

# PERIODIC ACCREDITATION MODEL OF UNIVERSITIES AND THEIR STUDY PROGRAMMES



Approved by ANVUR Governing Board's Resolution no. 26, 13<sup>th</sup> February 2023

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# UNIVERSITY REQUIREMENTS

## Evaluation domain A – STRATEGY, PLANNING AND ORGANIZATION

Assesses the University’s capacity to define, formalize and achieve its own vision (clear, consistent, articulated, and public) of the quality of teaching, research, third mission/social impact, institutional and management activities, through policies, strategies, strategic and operational objectives. Implementation of policies, strategies and strategic and operational objectives is guaranteed by a governance system and a Quality Assurance (QA) system provided with a planning and a monitoring system, as well as clear and transparent procedures for the critical review of its functioning. These should involve the various components of the University, taking also into account the self-assessment processes and external evaluations received. An important aspect is the active involvement of all internal and external stakeholders, especially the students, who should play an active and participatory role, at all levels, in the decision-making processes of the governing bodies.

Point of Attention		Aspects to be Considered	
A.1	Quality of teaching, research, third mission/social impact and quality of institutional and management activities within the University’s policies and strategies	A.1.1	University identifies its <b>context of reference</b> (local, national and international) and the main <b>stakeholders</b> (internal and external).
		A.1.2	The University formally defines its own clear, articulated and public <b>vision</b> of the quality of teaching (according to European Standards and Guidelines - ESG), research, third mission/social impact and other <b>institutional and management activities</b> . It should take into account the relationships as a whole among them and the context of reference, the stakeholders, the available skills and resources, the own development potential and the effects on the social, cultural and economic context.
		A.1.3	The University sets out its vision in <b>policies, strategies</b> , objectives (strategic and operational at local, national and international level, in the short, medium and long term), as referred in specific documents on the <b>strategic, operational and budget planning</b> , accessible to stakeholders (internal and external).
		A.1.4	The strategic and operational <b>objectives</b> are clearly defined, quantified through appropriate <b>indicators</b> and <b>targets</b> , achievable and verifiable. They take into account the reference context, the available skills and resources, the University’s global development potential, the ministerial indications and also the results achieved in previous planning cycles and internal and external monitoring and evaluation processes. The objectives are clearly communicated to the personnel and to the involved structures.
A.2	Organization of the University Governance System and Quality Assurance (QA) System	A.2.1	The University has a system of <b>Governance</b> and management of activities and related <b>performances</b> that is consistent with its vision, policies and strategies and functional to their implementation, based on the available skills and resources as well as its size and specificity.
		A.2.2	The University has an organizational model suitable for the implementation of policies and strategies. The University has a <b>Quality Assurance (QA) System</b> and <b>processes</b> for the implementation of its <b>missions</b> . The University defines and communicate, in a clear and transparent way, roles, duties, responsibilities, decision-making powers and organizational structures responsibilities.
		A.2.3	The University assigns to <b>teaching</b> and <b>technical-administrative personnel</b> an active and participatory role in the decisions of the <b>Governing Bodies</b> at a central and peripheral level.
		A.2.4	The University takes care of the coordination and communication between the Governing Bodies and the <b>organizational structure</b> (central administration, schools/faculties, departments and similar structures, study programmes, PhD, etc.).
		A.2.5	The offices responsible for Quality Assurance (QA) and evaluation interact with each other effectively and with the Academic Bodies responsible for teaching, research, third mission/social impact as well as other institutional and managerial activities.

Point of Attention		Aspects to be Considered	
A.3	Monitoring system of policies, strategies, processes and results	A.3.1	The University prepares and implements an effective system for monitoring the policies, strategies, processes and achieved results, using tools and indicators that include at least those defined by the Ministry and by ANVUR.
		A.3.2	The results of the monitoring are analysed systematically and thoroughly in order to support <b>critical review</b> and improvement of the University's Governance and Quality Assurance (QA) System.
A.4	Review of the University Quality Assurance and Governance System	A.4.1	The Governance System functioning is periodically updated according to methods and timing that foster the improvement of its <b>effectiveness</b> in supporting the strategic planning.
		A.4.2	The Quality Assurance (QA) System functioning periodically undergoes an internal <b>critical</b> review with methods and times that foster the improvement of its effectiveness in support of strategic planning.
		A.4.3	<b>Teaching personnel, researchers, technical-administrative personnel</b> and students/PhD Students can easily communicate their observations and improvement proposals to the Governing Bodies and to the structures responsible for QA, also through the surveys referred to in points B.1.1.6 and B.1.2.6.
		A.4.4	In order to monitor the <b>actual</b> implementation of their policies and strategies and to achieve the set objectives, the Governing Bodies periodically review the Governance and Quality Assurance (QA) System, results are taken into consideration and needed improvement actions are implemented. The Governance System ensures the dissemination of the results of the assessment and of the review among those responsible of the quality management of the activities.
A.5	Role of the students	A.5.1	The University assigns students an active and participatory role in the decisions of the Governing Bodies at central and peripheral level. Their participation is encouraged and practiced at all levels.

## Evaluation domain B – RESOURCE MANAGEMENT

Assesses the capacity of the University to manage tangible and intangible resources supporting policies, strategies, and related implementation plans. University must have an adequate system of planning, recruitment, qualification, and development of human resources, both with respect to teaching staff and to technical and administrative staff. University must demonstrate the full economic and financial sustainability of its activities and must have a planning and management system of financial resources able to maintain over time the full sustainability. University must also have an adequate planning and management system for facilities, supplies, technologies, data, information and knowledge for teaching, research, third mission and services activities.

### B.1 Human Resources

Point of Attention		Aspects to be Considered	
B.1.1	Recruitment, qualification and management of teaching and research staff	B.1.1.1	Consistently with its strategic planning, the University defines and implements a strategy for the management of <b>teaching and research personnel</b> , regularly analysing their needs (both in quantitative terms and in terms of skills) for the development of its missions, institutional and management activities, also taking into account evolutions over time.
		B.1.1.2	The University uses transparent criteria, consistent with its policies and strategies, to assign teaching and research personnel resources to the Departments and to define the general principles and policies for recruitment and career progression.
		B.1.1.3	The University pursues the improvement of the <b>scientific and didactic qualification levels</b> of its teaching and research personnel, through the recruitment of highly scientific and didactic profile teaching and researcher personnel coming from other Institutions or countries, as well as using national or international specific programs or tools.
		B.1.1.4	Through its own initiatives, the University promotes training, and scientific, methodological and teaching skills growth and updating of teaching and research personnel and tutors, aiming at supporting the quality and the innovation (including the technological one) of the <b>educational activities</b> carried out face-to-face and remotely, in compliance with disciplinary differences, and evaluates the effectiveness of these actions.
		B.1.1.5	The University assigns prizes and/or incentives to teaching and research personnel on the basis of criteria that recognize merit and contribution to the achievement of positive results for the University.
		B.1.1.6	The University regularly promotes and practices forms of listening to teaching and research personnel, disseminates the results and uses them for the critical review of the University's Governance and Quality Assurance (QA) System and for the improvement of services for teaching and research personnel.
B.1.2	Recruitment, qualification and management of technical-administrative staff	B.1.2.1	Consistently with its strategic planning, the University defines and implements a strategy for the management of <b>technical-administrative personnel</b> , regularly analysing their needs (both in quantitative terms and in terms of skills) for the development of its missions and institutional and management activities, also taking into account the related evolutions over time.
		B.1.2.2	The University uses transparent criteria, consistent with its policies and strategies, to define the general principles and policies for recruitment, career progression and resource allocation, taking into account disabilities, gender issues and diversity.
		B.1.2.3	Through consultations with the staff, the University promotes and develops the acquisition of skills and experiences, through training, internal mobility and periods of work at other academic and research institutions, including international ones, and evaluates the effectiveness of these actions.
		B.1.2.4	The University implements technical-administrative staff' activities planning, accompanied by organizational and individual structure objectives, in order to guarantee the pursuit of the strategic and operational objectives of the University and the Departments. It also guarantees to

Point of Attention		Aspects to be Considered	
			support the activities of the study of PhD programmes, assigning prizes and/or incentives based on criteria that recognize the merit and contribution of personnel to the achievement of positive results for the University.
		B.1.2.5	The university promotes initiatives that contribute to achieve a reasonable balance between the private and working life of technical-administrative personnel, with particular reference to the distribution of workloads, smart working, teleworking, etc.
		B.1.2.6	The university regularly promotes and practices forms of listening to technical-administrative personnel, disseminates the results and uses them for the critical review of the University's Governance and Quality Assurance (QA) System and for the improvement of services for technical-administrative personnel.
<b>B.1.3</b>	<b>Human resources and services supporting administration, teaching, research and third mission/social impact</b>	B.1.3.1	The University manages and monitors the provision and qualification of technical-administrative personnel and of services between central administration and peripheral structures (Schools/Faculties, Departments or similar structures, study programmes, PhD programmes, etc.), in a logic of synergy and with the aim to support institutional and management missions and activities.
		B.1.3.2	The technical-administrative staff and the support services for teaching, research and third mission/social impact ensure the activities of the Faculties/Schools, Departments, study and PhD programmes with an effective support, that is easily available to students, PhD students, researchers and teaching personnel.
		B.1.3.3	The University verifies the quality of the support provided by the technical-administrative personnel and services to teaching personnel, researchers and PhD students while carrying out their institutional activities.

## B.2 Financial resources

Point of attention		Aspects to be considered	
<b>B.2.1</b>	<b>Financial resources: planning and management</b>	B.2.1.1	The University defines and implements an economic-financial planning strategy to support its policies and strategies for teaching, research, third mission/social impact and other institutional and management activities.
		B.2.1.2	The University's three-year and annual (economic and investment) budgets are consistent with its strategic planning, defined through reasoned and reliable projections and ensure the achievement of objectives set.
		B.2.1.3	The University is equipped with an adequate <b>analytical accounting</b> and <b>management control system</b> for supporting decisions.
		B.2.1.4	Economic and financial balances full sustainability are verified through the analysis of the financial results of the last three years, of the annual and three-year budgets and through the trend of personnel, debt and financial economic sustainability indicators.

### B.3 Structure

Point of attention		Aspects to be considered	
B.3.1	Planning and management of building structures and infrastructures	B.3.1.1	In line with its strategic planning, the University defines and implements a management strategy for building structures and infrastructures to support its missions and institutional and management activities, balancing the effectiveness and <b>efficiency</b> of the structures with the needs and expectations of teaching and technical-administrative personnel, students and other stakeholders.
		B.3.1.2	The University guarantees the ordinary and extraordinary maintenance of premises and infrastructures and the related technological systems, with planned and sustainable interventions aimed at preventing their deterioration and at improving their performance and duration over time.
		B.3.1.3	The University guarantees premises accessibility to internal and external users, with a particular attention to people with disabilities.
		B.3.1.4	The University guarantees an ecologically sustainable use of resources throughout their life cycle, also through the establishment of dedicated personnel and functions (such as, for example, energy managers and mobility managers).
B.3.2	Adequacy of building structures and infrastructures for teaching, research and third mission/social impact activities	B.3.2.1	The University owns and systematically checks the provision of adequate structural and infrastructural building resources available for the Schools/Faculties and Departments (or similar structures) and aimed at carrying out teaching, research and third mission/social impact activities. Structural and infrastructural building resources can be easily accessible to teachers and students, including people with disabilities or special needs.

### B.4 Supplies and Technologies

Point of attention		Aspects to be considered	
B.4.1	Planning and management of supplies and technologies	B.4.1.1	In line with its strategic planning, the University defines and implements a strategy for the management and maintenance of supplies and technologies to support its missions and institutional and managerial activities, with particular attention to the University's IT systems.
B.4.2	Adequacy of supplies and technologies	B.4.2.1	The University prescribes and systematically verifies that the supplies and technologies of Schools/Faculties and Departments (or similar structures) are adequate for carrying out teaching, research and third mission/social impact activities. Supplies and technologies are easily available to teachers and students, including people with disabilities, with specific learning difficulties (SpLD) and with special educational needs (SEN).
B.4.3	Support facilities and services for (full or partial) distance teaching	B.4.3.1	The University that offers <b>partial or full distance learning programs</b> has infrastructure and support services aimed at planning, programming and delivering distance learning. These infrastructure and support services are adequate in terms of skills and number of employees.
		B.4.3.2	The technological infrastructures used for distance learning are adequate, effective and easily available to users and the methods of access are appropriately described for all users, including those with disabilities and specific learning difficulties (SpLD) and those with special educational needs (SEN).
		B.4.3.3	The University ensures that students adopt a Single sign-on (SSO) method for access to the infrastructures.
		B.4.3.4	The University has explained and justified the possibility of using "certified attendance" solutions for participation in training and assessment activities, specifying the procedure and guaranteeing their effectiveness.

Point of attention		Aspects to be considered	
		B.4.3.5	The University guarantees students access to the contents and educational activities of the relevant cohort for at least 3 years.
		B.4.3.6	Distance learning support structures and services are adequate and consistent with the teaching choices stated in the service charter and take into consideration students with disabilities and specific learning difficulties (SpLD) and those with special educational needs (SEN).

## B.5 Management of information and knowledge

Point of attention		Aspects to be considered	
<b>B.5.1</b>	<b>Management of information and knowledge</b>	B.5.1.1	The University has one or more integrated information systems for the acquisition, validation, processing, archiving, use and sharing of data, information and knowledge of internal and external origin, ensuring its correctness, reliability, safety, security and relevance for strategic planning, operational management, Quality Assurance (QA) and achievement of objectives.
		B.5.1.2	The University guarantees safety, protection and enhancement of the internally developed knowledge and of the intellectual property of the organization (patents, trademarks, copyrights, etc.).
		B.5.1.3	The University uses specific communication tools for knowledge transfer activities at the service of the community and of the production system of its own area. The University promotes and disseminates research results within the community.



## Evaluation domain C – QUALITY ASSURANCE (QA)

Assess Quality Assurance processes, in particular the University capacity to provide itself a system for study programmes and Departments self-assessment, through a monitoring system and the review of processes and results of teaching, research and third mission. The QA system must include monitoring of its effectiveness, involving all the bodies and functions concerned, at different levels of responsibility, and consider the recommendations expressed by the University Evaluation Board, which is in charge, according to its institutional duties, of the evaluation of the QA system and of teaching, research and third mission processes.

Point of attention		Aspects to be considered	
C.1	Self-assessment, evaluation and review re-examination of study programmes, PhD programmes and Departments with the support of the University Quality Committee	C.1.1	The University ensures the periodic review of the activities of the study programmes, PhD programmes and Departments through the analysis and evaluation tools prepared by the <b>Unit responsible for the University internal Quality Assurance system (University Quality Committee =PQA)</b> .
		C.1.2	The University ensures the involvement of teaching and technical-administrative personnel and students/PhD students in the <b>self-assessment</b> and <b>evaluation</b> processes, ensuring them access to data and useful information with the necessary level of detail.
		C.1.3	The Unit responsible for the University internal Quality Assurance system (PQA) prepares guidelines and documentation to support the self-assessment, evaluation and critical review processes of study programmes, PhD programmes, Departments and <b>Joint Teaching Staff-Student Committee, operating in the Universities</b> (CPDS), ensuring adequate methodological and operational support.
		C.1.4	The Unit responsible for the University internal Quality Assurance system (PQA) disseminates and promotes the <b>Quality Culture</b> and carries out training activities in support of study programmes, PhD programmes, departments, Joint Teaching Staff-Student Committee and Faculties/Schools and any other structures operating in the field of Quality Assurance (QA).
C.2	Monitoring system of the University Quality Assurance System	C.2.1	The structures responsible for Quality Assurance (QA) systematically monitor the effectiveness of the Quality Assurance (QA) System, detect any problems of their competence, propose plausible and achievable <b>improvement actions</b> and adequately verify their <b>effectiveness</b> .
		C.2.2	The results of the Quality Assurance (QA) System effectiveness monitoring activities are systematically transmitted by the Unit responsible for the University internal Quality Assurance system (PQA) to the University Evaluation Board (NdV) for the activities under its responsibility and to the University governance for the review of the Governance System and the Quality Assurance (QA) System.
C.3	Evaluation of the Quality Assurance system and processes of teaching, research and third mission/social impact by the University Evaluation Board (NdV)	C.3.1	The <b>University Evaluation Board (NdV)</b> carries out an in-depth analysis of the University' strategic and operational planning, evaluates the system adopted by the University for measuring the performance of processes and activities and its results, referring to missions and institutional and management activities.
		C.3.2	The University Evaluation Board (NdV) evaluates, also through <b>hearings</b> , the overall state of the Quality Assurance (QA) system and the ways in which the University and the bodies in charge of Quality Assurance (QA) keep the progress of the study programmes, Phd programmes and Departments under control.
		C.3.3	Quality Assurance (QA) System evaluation results are systematically transmitted by the University Evaluation Board (NdV) to the Unit responsible for the University internal Quality Assurance (PQA) and to the University Governance System for the review of the Governance System and the Quality Assurance (QA) System.

## Evaluation domain D – QUALITY OF TEACHING AND STUDENT SERVICES

Assesses the University capacity to have a clear overall vision of the programming and articulation of the teaching offer, considering also the national and international context. Important aspects are: (i) study programmes' design and update, taking into account the society and the context development needs, also in relation to the internationalization objectives and the different type of teaching offer (in presence or at distance),(ii) the teaching offer development based on the teaching staff and logistical, infrastructural, didactic and research resources, (iii) study programmes students focus, thus the planning and implementation of effective input, ongoing and outgoing guidance activities, clear and transparent study programmes' admission rules, career management and tutoring activities. The management system of resources and services supporting teaching and students is also evaluated.

Point of attention		Aspects to be considered	
D.1	Planning of the educational offer	D.1.1	The University has an overall vision of the articulation of the educational offer and its development potential, consistent with its strategic planning and the available resources and the European Standards and Guidelines for Quality Assurance (QA) in the European Higher Education Area (EHEA).. The vision takes into account the needs of the stakeholders and the reference context and is conveyed in a transparent way. " It is to be considered good practice that the universities that have the Medicine and Surgery programme in their educational offer contribute to the elaboration of regional health plans, through the <b>connecting structure</b> (medical area Faculty/School/Department, as provided by legislative decree number 229 of 19 <sup>th</sup> June 1999 and by art. 1 of the DPCM of 24 <sup>th</sup> May 2001."
		D.1.2	The University defines and publicly communicates its educational offer through its regulations, that are adequately visible and accessible through the University website.
		D.1.3	The University promotes initiatives to stimulate the internationalization of the overall educational offer, with particular attention to participation in university alliances, to the creation of international study and PhD programmes in collaboration with foreign institutions.
D.2	Design and update of student-focused study programmes and PhD programmes	D.2.1	In designing and updating the educational offer, the University ensures that the study and PhD programmes take into account the needs expressed by society and by the reference context, identified through consultations with an adequate range of stakeholders and/or by using sector studies and received evaluations (MUR, CUN, ANVUR, NuV, CPDS, etc.). In the presence of distance learning Academic programmes, the university motivates, from the point of view of educational effectiveness and organizational needs, the adoption of the relative mixed delivery model, hybrid or distance learning.
		D.2.2	In designing and delivering study and PhD programmes, the University promotes a student-centred approach to learning and teaching, encouraging students and PhD students to take an active role in learning processes and contributing to stimulate their motivation, critical spirit and organizational autonomy.
		D.2.3	In the initial planning and updating of the study and PhD Programmes, the University ensures the enhancement of the link between the available scientific skills and the educational objectives.
		D.2.4	The University ensures that the adopted teaching methodologies take into account the evolution of approaches and technologies, also with reference to teacher/tutor-student interaction, distance learning and to the needs of specific categories of students, with particular attention to disabilities and specific learning difficulties (SpLD) and with special educational needs (SEN).
		D.2.5	The University ensures that the educational offer is constantly monitored and updated by the study programmes, by the PhD programmes and by the Departments and reflects the most advanced disciplinary knowledge, also in relation to the sequence of academic degrees, up to the possibly available PhD Programmes.

Point of attention		Aspects to be considered	
D.3	Admission and students' career	D.3.1	The University organizes <b>orientation</b> activities for incoming students consistent with the policies and strategies defined for the admission of students and that take into account their aspirations, needs and motivations.
		D.3.2	The University clearly defines and communicates transparent procedures for the admission and enrolment of students and for managing their careers.
		D.3.3	Whether the University should have an international connotation, specific strategies to promote the recruitment of foreign students are taken, especially for PhD programmes.
		D.3.4	Career management takes into consideration the needs of specific students' categories with particular attention to disability, specific learning difficulties (SpLD) and with special educational needs (SEN).
		D.3.5	The University promotes support activities for students with particular attention to weaknesses or gaps in initial preparation. The University also promotes specific activities for the highly knowledgeable and motivated students and counselling services.
		D.3.6	The University provides an adequately broad and articulated offer of <b>tutoring</b> activities for incoming and continuing students and of outgoing orientation activities.
		D.3.7	The University promotes initiatives for Life Long Learning and the involvement of Alumni.
		D.3.8	The <b>Diploma Supplement</b> is issued.

Evaluation domain E – QUALITY OF RESEARCH AND THIRD MISSION/SOCIAL IMPACT

Assesses the capacity of the University to have a clear overview about Departments (or similar structures) modes to define their own strategies, with reference to research and third mission/social impact, in line with the University's strategic guidelines. It also assesses the University overview of Department planning, monitoring and evaluation processes, results achieved and improvement actions. Departmental level resources' use criteria definition and publicity are also assessed, as well as their consistency with the Department's strategic plans and University's guidelines. Resources management system supporting research and the third mission is also analyzed.

Point of attention		Aspects to be considered	
E.1	Definition of Department strategies	E.1.1	The University has an overall view about Departments' modes to define their own research strategy and the effects on the territorial and social context of reference (third mission/social impact) in line with the University's policies and strategies, with an overall programme and specific objectives defined on the basis of their potential and their cultural project.
		E.1.2	The research and third mission/social impact objectives are plausible and consistent with the vision, policies and strategies of the department. They also take into account the results achieved in previous planning cycles, the results of the VQR, the indicators of scientific productivity of the ASN, of the recruitment and any other research <b>evaluation</b> initiatives and third mission/social impact implemented at the local level.
		E.1.3	The University ensures that Departments have an organization and monitoring system functioning to the implementation of the departmental strategy.
E.2	Evaluation of Departments and PhD programmes' results and of improvement actions	E.2.1	The University ensures that the Departments, in order to support the review of planning activities, periodically analyse the results of the monitoring of their research and third mission/social impact activities, with reference to the achieved results and to possible issues and their causes.
		E.2.2	The University has an overall and constantly updated view of the results of the PhD programmes.
		E.2.3	The University ensures that improvement actions, set by Departments, are plausible and achievable, and are systematically implemented and monitored in order to assess their effectiveness.
E.3	Definition and publicity of resource distribution criteria	E.3.1	The University ensures that Departments and PhD programmes define the criteria and methods for internal distribution of resources (departments and PhD programmes financial resources, departments' human resources) clearly and transparently. These are assigned to support research (doctoral research included) and third mission/social impact, in line with the department and University strategic programme and with the University's indications about assigned resources exploitation.
		E.3.2	The University ensures that Departments define the distribution criteria for any incentives and rewards for teaching, research and technical-administrative personnel clearly and transparently. This should be consistent with the University's strategic lines, its specific planning indications, the scientific productivity indicators of the ASN, recruitment indicators and any other evaluation initiatives of research, third mission/social impact, or the institutional and managerial activities of the University.