



QUALITY POLICIES

OF IUSS HIGHER

UNIVERSITY SCHOOL

Sommario

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1 PREFACE

The Quality Policies of IUSS Pavia Higher University School ("**Quality Policies**") define the fundamental principles and guidelines of the School's Quality Assurance ("**QA**") processes, identifying actions for the continuous improvement of quality and the pursuit of objectives of excellence. The School bases its action on the lines indicated in the *European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*¹ and in coherence with the requirements for the accreditation of special Superior Graduate Schools established by current legislation.

The School promotes the dissemination of culture, methods and tools for quality, self-evaluation, critical approach and continuous improvement in the management of all processes, expressly recognizing their importance and value in its Statute. For the implementation of Quality Policies, the School has equipped itself with an QA System and constantly promotes its development, improvement and diffusion.

To this end, the School makes use of the University Quality Assurance ("**UQA**"), which supervises the carrying out of QA procedures in its function of liaison with the responsible structures, through an effective communication system with and between the various institutional bodies (Governing Bodies, Academic Structures, Evaluation Team, Joint Student and Academic Commission), guaranteeing an overall and unified vision of the quality of research, teaching, the third mission and other institutional and management activities, having regard for the context of reference and the stakeholders to whom the School's activity is aimed. In accordance with the Quality Policies, the UQA organizes and coordinates the monitoring activities and prepares guidelines and other documents to support the self-evaluation, evaluation and review procedures of the processes, objectives, QA System and the School's Governance System.

The Quality Policies are drawn up and updated in line with the priorities and strategic and operational objectives defined by the School's programming Tools and constitute an essential implementation tool. The strategic horizon of all the School's objectives, based on the statutory principles which outline the reference framework of its mission, is constituted by public value. By recognizing the knowledge, skills and abilities of people as the main resource for a country's development, the School aims to contribute to the full valorization of young people of particular talent and merit, offering them innovative and original training courses in order to enhance their abilities, as well as opportunities for scientific and cultural enrichment, during the period of curricular university studies and in addition to them, without limitations and constraints with respect to the methods, objects and disciplines involved from time to time. The School aims to contribute to the progress of knowledge in all fields, including those traditionally defined as scientific and humanistic, by training young people in research and developing research programs according to its own models, and fully recognizes its social responsibility.

¹ https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

For these purposes, the School promotes an environment of strong interaction between higher education and research, considering the latter as a necessary premise to guarantee the quality and effectiveness of the former. In pursuing the values that underlie scientific research, teaching and other university activities, the School identifies as key principles freedom of expression, teaching and research, honesty, integrity, transparency, solidarity, mutual respect, enhancing the uniqueness of each person and their own identity in implementing a culture of inclusion as well as promoting equal opportunities in an environment inspired by organizational well-being and the fight against any type of discrimination.

2 QUALITY POLICY FOR RESEARCH

2.1 Enhancement of freedom, plurality and heterogeneity of forms of research

The School recognizes and values the strategic centrality and irreplaceable importance of research in all its forms, respecting its freedom and plurality. In this sense, the School is committed to an adequate allocation of the financial resources available in its budget and favors and encourages in every way the acquisition of public and private research funds by all researchers.

2.2 Incentive for planning of excellence

The School encourages planning of excellence by favoring multidisciplinary approaches and interdisciplinary collaboration, making administrative resources available to researchers dedicated to collaborative support both in the phase of developing research projects and submitting the related funding applications, and in the phase of carrying out and reporting the same.

2.3 Enhancement of research resources

The School encourages research of excellence by supporting the setting up and maintenance of research laboratories and computer centers also in synergy with its institutional *partners* (University Colleges and Reference Universities), systematizing what is available in the respective structures and favoring their full sharing.

2.4 Incentive for the internationalization of research

The School encourages research in collaboration with foreign colleagues, supporting visits and researcher exchange programs at all levels.

2.5 Monitoring of results

The School adopts a flexible system of periodic monitoring of results, through the definition of specific indicators and procedures in order to incentivize the achievement of the objectives identified by the programming tools as well as, within the scope of the

QA System, to allow the carrying out of self-evaluation and review activities functional to continuous improvement.

2.6 Quality assurance of recruitment

The School guarantees the quality of the recruitment of staff of all levels through the adoption of scrupulous selection procedures and constant monitoring of the results achieved.

The School activates planning procedures for the recruitment of professors and researchers, paying particular attention to the consistency of said programs with the research and training development plans, having regard for the sustainability of the planned initiatives over time.

The School prepares adequate checks to ensure that the selection procedures are based on merit and intervenes, even with active policies, to eliminate gender or other asymmetries which affect the possibilities of valorising merit.

The School adequately verifies the effectiveness of the recruitment processes carried out also in terms of sustainability of the teaching and research initiatives, implements any corrective actions, enhances internal resources by offering professional development opportunities and systematically promotes the improvement and innovation of teaching and the connection between teaching and research.

2.7 Valorization and enhancement of doctorates

Recognizing the importance of the doctorate as a springboard for research activity, the School values research doctorate courses, favors their interdisciplinarity and transdisciplinarity, encourages international collaborations and the experimentation of innovative programs - such as research doctorates of national interest -, also in collaboration with its institutional *partners*.

3 QUALITY POLICY FOR TEACHING

3.1 Guarantee of qualification and review of the curriculum

In order to improve the curriculum and guarantee its quality, through its QA System, the School ensures, both internally and to stakeholders, that the actions undertaken are consistent with the strategic objectives defined by the planning Tools and that their planning and implementation takes place through the active involvement of students.

In guaranteeing the qualification, revision and expansion of the curriculum, the School ensures effective and efficient learning even through the use of supplementary teaching tools; it guarantees full transparency of the results and sustainability of the programs in terms of teaching resources and structures; it strengthens the connection with the world of work. The commitment to an innovative and high-quality curriculum constitutes one of the pillars on which the School intends to enhance the abilities and aptitudes of the students.

3.2 Enhancement and strengthening of the international dimension

The School enhances the international dimension of its teaching activity through the enrichment of the curriculum in foreign languages, the promotion of exchange programs of students and academics with quality foreign academic institutions and the European accreditation of courses of study.

3.3 Development of greater sensitivity of the courses towards the research topics cultivated by the School's academics

By designing advanced courses on the most cultivated research topics in the School, it is possible to facilitate a more direct involvement of students, obtaining the double advantage of greater academic/student dialogue and an "on the field" approach of young people to the world of research.

3.4 Strengthening the use of innovative teaching techniques

The School guarantees the quality of teaching by promoting the use of innovative methods, techniques and technologies which encourage the active participation and involvement of students in the learning process, through *coaching*, active learning and *mentoring* practices, in line with European education policies centered on the student. The School develops training methods and practices which encourage dialogue and the comparison of ideas, with the same spirit which informs the scientific debate.

3.5 Implementation of IT systems

The School implements the most modern IT systems to support and aid teaching with the aim of facilitating the efficient management of student/School relationships and creating a high quality study and work environment.

3.6 Strengthening study support and inclusion activities

The School adopts measures aimed at guaranteeing the improvement of the quality of services to students, starting from orientation activities, with the aim of facilitating profitable integration into the student community, the regular completion of the training course, supporting the right to education and simplifying administrative procedures, intensifying the digitalisation of processes.

4 QUALITY POLICY FOR THE THIRD MISSION

4.1 Recognition of the School's social responsibility

The School recognizes its social responsibility in promoting and encouraging actions and initiatives for the valorization of skills and the research results and to allow the widest

cultural, social, ethical, environmental and economic impact. To this end, the School engages with the main internal and external stakeholders on the objectives and actions to be carried out in order to achieve them, collecting and valorising the emerging requests in the different social sectors and production sectors and encouraging the establishment and the strengthening of a network with one's former students. The School offers clear, accurate, objective and accessible information about its activities, establishes and makes a system of checks public, allowing the various stakeholders to ensure the ability to realize and the effective realization of the commitments undertaken by the School towards the community of which it is part.

4.2 Transparency of research activity, public dissemination of knowledge and accessibility of results

The School supports policies aimed at increasing the visibility and transparency of research activity, as well as increasing the public dissemination of knowledge and the accessibility to scientific results, developing synergies and strengthening collaboration between scientists and society, supporting dissemination and *public engagement* activities and exploring the use of new platforms and formats for sharing and publishing research data and results.

4.3 Enhancement and strengthening of placement activities

The School recognizes the importance of its role in facilitating its students' entry into the world of work. To achieve this objective, it allocates specific resources for the organization of activities and events intended for meetings between companies and students and for the financing of projects dedicated to *placement*.

Within its community of reference, the School continuously verifies and promotes the employability of the skills acquired by students and works to interpret and respond to the training needs expressed by stakeholders in order to make the most of their scientific abilities.

4.4 Enhancement and strengthening of technology transfer activities

The School promotes the transfer of research results into society to contribute to innovation and cultural and economic development. In the belief that social impact can also be achieved through the return of value to the society which has invested public resources in research, the School is committed to selecting and transforming the knowledge which arises from its scientific activities, encouraging dialogue with businesses and professions as well as promoting and encouraging technology transfer initiatives.

5 QUALITY POLICY FOR SERVICES

In order to provide the necessary support to students during their training, the School offers adequate structural and infrastructural resources, guaranteeing accessibility to everybody, strengthening the services offered in incoming, *ongoing* and outgoing orientation, promoting an inclusive culture and enhancing the heterogeneity and strengths of each person.

5.1 Analysis of student needs

In the periodic review of the different types of services to offer to students (colleges, canteens, libraries), the School focuses its attention on the students' needs, through the use of survey tools, with the aim of guaranteeing the greatest possible satisfaction within the scope of available resources and in collaboration with its institutional *partners*.

5.2 Implementation of satisfaction monitoring systems

The School implements periodic monitoring systems of the level of student satisfaction, in order to guarantee constant monitoring of the quality of the various services offered and its evolution over time.

5.3 Verification of data and definition of consequent actions

The verification and monitoring of the actions carried out for the purpose of improving the management and the subsequent interpretation of the data obtained constitute the operational prerequisite for the definition of consequent actions. The School identifies a clear and specific procedural sequence in order to allow a rapid response to any critical issues encountered in the provision of the service.

6 QUALITY POLICY FOR THE SYNERGISTIC EXPLOITATION OF THE SYSTEM POTENTIAL

The School recognizes the contribution given to its establishment and to the development of its activities by the Pavia academic system and, in particular, by the University of Pavia, by the founding Pavia colleges of merit - represented by the Almo Collegio Borromeo, the Ghislieri College, the Nuovo University College of Merit and the S. Caterina da Siena University College (the "**Founding Colleges**") – as well as the Institution for the right to university education of Pavia ("**EDiSU Pavia**").

The number of institutional *partners* of the School expanded in 2022 through the stipulation of an agreement with the University of Milan and Fondazione Collegio delle Università Milanesi (College of Milan) which also allows students of the Milanese University to attend the Ordinary courses of the School and to obtain the relevant diploma qualifications.

In pursuing its institutional goals, the School operates in close synergy with all the components of both the Pavia academic system and the national and international one.

6.1 Enhancement of the potential of the institutional relationship with university colleges

The School recognizes the peculiar educational role of university colleges and implements its own advanced form of institutional participation of the Founding Colleges, of EDiSU Pavia and of the university colleges of merit affiliated to the training and research processes, considering this participation its own characterizing and distinctive element in the framework of Italian Higher University Schools.

The School promotes the integrated exploitation of all the potential of the institutional relationship with university colleges, undertakes to make the most of them and to monitor the results of this activity through specific indicators.

6.2 Enhancement of the potential of the institutional relationship with the reference universities

The School also promotes an integrated exploitation of all the potential of the institutional relationship with the University of Pavia and the University of Milan, and undertakes to make the most of them and to monitor the results of this activity through specific indicators.