, organizing and enhancing the staff engaged in research activities, with an indication of the research funding arrangements and the presence of any institutional coordinating figures
 - o description of project selection protocols and procedures, noting the funds allocated (accounting entry and allocation criteria)
 - o description of existing and/or developing infrastructure, and its efficiency in supporting planned research activities (libraries, laboratories, classrooms for research working groups, etc.).
- As for the activities:
 - o list of partnership/cooperation agreements entered into with external entities, including international ones, which include specific research development objectives (and links to documents)
 - o indication of project selection protocols and procedures (award criteria)
 - o list of active projects and survey of the results achieved in the academic year under review, also with reference to any awards and/or prizes won
 - o example of a research project carried out or in progress
 - o indication of the contributions allocated by the institution, received from outside or obtained as a result of applications to competitive calls for proposals for the realization of individual projects
 - o indication of any training initiatives (curricular or extracurricular) defined to foster the development of knowledge and skills on research methodologies and tools
- As to the impact on the educational process and synergy with **institutional goals**:
 - o description of the impact of research activities, especially in terms of internal innovation (adaptation and development of curricula, evolution of the system towards the implementation of Cycle III, etc.).
 - o report of virtuous synergies among the various research, teaching, artistic production and Third Mission activities fielded by the Institution
 - o report prepared by the figure of the Research delegate/coordinator/reference on the monitoring of the Institution's research projects, specifying strengths and possible areas for improvement or further development

Artistic Production:

- Institutional guidelines related to artistic production
- Annual planning document of artistic production activity.
- Description of the protocol for the internal selection of projects, detection of allocated funds and their origin and allocation criteria (with links to any documents)
- Description of the spaces that can be used, inside and outside the institution, for the performance of artistic production activities carried out in the relevant academic year
- List of external conventions and partnership/cooperation agreements that include specific objectives of artistic production active in the a.y. of reference (provide link to documents)
- Summary list of artistic production activities carried out in the a.y. of reference, grouped by: 1. type

(concert, exhibition, review, etc.); 2. mode of delivery (live performance, recording, streaming, etc.); 3. mode of implementation (self-produced event, collaborative, co-production indicating main partners, etc.); 4. scope of dissemination (local, regional, national, international, virtual, etc.); 5. target audience (internal, external audiences, schools, etc.); 6. recognition or awards obtained

- Description of activities to enhance the Institute's artistic production and the presence of any system for its management
- Evaluation of the impact that extracurricular artistic production activities have on the study paths, including an assessment of their balance with students' curricular obligations
- Description of the connections between artistic production activities and artistic and scientific research

11. THIRD MISSION

Evaluation of the Board

Overall assessment of the adequacy of the organisation and of the staffing and infrastructure for the support and development of Third Mission activities
Overall assessment of the adequacy of procedures for the management and monitoring of Third Mission activities
Assessment of the appropriateness of the procedures adopted for the definition of projects and partnership/cooperation agreements for the Third Mission
Overall assessment of the impact of Third Mission activities, both on the institution and on the territory, with the clarification of the strengths and possible areas of improvement or further development

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- Indication of the definition of the Third Mission and the social impact on which the institution directs its work
- Institutional guidelines, with possible indication of structures, bodies and internal procedures specifically dedicated to the development of Third Mission activities
- Organisation chart showing the presence of figures coordinating Third Mission activities* (field required by the 2023 Report)
- List of agreements and structured collaborations with the productive, economic, political and social world that include common objectives of Third Mission (with links to documents possibly published in the institutional site)
- List of Third Mission activities and projects carried out in the reference or ongoing a.a. accompanied by a brief presentation showing the beneficiaries, the context of the intervention, the costs and the expected results (with link to document possibly published in the institutional site)
- Text of a Third Mission project carried out or being carried out
- Description of the impact of the initiatives undertaken both on the institution and on the territory, based on the results obtained and the human (teachers, students) and economic resources employed.

12. ADMINISTRATIVE ACCOUNTING AND BALANCE SHEET MANAGEMENT

Evaluation of the Board

Assessment of the achievement of the objectives set out in the Programme Report
Overall assessment on the sustainability of financial and capital endowments (a.a. reference) (The Evaluation Team is reminded that it is not required to replicate the data or information already indicated by the institution, but to formulate a reflection useful for internal improvement)

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- The Section should include, in absolute terms and as a percentage of total revenue or expenditure, the following data from the last approved financial statements (general statement):

as for the revenues:

- State contribution for the financial year (for public institutions)
- student contribution (for all institutions)
- any other public or private contributions (for all institutions)

as for the expenditures:

- the relationship between the student population and teaching staff
- the number of additional teaching hours allocated and the related expenditure
- number of hours for external teaching

It is necessary to highlight the disposal capacity:

- liabilities (in financial accounts) or debts (in economic balance sheet), distinguishing current and capital residues
- active waste (in financial accounting) or receivables (in economic balance sheet), distinguishing by type and years of origin

The data should be set in a historical series covering the last three years.

- Programme report to the provisional budget for the financial year in question
- Auditors' Report on the estimated budget
- Annual report (balance sheet for the same financial year)
- Auditors' Report (same year balance)
- CDA Budget Approval/Statement of Accounts Report,
- Statement and residual list
- Summary description of the contents of the Report of the President, drawn up in accordance with the Rules of Administration, Finance and Accounting, for the preparation of the forecast financial statements for the academic year under review

13. TRANSPARENCY AND DIGITISATION

Evaluation of the Board

Verification of the completeness and updating of the information published on the institutional website about the educational offer, the requirements and admission procedures, the programs of the individual programmes (with their translation into English), the lesson schedules, to services for students
Assessment of the adequacy of the institution's transparency and digitisation procedures

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- Links to the pages of the Institution's website relating to the obligations provided by ANAC in the field of transparent administration, in accordance with current legislation
- Link to the page of the Institution's website where the programs of the academic programmes are published, the e-mail addresses of the teachers and how to contact them
- Possible link to the page of the Institution's website where the programs of the academic programmes in English are published (not required)
- Link to the Institution's website page where the digital edition of the ECTS Student Guide/Programme Catalogue is published
- Link to the website page of the Institution where information about fees and the Right to study is published
- Link to the website of the institution where the activities concerning the Student Council are published
- Link to the website of the Institution containing the composition of the Student Council with the e-mail addresses of the members and possible ways to contact them, and the minutes of the sessions
- Description of the actions carried out or under way in the field of transparency and digitisation

14. RECORDING OF STUDENTS' OPINIONS

General information to carry out the survey

Art. 10 of DPR 132/2003 identifies, among the tasks of the Evaluation Group, the periodic acquisition of the opinions of AFAM students on teaching activities. These opinions must be collected through the administration of the appropriate questionnaires prepared by ANVUR, already distributed electronically to AFAM Institutions and downloadable at the link: <http://www.anvur.it/attivita/afam/opinioni-degli-studenti-afam/>

In full respect of the anonymity of the students participating in the survey, the questionnaires can be administered in paper or digital format. Each Evaluation Team, according to its operating methods, has full autonomy over the timing of the questionnaires and data collection.

The results of the survey, statistically processed in aggregate form (tables or graphs), must be included in the Annual Report of the Evaluation Board and published on the Institution's website, as well as presented and discussed with students, with the academic community and with stakeholders through specially organised initiatives.

Please note that the Report must have as its subject the last academic year concluded; the section dedicated to the collection of students' opinions must also cover the a.a. to which the Report refers, to ensure consistency with the analyses carried out.

Evaluation of the Board

Overall assessment of the adequacy of the actions implemented to inform the student population about the structure and function of the questionnaires and to raise awareness of participation in the survey
Critical analysis of the survey carried out with reference to the methodological and procedural aspects of administration
Identification of strengths and areas for improvement, with the formulation of possible solutions
Overall assessment of the impact and dissemination of the findings

Documents and data about the survey (to be provided by the Institution or the Evaluation Board)

- Indication of the measurements made by the Evaluation Team (N.B. the measurements must refer to the activities of the a.a. subject of the Evaluation Board Report)
- Upload of the questionnaires used for the survey of students' opinions, with the highlighting of additional questions than those contained in the ANVUR model
- Indication of the method of administration of the questionnaires (paper/online)
- Indication of the period during which the survey was made
- Indication of the number of AFAM students to whom the questionnaire was administered, broken down by type (students, graduates, graduates)
- Indication of the number of completed questionnaires
- Indication of the awareness-raising actions carried out by the Institution, the teachers and/or the Student Council
- Upload survey results, including tables (always containing absolute values of respondents), graphs and comments
- Link to the website page of the institution where the results of the analysis of the student questionnaires for each academic year are published (following appropriate procedures to ensure anonymity)
- Correlation of the results of each section of the questionnaire on students enrolled in the specific situation of the institution (situation of teaching staff and TA, financial situation, external partnerships, etc.), so as to properly contextualize the opinions collected
- Description of how the results of the student opinion survey were communicated to the academic community and discussed
- Description of the ways in which the governance incorporates the results of the opinions expressed by the students (entity, type of possible requests, degree of satisfaction, criticality)
- Documentation highlighting the actions implemented by the Institution to respond to critical elements detected through student questionnaires

Section III. Evaluation of the Quality Assurance system

Foreward

In this third part of the Annual Report, the Group analyses the state of progress of the internal quality assurance system, taking into account the policies, strategies and initiatives put in place by the institution to define implement, disseminate and strengthen the culture of quality in the academic community. In particular, the Evaluation Board assesses whether the activities carried out by the Institution meet the objectives and criteria of the Quality Assurance system defined by the Institution itself. To this end, the Panel shall examine the documents available (e.g., indicators on students' careers and other indicators, minutes/reports of the Student Council, the Academic Council, the Board of Directors, questionnaires for the collection of students' opinions) in order to identify and report areas or activities (e.g., study programmes, student services) that have significant criticalities or that have experienced significant deviations from the reference values/level or even the previous year. In this analysis, the Group will be able to deepen, also through random examination, the elements highlighted by the academic bodies, taking into account the documents they produce, the results of the interviews carried out, the relevant and relevant indicators. This part also describes the relationships between the Evaluation Board and the different academic bodies (Academic Council, Student Council, Board of Directors, etc.). In this regard, the Evaluation Board assesses, in particular, the effectiveness of the interactions between central and peripheral structures, the degree of analysis and acceptance of the elements highlighted by the Student Council, the Academic Council, the Board of Directors or other internal and external stakeholders, as well as the recommendations of ANVUR. In this way, the Evaluation Board verifies and stimulates the work of the academic bodies and, through the analysis of the results of the monitoring process and the hearings with the different governing bodies, assesses the overall functioning of the QA system.

Standard

The institution shall define and implement a Quality Assurance policy, which shall be public and be part of the management strategy. Internal stakeholders develop and implement this policy through appropriate structures and processes, including involving external stakeholders

Guidelines for compilation

With reference to this standard, the evaluation of the Evaluation Board may take into account the following aspects:

- dissemination of the culture of quality,
- transparency of policies and objectives,
- clarity in the distribution of roles and responsibilities in the QA system,
- the presence and quality of QA training for teachers, administrative staff and students involved in the processes,
- adequacy of the overall functioning of the institution (with regard to its size and specialisation, the identification of specific points for improvement, the criteria for the composition/selection of the members of the academic bodies and their consistency with the statutory provisions, etc.),
- frequency and quality of interactions between the various academic bodies,
- frequency and quality of interactions between various internal and external stakeholders,
- the frequency and quality of interactions between the Evaluation Panel and the governing bodies,
- effective participation of students,
- effective consideration of the findings/recommendations of the various bodies, as well as the Degree Programme Councils (or equivalent structures, if any) and the Departments/Schools (if any) in the

- procedures for modifying and updating the study programmes,
- establishment by the governing bodies of a monitoring and evaluation activity on previous action plans and their uses.

Please note that data and/or information already available on the institutional site or elsewhere must not be reported, but you may refer to these sources.

Evaluation of the Board

Degree of implementation and effectiveness of the system and policies for internal Quality Assurance, with reference to the definition adopted by the institution (max. 6,000 characters, spaces included)
Suggestions (to be formulated in the form of a bulleted list) for the improvement of the internal Quality Assurance system (max. 1,000 characters, spaces included)

Documents and data to support the evaluation of the Board (to be provided by the Institution)

- Definition of Quality adopted by the Institution
- Documents on Quality Policies
- Description of the instruments and procedures adopted for internal quality assurance
- Indication of the presence and composition of a monitoring body (e.g., Committee/Quality Committee) * (mandatory field from the 2023 Report)