Evaluation of Life Sciences 2022-2024
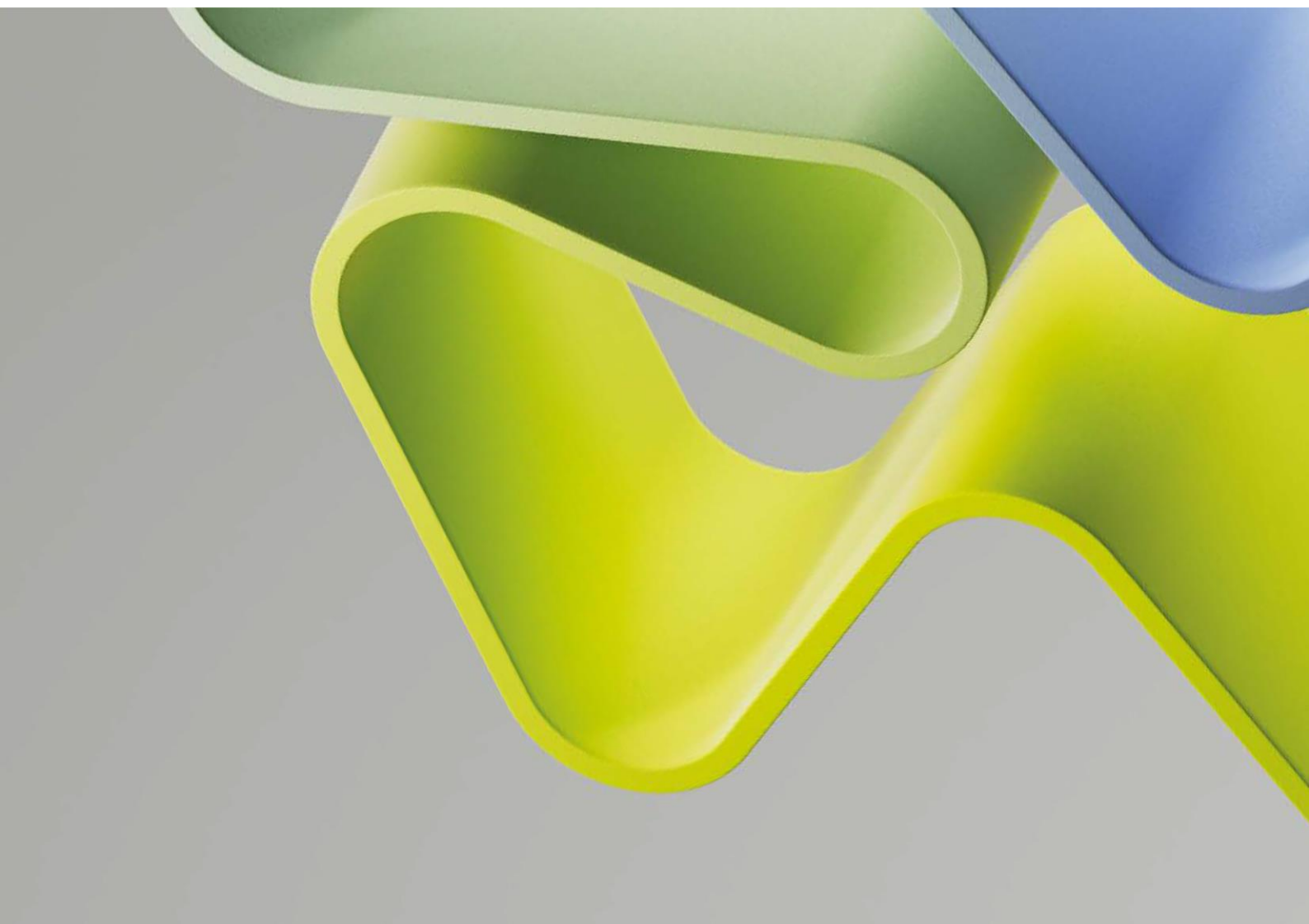
Evaluation of medicine and health 2023-2024

Evaluation report

ADMIN UNIT: Department of Social Education
INSTITUTION: UiT Artic University of Norway

December 2024

Contents

Statement from Evaluation Committee Higher Education Institutions 1

This report is from Evaluation Committee Higher Education Institutions 1 which evaluated the following administrative units representing the higher education sector in the Evaluation of medicine and health 2023-2024:

- Faculty of Health and Social Sciences, Høgskulen på Vestlandet (HVL)
- Faculty of Social and Health Sciences, Inland Norway University of Applied Sciences
- Faculty of Nursing and Health Sciences, Nord universitet
- Faculty of Health Sciences (HV), Oslo Metropolitan University - OsloMet
- Faculty of Health, Welfare and Organisation, Østfold University College
- Department of Health and Care Sciences, UiT Artic University of Norway
- Department of Social Education, UiT Artic University of Norway
- Institute of Health and Society, University of Oslo (UiO)
- Faculty of Health Sciences, University of Stavanger (UiS)

The conclusions and recommendations in this report are based on information from the administrative units (self-assessment), digital meetings with representatives from the administrative units, bibliometric analysis and personnel statistics from the Nordic Institute for Studies of Innovation, Research, and Education (NIFU) and Statistics Norway (SSB), and selected data from Studiebarometeret (NOKUT). The digital interviews took place in Autumn 2024.

This report is the consensus view from committee Higher Education Institutions 1. All members of the committee have agreed with the assessments, conclusions and recommendations presented here.

Evaluation committee Higher Education Institutions 1 consisted of the following members:

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Professor Falko Sniehotta (Chair),
Heidelberg University

Professor Lars Göran Kecklund Professor Joakim Öhlen
Stockholm University University of Gothenburg

Professor Maria Kristiansen Professor Nicola Shelton
University of Copenhagen University College London

Professor Annette Boaz Professor Stephanie Taylor
King's College London Queen Mary, University of London

Ivette Oomens, Technopolis Group, was the committee secretary.

Oslo, December 2024

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Profile of the administrative unit

At the Department of Social Education (DSE), all research and innovation activities are organised under ASVF. DSE has a leader group which is led by the department leader and comprised of the research leader, the two study programme directors and the office manager. The DSE researchers consists of 29 employees out of which four are professors, four associate professors, two first lecturers, 15 lecturers and 4 PhD students. Women represent a majority in all categories except first lecturers where they represent 50%. As an example, men represent 0% of PhD-students and associate professors. Among professors, men represent 25%.

The DSE is comprised of one research group: The Artic Centre for Welfare and Disability Research (ASVF).

DSE's main priorities in research are related to people with disabilities and representatives from vulnerable groups, but with various focus areas depending on both funding possibilities and societal developments. DSE aligns with UiT's strategy, focusing on three overarching ambitions: leading in Arctic and High North knowledge and competence, developing innovative solutions for societal challenges, and fostering diverse talent. DSE also supports the goals of the Faculty of Health Sciences (Helsefak) by focusing on vulnerable groups, promoting public health, and fostering innovation in healthcare. DSE's work in removing social barriers and promoting diversity also aligns with Helsefak's goals of improving public health and reducing health inequalities.

According to its self-assessment, DSE is quite successful in establishing and maintaining a diverse portfolio of research collaborations, both nationally and internationally. The partnerships with higher education institutes across Norway demonstrate a strong national network. Internationally, their collaborations indicate a robust global presence. However, the current geopolitical situation has impacted the cooperation with Russia and Ethiopia, highlighting DSE's responsiveness to external factors. National collaborations allow for a focused approach to local and regional issues, fostering research that is directly applicable to the Arctic and Norwegian context. International collaborations, on the other hand, offer access to a wider range of resources, methodologies, and diverse cultural insights, which can enhance the quality and impact of research. Collaborations with different sectors, including public, private, and third sectors, are equally important to DSE. These partnerships enable DSE to address complex societal challenges that require a multi-faceted approach, and to ensure that their education programmes are relevant.

According to their self-assessment, in the future, DSE may take advantage of its experience initiating work and managing research projects, its multicultural and functionally diverse working community, and its interdisciplinary and democratic research environment. However, DSE faces recruitment challenges due to the loss of skilled individuals, an aging population in a small town, and the need for competence to attract funds and maintain gender balance. However, a new generation of professionals is emerging, lowering the average age and promising significant future contributions. By recruiting young research fellows into researcher positions, the department aims to develop an independent research environment and build strong teams that include students. Recent hires, such as a PhD focused on interprofessional collaboration, will strengthen this theme at the institute.

Besides developing its workforce, the department may need to adapt its research agenda and methods due to population shifts and rapid technological changes, with potential funding impacts from new regulations or policy changes. A review of the study portfolio may offer an opportunity to optimise operations and strengthen research.

Overall evaluation

Research from the Department of Social Education (DSE) is conducted within the Arctic Centre for Welfare and Disability Research (ASVF). The research and education of the unit focusses on factors that promote the participation of vulnerable people, especially those with impairments, in society. There is also a strong focus on the challenges faced by minorities (refugees and immigrants) and indigenous people. The unit aims to train researchers and practitioners to work in the High North and to understand "the local nuances of" welfare and disability.

The unit's strengths include its clear focus on research on disability and its focus on indigenous peoples and vulnerable groups. By the nature of their location the unit must have expertise in rural and dispersed communities and has a strong emphasis on co-production of research and education, directly involving the relevant communities and groups. DSE has also pioneered innovative ways of disseminating research although this was not well described in the self- assessment (possibly because of the pre-determined structure of the report). The unit has some good international collaborations with researchers working with other indigenous populations, but these could be extended and strengthened. It presented a single strong impact case around perceptions of disability.

The unit's weaknesses are its size – its research capacity appears very limited and considerable designated research time appears to be occupied by teaching activities. There are no postdoctoral researchers and only two doctoral students. There appears to be a lack of internal collaborations with other groups in UiT. External research funding is low, and the unit's research output is very modest with limited formal academic impact. The important position of Research Leader is vacant and there are no immediate plans to resolve this.

Although the Committee believes that the unit is working in an important area with enormous relevance to social justice and promoting a safe, fair and equitable society we feel that the unit will fail to achieve its potential without some significant changes. To become more relevant to the sector, the DSE needs to identify ways to strengthen the impact of the research it conducts, and to increase the amount of research it is doing.

Recommendations

- The DSE should address how it will fill the Research Leader role. The Committee believes that this is the responsibility of the faculty, not solely the DSE. The committee made several suggestions for improving the situation.
- The DSE should appoint an expert panel of individuals external to the unit, and including international advisors, to review its research proposals and to advise the unit around gaining national and international competitive grant funding.
- The DSE should leverage and expand its international networks around the health and well-being of indigenous peoples. Hosting an international conference on the health and well-being of indigenous peoples, perhaps with a particular focus on the impact of climate change and/ or on disability, for these peoples, might help generate research ideas and collaborations and help DSE become an international leader in the area.
- The DSE should also join networks and conferences looking at marginalised populations across Europe and/or very rural or dispersed populations in Europe. If suitable networks and conferences do not already exist, the DSE could aim to develop them.
- The DSE could consider diversifying their research to include the impact of climate change, or other areas of expertise in UiT, on the populations that they have expertise in to promote novel, university-wide collaborations.

1. Strategy, resources and organisation of research

1.1 Research strategy
All the research from the Department of Social Education (DSE), part of the Arctic University of Norway (UiT), is conducted within a research group called the Arctic Centre for Welfare and Disability Research (ASVF). Since it is the research of the DSE that is being evaluated in this report, it will be referred to interchangeably as the DSE, the ASVF, or the unit (meaning unit of evaluation) throughout.

The DSE researchers consists of 29 employees out of which four are professors, four associate professors, two first lecturers, 15 lecturers and 4 PhD students. No research assistants or administrative staff were reported.

The research strategy of the DSE fits well with the Arctic University of Norway (UiT) strategy towards 2030 which includes to "Strengthen competence about and for Sami and Kven conditions" and to "Promote interdisciplinarity, co-creation and innovation". These strategic aims are closely related to one of the four research areas identified by the DSE which focuses on vulnerable, indigenous or marginalised groups including Sami and Kven people and uses co-production as one if the key tenets of its research practice.

In the unit's ToR, a focus of research and education programmes is mentioned on factors that promote the participation of vulnerable people, especially those with impairments, in society. There is also a strong focus on challenges faced by minorities and indigenous people. The unit aims to train researchers and practitioners to work in the Arctic and to understand "the local nuances of" welfare and disability.

The four research areas of the unit are:
- Life situation and living conditions of people with impairments
- Welfare services (content and organisation) for vulnerable people
- Equality and participation amongst those from indigenous or minoritised groups (refugees, migrants)
- Professionals' understanding and ability to uphold, promote or improve health in society.

As mentioned above, the unit places a strong emphasis on co-production with the relevant groups, both for research and education. The unit also uses innovative methods of research dissemination, although this was not well described in the self-assessment.

The unit has a strong ambition to influence policy to improve the lives of the groups its research focuses on. It aims for societal impact via its policy impact, by educating social educators (and other practitioners) and by empowering people with disabilities or from other vulnerable groups.

At interview the committee learned that the unit's research strategy is revisited every three years, again due next year. However, the unit is currently without a Research Leader who would, presumably, lead reappraisal of the strategy. Moreover, this Research Leader role was funded by the unit, but the resources are not currently available to fund this position.

The committee's evaluation

To date the DSE has had a clear research focus which fits in well with the overall research and education focus of UiT. The research focus is quite broad covering not just indigenous groups but people with disabilities more generally, and vulnerable groups including migrants and refugees. The lack of an identified Research Lead within DSE is of some concern.

The committee´s recommendations

- The DSE should consider how it will identify a Research Lead from within its staff (see recommendations below) and, if possible, the planned appraisal of its research strategy should take place next year.

1.2 Organisation of research

DSE has a leadership group comprised of the Department Lead, the Research Leader Post (vacant), two study programme directors and an office manager. The lack of a Research Leader is discussed above. The Research Lead (vacant) is supposed to lead an annual review of the Research Group's Development Plan. "The Development Plan is primarily intended for internal planning, but it will also form the basis for discussions in the group and with DSE about current and future activities." It is not clear who will lead this in the absence of a Research Leader.

The DSE has monthly meetings where all staff meet and holds interdisciplinary writing seminars and academic days. Joint events such as seminars and workshops are also held with ASVF. Looking at the online calendar it appears that there have been fewer events like this to date in 2024 compared to 2023. This was also brought up by DSE in the interview.

Research and education are well integrated, and findings are directly incorporated in the educational curriculum. Three of the professors are sociologists, the other two being social educators. The associate professors and lecturers represent a very wide range of disciplines. All staff at UiT have an annual meeting with their manager to discuss their career plans, evaluate their development and make plans for the future. These meetings have a strong focus on the professional development of the individual. During the interview, the DSE team explained that they felt one advantage of DSE was the opportunity for promotion earlier in people's academic careers when compared to less remote higher education institutions.

All academic staff have teaching responsibilities. Beyond their teaching responsibilities, Professors and Assistant Professors can spend 50% of their time on research, "First Lecturers" can spend 30% of their time on research and Lecturers can spend 20% of their time on research. According to DSE this adds up to around six FTE researchers (across a wide range of seniority). Two issues were raised at interview with respect to research time:

- The teaching load is not evenly distributed across the year, so even someone with 50% of their time for research could have whole weeks when they were almost entirely occupied by teaching and other times when they had little teaching. The interviewees felt this lack of even research time distribution made it difficult to devote a block of concentrated time to a grant application, for example if a funding deadline clashed with a heavy teaching period, or to focus on writing up research findings.
- It was felt that many of the lecturers who had nominally got 20% of their time devoted to research were not doing any research at all but were using the time on educational work.

During the interview, the DSE members said that there was a major review of all teaching across UiT coming up with a view to streamlining education more.

PhD students can apply for mobility grants to study abroad for 2-6 months during their doctoral studies. Post doctoral researchers can apply for grants to work abroad from two to 10 months. Faculty members can get grants for research stays abroad during research leave of three to 10 months, certain strategic criteria apply.

The committee's evaluation
The DSE has modest research capacity (around six FTE researchers) and this is further reduced by Lecturers who have one day per week to spend on research using this time for non-research related work. It was not clear to the committee what proportion of the approximate 6 FTE research capacity the lecturers contribute to. There are only two doctoral students, and the lack of postdoctoral students or other research staff is striking.

Considerable teaching demands spread unevenly across the year can make it difficult for academic staff to respond to funding calls and may generally disrupt the flow of research work.

The role of Research Leader is important in leading strategic reviews of the research in DSE, but this post is vacant, and it was not clear if and when it can be filled. Opportunities for staff at all levels to study abroad appear good.

The committee´s recommendations
- The DSE should address how it will fill the Research Leader role. The committee believes that this is the responsibility of the faculty, not solely the DSE. The committee's suggestions for improving the situation include: trying to receive external funding to attract a more senior researcher/s to this position; possibly in the interim appointing a job share; sharing the role with another group in UiT; or reframing the vacancy as a training and development opportunity with the role filled by a senior staff member who mentors and supports a more junior member of staff to jointly deliver the role, whilst developing the more junior member of staff.
- The committee understands that there is an imminent review of all teaching at UiT. The committee suggests that DSE academic staff use this opportunity to see if the teaching the Unit undertakes might be organised in a way which makes it easier for research activities to be done in parallel to teaching, i.e. what scope is there for the research to be organised more evenly across academic semesters?
- The committee recommends that the senior academic staff in DSE address the issue of lecturers who are allocated 20% of their time to spend on research but who are doing other, usually teaching related, work in this time. The DSE should begin by identifying which Lecturers actually want to do research and what is preventing them – this could be added to a staff survey (see recommendation later)
  - Could contracts be re-written and roles changed for those who have no interest in research? Could the research time they are allocated be used to fund a postdoctoral researcher who does 80% of their time on research and 20% on teaching or to a doctoral student opportunity?
  - For those who are keen to engage in research but lack skills and confidence, strategies to support and develop them should be introduced.

1.3 Research funding

In addition to base funding, the Unit receives small amounts of research funding from the public sector for commissioned research and modest amounts from the Research Council of Norway (up to around 1,1 MNOK, 92,000 Euro, per annum). However, in the last reported year, 2022, these two sources totalled just 19,628 NOK (1,637 Euro). There was no international grant funding awarded in the five-year reporting period.

The committee's evaluation

The unit reports modest research funding, with no international grant funding. The funding for public sector commissioned research suggests that the unit is likely to conduct research that is important for the local community.

The committee´s recommendations

- The committee recommends that the unit formally reviews the number and type of research proposals it is producing.
  - o Identifying an expert panel, or individuals, probably external to the unit, may be helpful to do this. Consider including national and international advisors on this panel to increase advice around gaining national and international competitive funding.
  - o Looking forensically at recently completed proposals (successful and unsuccessful) together with any feedback from funders, may also be helpful.
  - o The committee also recommends that the unit tries to leverage more public sector funding.
- Inviting representatives from key target funders to talk to the unit about what they are looking for in a successful research proposal can also help research groups.
- The committee was struck by the lack of collaboration with other groups across UiT and recommends the unit to collaborate with other groups within UiT on research proposals.
- The unit should leverage its international networks and look at collaborating (not necessarily leading) on internationally funded research projects.
- The committee recommends that DSE considers joining networks and conferences looking at marginalised populations across Europe and/or very rural or dispersed populations in Europe. If suitable networks and conferences do not already exist, the DSE could aim to develop them.
- The committee recommends that DSE maintains its focus on disability within the populations it is concerned with.

1.4 Use of infrastructures

The DSE did not report using any Research Infrastructures in its self-assessment.

The committee's evaluation

It is not clear to what extent the national research infrastructures are appropriate or accessible to the research at the DSE. The committee recognises that participating in infrastructure related research often requires a financial commitment, and financial constraints in the Unit may limit participation.

The committee´s recommendations

In the future, DSE could collaborate with partners, including other groups within UiT that hosts research infrastructures, if indicated.

1.5 Collaboration

The DSE has several collaborations at national and international levels and collaborative initiatives have been greatly aided by grant funding from the Norwegian Directorate for Higher Education and Skills. This funding is to implement an Action Plan by 2027 which will mean that all student projects, exchanges and practical training is based on collaboration (preferably research collaborations) between academic staff.

DSE has a good network of international collaborations, particularly with researchers involved in the well-being of indigenous peoples worldwide. There are also national collaborations with other universities. However, the committee did not hear about any collaborations with other research groups within UiT.

As noted in the Research Funding section, DSE has several research collaborations with public and third sector organisations, for example the Norwegian Directorate for Children, Youth and family Affairs and the Directorate of labour and Welfare. They have collaborated with an Arts charity around inclusivity for people with disabilities.

The committee's evaluation

Particularly when considering the limited size of its research staff, the DSE is good at generating collaborations, including with pubic and third sector organisations, although the Committee noted a lack of local (i.e. within UiT) collaboration.

The committee's recommendations

- It was good to hear that the unit links with researchers working with indigenous populations internationally, but the committee wondered if more could be made of this network to leverage profile, research collaborations and funding. The committee felt that hosting an international conference on the health and well-being of indigenous peoples, perhaps with a particular focus on the impact of climate change and/or on disability, for these peoples, might help generate research ideas and collaborations and help DSE become an international leader in the area.
- The committee also wondered if diversifying the unit's research to include the impact of climate change (an area of expertise in other departments at UiT), or other areas of expertise in the University, on the populations that they have expertise in might promote novel, university-wide collaboration.

1.6 Research staff

The staff of DSE is predominantly female, 60 percent of professors are women, as are all five associate professors. Thirteen of 18 lecturers are women (72%) and both doctoral students are female. Apart from this gender imbalance the DSE describes itself as a multicultural and functionally diverse community.

The committee's evaluation

The unit is predominantly female, but this gender imbalance may reflect the workforce they are training.

With its strong focus on Sami health and co-production of research, the committee wondered if any of the research staff were themselves are from the Sami community, but the committee was unclear whether or not the unit could legally collect data on ethnicity.

The committee´s recommendations

- Focus on enhancing recruitment of younger researchers at the PhD, the postdoctoral and Lecturer levels through various measures targeting both individuals, research group leaders, search committees, recruitment and assessment committees and procedures, networking (e.g. networks for postdoctoral fellows), mentorship programmes, flexible working arrangements, joint positions, re-entry to the unit for those now working in practice (alumni network) etc.

1.7 Open Science

UiT has taken several initiatives to meet the FAIR guiding principles for scientific data and stewardship: data management planning, data repositories and providing regular courses and support on managing, storing and archiving research data. The self-evaluation states, "Depending on research fields, FAIR storing is implemented differently and to different degrees. Limited access to resources in terms of manpower seems to be the main hurdle to implement FAIR storage in certain disciplines", it is not clear to what extent DSE is able to fully engage with the FAIR principles. UiT has an open access research data policy and in 2022 the university as a whole as the best performing with regards to open access publishing in Norway. In 2022 all publications from UiT were either openly available when published ("gold" OA, 50%) or in openly accessible in archives ("green" OA, 50%).

Beyond its excellent performance in open access publishing, the DES involves user groups in both education and research, involving community members in data collection, analysis and dissemination – a powerful example to truly open science.

The committee's evaluation and recommendation

The DSE is doing extremely well in practicing open science and the only recommendation from the committee would be to keep this up.

2. Research production, quality and integrity

Introduction

The research conducted by ASVF focuses on the challenges related to social welfare and disability in northern regions and the High North. This group conducts research with indigenous, marginalised (including refugees and migrants) or vulnerable communities and has a particular interest in people within these communities with disabilities. By its very location DSE has expertise in rural and dispersed communities. The DSE is in a position to make a unique contribution in these areas and is well connected with governmental and voluntary sector bodies. It has a particular interest in co-produced research and novel methods of research dissemination. It is networked with international research groups working with indigenous peoples. Thus, the group is in a unique position to impact its local communities, and wider society.

Despite their clear and important research focus, the group has very modest research outputs and research income and limited research impact.

DSE follows UiT's policies for research integrity around the areas of research ethics (including guidance around supervision of research students for both supervisors and students, ethical guidelines for teachers and lecturers); the management of research data (including data handling and information security) and around open science (described earlier). These policies are easily accessed on the UiT web site. There is also a policy for the management of data violations on this website.

2.1 Research quality and integrity

This section 2.1 contains the overall assessment from the expert panels for each research group, not the evaluation committee. The expert panels are responsible for the evaluation of the research group(s).

The Artic Centre for Welfare and Disability Research

The unit has an important role given the challenges of the communities they serve and has the potential to make an important impact on local society. The unit describes a multi-disciplinary contribution and is of adequate size and balance across levels that, with institutional support, appears sufficient. The unit has a generally clear overall remit, but its research objectives appear general and unfocused. This seems to reflect in the minimal funding and somewhat modest research outputs into the literature and overall. Scientific outputs of the unit, including 11 listed publications, are coherently linked around these projects and the themes described; however, the reach of these publications, given that all appear qualitative in nature and may not be providing findings that are applicable outside of these settings, limits their impact, and seems to be primarily driven by 2-3 key faculty. In addition, the breadth and range of research methods employed, as well as somewhat limited range of research journals and research dissemination outlets appears to limit its impact to the local region.

3. Diversity and equality

UiT promotes equality, gender balance and diversity amongst its staff and students. Applicants with disabilities, career breaks or who are immigrants are actively encouraged to apply for posts and, if qualified, at least one person with each feature is invited for an interview. If they are appointed, adaptations can be made to people's working environments. UiT had an Equality, Diversity and Inclusion Action Plan during the evaluation period and has a policy on preventing sexual harassment.

The committee's evaluation
Through its membership of UiT, DSE appears to have all the relevant policies to promote diversity and equality in place.

The committee's recommendations
- The committee recommends that DSE considers a periodic, anonymous staff survey to monitor the success of its policies relating to equality, fairness and well-being at work (this could be combined with the suggested survey of Lecturers' interest in research and any consequent development needs, suggested earlier).
- If possible, it would be good if DSE could collect data on the backgrounds of its staff to monitor the successful implementation of policies on diversity.

4. Relevance to institutional and sectorial purposes

The DSE provides flexible education at four geographically dispersed locations, with study programmes adapted to students' needs. The DSE aims to be a world leader in knowledge of Sami people with disabilities. DSE publications on Sami health and social care are already used in the educational curricula of other universities. The DSE has ambitions to promote collaboration across disciplines, sectors and national borders and to take advantage of digital transformation.

Much of the DSE research appears to be very applied and relevant to the real-world, and the self-evaluation states that its researchers are motivated to make a real word difference. Staff engage in some more innovative research methods (for example co-creation of research with people with disabilities) and sometimes in innovative research dissemination.

UiT has an Action Plan for Innovation and Entrepreneurship, but the self-assessment does not state how this influences the work of the DSE. No information is provided on the DSE's support for innovation and commercialisation in the self-evaluation.

The committee's evaluation
The DSE has a great deal of potential to be relevant to institutions and the sector. The committee felt its impact is hindered by the limited amount of research it undertakes and, possibly, by the lack of explicit support for innovation within the DSE.

The committee´s recommendations
- To become more relevant to the sector, the DSE needs to identify ways to strengthen the impact of the research it conducts, and to increase the amount of research it is doing. As suggested in earlier, the committee recommends DST to increase and deepen national and international collaborations and to create more formal partnerships with collaborators to help generate more impact.
- The independent Research Group evaluation recommended that the DSE should focus its research still further on one or two areas. The committee feels the DSE already has a clear focus for its research and is concerned that being overly focussed might limit its ability to respond to local public sector funded research calls. Ultimately, decisions around focus lie with the DSE.

4.1 Higher education institutions
Research findings are integrated into the teaching at DSE and students have the opportunity to be involved in research. PhD topics are based on the unit's inclusive research approaches. Master projects can be based on the student's participation in a research project, students appear to receive grants that enable them to do this. The opportunity to be involved in research projects is presented to students at "Research Cafeterias" where staff and public collaborators present projects students can elect to join.

The committee's evaluation
The DSE clearly makes impressive efforts to offer Master students the opportunity to participate in research and this is to be highly commended.

The committee´s recommendations
- The committee recommends that the DSE continues its excellent practice of offering Masters students the opportunity to be involved in research.

5. Relevance to society

Introduction

The Norwegian Ministry of Education and Research Long Tern Plan for Research and Higher education 2023-2034 has health and care as the largest thematic research area. Research in DSE directly addresses some of the research areas prioritised in the plan, namely: complex health challenges; vulnerable young people; integration of research into services; and implementation of evidence-based practice. The plan states that the Norwegian Government will give particular priority to the following areas of research and innovation, both of which are strong at DSE: interdisciplinary research (a hallmark of DSE research) and research on, in and about municipal health and care services (DSE has links with municipalities and gets commissioned to conduct locally relevant research). Thus, DSE is well positioned to address aspects of the plan. With its focus on vulnerable groups and indigenous people the DSE also clearly addresses the UN Sustainability goal around reducing inequalities.

Overall, the work research of the DSE has great potential, perhaps not currently fully realised, to be of benefit to society. The Unit presented a single, strong impact case.

The committee's comments on impact case 1 - Changing the understanding of disability

The ASVF is the only research group in Norway focusing on Sami people with disabilities, and the impact case relates to how they have contributed to "developing the understanding of disability from a mere medical aspect to a broader societal understanding."

The impact case displays an impressive array of papers and a body of work around rethinking needs, capabilities, involvement in research and autonomy for people with intellectual disabilities including dementia. "DSE's research has implications for how disability is conceptualized, moving beyond medical or individual models to embrace a more holistic, social model of disability." The impact case is based on several international references.

The work has fed into Norwegian national guidance: "Good health and care services for people with developmental disabilities". Reading this guidance using Google translate it is clear where the work relates directly to the guidance or appears to have influenced the guidance. Collectively the work has contributed to the concept of 'disability' being understood as the interaction between individual impairments and societal barriers. The research has influenced policy at a national level - calling for a more progressive view of disability to enable people with impairments to live with greater dignity and equality.

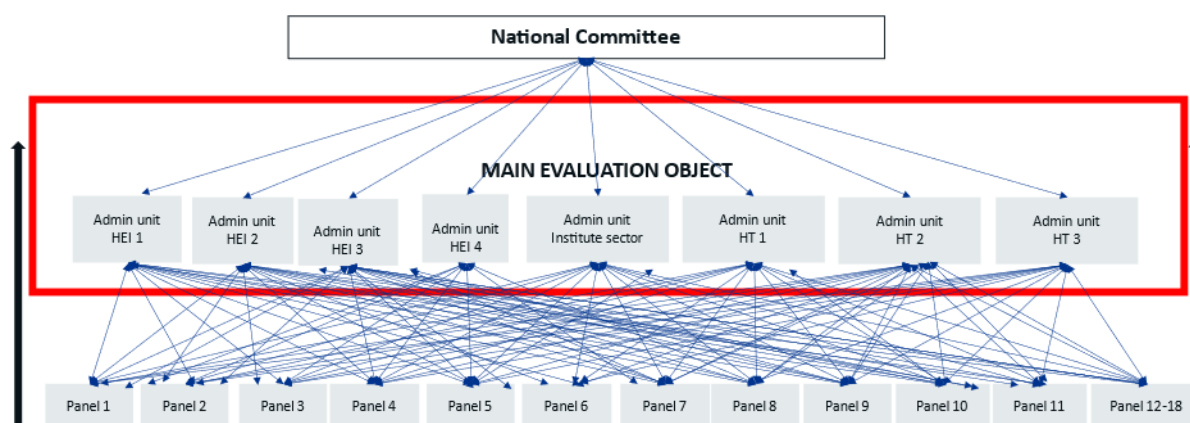# Appendices

Evaluation of Medicine and health 2023-2024

By evaluating Norwegian research and higher education we aim to enhance the quality, relevance, and efficiency. In accordance with the statutes of the Research Council of Norway (RCN), the RCN evaluates Norwegian professional environments to create a solid and up-to-date knowledge base about Norwegian research and higher education in an international perspective.

The evaluation of life sciences is conducted in 2022-2024. The evaluation of medicine takes place in 2023-2024. The evaluation of biosciences was carried out in 2022-2023. The primary aim of the evaluation of life sciences is to reveal and confirm the quality and the relevance of research performed at Norwegian Higher Education Institutions (HEIs), the institute sector and the health trusts. The evaluation shall result in recommendations to the institutions, the RCN and the ministries.

Evaluation of medicine and health (EVALMEDHELSE) 2023-2024
The evaluation of medicine and health includes sixty-eight administrative units (e.g., faculty, department, institution, center, division) which are assessed by evaluation committees according to sectorial affiliation and other relevant similarities between the units. The administrative units enrolled their research groups (315) to eighteen expert panels organised by research subjects or themes and assessed across institutions and sectors.

Organisation of evaluation of medicine and health 2023-2024

The institutions have been allowed to adapt the evaluation mandate (Terms of Reference) to their own strategic goals. This is to ensure that the results of the evaluation will be useful for the institution's own strategic development. The administrative unit together with the research group(s) selects an appropriate benchmark for each of the research group(s).

The Research Council of Norway has commissioned an external evaluation secretariat at Technopolis Group for the implementation of the evaluation process.

Each institution/administrative unit is responsible for following up the recommendations that apply to their own institution/administrative unit. The Research Council will use the results from the evaluation in the development of funding instruments and as a basis for advice to the Government.

The web page for the evaluation of medicine and health 2023-2024: Evaluation of medicine and health sciences (forskningsradet.no)

Se vedlagte adresseliste

Vår saksbehandler / tlf.	Vår ref.	Deres ref.	Sted
Hilde G. Nielsen/40922260	23/3056	[Ref.]	Lysaker 28.4.2023

Invitasjon til å delta i fagevaluering av medisin og helsefag (EVALMEDHELSE) 2023-2024

Vi viser til varsel om oppstart av nye evalueringer sendt institusjonenes ledelse 9. november 2021 (vedlegg 2).

Porteføljestyret for livsvitenskap har vedtatt å gjennomføre fagevaluering av livsvitenskap 2022-2024 som to evalueringer:
- Evaluering av biovitenskap (EVALBIOVIT) (2022-2023)
- Evaluering av medisin og helsefag (EVALMEDHELSE) (2023-2024)

Hovedmålet med fagevalueringen av livsvitenskap 2022-2024 er å vurdere kvalitet og rammebetingelser for livsvitenskapelig forskning i Norge, samt forskningens relevans for sentrale samfunnsområder. Evalueringen skal resultere i anbefalinger til institusjonene, til Forskningsrådet og til departementene. Den forrige fagevalueringen av biologi, medisin og helsefag ble gjennomført i 2010/2011 (vedlegg 3).

Fagevaluering av livsvitenskap retter seg mot UH-sektor, helseforetak og instituttsektor (vedlegg 4). Forskningsrådet forventer at aktuelle forskningsmiljøer deltar i evalueringene, selv om beslutning om deltagelse gjøres ved den enkelte institusjon. Videre ber vi om at deltakende institusjoner setter av tilstrekkelig med ressurser til å delta i evalueringsprosessen, og at institusjonen oppnevner minst én representant som kontaktperson for Forskningsrådet.

Invitasjon til å delta i fagevaluering av medisin og helsefag (2023-2024)
Fagevaluering av medisin og helsefag er organisert over to nivåer (vedlegg 4, side 11). Internasjonale ekspertpaneler vil evaluere forskergrupper på tvers av fag, disiplin og forskningssektorer (UH, institutt og helseforetak) etter kriteriene beskrevet i kapittel 2 i evalueringsprotokollen (vedlegg 4).

Panelrapporten(e) for forskergruppene vil inngå i bakgrunnsdokumentasjonen til forskergruppen(e)s administrative enhet (hovedevalueringsobjektet i evaluering), og som vil bli evaluert i internasjonale

Forskningsrådet

sektorspesifikke evalueringskomiteer. Evalueringskriteriene for administrative enheter er beskrevet i kapittel 2 i evalueringsprotokollen (vedlegg 4).

Innmelding av administrative enheter og forskergrupper – frist 6. juni 2023

Administrative enheter (hovedevalueringsobjektet i evalueringen) – skjema 1
Forskningsrådet inviterer institusjonene til å melde inn sine administrative enhet/er ved å fylle ut skjema 1. Definisjonen av en administrativ enhet i denne evalueringen er å finne på side 3 (kap 1.1) i evalueringsprotokollen (vedlegg 4). Ved innmelding av administrativ/e enhet/er anbefaler Forskningsrådet institusjonene til å se innmelding av administrativ enhet/er i sammenheng med tilpasning av mandat for den administrative enheten (Appendix A i evalueringsprotokollen).

Forskergrupper – skjema 2
Forskningsrådet ber de administrative enheter om å melde inn forskergrupper i tråd med forskergruppedefinisjonen (kap 1.1) og minimumskravene beskrevet i kapittel 1.2 i evalueringsprotokollen. Hver administrative enhet melder inn sin/e forskergruppe/r ved å fylle ut Skjema 2. Vi ber også om at forskergruppene innplasseres i den tentative fagpanelinndelingen for EVALMEDHELSE (vedlegg 5).

Forskningsrådet vil ferdigstille panelstruktur og avgjøre den endelige fordelingen av forskergruppene på fagpaneler _etter_ at alle forskergrupper er meldt inn. Mer informasjon vil bli sendt i slutten av juni 2023.

Invitasjon til å foreslå eksperter – skjema 3
Forskningsrådet inviterer administrative enheter og forskergrupper til å spille inn forslag til eksperter som kan inngå i evalueringskomitéene og i ekspertpanelene. Hver evalueringskomité vil bestå av 7-9 komitémedlemmer, mens hvert ekspertpanel vil bestå av 5-7 eksperter.

Obs. Det er to faner i regnearket:
- FANE 1 – forslag til medlemmer til evalueringskomitéene. Medlemmene i evalueringskomitéene skal inneha bred vitenskapelig kompetanse, både faglig kompetanse og andre kvalifikasjoner som erfaring med ledelse, strategi- og evalueringsarbeid og kunnskapsutveksling.
- FANE 2 – forslag til medlemmer til ekspertpanelene. Medlemmene i ekspertpanelene skal være internasjonalt ledende eksperter innen medisin og helsefaglig forskning og innovasjon.

Utfylte skjemaer (3 stk):
- innmelding av administrative enhet/er (skjema 1)
- innmelding av forskergruppe/er (skjema 2)
- forslag til eksperter (skjema 3)

sendes på epost til evalmedhelse@forskningsradet.no **innen 6. juni 2023.**

Tilpasning av mandat – frist 30. september 2023
Forskningsrådet ber med dette administrative enheter om å tilpasse mandatet (vedlegg 4) ved å opplyse om egne strategiske mål og andre lokale forhold som er relevant for evalueringen.

Forskningsrådet

Tilpasningen gjøres ved å fylle inn de åpne punktene i malen (Appendix A). Utfylt skjema sendes på epost til evalmedhelse@forskningsradet.no innen 30. september 2023.

Digitalt informasjonsmøte 15. mai 2023, kl. 14.00-15.00.

Forskningsrådet arrangerer et digitalt informasjonsmøte for alle som ønsker å delta i EVALMEDHELSE.

Påmelding til informasjonsmøtet gjøres her: Fagevaluering av medisin og helsefag (EVALMEDHELSE) - Digitalt informasjonsmøte (pameldingssystem.no) **.**

Nettsider

Forskningsrådet vil opprette en nettside på www.forskningsradet.no for EVALMEDHELSE hvor informasjon vil bli publisert fortløpende. Her kan dere lese om Fagevaluering av biovitenskap (EVALBIOVIT) 2022-2023. Fagevaluering av medisin og helsefag vil bli gjennomført etter samme modell.

Spørsmål vedrørende fagevaluering av medisin og helsefag kan rettes til Hilde G. Nielsen, hgn@forskningsradet.no eller mobil 40 92 22 60.

Med vennlig hilsen
Norges forskningsråd

Ole Johan Borge   Hilde G. Nielsen

avdelingsdirektør   spesialrådgiver

Helse   Helse

Dokumentet er elektronisk godkjent og signert og har derfor ikke håndskrevne signaturer.

Kopi

Helse- og omsorgsdepartementet
Kunnskapsdepartementet

Vedlegg

1. Adresseliste
2. Nye fagevalueringer – varsel om oppstart november 2021
3. Erfaringer med oppfølging av fagevaluering av biologi, medisin og helsefag 2010/2011
4. Fagevaluering av livsvitenskap 2022-2024 – Evalueringsprotokoll
5. Tentativ panelinndeling EVALMEDHELSE mai 2023
6. Skjema 1 – Innmeldingsskjema Administrative enheter
7. Skjema 2 – Innmeldingsskjema Forskergrupper
8. Skjema 3 – Forslag til internasjonale eksperter til evalueringskomiteene og ekspertpanelene
9. Appendix A – word format

Evaluation of life sciences in Norway 2022-2023

LIVSEVAL protocol version 1.0

By decision of the Portfolio board for life sciences April 5., 2022

1 Introduction

Research assessments based on this protocol serve different aims and have different target groups. The primary aim of the evaluation of life sciences is to reveal and confirm the quality and the relevance of research performed at Norwegian Higher Education Institutions (HEIs), and by the institute sector and regional health authorities and health trusts. These institutions will hereafter be collectively referred to as Research Performing Organisations (RPOs). The assessments should serve a formative purpose by contributing to the development of research quality and relevance at these institutions and at the national level.

1.1 Evaluation units

The assessment will comprise a number of *administrative units* submitted for evaluation by the host institution. By assessing these administrative units in light of the goals and strategies set for them by their host institution, it will be possible to learn more about how public funding is used at the institution(s) to facilitate high-quality research and how this research contributes to society. The administrative units will be assessed by evaluation committees according to sectoral affiliation and/or other relevant similarities between the units.

The administrative units will be invited to submit data on their *research groups* to be assessed by expert panels organised by research subject or theme. See Chapter 3 for details on organisation.

Administrative unit	An administrative unit is any part of an RPO that is recognised as a formal (administrative) unit of that RPO, with a designated budget, strategic goals and dedicated management. It may, for instance, be a university faculty or department, a department of an independent research institute or a hospital.
Research group	Designates groups of researchers within the administrative units that fulfil the minimum requirements set out in section 1.2. Research groups are identified and submitted for evaluation by the administrative unit, which may decide to consider itself a single research group.

1.2 Minimum requirements for research groups

1) The research group must be sufficiently large in size, i.e. at least five persons in full-time positions with research obligations. This merely indicates the minimum number, and larger units are preferable. In exceptional cases, the minimum number may include PhD students, postdoctoral fellows and/or non-tenured researchers. *In all cases, a research group must include at least three full-time tenured staff.* Adjunct professors, technical staff and other relevant personnel may be listed as group members but may not be included in the minimum number.

2) The research group subject to assessment must have been established for at least three years. Groups of more recent date may be accepted if they have come into existence as a consequence of major organisational changes within their host institution.
3) The research group should be known as such both within and outside the institution (e.g. have a separate website). It should be able to document common activities and results in the form of co-publications, research databases and infrastructure, software, or shared responsibilities for delivering education, health services or research-based solutions to designated markets.
4) In its self-assessment, the administrative unit should propose a suitable benchmark for the research group. The benchmark will be considered by the expert panels as a reference in their assessment of the performance of the group. The benchmark can be grounded in both academic and extra-academic standards and targets, depending on the purpose of the group and its host institution.

1.3   The evaluation in a nutshell

The assessment concerns:

- research that the administrative unit and its research groups have conducted in the previous 10 years
- the research strategy that the administrative units under evaluation intend to pursue going forward
- the capacity and quality of research in life sciences at the national level

The Research Council of Norway (RCN) will:

- provide a template for the Terms of Reference[1] for the assessment of RPOs and a national-level assessment in life sciences
- appoint members to evaluation committees and expert panels
- provide secretarial services
- commission reports on research personnel and publications based on data in national registries
- take responsibility for following up assessments and recommendations at the national level.

RPOs conducting research in life sciences are expected to take part in the evaluation. The board of each RPO under evaluation is responsible for tailoring the assessment to its own strategies and specific needs and for following them up within their own institution. Each participating RPO will carry out the following steps:

1) Identify the administrative unit(s) to be included as the main unit(s) of assessment
2) Specify the Terms of Reference by including information on specific tasks and/or strategic goals of relevance to the administrative unit(s)

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[1] The terms of reference (ToR) document defines all aspects of how the evaluation committees and expert panels will conduct the [research area] evaluation. It defines the objectives and the scope of the evaluation, outlines the responsibilities of the involved parties, and provides a description of the resources available to carry out the evaluation.

3) The administrative unit will, in turn, be invited to register a set of research groups that fulfil the minimum criteria specified above (see section 1.2). The administrative unit may decide to consider itself a single research group.

4) For each research group, the administrative unit should select an appropriate benchmark in consultation with the group in question. This benchmark can be a reference to an academic level of performance or to the group's contributions to other institutional or sectoral purposes (see section 2.4). The benchmark will be used as a reference in the assessment of the unit by the expert panel.

5) The administrative units subject to assessment must provide information about each of their research groups, and about the administrative unit as a whole, by preparing self-assessments and by providing additional documentation in support of the self-assessment.

1.4 Target groups

- Administrative units represented by institutional management and boards
- Research groups represented by researchers and research group leaders
- Research funders
- Government

The evaluation will result in recommendations to the institutions, the RCN and the ministries. The results of the evaluation will also be disseminated for the benefit of potential students, users of research and society at large.

This protocol is intended for all participants in the evaluation. It provides the information required to organise and carry out the research assessments. Questions about the interpretation or implementation of the protocol should be addressed to the RCN.

2 Assessment criteria

The administrative units are to be assessed on the basis of five assessment criteria. The five criteria are applied in accordance with international standards. Finally, the evaluation committee passes judgement on the administrative units as a whole in qualitative terms. In this overall assessment, the committee should relate the assessment of the specific tasks to the strategic goals that the administrative unit has set for itself in the Terms of Reference.

When assessing administrative units, the committees will build on a separate assessment by expert panels of the research groups within the administrative units. See Chapter 3 'Evaluation process and organisation' for a description of the division of tasks.

2.1 Strategy, resources and organisation

The evaluation committee assesses the framework conditions for research in terms of funding, personnel, recruitment and research infrastructure in relation to the strategic aims set for the administrative unit. The administrative unit should address at least the following five specific aspects in its self-assessment: 1) funding sources, 2) national and international cooperation, 3) cross-sector and interdisciplinary cooperation, 4) research careers and mobility, and 5) Open Science. These five aspects relate to how the unit organises and actually performs its research, its composition in terms of leadership and personnel, and how the unit is run on a day-to-day basis.

To contribute to understanding what the administrative unit can or should change to improve its ability to perform, the evaluation committee is invited to focus on factors that may affect performance.

Further, the evaluation committee assesses the extent to which the administrative unit's goals for the future remain scientifically and societally relevant. It is also assessed whether its aims and strategy, as well as the foresight of its leadership and its overall management, are optimal in relation to attaining these goals. Finally, it is assessed whether the plans and resources are adequate to implement this strategy.

2.2 Research production, quality and integrity

The evaluation committee assesses the profile and quality of the administrative unit's research and the contribution the research makes to the body of scholarly knowledge and the knowledge base for other relevant sectors of society. The committee also assesses the scale of the unit's research results (scholarly publications, research infrastructure developed by the unit, and other contributions to the field) and its contribution to Open Science (early knowledge and sharing of data and other relevant digital objects, as well as science communication and collaboration with societal partners, where appropriate).

The evaluation committee considers the administrative unit's policy for research integrity and how violations of such integrity are prevented. It is interested in how the unit deals with research data, data management, confidentiality (GDPR) and integrity, and the extent to which independent and critical pursuit of research is made possible within the unit. Research integrity relates to both the scientific integrity of conducted research and the professional integrity of researchers.

2.3   Diversity and equality

The evaluation committee considers the diversity of the administrative unit, including gender equality. The presence of differences can be a powerful incentive for creativity and talent development in a diverse administrative unit. Diversity is not an end in itself in that regard, but a tool for bringing together different perspectives and opinions.

The evaluation committee considers the strategy and practices of the administrative unit to prevent discrimination on the grounds of gender, age, disability, ethnicity, religion, sexual orientation or other personal characteristics.

2.4   Relevance to institutional and sectoral purposes

The evaluation committee compares the relevance of the administrative unit's activities and results to the specific aspects detailed in the Terms of Reference for each institution and to the relevant sectoral goals (see below).

Higher Education Institutions

There are 36 Higher Education Institutions in Norway that receive public funding from the Ministry for Education and Research. Twenty-one of the 36 institutions are owned by the ministry, whereas the last 15 are privately owned. The HEIs are regulated under the Act relating to universities and university colleges of 1 August 2005.

The purposes of Norwegian HEIs are defined as follows in the Act relating to universities and university colleges[2]

- provide higher education at a high international level;
- conduct research and academic and artistic development work at a high international level;
- disseminate knowledge of the institution's activities and promote an understanding of the principle of academic freedom and application of scientific and artistic methods and results in the teaching of students, in the institution's own general activity as well as in public administration, in cultural life and in business and industry.

In line with these purposes, the Ministry for Research and Education has defined four overall goals for HEIs that receive public funding. These goals have been applied since 2015:

1) High quality in research and education
2) Research and education for welfare, value creation and innovation
3) Access to education (esp. capacity in health and teacher education)
4) Efficiency, diversity and solidity of the higher education sector and research system

The committee is invited to assess to what extent the research activities and results of each administrative unit have contributed to sectoral purposes as defined above. In particular, the committee is invited to take the share of resources spent on education at the administrative units into account and to assess the relevance and contributions of research to education, focusing on the master's and PhD levels. This assessment should be distinguished from an

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[2] https://lovdata.no/dokument/NLE/lov/2005-04-01-15?q=universities

assessment of the quality of education in itself, and it is limited to the role of research in fostering high-quality education.

Research institutes (the institute sector)
Norway's large institute sector reflects a practical orientation of state R&D funding that has long historical roots. The Government's strategy for the institute sector[3] applies to the 33 independent research institutes that receive public basic funding through the RCN, in addition to 12 institutes outside the public basic funding system.

The institute sector plays an important and specific role in attaining the overall goal of the national research system, i.e. to increase competitiveness and innovation power to address major societal challenges. The research institutes' contributions to achieving these objectives should therefore form the basis for the evaluation. The main purpose of the sector is to conduct independent applied research for present and future use in the private and public sector. However, some institutes primarily focus on developing a research platform for public policy decisions, others on fulfilling their public responsibilities.

The institutes should:

- maintain a sound academic level, documented through scientific publications in recognised journals
- obtain competitive national and/or international research funding grants
- conduct contract research for private and/or public clients
- demonstrate robustness by having a reasonable number of researchers allocated to each research field

The committee is invited to assess the extent to which the research activities and results of each administrative unit contribute to sectoral purposes and overall goals as defined above. In particular, the committee is invited to assess the level of collaboration between the administrative unit(s) and partners in their own or other sectors.

The hospital sector
There are four regional health authorities (RHFs) in Norway. They are responsible for the specialist health service in their respective regions. The RHFs are regulated through the Health Enterprises Act of 15 June 2001 and are bound by requirements that apply to specialist and other health services, the Health Personnel Act and the Patient Rights Act. Under each of the regional health authorities, there are several health trusts (HFs), which can consist of one or more hospitals. A health trust (HF) is wholly owned by an RHF.

Research is one of the four main tasks of hospital trusts.[4] The three other mains tasks are to ensure good treatment, education and training of patients and relatives. Research is important if the health service is to keep abreast of stay up-to-date with medical developments and carry out critical assessments of established and new diagnostic methods,

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[3] Strategy for a holistic institute policy (Kunnskapsdepartementet 2020)
[4] Cf. the Specialist Health Services Act § 3-8 and the Health Enterprises Act §§ 1 and 2

treatment options and technology, and work on quality development and patient safety while caring for and guiding patients.

The committee is invited to assess the extent to which the research activities and results of each administrative unit have contributed to sectoral purposes as described above. The assessment does not include an evaluation of the health services performed by the services.

2.5 Relevance to society

The committee assesses the quality, scale and relevance of contributions targeting specific economic, social or cultural target groups, of advisory reports on policy, of contributions to public debates, and so on. The documentation provided as the basis for the assessment of societal relevance should make it possible to assess relevance to various sectors of society (i.e. business, the public sector, non-governmental organisations and civil society).

When relevant, the administrative units will be asked to link their contributions to national and international goals set for research, including the Norwegian Long-term Plan for Research and Higher Education and the UN Sustainable Development Goals. Sector-specific objectives, e.g. those described in the Development Agreements for the HEIs and other national guidelines for the different sectors, will be assessed as part of criterion 2.4.

The committee is also invited to assess the societal impact of research based on case studies submitted by the administrative units and/or other relevant data presented to the committee. Academic impact will be assessed as part of criterion 2.2.

3 Evaluation process and organisation

The RCN will organise the assessment process as follows:

- Commission a professional secretariat to support the assessment process in the committees and panels, as well as the production of self-assessments within each RPO
- Commission reports on research personnel and publications within life sciences based on data in national registries
- Appoint one or more evaluation committees for the assessment of administrative units.
- Divide the administrative units between the appointed evaluation committees according to sectoral affiliation and/or other relevant similarities between the units.
- Appoint a number of expert panels for the assessment of research groups submitted by the administrative units.
- Divide research groups between expert panels according to similarity of research subjects or themes.
- Task the chairs of the evaluation committees with producing a national-level report building on the assessments of administrative units and a national-level assessments produced by the expert panels.

Committee members and members of the expert panels will be international, have sufficient competence and be able, as a body, to pass judgement based on all relevant assessment criteria. The RCN will facilitate the connection between the assessment levels of panels and committees by appointing committee members as panel chairs.

3.1 Division of tasks between the committee and panel levels

The expert panels will assess research groups across institutions and sectors, focusing on the first two criteria specified in Chapter 2: 'Strategy, resources and organisation' and 'Research production and quality' The assessments from the expert panels will also be used as part of the evidence base for a report on Norwegian research within life sciences (see section 3.3).

The evaluation committees will assess the administrative units based on all the criteria specified in Chapter 2. The assessment of research groups delivered by the expert panels will be a part of the evidence base for the committees' assessments of administrative units. See figure 1 below.

The evaluation committee has sole responsibility for the assessments and any recommendations in the report. The evaluation committee reaches a judgement on the research based on the administrative units and research groups' self-assessments provided by the RPOs, any additional documents provided by the RCN, and interviews with representatives of the administrative units. The additional documents will include a standardised analysis of research personnel and publications provided by the RCN.
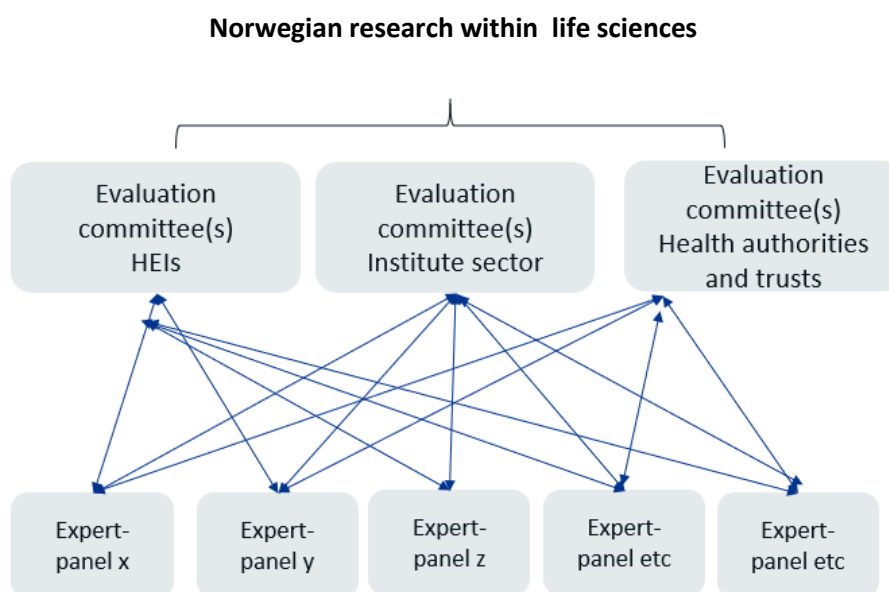
Norwegian research within life sciences

Figure 1. Evaluation committees and expert panels

The evaluation committee takes international trends and developments in science and society into account when forming its judgement. When judging the quality and relevance of the research, the committees shall bear in mind the specific tasks and/or strategic goals that the administrative unit has set for itself including sectoral purposes (see section 2.4 above).

3.2 Accuracy of factual information

The administrative unit under evaluation should be consulted to check the factual information before the final report is delivered to the RCN and the board of the institution hosting the administrative unit.

3.3 National level report

Finally, the RCN will ask the chairs of the evaluation committees to produce a national-level report that builds on the assessments of administrative units and the national-level assessments produced by the expert panels. The committee chairs will present their assessment of Norwegian research in life sciences at the national level in a separate report that pays specific attention to:

- Strengths and weaknesses of the research area in the international context
- The general resource situation regarding funding, personnel and infrastructure
- PhD training, recruitment, mobility and diversity
- Research cooperation nationally and internationally
- Societal impact and the role of research in society, including Open Science

This national-level assessment should be presented to the RCN.

Appendix A: Terms of References (ToR)

[Text in red to be filled in by the Research-performing organisations (RPOs)]

The board of [RPO] mandates the evaluation committee appointed by the Research Council of Norway (RCN) to assess [administrative unit] based on the following Terms of Reference.

Assessment

You are asked to assess the organisation, quality and diversity of research conducted by [administrative unit] as well as its relevance to institutional and sectoral purposes, and to society at large. You should do so by judging the unit's performance based on the following five assessment criteria (a. to e.). Be sure to take current international trends and developments in science and society into account in your analysis.

a) Strategy, resources and organisation
b) Research production, quality and integrity
c) Diversity and equality
d) Relevance to institutional and sectoral purposes
e) Relevance to society

For a description of these criteria, see Chapter 2 of the life sciences evaluation protocol. Please provide a written assessment for each of the five criteria. Please also provide recommendations for improvement. We ask you to pay special attention to the following [n] aspects in your assessment:

1. …
2. …
3. …
4. …
   …

[To be completed by the board: specific aspects that the evaluation committee should focus on – they may be related to a) strategic issues, or b) an administrative unit's specific tasks.]

In addition, we would like your report to provide a qualitative assessment of [administrative unit] as a whole in relation to its strategic targets. The committee assesses the strategy that the administrative unit intends to pursue in the years ahead and the extent to which it will be capable of meeting its targets for research and society during this period based on available resources and competence. The committee is also invited to make recommendations concerning these two subjects.

Documentation
The necessary documentation will be made available by the life sciences secretariat at Technopolis Group.

The documents will include the following:

- a report on research personnel and publications within life sciences commissioned by RCN
- a self-assessment based on a template provided by the life sciences secretariat
- [to be completed by the board]

Interviews with representatives from the evaluated units
Interviews with the [administrative unit] will be organised by the evaluation secretariat. Such interviews can be organised as a site visit, in another specified location in Norway or as a video conference.

Statement on impartiality and confidence
The assessment should be carried out in accordance with the *Regulations on Impartiality and Confidence in the Research Council of Norway*. A statement on the impartiality of the committee members has been recorded by the RCN as a part of the appointment process. The impartiality and confidence of committee and panel members should be confirmed when evaluation data from [the administrative unit] are made available to the committee and the panels, and before any assessments are made based on these data. The RCN should be notified if questions concerning impartiality and confidence are raised by committee members during the evaluation process.

Assessment report
We ask you to report your findings in an assessment report drawn up in accordance with a format specified by the life sciences secretariat. The committee may suggest adjustments to this format at its first meeting. A draft report should be sent to the [administrative unit] and RCN by [date]. The [administrative unit] should be allowed to check the report for factual inaccuracies; if such inaccuracies are found, they should be reported to the life sciences secretariat no later than two weeks after receipt of the draft report. After the committee has made the amendments judged necessary, a corrected version of the assessment report should be sent to the board of [the RPO] and the RCN no later than two weeks after all feedback on inaccuracies has been received from [administrative unit].

Appendix B: Data sources

The lists below shows the most relevant data providers and types of data to be included in the evaluation. Data are categorised in two broad categories according to the data source: National registers and self-assessments prepared by the RFOs. The RCN will commission an analysis of data in national registers (R&D-expenditure, personnel, publications etc.) to be used as support for the committees' assessment of administrative units. The analysis will include a set of indicators related to research personnel and publications.

- **National directorates and data providers**
- Norwegian Directorate for Higher Education and Skills (HK-dir)
- Norwegian Agency for Quality Assurance in Education (NOKUT)
- Norwegian Agency for Shared Services in Education and Research (SIKT)
- Research Council of Norway (RCN)
- Statistics Norway (SSB)

National registers

1) R&D-expenditure
    a. SSB: R&D statistics
    b. SSB: Key figures for research institutes
    c. HK-dir: Database for Statistics on Higher Education (DBH)
    d. RCN: Project funding database (DVH)
    e. EU-funding: eCorda
2) Research personnel
    a. SSB: The Register of Research personnel
    b. SSB: The Doctoral Degree Register
    c. RCN: Key figures for research institutes
    d. HK-dir: Database for Statistics on Higher Education (DBH)
3) Research publications
    a. SIKT: Cristin - Current research information system in Norway
    b. SIKT: Norwegian Infrastructure for Bibliometrics
       (full bibliometric data incl. citations and co-authors)
4) Education
    a. HK-dir/DBH: Students and study points
    b. NOKUT: Study barometer
    c. NOKUT: National Teacher Survey
5) Sector-oriented research
    a. RCN: Key figures for research institutes
6) Patient treatments and health care services
    a. Research & Innovation expenditure in the health trusts
    b. Measurement of research and innovation activity in the health trusts
    c. Collaboration between health trusts and HEIs
    d. Funding of research and innovation in the health trusts
    e. Classification of medical and health research using HRCS (HO21 monitor)

Self-assessments

1) Administrative units
    a. *Self-assessment covering all assessment criteria*
    b. Administrative data on funding sources
    c. Administrative data on personnel
    d. Administrative data on the division of staff resources between research and other activities (teaching, dissemination etc.)
    e. Administrative data on research infrastructure and other support structures
    f. SWOT analysis
    g. Any supplementary data needed to assess performance related to the strategic goals and specific tasks of the unit

2) Research groups
    a. *Self-assessment covering the first two assessment criteria (see Table 1)*
    b. Administrative data on funding sources
    c. Administrative data on personnel
    d. Administrative data on contribution to sectoral purposes: teaching, commissioned work, clinical work [will be assessed at committee level]
    e. Publication profiles
    f. Example publications and other research results (databases, software etc.) The examples should be accompanied by an explanation of the groups' specific contributions to the result
    g. Any supplementary data needed to assess performance related to the benchmark defined by the administrative unit

The table below shows how different types of evaluation data may be relevant to different evaluation criteria. Please note that the self-assessment produced by the administrative units in the form of a written account of management, activities, results etc. should cover all criteria. A template for the self-assessment of research groups and administrative units will be commissioned by the RCN from the life sciences secretariat for the evaluation.

Table 1. Types of evaluation data per criterion

Evaluation units / Criteria	Research groups	Administrative units
Strategy, resources and organisation	Self-assessment Administrative data	Self-assessment National registers Administrative data SWOT analysis
Research production and quality	Self-assessment Example publications (and other research results)	Self-assessment National registers
Diversity, equality and integrity		Self-assessment National registers Administrative data
Relevance to institutional and sectoral purposes		Self-assessment Administrative data
Relevance to society		Self-assessment National registers Impact cases
Overall assessment	*Data related to:* *Benchmark defined by administrative unit*	*Data related to:* *Strategic goals and specific tasks of the admin. unit*

Evaluation of Medicine and Health (EVALMEDHELSE) 2023-2024

Self- assessment for administrative units

Date of dispatch: **15 September 2023**
Deadline for submission: **31 January 2024**

Institution (name and short name):_____

Administrative unit (name and short name): _____

Date:_____

Contact person:_____

Contact details (email):_____

Content

Introduction

The primary aim of the evaluation is to reveal and confirm the quality and the relevance of research performed at Norwegian Higher Education Institutions (HEIs), the institute sector and the health trusts. These institutions will henceforth be collectively referred to as research performing organisations (RPOs). The evaluation report(s) will provide a set of recommendations to the RPOs, the Research Council of Norway (RCN) and the responsible and concerned ministries. The results of the evaluation will also be disseminated for the benefit of potential students, users of research and society at large.

You have been invited to complete this self-assessment as an administrative unit. The self-assessment contains questions regarding the unit's research- and innovation related activities and developments over years 2012-2022. All submitted data will be evaluated by international evaluation committees. The administrative unit´s research groups will be assessed by international expert panels who report their assessment to the relevant evaluation committee.

Deadline for submitting self- assessments to the Research Council of Norway – 31 January 2024
As an administrative unit you are responsible for collecting completed self-assessments for each of the research groups that belong to the administrative unit. The research groups need to submit their completed self-assessment to the administrative unit no later than 26 January 2024. The administrative unit will submit the research groups' completed self-assessments and the administrative unit's own completed self-assessment to the Research Council within 31 January 2024.

Please use the following format when naming your document: name of the institution and short name of the administrative unit, e.g. *NTNU_FacMedHealthSci* and send it to evalmedhelse@forskningsradet.no within 31 January 2024.

For questions concerning the self-assessment or EVALMEDHELSE in general, please contact RCN at evalmedhelse@forskningsradet.no.

Thank you!

Guidelines for completing the self-assessment

- Please read the entire self-assessment document before answering.
- The evaluation language is English.
- Please be sure that all documents which are linked to in the self- assessment are in English and are accessible.
- The page format must be A4 with 2 cm margins, single spacing and Calibri and 11-point font.
- The self-assessment follows the same structure as the [evaluation protocol](). In order to be evaluated on all criteria, the administrative unit must answer <u>all</u> questions.
- Information should be provided by link to webpages i.e. strategy and other planning documents.
  - Provide information – provide documents and other relevant data or figures about the administrative unit, for example strategy and other planning documents.
  - Describe – explain and present using contextual information about the administrative unit and inform the reader about the administrative unit.
  - Reflect – comment in a reflective and evaluative manner how the administrative unit operates.
- Data on personnel should refer to reporting to DBH on 1 October 2022 for HEIs and to the yearly reporting for 2022 for the institute sector and the health trusts. Other data should refer to 31 December 2022, if not specified otherwise.
- Questions in 4.3c should **ONLY** be answered by administrative units responsible for the Cand.med. degree programme, cf. [Evaluation of the Professional programme in Medicine]() (NOKUT).
- It is possible to extend the textboxes when filling in the from. **NB!** A completed self- assessment cannot exceed 50 pages (pdf file) excluding question 4.3.c. The evaluation committees are not requested to read more than the maximum of 50 pages. Pages exceeding maximum limit of 50 pages **might not** be evaluated.
- Submit the self- assessment as a pdf <u>(max 50 pages)</u>. Before submission, please be sure that all text are readable after the conversion of the document to pdf. The administrative unit is responsible for submitting the self-assessment of the administrative unit together with the self-assessments of the belonging research group(s) to [evalmedhelse@forskningsradet.no]() within **31 January 2024.**

Please note that information you write in the self- assessment and the links to documents/webpages in the self- assessment are the only available information (data material) for the evaluation committee.

In exceptional cases, documents/publications that are not openly available must be submitted as attachment(s) to the self- assessment (pdf file(s)).

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1. Strategy, resources and organisation

1.1 Research strategy

Describe the main strategic goals for research and innovation of the administrative unit. You may include the following:
- How are these goals related to institutional strategies and scientific priorities?
- Describe how the administrative unit's strategies and scientific priorities are related to the "specific aspects that the evaluation committee should focus on" indicated in your Terms of Reference (ToR)
- Describe the main fields and focus of research and innovation in the administrative unit
- Describe the planned research-field impact; planned policy impact and planned societal impact
- Describe how the strategy is followed-up in the allocation of resources and other measures
- Describe the most important occasions where priorities are made (i.e., announcement of new positions, applying for external funding, following up on evaluations)
- If there is no research strategy – please explain why

Table 1. Administrative unit`s strategies

For each category present up to 5 documents which are most relevant for the administrative unit. <u>Please delete lines which are not in use.</u>

Research strategy		
No.	**Title**	**Link**
1		
2		
3		
4		
5		
Outreach strategies		
No.	**Title**	**Link**
1		
2		
3		
4		
5		
Open science policy		
No.	**Title**	**Link**
1		
2		
3		
4		
5		

1.2 Organisation of research

a) Describe the organisation of research and innovation activities/projects at the administrative unit, including how responsibilities for research and other purposes (education, knowledge exchange, patient treatment, researcher training, outreach activities etc.) are distributed and delegated.

b) Describe how you work to maximise synergies between the different purposes of the administrative unit (education, knowledge exchange, patient treatment, researcher training, outreach activities etc.).

1.3 Research staff

Describe the profile of research personnel at the administrative unit in terms of position and gender. Institutions in the higher education sector should use the categories used in DBH, https://dbh.hkdir.no/datainnhold/kodeverk/stillingskoder.

RCN has commissioned reports from Statistics Norway (SSB) on personnel for the administrative units included in the evaluation. These reports will be made available to the units early November 2023.

Only a subset of the administrative units submitted to the evaluation is directly identifiable in the national statistics. Therefore, we ask all administrative units to provide data on their R&D personnel. Institutions that are directly identifiable in the national statistics (mainly higher education) are invited to use the figures provided in the report delivered by Statistics Norway. Please delete lines which are not in use.

Table 2. Research staff

	Position by category	No. of researcher per category	Share of women per category (%)	No. of researchers who are part of multiple (other) research groups at the admin unit	No. of temporary positions
No. of Personell by position	Position A (Fill in)				
	Position B (Fill in)				
	Position C (Fill in)				
	Position D (Fill in)				

1.4 Researcher careers opportunities

a) Describe the structures and practices to support researcher careers and help early-career researchers to make their way into the profession.

b) Describe how research time is distributed among staff including criteria for research leave/sabbaticals (forskningstermin/undervisningsfri).

c) Describe research mobility options.

1.5 Research funding

a) Describe the funding sources of the administrative unit. Indicate the administrative unit´s total yearly budget and the share of the unit's budget dedicated to research.

b) Give an overview of the administrative unit's competitive national and/or international grants last five years (2018-2022).

Table 3. R&D funding sources
Please indicate R&D funding sources for the administrative unit for the period 2018-2022 (average NOK per year, last five years).

For Higher Education Institutions: Share of basic grant (grunnbevilgning) used for R&D[1] For Research Institutes and Health Trusts: Direct R&D funding from Ministries (per ministry)	
Name of ministry	NOK

National grants (bidragsinntekter) (NOK)	
From the ministries and underlying directorates	
From industry	
From public sector	
Other national grants	
Total National grants	
National contract research (oppdragsinntekter)[2] (NOK)	
From the ministries and underlying directorates	
From industry	

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[1] Shares may be calculated based on full time equivalents (FTE) allocated to research compared to total FTE in administrative unit

[2] For research institutes only research activities should be included from section 1.3 in the yearly reporting

From public sector	
Other national contract research	
Total contract research	
International grants (NOK)	
From the European Union	
From industry	
Other international grants	
Total international grants	
Funding related to public management (forvaltningsoppgaver) or (if applicable) funding related to special hospital tasks, if any	
Total funding related to public management/special hospital tasks	
Total all R&D budget items (except basic grant)	

1.6 Collaboration

Describe the administrative unit's policy towards national and international collaboration partners, the type of the collaborations the administrative unit have with the partners, how the collaboration is put to practice as well as cross-sectorial and interdisciplinary collaborations.

- Reflect of how successful the administrative unit has been in meeting its aspirations for collaborations
- Reflect on the importance of different types of collaboration for the administrative unit: National and international collaborations. Collaborations with different sectors, including public, private and third sector
- Reflect on the added value of these collaborations to the administrative unit and Norwegian research system

Table 4a. The main national collaborative constellations with the administrative unit
Please categorise the collaboration according to the most important national partner(s): 5-10
institutions in the period 2012-2022. Please delete lines which are not in use.

National collaborations

Collaboration with national institutions – 1 -10	
Name of main collaboration or collaborative project with the admin unit	
Name of partner institution(s)	
Sector of partner/institution(s)/sectors involved	
Impacts and relevance of the collaboration	

Table 4b. The main international collaborative constellations with the administrative unit
Please categorise the collaboration according to the most important international partner(s): 5-10
international institutions in the period 2012-2022. Please delete lines which are not in use.

International collaborations

Collaboration with international institutions – 1-10	
Name of main collaboration or collaborative project with the admin unit	
Name of partner institution(s)	
Sector of partner/institution(s)/sectors involved	

Impacts and relevance of the collaboration	

1.7 Open science policies

a) Describe the institutional policies, approaches, and activities to the Open Science areas which may include the following:

- Open access to publications
- Open access to research data and implementation of FAIR data principles
- Open-source software/tools
- Open access to educational resources
- Open peer review
- Citizen science and/or involvement of stakeholders / user groups
- Skills and training for Open Science

b) Describe the most important contributions and impact of the administrative unit's researchers towards the different Open Science areas cf. 1.7a above.

c) Describe the institutional policy regarding ownership of research data, data management, and confidentiality. Is the use of data management plans implemented at the administrative unit?

1.8 SWOT analysis for administrative units

Instructions: Please complete a SWOT analysis for your administrative unit. Reflect on what are the major internal Strengths and Weaknesses as well as external Threats and Opportunities for your research and innovation activities/projects and research environment. Assess what the present Strengths enable in the future and what kinds of Threats are related to the Weaknesses. Consider your scientific expertise and achievements, funding, facilities, organisation and management.

	Strengths	Weaknesses
Internal		
External	Opportunities	Threats

2. Research production, quality and integrity

2.1 Research quality and integrity

Please see the bibliometric analysis for the administrative unit developed by NIFU (available by the end of October, 2023).

a) Describe the scientific focus areas of the research conducted at the administrative unit, including the unit's contribution to these areas.

b) Describe the administrative unit's policy for research integrity, including preventative measures when integrity is at risk, or violated.

2.2 Research infrastructures

a) Participation in national infrastructure

Describe the most important participation in the national infrastructures listed in the Norwegian roadmap for research infrastructures (Norsk veikart for forskningsinfrastruktur) including as host institution(s).

Table 5. Participation in national infrastructure

Please present up to 5 participations in the national infrastructures listed in the Norwegian roadmap for research infrastructures (Norsk veikart for forskningsinfrastruktur) for each area that were the most important to your administrative unit.

Areas in roadmap	Name of research infrastructure	Period (from year to year)	Description	Link to website

b) Participation in international infrastructures

Describe the most important participation in the international infrastructures funded by the ministries (Norsk deltakelse i internasjonale forskningsorganisasjoner finansiert av departementene).

Table 6. Participation in international infrastructure

Please describe up to 5 participations in international infrastructures for each area that have been most important to your administrative unit.

Project	Name	Period (from year to year)	Description	Link to infrastructure

c) Participation in European (ESFRI) infrastructures

Describe the most important participation in European (ESFRI) infrastructures (Norske medlemskap i infrastrukturer i ESFRI roadmap) including as host institution(s).

Table 7. Participation in infrastructures on the ESFRI Roadmap
Please give a description of up to 5 participations that have been most important to your administrative unit.

Social sciences and the humanities				
Name	ESFRI-project	Summary of participation	Period (from year to year)	Link

d) Access to research infrastructures

Describe access to relevant national and/or international research infrastructures for your researchers. Considering both physical and digital infrastructure.

e) FAIR- principles

Describe what is done at the unit to fulfil the FAIR-principles.

3. Diversity and equality

Describe the policy and practices to protect against any form of discrimination and to promote diversity in the administrative unit.

Table 8. Administrative unit policy against discrimination
Give a description of up to 5 documents that are the most relevant. If the administrative unit uses the strategies, policies, etc. of a larger institution, then these documents should be referred to. <u>Please delete lines which are not in use.</u>

No.	Name	Valid period	Link
1			

4. Relevance to institutional and sectorial purposes

4.1 Sector specific impact

Describe whether the administrative unit has activities aimed at achieving sector-specific objectives or focusing on contributing to the knowledge base in general. Describe activities connected to sector-specific objectives, the rationale for participation and achieved and/or expected impacts. Please refer to chapter 2.4 in the evaluation protocol.

- Alternatively, describe whether the activities of the administrative unit are aimed at contribution to the knowledge base in general. Describe the rationale for this approach and the impacts of the unit's work to the knowledge base.

4.2 Research innovation and commercialisation

a) Describe the administrative unit's practices for innovation and commercialisation.

b) Describe the motivation among the research staff in doing innovation and commercialisation activities.

c) Describe how innovation and commercialisation is supported at the administrative unit.

Table 9. Policies for innovation including IP policies, new patents, licenses, start-up/spin-off guidelines
Describe up to 5 documents of the administrative unit's policies for innovation, including IP policies, new patents, licenses, start-up/spin-off guidelines, etc., that are the most relevant. If the administrative unit uses the strategies, policies, etc. of a larger institution, then present these documents. Please delete lines which are not in use.

No.	Name	Valid period	Link
1			

Table 10. Administrative description of successful innovation and commercialisation results
Please describe up to 10 successful innovation and commercialisation results at your administrative unit in the period 2012-2022. <u>Please delete lines which are not in use.</u>

No.	Name of innovation and commercial results	Link	Description of successful innovation and commercialisation result.
1			

4.3 Higher education institutions

a) Reflect how research at the administrative unit contributes towards master and PhD-level education provision, at your institutions and beyond.

b) Describe the opportunities for master students to become involved in research activities at the administrative unit.

c) **ONLY** for administrative units responsible for the Cand.med. degree programme, cf. <u>Evaluation of the Professional programme in Medicine (NOKUT).</u>
- Reflect on how research at the administrative unit contributes towards the quality of the Cand.med. degree programme at your institutions and beyond.
- Describe the different opportunities for students on the Cand.med. degree programme to become involved in research activities at the administrative unit, and the extent to which students use those opportunities.

4.4 Research institutes
a) Describe how the research and innovation activities/projects at the administrative unit contribute to the knowledge base for policy development, sustainable development, and societal and industrial transformations more generally.

b) Describe the most important research activities with partners outside of research organisations.

4.5 Health trusts
a) Reflect on how the administrative unit's clinical research, innovation and commercialisation contribute towards development, assessment and implementation of new diagnostic methods, treatment, and healthcare technologies.

b) Reflect on how research at the unit contributes towards the quality of relevant education programme at your institutions or beyond.

c) Describe the different opportunities for students on relevant educational programmes to become involved in research activities at the administrative unit, and the extent to which students use those opportunities.

5. Relevance to society

Reflect on the administrative unit's contribution towards the Norwegian Long-term plan for research and higher education, societal challenges more widely, and the UN Sustainable Development Goals.

5.1 Impact cases

Please use the attached template for impact cases. Each impact case should be submitted as an attachment (pdf) to the self-assessment.

Impact case guidelines

Each case study should include sufficiently clear and detailed information to enable the evaluation committee to make judgements based on the information it contains, without making inferences, gathering additional material, following up references or relying on members' prior knowledge. References to other sources of information will be used for verification purposes only, not as a means for the evaluation committee to gather further information to inform judgements.

In this evaluation, impact is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.

Timeframes
- The impact must have occurred between 2012 and 2022
- Some of the underpinning research should have been published in 2012 or later
- The administrative units are encouraged to prioritise recent cases

Page limit
Each completed case study template will be limited to **five pages** in length. Within the annotated template below, indicative guidance is provided about the expected maximum length limit of each section, but institutions will have flexibility to exceed these so long as the case study as a whole remains no longer than **five pages** (font Calibri, font size 11). Please write the text into the framed template under the sections 1–5 below. The guiding text that stands there now, can be deleted.

Maximum number of cases permitted per administrative unit
For up to 10 researchers: one case; for 10 to 30 researchers: two cases; for 30-50 researchers: three cases; for 50-100 researchers: four cases, and up to five cases for units exceeding 100 researchers.

Naming and numbering of cases
Please use the standardised short name for the administrative unit, and the case number for the unit (1,2,3, etc) in the headline of the case. Each case should be stored as a separate PDF-document with the file name: [Name of the institution and name of the administrative unit] [case number]

Publication of cases
RCN plans to publish all impact cases in a separate evaluation report. By submitting the case the head of the administrative units consents to the publication of the case. Please indicate below if a case may not be made public for reasons of confidentiality.

If relevant, describe any reason to keep this case confidential:

Please write the text here

[Name of the institution and name of the administrative unit] [case number]

Institution:	
Administrative unit:	
Title of case study:	
Period when the underpinning research was undertaken:	
Period when staff involved in the underpinning research were employed by the submitting institution:	
Period when the impact occurred:	

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1. **Summary of the impact** (indicative maximum 100 words)
   This section should briefly state what specific impact is being described in the case study.

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2. Underpinning research (indicative maximum 500 words)
This section should outline the key research insights or findings that underpinned the impact, and provide details of what research was undertaken, when, and by whom. This research may be a body of work produced over a number of years or may be the output(s) of a particular project. References to specific research outputs that embody the research described in this section, and evidence of its quality, should be provided in the next section. Details of the following should be provided in this section:

   - The nature of the research insights or findings which relate to the impact claimed in the case study.
   - An outline of what the underpinning research produced by the submitted unit was (this may relate to one or more research outputs, projects or programmes).
   - Dates of when it was carried out.
   - Names of the key researchers and what positions they held at the administrative unit at the time of the research (where researchers joined or left the administrative unit during this time, these dates must also be stated).
   - Any relevant key contextual information about this area of research.

3. References to the research (indicative maximum of six references)
This section should provide references to key outputs from the research described in the previous section, and evidence about the quality of the research. All forms of output cited as underpinning research will be considered equitably, with no distinction being made between the types of output referenced. Include the following details for each cited output:
- Author(s)
- Title
- Year of publication
- Type of output and other relevant details required to identify the output (for example, DOI, journal title and issue)
- Details to enable the panel to gain access to the output, if required (for example, a DOI or URL).
All outputs cited in this section must be capable of being made available to panels. If they are not available in the public domain, the administrative unit must be able to provide them if requested by RCN or the evaluation secretariate.

4. Details of the impact (indicative maximum 750 words)
This section should provide a narrative, with supporting evidence, to explain:
   - How the research underpinned (made a distinct and material contribution to) the impact;
   - The nature and extent of the impact.
The following should be provided:
- A clear explanation of the process or means through which the research led to, underpinned or made a contribution to the impact (for example, how it was disseminated, how it came to influence users or beneficiaries, or how it came to be exploited, taken up or applied).

- Where the submitted administrative unit's research was part of a wider body of research that contributed to the impact (for example, where there has been research collaboration with other institutions), the case study should specify the particular contribution of the submitted administrative unit's research and acknowledge other key research contributions.
- Details of the beneficiaries – who or what community, constituency or organisation has benefitted, been affected or impacted on.
- Details of the nature of the impact – how they have benefitted, been affected or impacted on.
- Evidence or indicators of the extent of the impact described, as appropriate to the case being made.
- Dates of when these impacts occurred.

5. Sources to corroborate the impact (indicative maximum of ten references)

Institution	Administrative unit	Name of research group	Expert panel
UiT	Department of Social Education	The Arctic Centre for Welfare and Disability Research (ASVF)	Panel 4f

Scales for research group assessment

Use whole integers only – no fractions!

Organisational dimension

Score	Organisational environment
5	An organisational environment that is outstanding for supporting the production of excellent research.
4	An organisational environment that is very strong for supporting the production of excellent research.
3	An organisational environment that is adequate for supporting the production of excellent research.
2	An organisational environment that is modest for supporting the production of excellent research.
1	An organisational environment that is not supportive for the production of excellent research.

Quality dimension

The quality dimension consists of two judgements: 1) Research and publication quality, and 2) Research group's contribution. The first judgement is defined as follows:

Score	Research and publication quality	Supporting explanation
5	Quality that is outstanding in terms of originality, significance, and rigour.	**The quality of the research is world leading** in terms of quality, and is comparable to the best work internationally in the same area of research. The publications submitted provide evidence that the work of the group meets the highest international standards in terms of originality, significance, and rigour. Work at this level should be a key international reference in its area.
4	Quality that is internationally excellent in terms of originality, significance and rigour but which falls short of the highest standards of excellence.	**The quality of the research is internationally excellent.** The research is clearly of an international standard, with a very good level of quality in terms of originality, significance, and rigour. Work at this level can arouse significant interest in the international academic community, and international journals with the most rigorous standards of publication (irrespective of the place or language of publication) could publish work of this level.
3	Quality that is recognised internationally in terms of originality, significance and rigour.	**The quality of the research is sufficient to achieve some international recognition.** It would be perceived nationally as strong and may occasionally reach an internationally recognised level in terms of originality, significance and rigour. Internationally recognised journals could publish some work of this level.
2	Quality that meets the published definition of research for the purposes of this assessment.	The international academic community would deem the research to be nationally acceptable, but below world standards. Legitimate nationally recognised peer-reviewed journals could publish work of this level.
1	Quality that falls below the published definition of research for the purposes of this assessment[1].	**The quality of the research** is well below international level, and is unpublishable in legitimate peer-reviewed research journals.

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[1] A publication has to meet all of the criteria below:

Societal impact dimension

The societal impact dimension is also composed of two judgements, defined as presented in the table below.

Score	Research group's societal contribution, taking into consideration the resources available to the group	Score	User involvement
5	The group has contributed extensively to economic, societal and/or cultural development in Norway and/or internationally.	5	Societal partner involvement is outstanding – partners have had an important role in all parts of the research process, from problem formulation to the publication and/or process or product innovation.
4	The group's contribution to economic, societal and/or cultural development in Norway and/or internationally is very considerable given what is expected from groups in the same research field.	4	Societal partners have very considerable involvement in all parts of the research process, from problem formulation to the publication and/or process or product innovation.
3	The group's contribution to economic, societal and/or cultural development in Norway and/or internationally is on par with what is expected from groups in the same research field.	3	Societal partners have considerable involvement in the research process, from problem formulation to the publication and/or process or product innovation.
2	The group's contribution to economic, societal and/or cultural development in Norway and/or internationally is modest given what is expected from groups in the same research field.	2	Societal partners have a modest part in the research process, from problem formulation to the publication and/or process or product innovation.
1	There is little documentation of contributions from the group to economic, societal and/or cultural development in Norway and/or internationally.	1	There is little documentation of societal partners' participation in the research process, from problem formulation to the publication and/or process or product innovation.

Methods and limitations

Methods

The evaluation is based on documentary evidence and online interviews with the representatives of Administrative Unit.

The documentary inputs to the evaluation were:
- Evaluation Protocol Evaluation of life sciences in Norway 2022-2023
- Administrative Unit´s Terms of Reference
- Administrative Unit's self-assessment report
- Administrative Unit's impact cases
- Administrative Unit's research groups evaluation reports
- Panel reports from the Expert panels
- Bibliometric data (*NIFU Nordic Institute for Studies of innovation, research and education*)
- Personnel data (*Statistics Norway (SSB)*)
- Funding data – The Research Council´s contribution to biosciences research (*RCN*)
- Extract from the Survey for academic staff and the Student Survey (*Norwegian Agency for Quality Assurance in Education (NOKUT)*)

After the documentary review, the Committee held a meeting and discussed an initial assessment against the assessment criteria and defined questions for the interview with the Administrative Unit. The Committee shared the interview questions with the Administrative Unit two weeks before the interview.

Following the documentary review, the Committee interviewed the Administrative Unit in an hour-long virtual meeting to fact-check the Committee's understanding and refine perceptions. The Administrative Unit presented answers to the Committee's questions and addressed other follow-up questions.

After the online interview, the Committee attended the final meeting to review the initial assessment in light of the interview and make any final adjustments.

A one-page summary of the Administrative Unit was developed based on the information from the self-assessment, the research group assessment, and the interview. The Administrative Unit had the opportunity to fact-check this summary. The Administrative Unit approved the summary without adjustments. *(Adjust the text if the AU asked for corrections. Include the AU request and explain what adjustments were made).*

Limitations

(Choose one of the three options below and delete the others. Feel free to elaborate slightly if necessary. For example, if you choose option 3, explain the missing information. Note that the Committee can provide detailed feedback and suggestions on improving the evaluation in the Memorandum to the RCN. This section has to remain concise and only summarise whether the information was or was not sufficient.)

(1) The Committee judged the information received through documentary inputs and the interview with the Administrative Unit sufficient to complete the evaluation.

(2) The Committee judged that the Administrative Unit self-assessment report was insufficient to assess all evaluation criteria fully. However, the interview with the Administrative Unit filled gaps in the Committee's understanding, and the information was sufficient to complete the evaluation.

(3) The Committee judged that the Administrative Unit's self-assessment report was insufficient to assess all evaluation criteria fully, and some information gaps remained after the interview with the Administrative Unit.