The system of Self-Evaluation, Periodic Evaluation and Accreditation (AVA) of Italian Universities

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Massimo Castagnaro
Coordinator - AVA – ANVUR Board
massimo.castagnaro@anvur.org

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The AVA system
(Autovalutazione. Valutazione periodica. Accreditamento)

- Evaluation of Internal Quality Assurance
- Periodic Accreditation
- Initial Accreditation
- Periodic Evaluation
- Self-evaluation

Authorization phase
Evaluation of results
The requirements for Initial Accreditation

A. Requirements for transparency

B. Requirements for teaching and teaching qualification
   a. Indicators for Curricula (teaching staff per program)

C. Requirements related to number of students per program

D. Requirements for teaching facilities

E. Requirement for economical and financial sustainability
Periodic Evaluation

a. Indicators for Research results (scientific production, awards, internationalization, research projects, .....)

b. Indicators for “Third mission” results (patents, spin off, income for external activities, ...)

c. Indicators for Teaching results (graduation rate, progression through the programmes, ECTS achieved, internationalization, ....)
Periodic Accreditation

A. Aimed to the assess the iQA System
   ✓ Teaching and learning
   ✓ Research
   ✓ Governance

B. Focus on “Institutional AQ”
   ✓ Number of programs to assess (more than 4300) compared to ANVUR human resources
   ✓ Good governance ➔ good results
   ✓ 5 years cycle

C. Relative inexperience of the Italian system to QA
   ✓ Common comparable framework and tools for iQA
   ✓ A “steady” rather than a “wave” approach
   ✓ Education and training for experts to develop iQA and eQA
Periodic Accreditation
The proposed IQA model

Finding roles and functions in IQA for pre-existing and/or mandatory academic organs

- **Internal Evaluation Board**
  - mandatory
  - comprising external members (mandatory)
  - assess effectiveness of teaching and learning activities, research activities and administrative staff activity

- **Teachers-Students Join Committee**
  - mandatory
  - check the quality of teaching activities and facilities

- **Central Committee for QA**
  - Function proposed by ANVUR
  - Supervise, inform and monitor the iQA system
The proposed IQA model

**Governmental Bodies**
- Set the policy for iQA

**Central Committee for QA**
- Supervise, inform and monitor the iQA system

**Academic Programmes**

**Departments**
- Planning and organization of activities
The proposed IQA model

Internal check the whole iQA

Governmental Bodies

Central Committee for QA

Programmes

Departments

Teachers-Students
Joint Committee

Internal Evaluation Body

Check the teaching and learning activities with particular emphasis on how student’s opinion is taken into account
The requirements for Periodic Accreditation

**Requirement 1** – *The Academic Institution supports the vision of the quality and it pursues an adequate policy to realize it in its educational and research activities*

**Requirement 2** – *The Academic Institution has insight into the extent to which its vision of the quality is realized in its educational and research activities*
Requirement 3 – The Academic Institution asks to the peripheral bodies in charge of planning and realizing programmes to improve the quality of education and research.

Requirement 4 – The Academic Institution has an effective organization and a decision-making structure with regard to the quality of its programmes and research activities.
Requirement 5 – A QA system is effectively operating within the peripheral bodies in charge of planning and realizing academic programmes.
Periodic Accreditation
The “steady” approach

Development of common iQA tool:

- Matching and integrating iQA procedures with the timetable of teaching and learning activities (planning- implementation- monitoring-improvement)

- Allowing “on desk” central comparative evaluations

- Helping to disseminate “best practice” procedures
Periodic Accreditation
The “steady” approach

• SUA-CdS (a web-based form to present, plan and monitor teaching and learning activities cycle)

Section A (Objectives of the programme)
- Intended learning outcomes
- Involvement of the external stakeholders
- Job placement opportunities
- Requirements for programme admission

Section B (Student’s experience)
- Description of the programme
- Timetable of teaching and learning activities
- Description of student’s assessment methods

Section C (Results of the programme)
- Data regarding admittance, progression and graduation
- Data regarding employability
- Stages, internship, practical training

Section D (Organization and management of iQA)
- QA organization and responsibilities
- Timetable and procedures of AQ
- Annual Review Report
Periodic Accreditation
The “steady” approach

• SUA-CdS (a web-based form to present, schedule and supervise teaching and learning activities)

• Annual Review Report (the “core” of self-evaluation where peripheral bodies in charge of realizing academic programmes collect, analyze and use relevant information for the their effective management)

• Internal Evaluation Body report

• Teachers-Student Joint Committee Report

No Self Evaluation Report for on site visits!
The External Quality Assurance Model

University

 Programs

 Research (Departments)

 QA

 Internal Evaluation Board (IEB)

 Teachers-Students Join Committee (TSJC)

 Annual Reports, SUA-CdS

 Commission of Experts (CEV)

 ANVUR

 MIUR

On site visits