



UNIVERSITÀ DEGLI STUDI DI MILANO

CONCORSO PUBBLICO, PER TITOLI ED ESAMI, A N. 2 POSTI DI CATEGORIA D - AREA AMMINISTRATIVA-GESTIONALE, CON RAPPORTO DI LAVORO SUBORDINATO A TEMPO INDETERMINATO PRESSO L'UNIVERSITÀ DEGLI STUDI MILANO - CODICE 22166

La Commissione giudicatrice del concorso, nominata con Determina Direttoriale n. 13820 del 26.9.2022, modificata con Determina Direttoriale n. 20205, composta da:

Prof. Edoardo Ezio Della Torre	Presidente
Dott.ssa Silvia Sidoli	Componente
Dott.ssa Alessandra Di Malta	Componente
Dott.ssa Katia Paola Elena Righini	Segretaria

comunica i quesiti relativi alla prova orale:

GRUPPO DI QUESITI N. 1

Il ruolo di ANVUR nelle università italiane.
Specificità e misurabilità degli obiettivi.

Brano in inglese

Quality assurance (QA) in higher education in Europe began to emerge at the beginning of the 1990's and the first initiatives mainly consisted in dispersed evaluation of programmes in specific areas carried out by international teams of experts. Learning process commenced at the time of first international assessment processes that led to the development of quality assurance concept and tools. Later, QA systems became the most relevant drivers for the implementation of the objectives of the Bologna Declaration and turned out to be the pillars of mutual recognition of degrees and study periods supporting the transferability of academic and professional qualifications and the mobility of students, graduates and workers over Europe.

GRUPPO DI QUESITI N. 2

Che cos'è il Piano della Performance? Indicare contenuti, tempistiche e soggetti coinvolti.
Con riferimento alla valutazione della performance, che cosa sono le procedure di conciliazione?

Brano in inglese

Institutions at all levels and in all regional contexts have travelled a long way and have built up much knowledge on Quality assurance (QA). At present, supra-national institutions as well as national agencies and other structures exist in Europe and outside, and form a complex system regulating QA in higher education, constantly research and develop new concepts and tools, modernise and innovate. As a result, Quality assurance in higher education is currently taken for granted all over the world. After the initial period of the Bologna Process implementation, which according was somehow "turbulent", came the second phase of development and consolidation, during which QA schemes featured a mature stage of development and a greater awareness of all specific features of higher education.

GRUPPO DI QUESITI N. 3

Le tre dimensioni della performance: dall'ente al singolo.
Che cos'è la Relazione sulla Performance? Indicare contenuti, tempistiche e soggetti coinvolti.

Brano in inglese



Quality assurance development in higher education is characterised by a very dynamic process of innovation and creativity. At present, international quality assurance systems (IQAS) are more tailored to each higher education institution (HEI) and the involvement of stakeholders has been expanded to include more actors. As it has already been mentioned, the nature of HEIs has changed rapidly as they have become more sophisticated organisations, more open to the outside, and with a wider range of stakeholders involved in their management. Quality has reached beyond quality departments. It is no longer an exclusive issue of quality experts. Academics and students have become less and less sceptical about IQAS and have been progressively taking ownership of quality assurance instruments.

GRUPPO DI QUESITI N. 4

Principali contenuti e obiettivi del PIAO.
Trasparenza e rendicontazione della performance.

Brano in inglese

The institutional framework of Quality assurance has become very complex and it includes structures at different levels: supra-national, national and local. The level of sophistication of higher education systems is also very high, as they feature different types of institutions, different natures, magnitudes, missions and specialisation profiles. At the same time, actors involved in higher education include an equally large and complex network of internal and external stakeholders. The agency of all those stakeholders, understood as the capacity to act, has gained in importance and relevance.

GRUPPO DI QUESITI N. 5

SMVP: la misurazione VS la valutazione della performance.
Gli attori del ciclo della performance: ruoli e competenze.

Brano in inglese

The European Standards and Guidelines (ESG) are considered the most important milestone in the recent development of quality assurance. ESG were approved at the Bergen meeting by the European ministers in charge of higher education who committed themselves to introducing into their respective national systems of quality assurance the guidelines and criteria established within the ESG. The Bergen Communiqué, concerning the same meeting, also welcomed the idea of the creation of a European register of quality assurance agencies. Ten years after the launch of the ESG, in July 2015, a revised version was approved at Yerevan.

GRUPPO DI QUESITI N. 6

Gli indicatori nella programmazione pluriennale: ricerca, didattica e terza missione.
Che cos'è il Sistema di Misurazione e Valutazione della Performance? Indicare contenuti, tempistiche e soggetti coinvolti.

Brano in inglese

Focusing on the aim of this Guide and on internal quality assurance systems, it is important to start with emphasising the importance of external factors and of the development of external quality assurance mechanisms, which spurred the improvement of internal quality assurance systems. The changes that occurred in higher education all over Europe in the 1990's, including general openness to the outside world and the participation of external stakeholders in the university governance, were also drivers for the development of those Internal Quality Assurance System. Internal quality systems have been externally driven in their emergence and improvement. By now (2015), probably every HEI has in place procedures and processes that can be recognised as internal quality assurance systems (IQAS).



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