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SUMMER SCHOOL

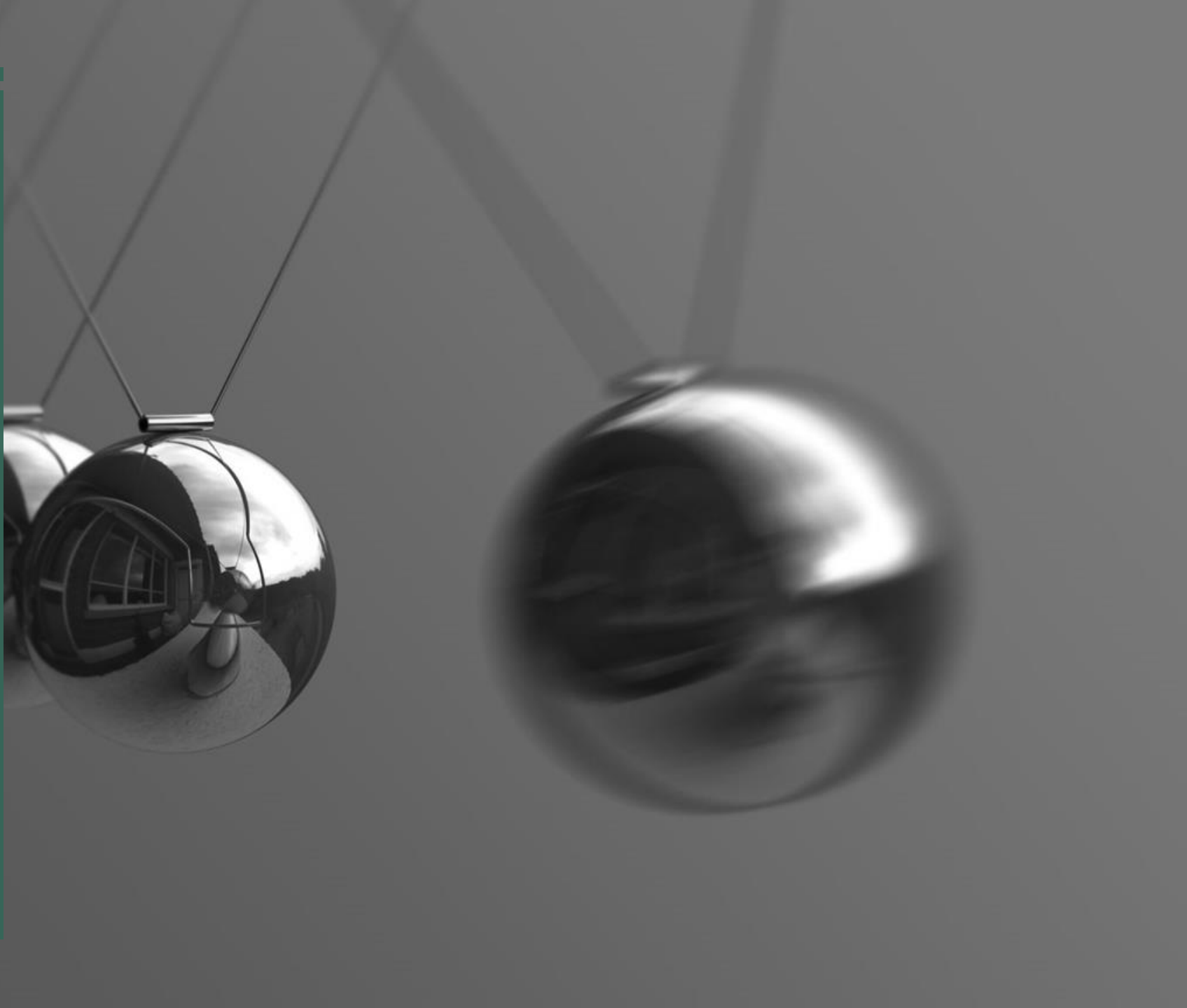
GENOA 24-28 JULY 2023

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

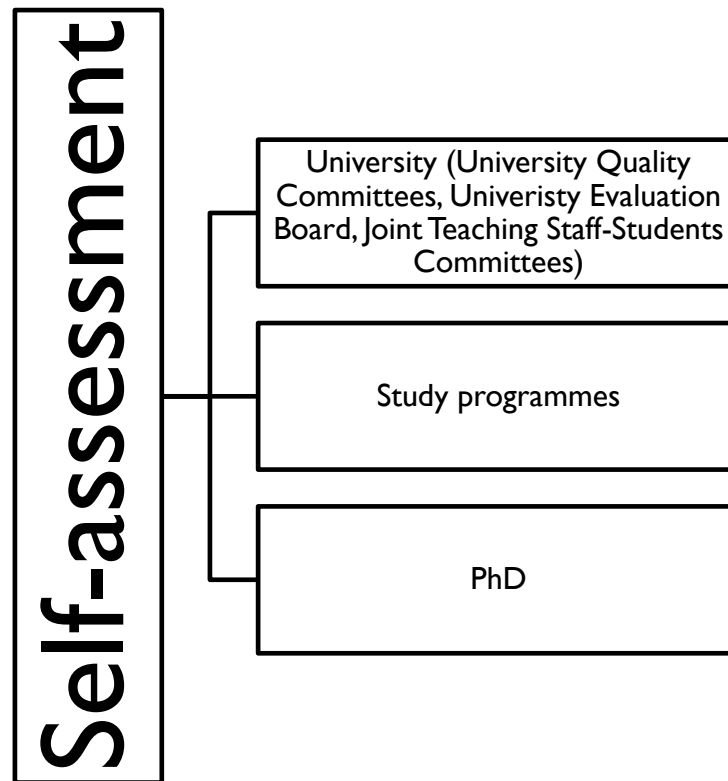
THIRD MISSION IN AVA 3 SYSTEM

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UNIVERSITY OF GENOA



FOCUS ON AVA 3 GUIDELINES



PERIODIC ASSESSMENT

The Ministerial Decree No. 1154/2021 specifies that periodic assessment is intended to measure efficiency, economic and financial sustainability of activities and results achieved by Universities in teaching, research and **third mission/social impact**, in line with the Standards and Guidelines for Quality Assurance in the 7 European Higher Education Area (ESG), and taking into account the objectives of the Ministry's Triennial Programming

The universities periodic assessment results are evaluated by ANVUR on the base of the indicators listed in Annex E of the Decree (indicators of periodic assessment of universities and study programmes) and are used for the purposes of the Periodic Accreditation of Universities and their Study programmes. In line with the general Guidelines of the Triennial Programming (currently Ministerial Decree No. 289/2021), the indicators chosen by each university according to the Triennial Programming objectives are also used.

UNIVERSITY AND STUDY PROGRAMMES ACCREDITATION

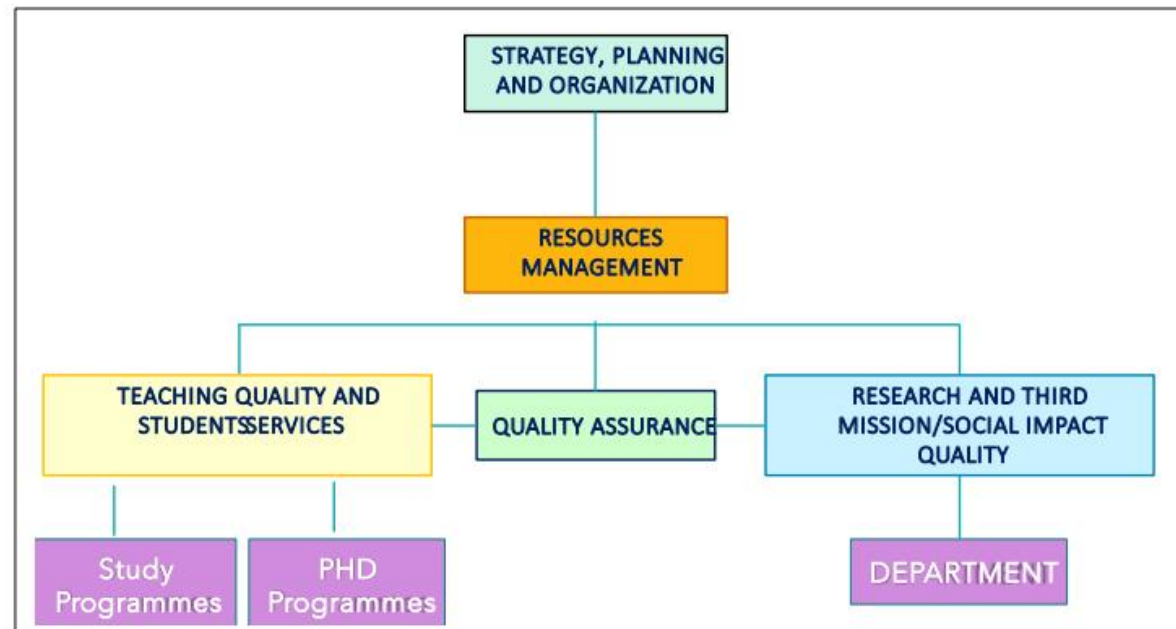
PEV

Initial Accreditation means the authorization to establish and activate universities and study programmes, following the verification of possession of teaching requirements, of teaching and research qualification requirements, of structural, organisational, economic - financial sustainability requirements, referred to in annexes A, B and D of the Decree.

The Periodic Accreditation of universities and study programmes means the verification, at least every five years for the universities and at least every three years for the study programmes, of the persistence of the requirements (...), of the possession of additional quality, efficiency and effectiveness requirements of the activities carried out in relation to the Quality Assurance indicators referred to in Annexes C (A. Strategy planning and organisation, B. Resource management, C. Quality Assurance, D. Quality of teaching and student services, E. Quality of research and third mission/social impact) and E (Periodic assessment indicators of universities and study programmes).

CEV

Fig. 1 – AVA 3 Model Structure



JUDGING FORMULATION

Fully Satisfactory. The activities carried out regarding the Aspects to be Considered of the Point of Attention guarantee good or excellent results and can be reported to other universities. In case of very good results, the Panel reports a “Good practice”.

Satisfactory. The activities carried out regarding the Aspects to be Considered of the Point of Attention guarantee the absence of relevant criticalities, or their overcoming in adequate times, not exceeding one year from the on-site visit. This judgement may be associated with the presence of criticalities if these have already been detected by the QA system and for which have been put in place activities to overcome them. No reports are required.

Partially Satisfactory. The activities carried out regarding the Aspects to be Considered of the Point of Attention do not have sufficiently clear logical foundation, their modalities of realisation are not yet fully defined, the activities are implemented in a non-systematic way and present some or do not guarantee from the occurrence of criticalities. The Point of Attention is approved with reservations. The Panel expresses a "Recommendation" (mandatory) or a "Condition" (optional), depending on the systematicity of the activities and the relevance of the criticalities.

Unsatisfactory. The activities related to the Aspects to be Considered of the Point of Attention are not developed or, if present, have no logical foundation, the methods of realisation are not yet defined, the activities are implemented in an unstructured manner and present relevant issues. The point of attention is not approved. The Panel expresses a "Condition". The Panel shall formulate a summary text motivating the reporting of a “good practice”, the "Recommendation" or the "Condition", as set out in the Evaluation Form.

Quantitative and Qualitative
Indicators

STUDY PROGRAMME ASSESSMENT

Class	Outcome	Metric
A	<i>Fully Satisfactory accreditation</i>	At least 75% of the study programme points of attention with "Fully satisfactory" assessment.
B	<i>Satisfactory accreditation</i>	At least 50% of the study programme points of attention with "Satisfactory" or "Fully satisfactory" assessment.
C	<i>Conditional accreditation</i>	Between 25% and 50% of the study programme points of attention with "Satisfactory" or "Fully satisfactory" assessment and no more than 50% with "Unsatisfactory" assessment.
D	<i>Non-accreditation</i>	At least 50% of the study programme points of attention with "Unsatisfactory" assessment.

UNIVERSITY ASSESSMENT

Class	Outcome	Metric
A	<i>Fully Satisfactory accreditation</i>	Periodic Accreditation for 5 years, with intermediate verification of the study programmes at the end of third year. At least 75% of the university points of attention with "Fully Satisfactory" assessment.
B	<i>Satisfactory accreditation</i>	Periodic Accreditation for 5 years, with intermediate verification of the university and the study programmes at the end of third year. At least 50% of the university points of attention with "Satisfactory" or "Fully Satisfactory" assessment.
C	<i>Conditional accreditation</i>	<p>Periodic accreditation for 1 or 2 years. Between 25% and 50% of the university points of attention with "Satisfactory" or "Fully Satisfactory" assessment and no more than 50% with "Unsatisfactory" assessment.</p> <ul style="list-style-type: none">• If the criticalities have been overcome by the deadline set at the time of the assessment, the accreditation is extended for further 4 or 3 years.• If the criticalities have not been overcome by the deadline set at the time of the assessment, it entails, in relation to the seriousness of the criticalities, the further confirmation of the conditional judgment or the university suppression.• The "Conditional accreditation" may not last more than 4 years, under penalty of the proposal of the university suppression.
D	<i>Non-accreditation</i>	Where at least 50% of the university points of attention with "Unsatisfactory" assessment.

QUALITY ASSURANCE REQUIREMENTS

DOMAIN A

Code	Point of Attention	AdC No.
A.1	Quality of teaching, research, third mission/social impact and quality of institutional and management activities within the University's policies and strategies	4
A.2	Organisation of the University governance system and Quality Assurance system	5
A.3	Monitoring system of policies, strategies, processes, and results	2
A.4	Review of the University Quality Assurance system and governance system	4
A.5	Role of the students	1

QUALITY ASSURANCE REQUIREMENTS

DOMAIN B

Sub-domain	Sub-domain description	Code	Point of Attention	AdC No.
B.1	Human resources	B.1.1	Recruitment, qualification and management of teaching and research staff	6
		B.1.2	Recruitment, qualification and management of technical and administrative staff	6
		B.1.3	Human resources and services supporting administration, teaching, research and third mission/social impact	3
B.2	Financial resources	B.2.1	Financial resources: planning and management	4
B.3	Structures	B.3.1	Building structures and infrastructures: planning and management	4
		B.3.2	Adequacy of building structures and infrastructure for teaching, research and third mission/social impact activities	1
B.4	Equipment and Technologies	B.4.1	Equipment and technology: planning and management	1
		B.4.2	Adequacy of equipment and technology	1
		B.4.3	Support facilities and services for (full or partial) distance teaching	6
B.5	Management of Information and Knowledge Management	B.5.1	Management of information and knowledge	3

QUALITY ASSURANCE REQUIREMENTS

DOMAIN C

Code	Point of Attention	AdC No.
C.1	Self-assessment, external assessment and review of Study programmes, PhD programmes and Departments with the support of the University Quality Committee	4
C.2	Monitoring system of the University Quality Assurance system	2
C.3	Evaluation of the Quality Assurance system and processes of teaching, research and third mission/social impact by the University Evaluation Board	3

QUALITY ASSURANCE REQUIREMENTS

DOMAIN D

Code	Point of Attention	AdC No.
D.1	Planning of the study offer	3
D.2	Design and update of student-focused Study programmes and PhDs	5
D.3	Admission and students' career	8

QUALITY ASSURANCE REQUIREMENTS

DOMAIN E

Code	Point of Attention	AdC No.
E.1	Definition of Departments strategies	3
E.2	Evaluation of the results achieved by Departments and PhD programmes and of improvement actions	3
E.3	Definition and publicity of resource distribution criteria	2

QUALITY ASSURANCE REQUIREMENTS STUDY PROGRAMMES

Sub-Domain Code	Sub-Domain	Code	Point of Attention	AdC No.
D.CDS.1	Quality Assurance in study programme design	D.CDS.1.1	Study programme design and stakeholder consultation	2
		D.CDS.1.2	Definition of programme character, teaching objectives and output profiles	2
		D.CDS.1.3	Study offer and educational pathways	5
		D.CDS.1.4	Courses syllabi and learning assessment methods	3
		D.CDS.1.5	Programme courses planning and organisation	2
D.CDS.2	Quality Assurance in study programme delivery	D.CDS.2.1	Orientation and tutoring	3
		D.CDS.2.2	Initial required knowledges and knowledge gap recovery	4
		D.CDS.2.3	Teaching methods and flexibility	4
		D.CDS.2.4	Internationalisation of teaching activities	2
		D.CDS.2.5	Planning and monitoring of learning assessments	1
		D.CDS.2.6	Endowment and qualification of teaching staff and tutors	2
D.CDS.3	Resource management in the study Programme	D.CDS.3.1	Endowment and qualification of teaching staff and tutors	5
		D.CDS.3.2	Human resources, facilities and support services	5
D.CDS.4	Review and improvement of the study programme	D.CDS.4.1	Contribution of professors, students and stakeholders to the review and improvement of the study programme	5
		D.CDS.4.2	Review of the design and teaching methods of the study programme	6

QUALITY ASSURANCE REQUIREMENTS PHD

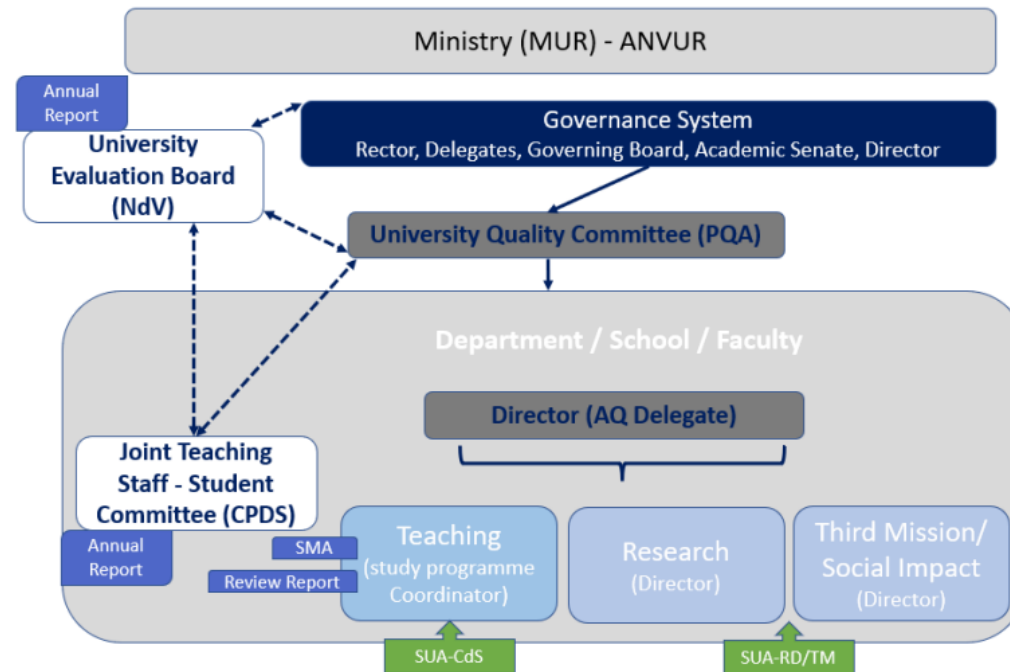
Code	Point of Attention	AdC No.
D.PHD.1	Design of the PhD programme	6
D.PHD.2	Planning and organization of teaching and research activities for PhD students	7
D.PHD.3	Monitoring and improvement of activities	3

QUALITY ASSURANCE REQUIREMENTS DEPARTMENTS

Code	Point of attention	AdC No.
E.DIP.1	Definition of strategies for teaching, research and third mission/social impact	4
E.DIP.2	Implementation, monitoring and review of research, teaching and third mission/social impact activities	5
E.DIP.3	Definition of resource allocation criteria	4
E.DIP.4	Human resources, facilities and support services for teaching, research and third mission/social impact	6

THE INTERNAL QA SYSTEM

University internal QA system structure



MAIN ACTORS

DIALOGUE

Governance System

Main Actors of internal Quality Assurance and evaluation



Internal University QA decentralized structures

CONPAQ

University Quality Committees network

University Quality Committee



organises QA system
promotes Quality culture

DOCUMENTS



Annual Report on QA system status and related activities



Guidelines for study programmes, PhD programmes, Departments



Self-evaluation on AQ University requirements compliance



Supports AQ processes e procedures



Supervises QA system implementation and review



Proposes common tools for QA and teaching activities



Assures informations flow with NdV and CPDS



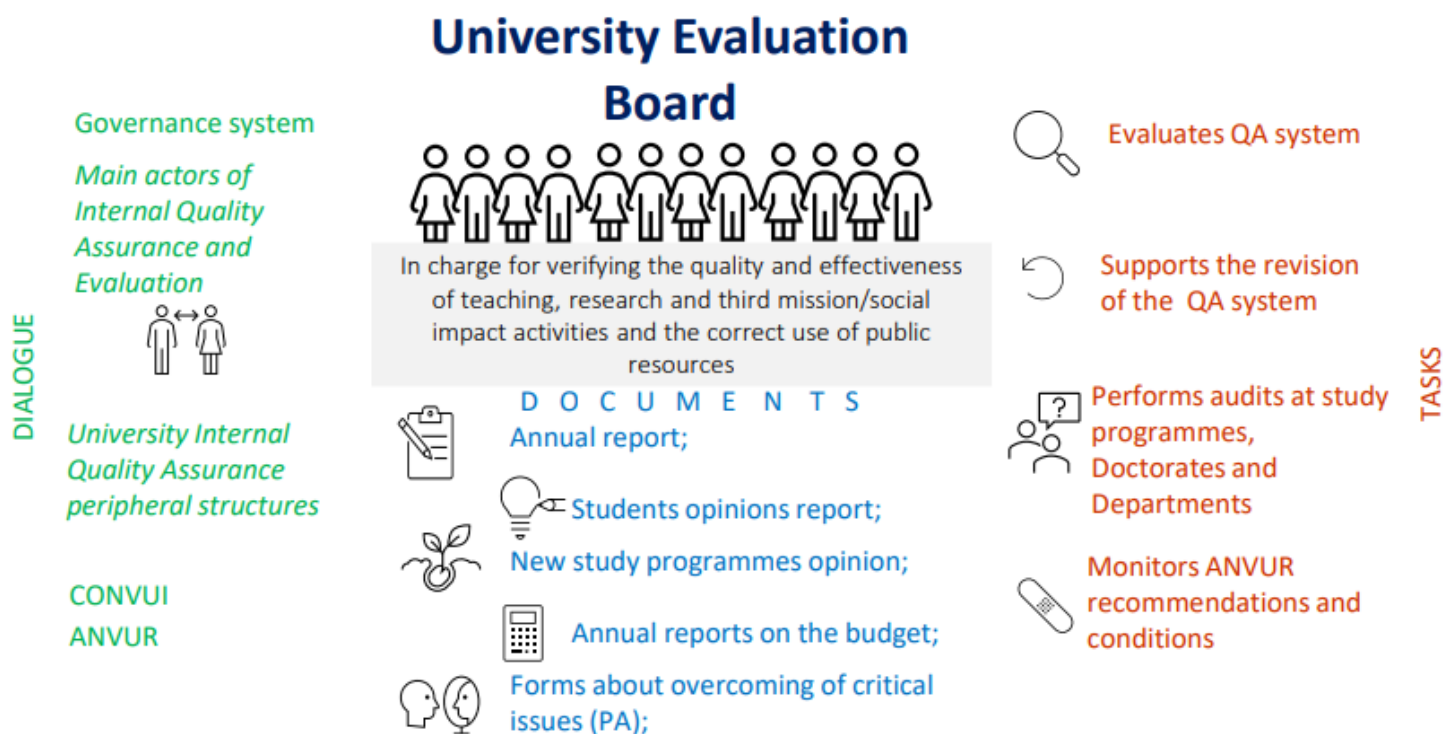
Collects and disseminates data for monitoring activities



Monitors ANVUR Recommendations and Conditions

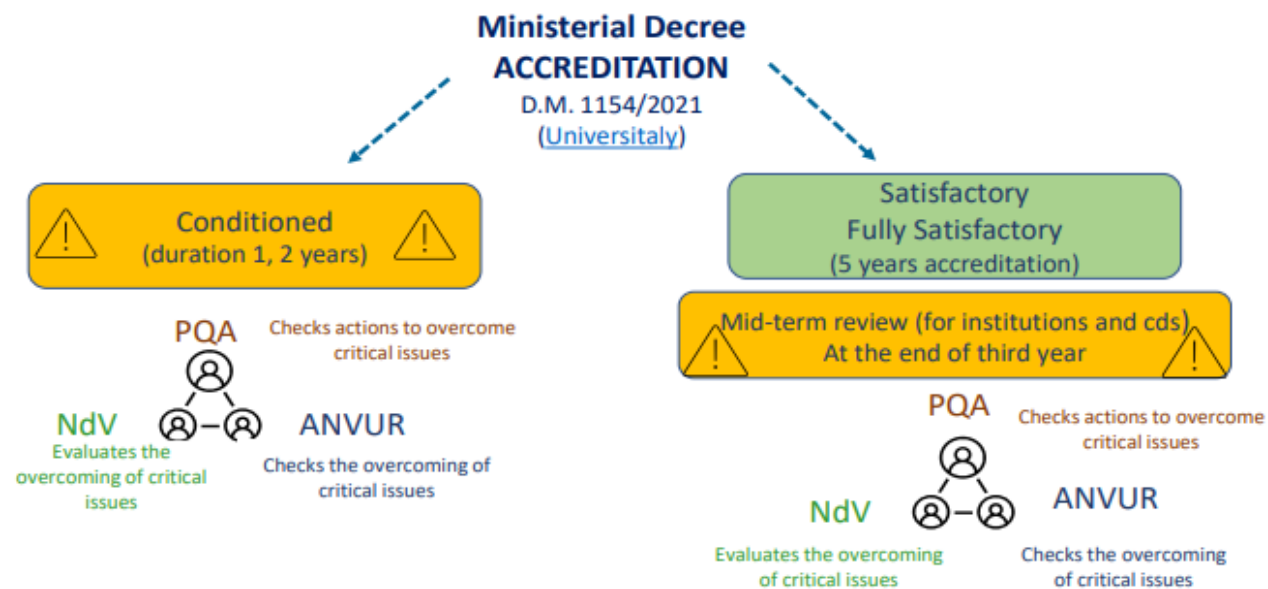
TASKS

MAIN ACTORS



MAIN ACTORS

Follow Up – Periodic Accreditation

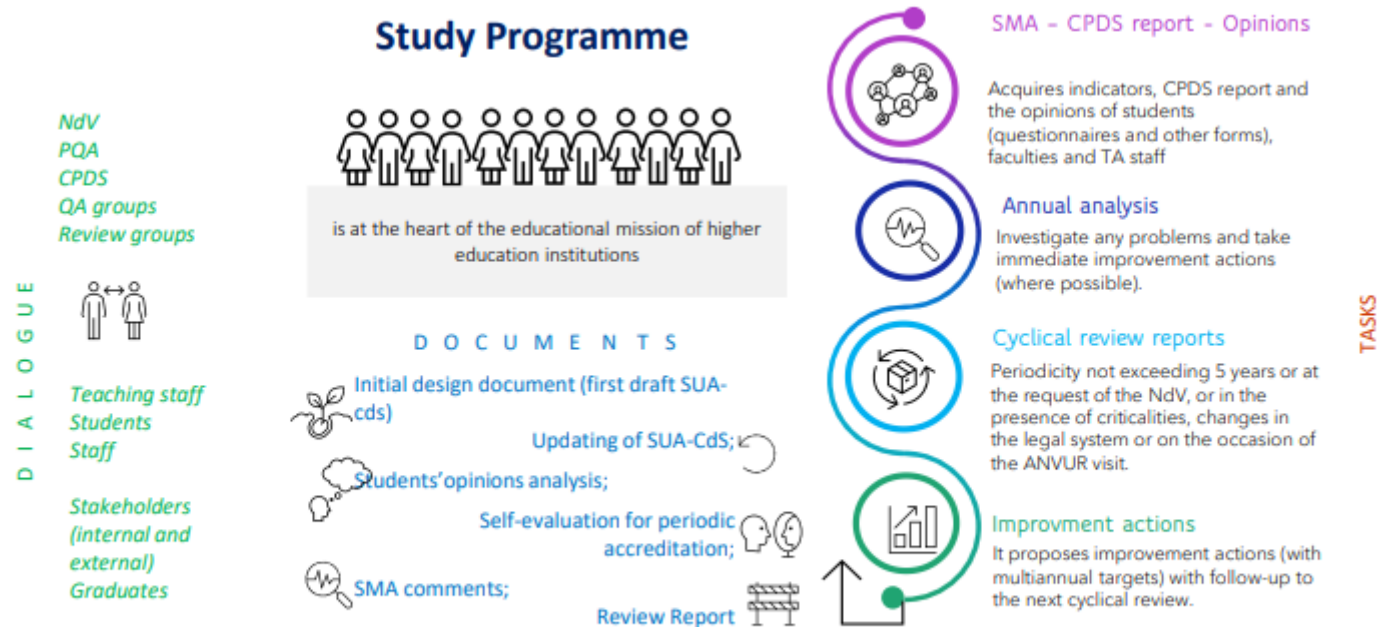


MAIN ACTORS – THE JOINT TEACHING STAFF-STUDENTS COMMITTEES



ANNUAL REPORT

MAIN ACTORS – PERIPHERAL LEVEL



MAIN ACTORS - PHD

PhD programmes are responsible for preparing/updating at least the following documentation:

- document concerning the initial draft of PhD programme design.
- self-assessment document for Periodic Accreditation (if selected for the on-site visit).
- analysis of the results of the PhD student opinion surveys.
- analysis of the results of ANVUR indicators.

MAIN ACTORS - DEPARTMENTS

Departments are responsible for preparing/updating at least the following documentation:

Annual form for Department Research and Third Mission (SUA-RD/TM) or other three-year strategic planning document of the Department, updated annually.

self-assessment document for Periodic Accreditation (if selected for on-site visit).

Analysis of the results of the annual research and third mission/social impact monitoring, of the National Scientific Qualification (Abilitazione scientifica nazionale = ASN), of the recruitment and of the ANVUR indicators

PERIODIC ACCREDITATION

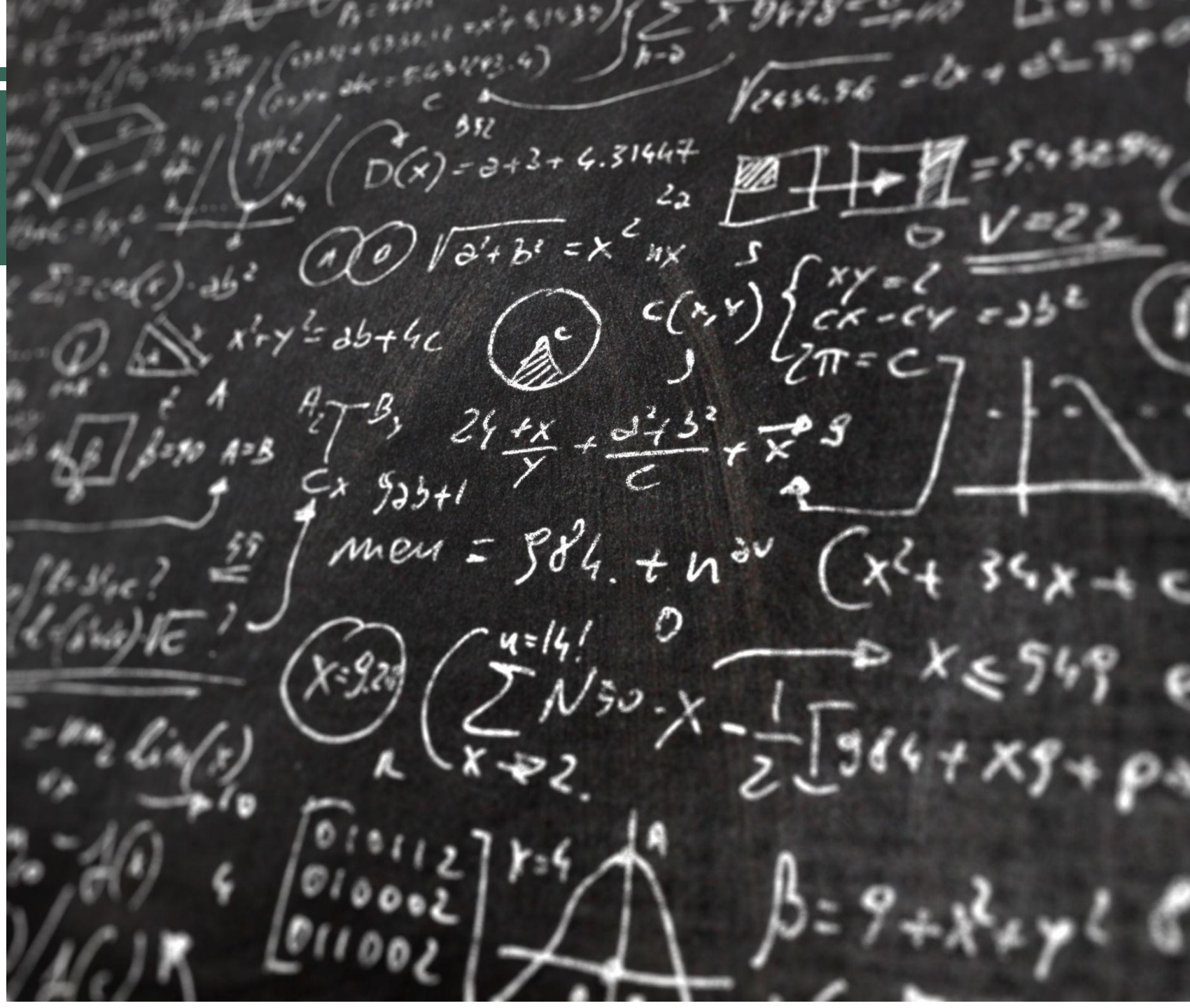
Number of ongoing study programmes	Number of study programmes visited	Number of PhD programmes visited	Number of Departments visited
Less than 4	All	1	1
4 to 39	4	2	2
40 to 69	6	2	2
70 to 99	9	3	3
100 to 149	12	4	4
More than 149	15	5	5

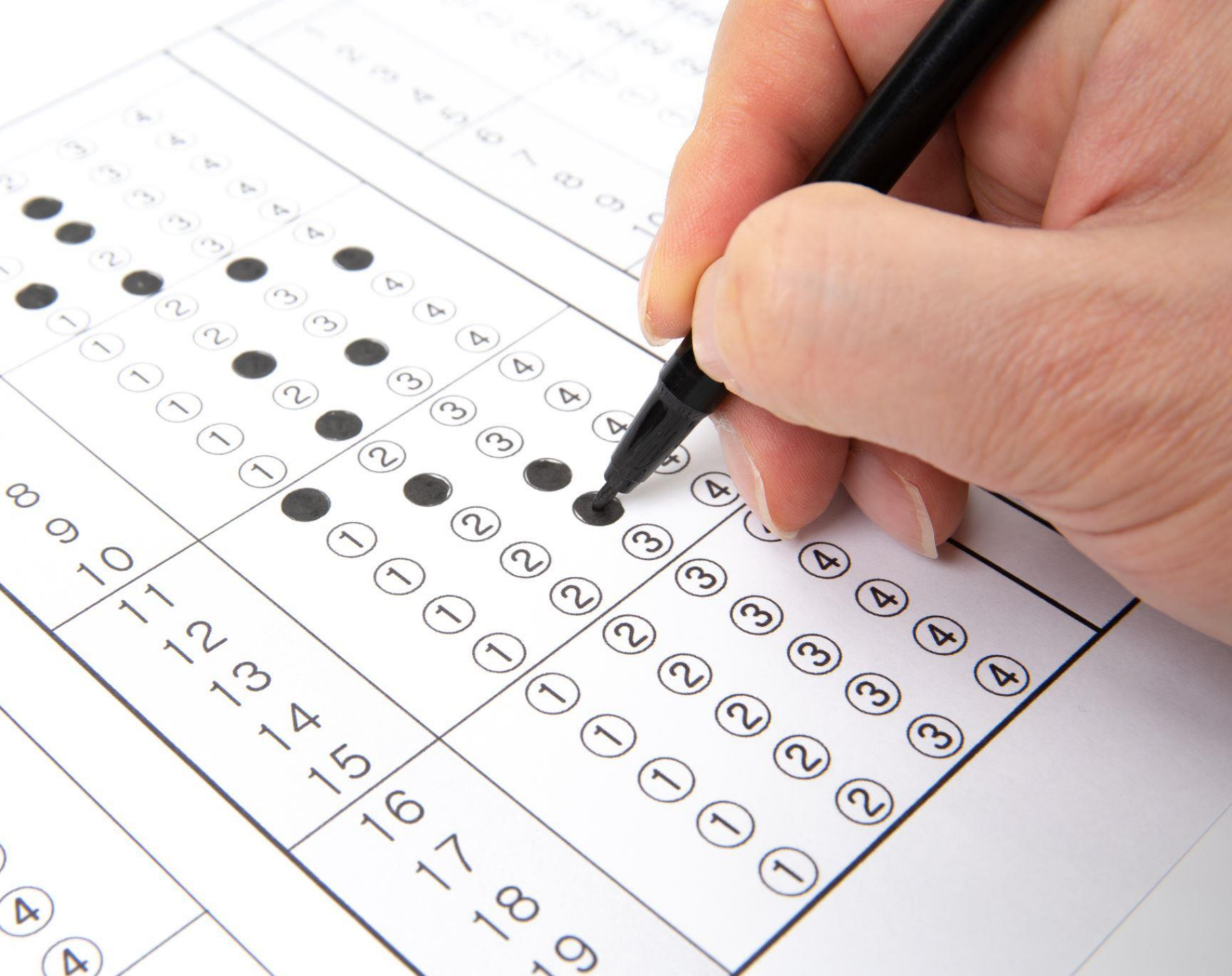


PERIODIC ACCREDITATION REPORT

LEVEL	ACCREDITATION	VALIDITY
A	Fully Satisfactory	Five-year with mid-term review of study programmes at the end of the third year.
B	Satisfactory	Five-year with mid-term review of study programmes at the end of the third year.
C	Conditioned	Term established at the time of the assessment, not exceeding four years.
D	Unsatisfactory	University suppression.

QUANTITATIVE
INDICATORS –
UNIVERSITY & STUDY
PROGRAMMES





QUALITATIVE
INDICATORS –
EVALUATION
FORMS

SOME MORE REFLECTIONS ON THIRD MISSION

- **The next slides are cited from:**
- Blasi B.(1), Longhi S.(2), Romagnosi S.(3), Uricchio A. F.(4)
 - (1) ANVUR Head of Third mission and Societal Impact Office
 - (2) Università Politecnica delle Marche
 - (3) ANVUR Head of Third mission and Societal Impact Office
 - (4) ANVUR President and Delegate to Social Impact Evaluation

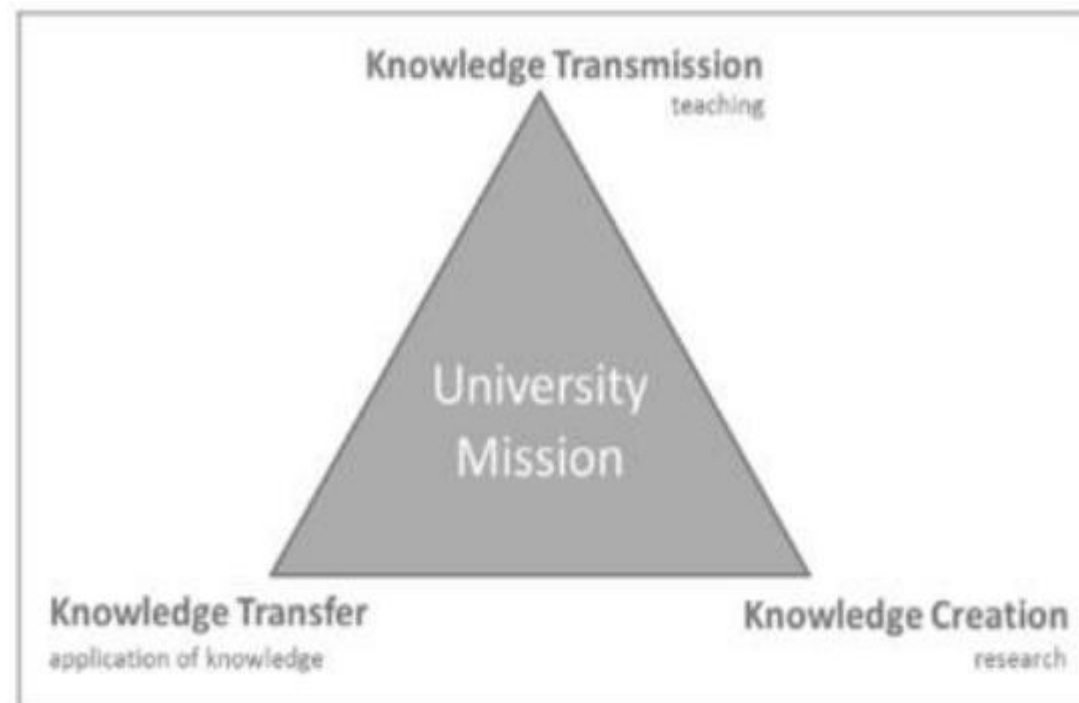
[Link to the presentations](#)

SOME MORE REFLECTIONS ON THIRD MISSION



FIRST STEP

- Presidential Decree d.P.R. no. 76/2010 “Regulation concerning structure and functioning of the National Agency for the Evaluation of Universities and Research Institutes”
- ANVUR is created to evaluate procedures, results and outputs of institutions’ management, teaching, research and **technological transfer activities**
- **The AVA system has recognized TM as a full part of University missions**



2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023

D.P.R. 76/2010
ANVUR
establishment
and kick-off of
activities

**VQR 1
(2004-2010)**
First
measurement on
a broad TM
definition

**Higher Education Quality
Assurance system (AVA)**
TM as universities'
institutional mission

SUA-TM 1ed.
informative
system and data
collection
(2013-2014)

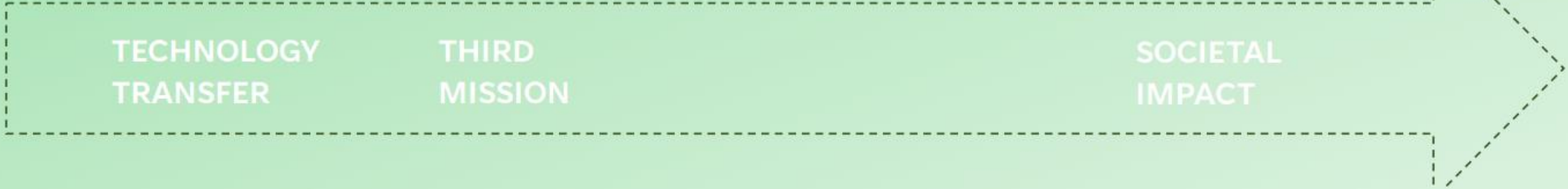
**Evaluation
Manual**
evaluation
method,
definitions,
indicators and
data sources,
evaluation
criteria and
questions

**VQR 2
(2011-2014)**
informed peer
review on SUA-
TM data

**Consultation
and SUA-TM 2
ed.**
refinement of
the informative
system
(outcome and
impact metrics)

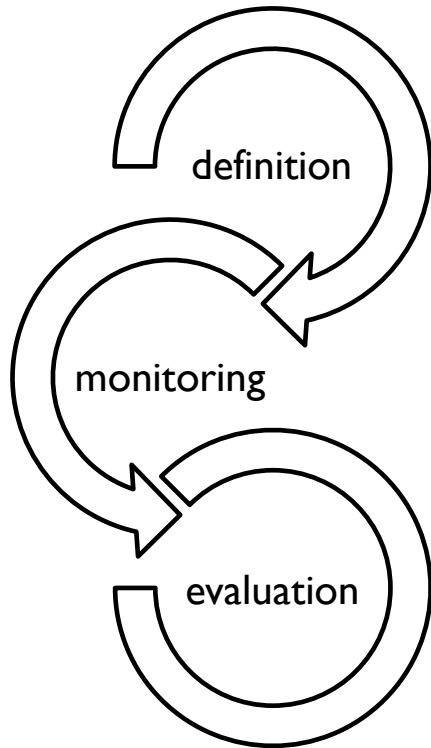
**VQR 3
(2015-
2019)**
impact
case study
methodology
and case study
collection
and
evaluation

**Review and international
audit VQR 3**
Report on the analysis of the
evaluation results and
consultation of international
experts



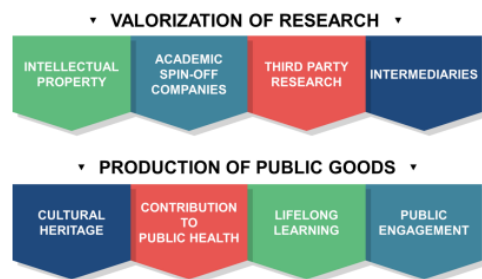
Blasi B., Longhi S., Romagnosi S., Uricchio A. F.

TM IN AVA



- “Third mission is intended as the degree of openness of the HE institutions towards the socio-economic context through the valorization and transfer of knowledge. TM is a process of knowledge exchange, not only related to technology and encompassing social and cultural benefits”

EVALUATION OF TM IN 2015



- Evaluation method
- Definitions
- Evaluation criteria
- Indicators and data sources
- Questions

AREA	1. INTELLECTUAL PROPERTY MANAGEMENT
CRITERIA	a. inventive activity b. portfolio management c. exploitation <i>ability to strategically choose the inventions to be valorized through assignments, licenses, options and spin-out constitutions</i>
INDICATORS	exploitation 1.c.i) number of assignments, licenses, options contracts / total number of university patents 1.c.ii) number of spin-out companies using university patents / total number of university patents 1.c.iii) total revenues / total number of university patents
QUESTIONS	1.c.1) Has the university developed a policy on intellectual property management and exploitation? 1.c.1) Is the intellectual property portfolio able to attract the interest of the economic world and obtain a flow of revenues?

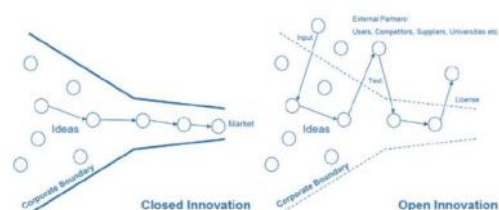
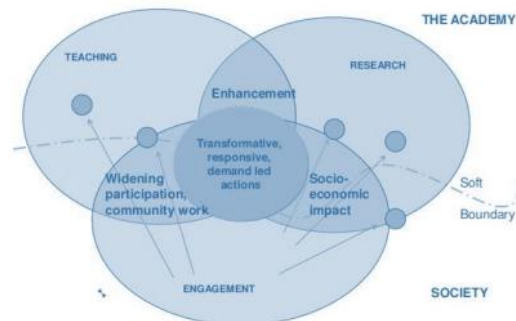
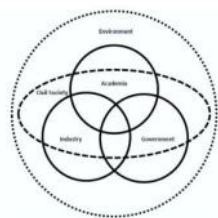
Blasi B., Longhi S., Romagnosi S., Uricchio A. F.

0 – Strategic objectives of Third Mission & Societal Impact

A. Valorization of the research	B. Production of Public Goods
1 – Intellectual property management (patents and plant varieties)	5 – Cultural goods and activities (archeological excavations, museums, music activities, historical buildings and archives, ancient libraries, theaters and sports facilities)
2 – Academic spin-out companies	6 – Clinical activities for public health (clinical trials, non-interventional studies and patients 'empowerment initiatives, biobanks and other structures)
3 – Third party funding (revenues)	7 – Continuing education and open education (continuing education courses, skills certification activities, Continuing Medical Education courses, MOOCs)
4 – Intermediaries (technology transfer offices, placement offices, incubators, science parks, consortia, poles and other TM intermediaries)	8 – Public engagement (non-profit activities organized by the institution or by its departments with educational, cultural and social value, e.g. production of advice, expertise, informed opinion, contributions to controversies, communication of science)

Source: Guidelines for SUA-TM information system (Revision 2018)

NEW TOPICS FOR A NEW CONTEXT



“GOVERNMENT, INDUSTRY, ACADEMIA AND CIVIL PARTICIPANTS WORK TOGETHER TO **CO-CREATE THE FUTURE** AND DRIVE STRUCTURAL CHANGES FAR BEYOND THE SCOPE OF WHAT ANY ONE ORGANIZATION OR PERSON COULD DO ALONE. THIS MODEL ENCOMPASSES ALSO USER-ORIENTED INNOVATION MODELS TO TAKE FULL ADVANTAGE OF IDEAS' CROSS-FERTILISATION LEADING TO EXPERIMENTATION AND PROTOTYPING IN REAL WORLD SETTING”

(EUROPEAN COMMISSION)

Blasi B., Longhi S., Romagnosi S., Uricchio A. F.

10 FIELDS OF ACTION

Intellectual and industrial property valorisation (patents, plant varieties and other products);

Academic entrepreneurship (e.g. spin-off and start-up companies);

Technology transfer structures and other Third mission intermediaries (e.g. technology transfer offices, incubators, science and technology parks, consortia and associations for Third mission);

Production and management of artistic and cultural heritage (e.g. museum poles, archaeological excavations, music activities, historical buildings and archives, historical libraries, theatres and sports facilities);

Clinical experimentations and health protection (e.g. clinical trials, studies on medical devices, non-interventional studies, patients' empowerment initiatives, biobanks, veterinary clinics, information and prevention days, screening and awareness campaigns);

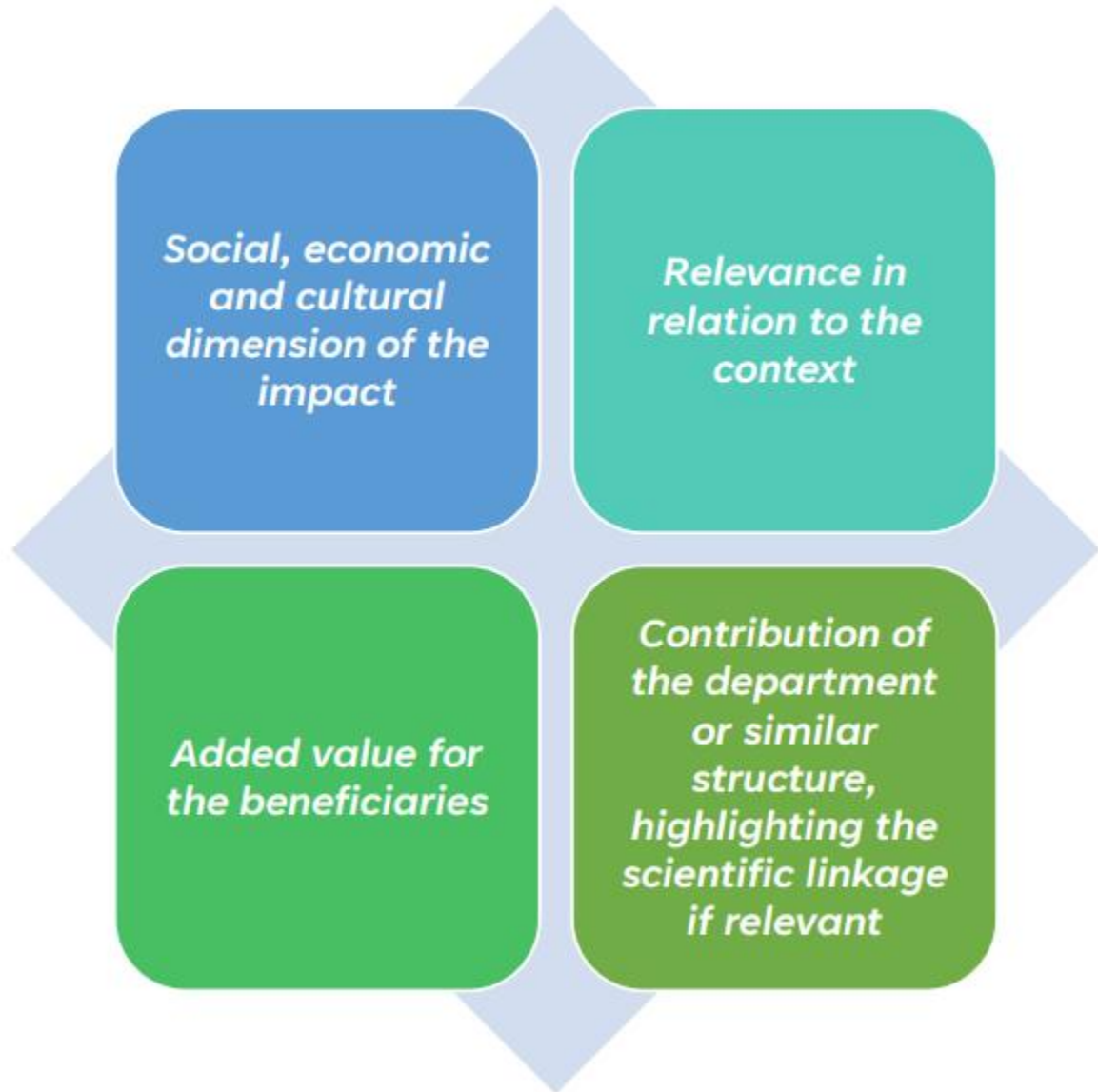
Lifelong learning and open education (e.g. continuous education courses, Continuing Medical Education courses, MOOCs);

Public Engagement (community events, science popularization, citizen science interaction with schools)

Production of public goods and policy instruments for inclusion (e.g. public policy making/formulation, local development and urban regeneration programs, participatory democracy initiatives, consensus conferences, citizen panels);

Innovative tools to support Open Science;

Activities related to the UN 2030 Agenda for Sustainable Development Goals.



- A. **Excellent and extremely relevant**
- B. **Excellent**
- C. **Standard**
- D. **Sufficiently relevant**
- E. **Scarcely relevant or not acceptable**

Excellent and extremely relevant:

The case study is clearly described and the impact achieved in its field of action is evident and very substantial. The contribution of the submitting institution has been crucial in generating the impact. Where relevant, a strong link with the institutions' scientific results is also evident. The results achieved are also corroborated by the set of proposed indicators that are completely pertinent. The impact is highly significant in social, economic and cultural terms and the intervention has created a high added value for a large and diverse audience of beneficiaries.

Annex 2. Case study template and guidance

TITLE: _____

FIELD OF ACTION: _____

A. INSTITUTIONS
B. DEPARTMENT(S):
C. DISCIPLINARY AREA(S) INVOLVED IN THE CASE STUDY:
D. NAME(S) OF THE ACADEMIC STAFF RESPONSIBLE FOR THE CASE STUDY:
E. KEYWORDS: In this section, 10 keywords will be indicated to qualify the case study and its impact.
F. DETAILED DESCRIPTION OF THE CASE STUDY In this section the case study will be illustrated with particular reference to the context in which it is located, the role played by the submitting institutions, the temporal development, the subjects involved and their role, the resources used and, generally, to all those elements that qualify the actions taken.
G. DETAILED DESCRIPTION OF THE IMPACT IN THE PERIOD 2015 – 2019 In this section the impact of the activities carried out shall be illustrated with reference to the local area, the reference period, and the added value for the beneficiaries, the economic, social and cultural dimension. In the description, the differences deriving from the actions taken with respect to the initial situation shall be highlighted.
H. INDICATORS TO CORROBORATE THE DESCRIBED IMPACT In this section it will be possible to provide a set of indicators, considered pertinent by the submitting institution and that allow to appreciate the impact of the activities carried out and to corroborate what is reported in section G. It is also possible to insert qualitative elements useful to demonstrate the impact of the intervention.
I. PUBLICATIONS RELATED TO THE CASE STUDY In this section the following elements will be provided, where relevant: a) main national / international scientific outputs that support the relevance of the case study; b) main scientific outputs by authors affiliated to the submitting institution or the involved department(s) that support the relevance of the case study.

The sum of the characters used to fill in sections F and G shall be a maximum of 12,000.