Evaluation of Life Sciences 2022-2024

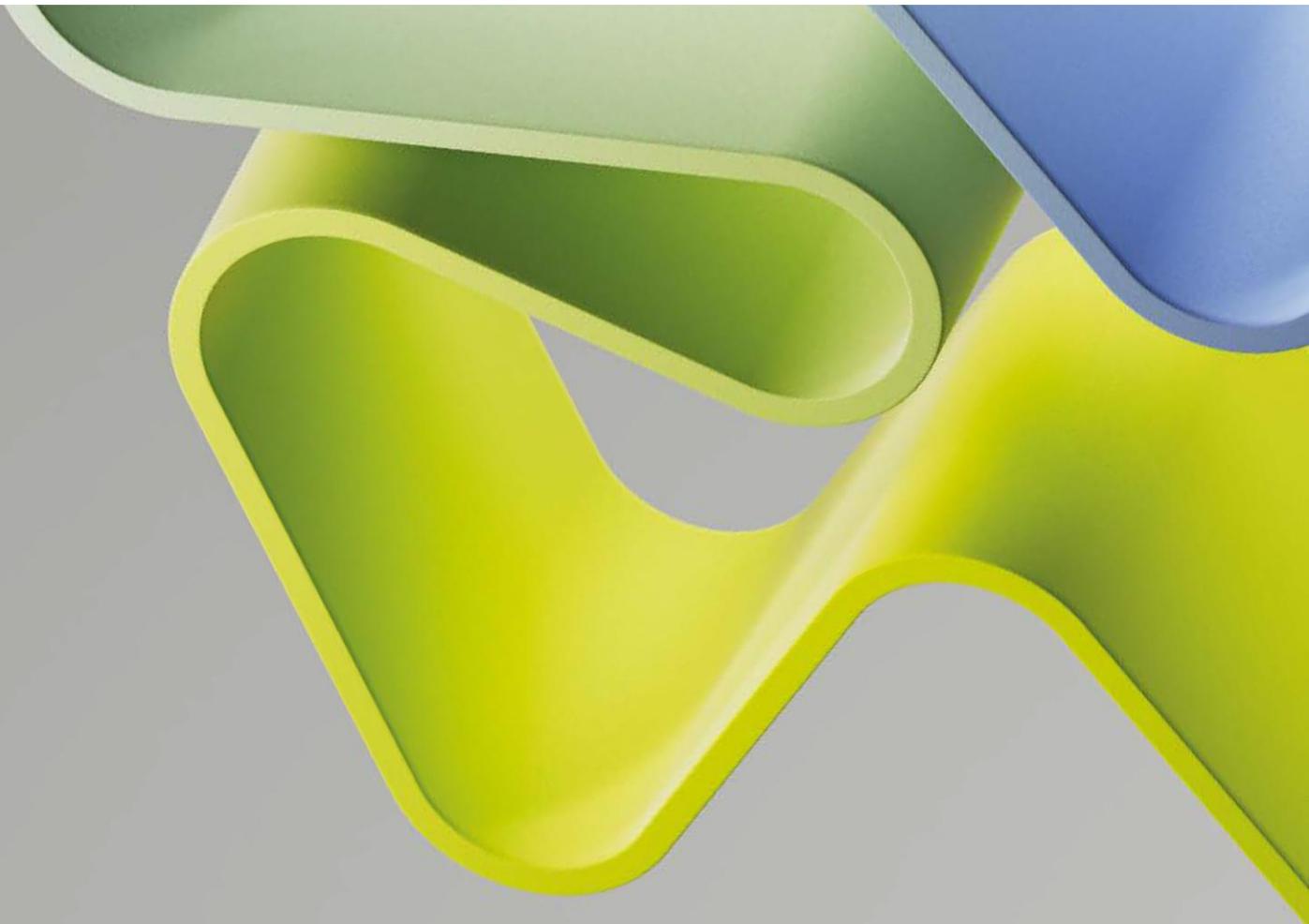## Evaluation of medicine and health 2023-2024

Evaluation report

ADMIN UNIT: Faculty of Health, Welfare and Organisation (HWO)
INSTITUTION: Østfold University College (ØUC)

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:

- HWO of Health and Social Sciences, Høgskulen på Vestlandet (HVL)
- HWO of Social and Health Sciences, Inland Norway University of Applied Sciences
- HWO of Nursing and Health Sciences, Nord universitet
- HWO of Health Sciences (HV), Oslo Metropolitan University - OsloMet
- HWO 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)
- HWO 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:

Professor Falko Sniehotta (Chair)
Heidelberg University

Professor Lars Göran Kecklund
Stockholm University

Professor Joakim Öhlen
University of Gothenburg

Professor Maria Kristiansen
University of Copenhagen

Professor Nicola Shelton
University College London

Professor Annette Boaz
King's College London

Professor Stephanie Taylor
Queen Mary, University of London

Ivette Oomens, Technopolis Group, was the committee secretary.

Oslo, December 2024

Profile of the administrative unit

The Faculty of Health, Welfare, and Organisation (HWO) has approximately 150 employees and about 2400 students. The faculty consists of two departments: the Department of Nursing, Health and Laboratory Science and the Department of Welfare, Management and Organisation. The HWO consists of 21 professors, 41 associate professors, 2 associate professors (Dosent), 53 University lecturers, 10 Senior Lecturers and 15 PhD candidates. Women represented over 60 percent of staff in all categories except Associate Professors (*Dosent*) in which they represented 0 percent.

HWO is comprised of 13 research groups, where five research groups conduct health related research: AKS - The acute, critically ill patient, PADS- Person-centred healthcare and the digital society, WPDW- Welfare professions, digitalisation and work, PSW- The psychosocial work research group and MTHEP- Milieu therapy and higher education pedagogy.

The HWO did not have a separate strategy during the evaluation period (2012-2022) but was integrated into ØUC's strategy, focusing on the 2019-2022 plan, "Working with society – for the future." This plan outlines five research and dissemination goals: 1. Socially relevant, profession-oriented research to enhance study programmes, 2. Accreditation of the PhD programme "The Digital Society," 3. Doubling publication points, citations, and international publications, 4. Increasing student-based publications, and 5. Doubling external research funding. HWO aligns with ØUC's strategic area "The Digital Society," which includes DigiEd, DigiHealth, DigiTech, and DigiWork. The academic staff in DigiHealth and DigiWork are part of HWO, focusing on digitalisation's impact on health, welfare, and work life, in line with HWO's research, education programmes, and collaborations.

Research projects at HWO are conducted in collaboration with regional, national and international collaborators from universities, private sector, public sector and health trusts. Locally they collaborate with organisations, community groups public sector, hospital trust, the municipal care in Østfold county to address 'real world' challenges and for contribution to the well-being of the community. Nationally and internationally ØUC has identified the interdisciplinary strategic research area of digitalisation and society as a guiding force for research priorities, external funding applications and strategic partnerships. The initiative aims to explore the intricate relationship between digitalisation and society, focusing on thematic areas such as education/learning, health/welfare, work life/organisation, and enabling technology. The objective is to provide a deeper understanding of how digitalisation transforms society and generate knowledge to address societal challenges.

Based on its self-assessment, in the future, HWO will strive to take advantage of its geographical location which has fostered a longstanding collaboration with adjacent regions such as Swedish universities, exemplified by partnerships with institutions like Skövde University College. It might also take advantage of its strength of a significant proportion of staff possessing advanced expertise relevant to the master´s and bachelor's programmes offered. The future situation of HWO may also be impacted by internal weaknesses such as the small-scale nature of both ØUC and HWO. This presents challenges in maintaining

robust research environments and research groups, particularly when it comes to individual departures.

Overall evaluation

Østfold University College (ØUC) is a relatively small institution with 7000 students and 600 staff spread across two campuses. The Faculty of Health, Welfare and Organisations (HWO) has 2000 students and 150 employees. Traditionally, this has been a teaching led institution, and it has only recently developed a research presence.

Given its size and scale, it made sense that the HWO started developing its research work with reference to the University's overarching strategy. This strategy was ambitious in its goals, but the HWO responded positively to the challenge. In 2024, the HWO published its own research strategy to complement the overarching University strategy. This feels like a positive development in terms of the HWO's development and plans.

A key strength of the University, reflected in its strategy, is its connection into local and regional networks and its ability to work with local partners on conducting research of use to them. The University has ambitions to play a more active and leading role in National and EU funding proposals in the future and is taking steps in this direction, collaborating in bids led by others and joining the Oslo Region European Office. Another recent development is the launch of the University's first PhD programme, with a focus on a core area of local expertise: the Digital Society.

A challenge for the University would be retaining its strengths in terms of local connectivity and a highly collaborative interdisciplinary approach, while expanding its impact in terms of national and international research activity. The strength of the work undertaken on the Digital Society may be a good area to focus on in building national and international collaborations. However, this is a crowded area in terms of research activity both nationally and internationally. Distilling the unique contribution of the research undertaken in the HWO would be critical to moving forwards in this area.

If the HWO grows, it is likely to be necessary to put in place more formal systems and structures to support the management and governance of research. Some work is already underway in introducing new structures and processes, such as the new ethical council. Another goal, as the research programme expands, would be to continue to retain an engaged and committed staff. As with the other administrative units we spoke to, there was some uncertainty and concern about the future direction of research funding. However, there are also opportunities for agile management of HWO with strong collaborations with other universities and local sector partners.

Recommendations

- As the research capacity of the University grows, develop systems to address issues of quality, governance and cross fertilisation that can currently be overseen through more informal arrangements. Where these systems and processes do exist (for example in the research administrative team) they provide excellent support to the staff in identifying and following up research opportunities.
- As the University increases its impact at a national and international level, aim to retain excellence in research informed by close working with local partners.
- We recommend doing some additional work on the research themes. For example, it might be helpful to explore links between the six research themes. In addition, are there any unique regional elements/ conditions that could provide a focus for research? In the area of excellence of digital society, clarify the particular areas in which the University can make a distinct contribution within this large topic area. This thinking can then inform decisions about (internal and external) collaborations and funding avenues.
- Continue to invest in the development of national and European and international networks to support collaboration on future research projects. Consider focusing these efforts in particular areas of research excellence. Hosting international visitors and supporting staff to make visits to other research teams might also support these efforts.
- Continue offering support to research staff through the active research administrative team. It might also be helpful to consider mechanisms to further support staff in writing applications, including mentoring from (internal and external) colleagues with grant success and inviting research funders to visit the University. In terms of career development, engaging earlier career researchers in the application process could also be fruitful.
- As the HWO continues to grow, it would be valuable to take a more strategic approach to career development. This would help the HWO to consider activities to support career development (mentoring, sabbaticals, opportunities for more early career staff to participate in management groups and funding applications) and to ensure that they are distributed in a fair and transparent way to support career development.
- Consider how to track the take-up of activities designed to support Open Science (such as the completion of training designed to support Open Science). Continue to push for higher rates in terms of open access publication. Consider evaluating compliance with the research data management guidelines.
- Consider taking a more rigorous approach to mapping and evaluating pathways to non-academic impacts of research.

1. Strategy, resources and organisation of research

1.1 Research strategy

Østfold University College has traditionally been a teaching institution. However, the College is developing a research presence and has a university-wide strategy with ambitious goals in terms of grant income, publications and PhDs. Within the assessment period, the key goals were: to produce socially-relevant and profession-oriented research, and contribute to strengthening study programmes, to establish and accredit a PhD programme on 'The digital society' (the first PhD programme for the University), double the number of publication points, increase the number of publications based on student work and double research and development income from external sources. Progress towards all these goals was reported at the interview and there is now an HWO strategy in place. HWO work in six thematic areas: Digital society, Patient security, Psychological health and addiction, Inclusion and integration of people, Vulnerable children and youth and Work organizational.

The strategy covers both research and education and the leadership team sees them as 'two sides of the same story.' The strategy was developed with staff and local stakeholders to ensure that the strategy reflected their needs in terms of education and research. The University has provided strategic funding to support workshops and meetings with national and international partners to build relationships to support future collaborations. For example, there have been meetings on the digital society theme. The idea is that they will focus and build the research and educational elements of the HWO. At the moment, the new approach isn't reflected on the University website. In the terms of Reference, the HWO requests feedback on four elements: Opportunities for internal career development from post-graduate to professor; Collaboration with public sector and research relevant for practice; Positioning for future calls for external funding and to Østfold University College's strategic multidisciplinary area "Digitalization and society."

The committee's evaluation

The committee felt that, for a faculty-based in small institution which has only recently shifted from a teaching focus to develop an approach based on research and teaching, there has been great progress.

The committee's recommendations

- To further consolidate, we recommend doing some additional work on the research themes. For example, it might be helpful to explore links between the six research themes. In addition, are there any unique regional elements/ conditions that could provide a focus for research? In the area of excellence of digital society, clarify the particular areas in which the University can make a distinct contribution within this large topic area. This thinking can then inform decisions about (internal and external) collaborations and funding avenues.

1.2 Organisation of research

The scale of the institution facilitates cross HWO working and allows the researchers to draw on expertise in different topic areas (education, health and work) and to conduct cross-disciplinary work. The new strategy presents research in the HWO as organised under six themes. The Digital Society is perhaps the strongest and most high-profile theme of work. This work is interdisciplinary, embracing for example technology and work life. Research is not organised through traditional research groups, but through a more networked model comprising researchers from across departments. There are advantages to this model, in that the non-hierarchical approach allows researchers at all career stage to work alongside each other and for mentoring to take place across departmental boundaries. However, it does have potential implications for research integrity, making the role of the research integrity board particularly important. The University is currently reviewing the research-based infrastructure in terms of quality and oversight. For example, there is a new research ethical council to review proposals and provide training. The idea is that this approach will prevent ethical issues arising by providing initial review of plans and increasing capacity through training. The University has administrative infrastructure in place to support research bids and grant administration. The research administration team are also pro-active in spotting funding opportunities for staff. The team were considered to be very supportive, competent and accessible to researchers.

The committee's evaluation

The small scale of the HWO has allowed for an innovative and engaged model of research production. While this has worked with a limited amount of research activity it is likely to be a vulnerable model as research activity increases.

The committee's recommendation
- Overall, the committee felt that there was scope to put in place more systems and processes in place, to support research governance and management as the HWO expands. Where these systems and processes do exist (for example in the research administrative team) they are providing excellent support to the staff in identifying and following up research opportunities.

1.3 Research funding

The HWO has had some success as partners in bids led by others, but less so in leading bids for funding at the national level. The total research income for the assessment period (2018-22) was 8,3 MNOK. Of this 6,8 MNOK came from a range of national funders including the Norwegian Research Council. HWO secured 878,000 NOK in international grant income (all from the European Union). The research administrative team seem particularly supportive in identifying opportunities for research funding and supporting staff in developing proposals. There is an ambition to do more in terms of national and international bids for competitive funding. They have had recent success as part of collaborations securing EU funding for a project working with Nordic partners.

The committee's evaluation

The committee noted that the HWO isn't currently accessing large amounts of external funding from either national or international sources. Where the HWO has been involved in successful bids it is usually as a co-applicant with colleagues in other institutions. Some measures have been put in place to support researchers (such as the research

administration team helping to identify funding opportunities and joining the Oslo Region European Office in Brussels).

The committee's recommendations
- Continue offering support to research staff through the active research administrative team. It might also be helpful to consider mechanisms to further support staff in writing applications, including mentoring from (internal and external) colleagues with grant success and inviting research funders to visit the University. In terms of career development, engaging earlier career researchers in the application process could also be fruitful.

1.4 Use of infrastructures

The University isn't part of any major research infrastructure investments, and these are not necessarily relevant to all the research areas in HWO. Instead, to support the development of research collaborations, the University has provided strategic funding for digital society initiatives. This funding has been used to organise workshops and meetings. From 2024, the University is a member of the Oslo Region European Office in Brussels. It is anticipated that this membership will support the University in collaborating in large EU bids. They also developed partnerships/ Memoranda of Understanding with other universities with shared interests. Much of this work is at an early stage. The agreements are in place, but they need to use them to help develop work together. The University does have some access to research infrastructure at the University of Oslo, but these seem limited to research tools.

The committee's evaluation
The committee commended the University of its efforts to support the development of capacity to access external research funding in the absence of external infrastructure investment.

The committee's recommendations
- The committee recommends focusing efforts on areas of research excellence and building on existing partnerships, with internal support to produce the best bids possible.
- Consider opportunities to connect with national research infrastructures where appropriate and relevant.

1.5 Collaboration

The HWO has ambitions in terms of international collaboration but recognised it has a way to go in developing these collaborations. Much of the national and international collaborative work during the assessment period was quite tentative, and related more to education than research. Local collaborations are more established, especially with local healthcare providers. However, there were some promising examples, such as the HWO's involvement in the PROFRES national research school. This is a collaboration of universities and university colleges across Norway in the interdisciplinary research field health, welfare, and education. It is anticipated that The Digital Society work will provide a springboard for future national and international collaborations and externally funded research.

The committee's evaluation
The committee recognised that it was early days for the HWO in terms of national and international research collaboration, but recognised efforts to develop collaborations, through investments in networking with colleagues from other universities with shared research interests and through more strategic investments such as becoming a member of the Oslo Region European office. There might also be scope to expand upon local, established collaborations and to link these to regional, national and/ or international research partnerships.

The committee's recommendations
- Continue to invest in supporting the development of national and European and international networks to support collaboration on future research projects. Consider focusing these efforts in particular areas of research excellence. Hosting international visitors and supporting staff to make visits to other research teams might also support these efforts.

1.6 Research staff
The HWO has 150 staff. Most of the staff have permanent contracts (with only 18 temporary posts, 9 of which are PhD students). A large majority of the staff (for example 90% of lecturers) are women, although this might reflect the composition of the health and care professions who feed into the workforce. The model for the University has been to grow talent locally, often supporting health and care professionals to undertake research training and develop through to professorial positions. The first post-doctoral researcher position has just been filled. This has advantages as it builds dedicated and committed staff who are prepared to stay. This is important given the range of options available in Oslo. Professors are typically allocated 50% FTE to conduct research, and other researchers have an allocation of 30%. In practice, the allocation of research time is done on an individual basis. While there is no system for sabbaticals, staff can negotiate leave and visits on an individual basis. All staff contribute to teaching as this is primarily a teaching rather than research institution. The University sees the importance of each to the other. For example, they are keen that study programmes are research based. This is reflected in the overall University Strategy. As with other universities, Østfold recognises the tension that can exist between research and teaching (in terms of achieving a balance) but also emphasises how research and teaching complement each other. The scale of the HWO and University does allow the leadership team to spot individuals with ambitions to develop as researchers and to support them in building their careers.

The committee's evaluation
The HWO has a model of developing staff with a professional background into dedicated staff with hybrid research and teaching portfolios. The staff highlighted that the balancing act between research and teaching activity requires constant attention, but that the two activities are considered to be complementary by the HWO. They have some activities in place to support staff development but highlight in the ToR that they would welcome advice on how to do more to support the development of careers through from PhD to Professor.

The committee's recommendations
- As the HWO continues to grow, it would be valuable to take a more strategic approach to career development. This would help the HWO to consider activities to

support career development (mentoring, sabbaticals, opportunities for more early career staff to participate in management groups and funding applications) and to ensure that they are distributed in a fair and transparent way to support career development.

1.7 Open Science

Since 2020, the University has been working to establish systems and procedures to support Open Science. This approach is described in the 'Østfold University College's General Guidelines for Open Science.' Data Management plans for individual studies should include information on how the research data will be managed (and made available) in line with FAIR principles. The University now has a specialist team in the library supporting open science, a publication fund to support open science and an institutional repository for research data and a green publication route. The University has also undertaken communications work to share information about open science throughout the University. This included training for supervisors and PhD students. The University has a goal to increase open access publication. In 2022 83.2% of publications were open access. This marks an increase from 67.4 in 2018 although the percentage does seem to have fluctuated over time. University wide guidelines for research data management was expected in March 2024.

The committee's evaluation

The University has put strategic plans in place to support Open Science. The most recent figures for open access are comparable to other similar institutions. However, the numbers do seem to fluctuate. There are also strategies in place to support open access to research data although it is less clear how this is being tracked.

The committee's recommendation

- Consider how to track the take-up of activities designed to support Open Science (such as the completion of training designed to support Open Science). Continue to push for higher rates in terms of open access publication. Consider evaluating compliance with the research data management guidelines. HWO may also want to consider taking a wider view of open science and including the work it undertakes with the public and users of public services.

2. Research production, quality and integrity

Introduction

Research outputs are mainly in the fields of nursing, social work, psychology, public environment and occupational health, multi-disciplinary social sciences and political science. In 2022 there were 95 publications, many of which were co-authored with collaborators. HWO's share of the 10% most cited publications 2019-21 was 5.6%. The University has established an ethics council to provide researchers will a place where they can explore ethical issues with their research. They have also established a board for research integrity.

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 Acute, Critically Ill Patient (AKS)

A major strength of the research group is its members' close links to the corresponding hospital wards, which facilitates research across clinic and academy. The organisations provide good support for the group, especially for the doctoral students. There is support from the host organisation and good alignment with the host's strategy. As a relatively new group, it has been able to reach relevance at a national level and has the potential to strengthen international collaborations. The strategic objectives appear to be appropriate, but the group may benefit from initiatives to enhance overall quality across its portfolio.

The main challenge for the group is its vulnerability, as it consists of only one professor and several research group members who currently lack research competence. Funding is also an issue for the group which further impacts the research environment. Another challenge is to motivate group members to prioritise participation in research group meetings, since they also have extensive responsibilities for the education and supervision of students.

The research projects of the group are mainly associated with individual members; thus, it would be important, even though challenging, to recruit research group members to participate in more collaborative projects, that leverage the different specialism across the group. In the future, it would be advantageous to strengthen the group's research through the involvement of societal partners, especially patients/service users, in collaborative activity. The self-assessment identifies potential pathways to impact; however, there is little evidence to suggest that its research is revealing tangible societal benefit. It is also unclear how the research group seeks to address the challenges it faces and leverage the opportunities.

Miliey therapy and higher education pedagogy

Strengths of the Miliey therapy and higher education pedagogy research group concern their commitment to educating disabled people about the research process and the focus on close-to-practice projects. Weaknesses concern the fact that it is not clear that this is a research group, and the team appears to be more of a practice evaluation group and the lack of a clear research strategy for the group.

Person-Centred Healthcare and the Digital Society (PADS)

PADS was formally established in 2018 by members of a previous research group. While PADS is a continuation of that group, the members in PADS emphasise more specifically person-centeredness and the digital society. Researchers from professions such as nursing and social work, connected to Bachelors, Master's, and Doctoral programmes, have been members in the period 2018-2022. The group has also included researchers from the development centre for nursing homes and home services in Viken Østfold.

The group is focused on nursing and social work. It has formulated goals in very "clinical" terms, wanting to empower individuals, rather than describing scientific goals or knowledge gaps they would like to address. The research thus is "practice-close", emphasising the importance of user participation in all stages of the research process.

The self-assessment acknowledges a number of challenges to the group's research endeavours. Funding constraints and bureaucratic hurdles pose significant obstacles and there are logistical complexities of global collaborations. The group is certainly not alone in considering that "a growing portion of research time is allocated to administrative work and reporting due to bureaucratic demands". It might prove beneficial to the group to develop strategies to overcome such barriers.

Psychosocial work

The scope of the research group is to provide career pathways into research for master's students. The research group has been able to benefit from synergies in transdisciplinary work and even develop international networks based on this. The have also successfully trained PhD-students. These are strengths of the group. Weaknesses of the group are that their research agenda seemingly is not guided by a clear focus on specific research topics but rather on promoting entries into research. It is difficult to ascertain what share of the publications are directly attributed to the work of the research group. There seems to be a diversity of interests, and it is possible that the research group is not the core activity of the senior staff, which is likely to make it less stable.

Welfare Professions, Digitalisation and Work (WDPW)

Even considering its modest size, WPDW is not meeting its potential regarding research. The self-assessment lacks a clear description of the organisational structure and any processes for the group. The strategy for the group as presented lacks detail, and the single benchmark (i.e. collaborations) is not in any way quantified. The contribution of the group to teaching and learning activities is unclear in the description. The group claims no institutional support, apart from through research administration for funding applications. Due to the brevity of information in the self-assessment, it is not possible to evaluate in detail aspects of resources, relevance to the host organisation, research scientific quality, or research societal impact. Even with these limitations, there appear to be no clear plans to develop or strengthen the group.

3. Diversity and equality

The University doesn't have a specific, separate policy relating to diversity and equality. Instead, the University's policies reflect the commitments in the Equality and Anti-Discrimination to active and intentional efforts to tackle gender inequality and diversity. An example of this is in the University's Working Environment Committee, which has recently developed a Gender Equality Plan and is recruiting to a post to focus on diversity across the University. The evaluation report also states that University is engaging with staff and students to tackle various types in discrimination including but not limited to gender discrimination.

The committee's evaluation
The University is clearly committed to addressing issues of diversity and equality and is putting some new structures, processes and a post in place to take this work forward. However, this was quite hard to assess at the time of writing as this work is in development.

The committee's recommendation
- In light of the new developments at the University level, we would encourage the HWO to discuss actively what level of strategy, documentation and leadership is needed to ensure that talent thrives in the HWO regardless of background. It would be valuable to consider gender equality and other types of discrimination in these discussions.

4. Relevance to institutional and sectorial purposes

The sector has excellent local and regional networks and brings the voices of stakeholders into their research processes. The challenge is less in conducting research relevant to society, but more in building capacity to attract significant national and international research funding and building national and international research networks. They have been seeking to make more connections with other HEIs and Research Institutes.

The committee's evaluation
The evaluation committee recognised some of the initial important steps taken towards building a research culture at HWO. It is still very early in the process, and it should be acknowledged that increasing the quality and productivity of research in a university previously focused on teaching excellence is in itself is a challenging task.

The committee's recommendations
- Local connections and networks are a key strength, and these could be supported by national and international connections in support of institutional and sectorial purposes.
- Identify opportunities to connect the local with national and international work.

4.1 Higher education institutions
The HWO has been seeking to build stronger collaborations with other higher education institutions (both within Norway and internationally), but the HWO sees scope for much more development in this area. They collaborate with other Nordic Universities, particularly seeing potential for collaboration on the topic of welfare. Regional networks are particularly strong – particularly as there are shared challenges in terms of the local population. The work of the College is informed by strong local and regional networks, reflecting in its strategic goal of producing social relevant and professionally orientated research. It is clear that conducting impactful and relevant research is at the core of the work of the HWO. In addition to working with higher education institutions, the local health sector has a lot of interest in research and working together in close collaboration allows staff to conduct research on real world issues.

The committee's evaluation
Building links with other national and international higher education institutions is a high priority for the HWO in developing networks to support future research collaborations.

The committee's recommendations
- To continue to build connections with other national and international higher education institutions with shared and/ or complementary research expertise. To ensure that earlier career colleagues have opportunities to participate in activities designed to build connections.

5. Relevance to society

Introduction

The HWO has a clear focus on producing research that is relevant to society. In particular, there is an approach to partnership working with local stakeholders to ensure that the research programme is relevant and useful. There is an interest in how this work might be of relevance to wider society and this is supported by local networks. However, there are still opportunities to connect more with national and international groups working in similar research areas to explore synergies. In particular, the substantial programme of work on Digital Society is likely to be of interest to research centres and non-academic stakeholders in a wide range of countries and contexts. Although there are only two impact case studies, they show a nuanced assessment of research impact. However, it would be good to include more evidence to support claimed impacts (for example in case study 2, what evidence do the team have that the nursing and pharmaceutical care work had an impact on labour mobility and nurse students within the EU). It was also surprising that there wasn't a case study based on The Digital Society programme. In the interview, the team mentions two examples from this programme: the human factors and cyberspace security work funded by DG Europe and the use of AI in DVT diagnostics.

Comments on impact case 1 – Integrated Services for Patients with Dual Diagnosis (ROPIT)

The first example focuses on the impact of work designed to better understanding the mechanisms that prevent a successful integration of services for patients with concurrent addiction and mental health problems according to national policies and guidelines, at the municipal level. In 2021, the project team developed a brief course which focused on policies, coordination of measures, and delivery of services in the addiction and mental health field. The aim was to make these courses available to municipalities, individual service providers, user organisations, and others to help build expertise in adapting policies and developing services and organizations in municipal addiction and mental health services. However, the researchers explain how difficulties in implementation arose in 2021-2022 partly due to the general education plan for mental health work.

Comments on impact case 2 – Development of a model for nurses' role in interprofessional pharmaceutical care (DeMoPhaC)

The second case study involved a number of different studies on the role of nurses in pharmaceutical care. The main impact of this study is the initiation of a strong international network of expertise on "Nurse and Pharmaceutical Care". It also contributed with a more unified and competency-based education for nurses through the NuPhaC-EU framework on nurses' role in Pharmaceutical Care. A competency test was developed for students to evaluate and benchmark their competency. The study contributed to increased transparency and equality for nurses in PC, as well as a stronger accordance with the current research, education, practice and policy. Finally, it also contributed to labour mobility of nurses and nurse students within the EU.

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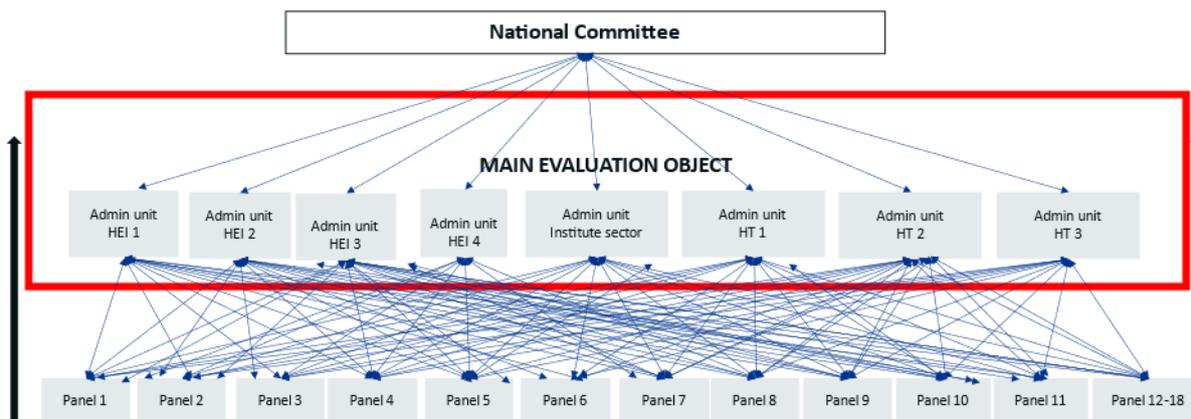
The institutions have been allowed to adapt the evaluation mandate (Terms of Reference) to their own strategic goals. This is to ensure that the results of the evaluation will be useful for the institution's own strategic development. The administrative unit together with the research group(s) selects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

Forskningsrådet

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

The Research Council
of Norway

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 institudtion(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.
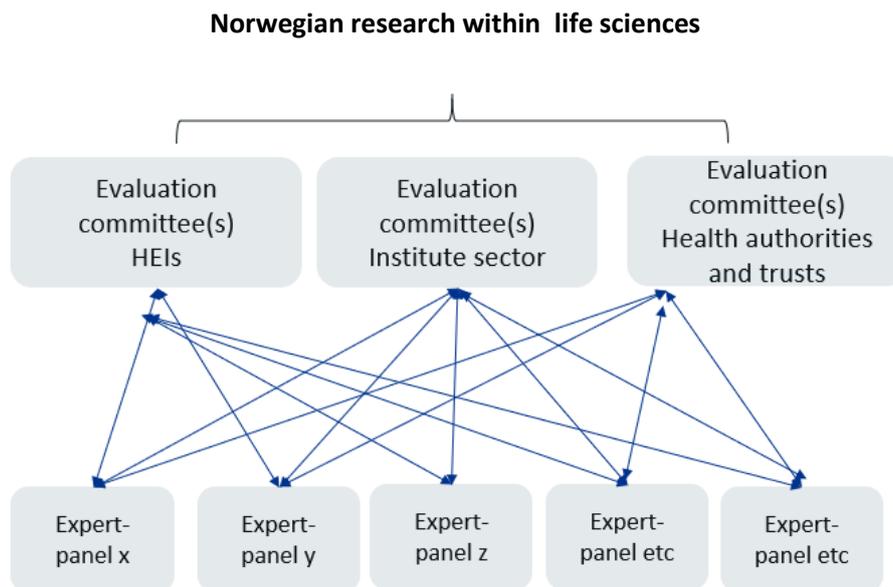
Norwegian research within life sciences

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). (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)).

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. Please delete lines which are not in use.

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.

Internal	**Strengths**	**Weaknesses**
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. Please delete lines which are not in use.

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.

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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.

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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
Østfold University College	Faculty of Health, Welfare and Organisation	Miliey therapy and higher education pedagogy - MTHEP	Panel 5b
Østfold University College	Faculty of Health, Welfare and Organisation	Person-centered healthcare and the digital society - PADS	Panel 4d
Østfold University College	Faculty of Health, Welfare and Organisation	Psychosocial work research group - PSW	Panel 5b
Østfold University College	Faculty of Health, Welfare and Organisation	The acute, critically ill patients - AKS	Panel 4d
Østfold University College	Faculty of Health, Welfare and Organisation	Welfare professions, digitalisation and work - WPDW	Panel 4d

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.