

Evaluation of Life Sciences 2022-2024

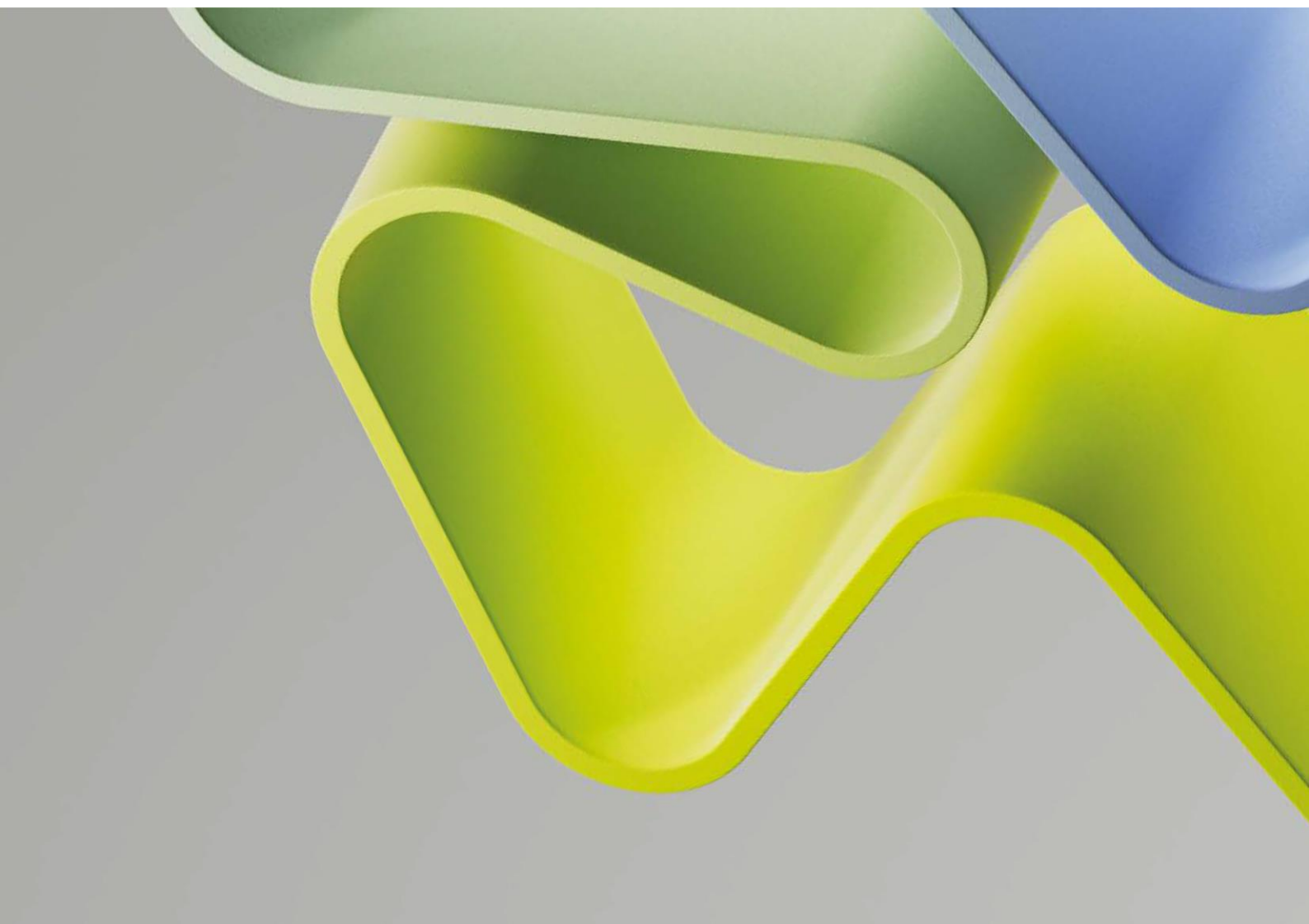
Evaluation of medicine and health 2023-2024

Evaluation report

**ADMIN UNIT: Regional Centre for Child and Youth Mental Health
and Child Welfare**

INSTITUTION: UiT Arctic University of Norway

December 2024



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Statement from Evaluation Committee Higher Education Institutions 2

This report is from Evaluation Committee Higher Education Institutions 2 which evaluated the following administrative units representing the higher education sector in the Evaluation of medicine and health 2023-2024:

- Department of Physical Performance, Norwegian School of Sport Sciences (NIH)
- Department of Sports Medicine, Norwegian School of Sport Sciences (NIH)
- Department of Psychology, Norwegian University of Science and Technology (NTNU)
- Department of Psychology, UiT Arctic University of Norway
- Regional Centre for Child and Youth Mental Health and Child Welfare, UiT Arctic University of Norway
- School of Sport Sciences, UiT Arctic University of Norway
- Faculty of Psychology, University of Bergen (UiB)
- Department of Psychology, University of Oslo (UiO)

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 evaluation committee higher education institutions 2. All members of the committee have agreed with the assessments, conclusions and recommendations presented here.

Evaluation committee higher education institutions 2 consisted of the following members:

Professor Til Wykes (Chair)

King's College London

Professor Mats Børjesson

University of Gothenburg and Sahlgrenska
University Hospital

Docent Lena Hübner

Stockholm University

Professor Louise Mansfield

Brunel University of London

Professor Sven Vanneste

Trinity College Dublin

Dr Anja Wittkowski

University of Manchester

Dr Laura Rennie, Technopolis Group, was the committee secretary.

Oslo, December 2024

Profile of the administrative unit

The Centre for Child and Youth Mental Health and Child Welfare (RKBU North) at the Arctic University of Norway consists of three research groups, and above that there is a research support team, an educational and teaching team, and the administration. The management of RKBU North consists of a leader team consisting of the head of department with the overall responsibility, together with the office manager who has administrative responsibility. Furthermore, the leader team consists of two deputy heads, one for research and one for education, in addition to the three research group leaders. Each research group is responsible for conducting research in their respective fields through different projects, while also collaborating with researchers from other research groups on interdisciplinary projects. The administrative unit consists of 57 employees, including 45 researchers out of which the majority are women. Within three categories there are no men, university college teachers, senior engineers and heads of department. However, in total, there are only four people with these titles. Among associate professors and professors there are however approximately 40 & men.

The three research groups of RKBU North are Preventive and Health Promoting Interventions, Evidence-based Practice in Services for Children and Adolescents, and Child Welfare and Family Counselling and Mediation.

The strategic goal set by the Ministry of Health and Care Services (HOD) and the Ministry of Children and Families (BFD) in 2015 is for RKBU North to enhance the competence and quality of services for children, adolescents, and their families, improving mental health and well-being in Northern Norway. The Directorate of Health (Hdir) and the Norwegian Directorate for Children, Youth, and Family Affairs (Bufdir) provide an annual joint commissioning letter to support this. This has led the administrative unit to focus on research, teaching, dissemination, and service support, mainly in mental health promotion, prevention, healthcare, child welfare, and educational services in northern municipalities.

RKBU Norths collaboration lies first and foremost in the public sector with, for example, other universities and research institutes, nationally and internationally. Considered of utmost importance, however, is their collaboration with the practice field. The administrative unit also collaborates with the hospital sector, and on a national level with the institutional sector, and receives support from the private sector to, for example, develop mobile applications or VR elements. Nationally and internationally the collaborations involve joint funded applications, joint research projects, joint management of knowledge resources, implementing evidence-based practice, exchange programmes for researchers of all levels, and joint publications. Collaborations with the practice field often includes disseminating knowledge and other service support initiatives and outreach activities to support services that benefit children, adolescents, and their families.

According to its self-assessment, in the future, RKBU North can leverage its importance in research, competence development, and service support, benefiting from its university affiliation for high-quality research and education. There are opportunities to build partnerships with healthcare providers, educational institutions, and community organizations. These collaborations can expand the impact of their research, influence policy, and enhance digital health interventions. Promoting outcomes, developing new educational programmes, and participating in international research networks can further

their mission and secure additional funding. Meanwhile, RKB North faces challenges like balancing stakeholder demands, difficulties in recruiting and retaining top tier research staff, adapting to changes, and potential reorganization outside the university sector.

Overall evaluation

RKBU North is based in UiT and therefore uses the supports and resources of a large institution. As funding comes from two sources external to the university, the unit must balance the demands of these various commissioners and stakeholders. This includes university-related tasks and the annual commissioned research. These commitments can lead to challenges in setting clear priorities for both research and education and it is suggested that they do not allow for longer term strategies to be put in place. However, the research support provided by the university is vital to ensure career opportunities for younger researchers, high value research and potential spin outs from research results. The unit already provides many outreach activities, and these need some evaluation to understand whether they are efficient and cost effective and particularly whether they have any impact on the services and individuals attending those services.

The administrative unit is concerned about a separation from the university, but there is hardly any reference to it in the document in terms of collaborations or use of specific services. Although there is a production of novel outputs including apps, there could be more digital interventions or education that might have wide impact. Research could include engagement with the university so masters' students could be offered placements or projects, but this does not seem to have been explored in much detail but happens occasionally.

The future for this administrative unit is affected by the potential to split the regional units from universities. This will affect the longer-term strategy. The unit aspires to a transformation of services and practices based on research, but there is little evidence of implementation or the durability of outcomes for groups of staff or children although there are plans to understand engagement with outputs e.g. apps. This would be helped by a clear long-term strategy to increase or change the focus of staff or to consider topics for the research groups. This might also lead to more engagement with the international community and across the faculties of UiT. The committee evaluated this administration unit as good with potential for improvement.

Recommendations

There should be a plan to strengthen benchmarking with clearer outputs and milestones in relation to research applications and publication numbers. Increased publication in higher quality journals could be achieved through international collaboration and this will have a synergistic effect on research application funding and potential international collaborations.

There is a need to consider how the university can support the unit and vice versa with clear expectations e.g. shared PhD students, contribution to teaching clinical psychology. The unit is clearly able to provide this support, and it would help to integrate it further into the university structure.

There should be an increase in the development of digital services to provide education. Post-Covid this has been an accepted form of learning and might help to reduce the level of support that unit staff must provide and might also lead to a wider spread of their continuing professional development courses.

There is a need to collect clear impact information on the research and education work so that it can fuel later research. This should be linked to some clarity about the evaluation of impact as it will support the claim that their work has widespread effects. Saying that it does will not stand closer consideration if there is no hard evidence. For example, they should detail their influence on guidelines with a clear statement of how this was achieved.

1. Strategy, resources and organisation of research

1.1 Research strategy

The Regional Centre for Child and Youth Mental Health and Child Welfare, North (RKBU North) is situated in the Faculty of Health Science at the Arctic University of Norway (UiT). It is one of four knowledge centres in Norway that focus on researching and improving health and social services for children, young people and their families. RKBU North has a head of department with the overall responsibility and two deputy heads, one for research and one for education. There is also a council with one service and one user representative. The 49.7FTE staff members in the report provide research in three areas: 1) Preventive and Health Promoting Interventions, 2) Evidence-based Practice in Services for Children and Adolescents, and 3) Child Welfare and Family Counselling and Mediation, or provide more general research support across the groups. Groups 1 and 2 were part of a single research group called "Prevention" until 2022.

The Ministry of Health and Care Services (HOD) and the Ministry of Children and Families (BFD) set the main strategic goal and societal mission as contributing to strengthening the competence and the quality of the services for children, adolescents, and their families, to improve the mental health and well-being of children and young people living in the Northern part of Norway.

In the Terms of Reference, the administrative unit asked for a qualitative assessment of the three research themes, improving the quality of services, relevant research for the Arctic and evidence-based practice that are the future themes of their research.

Although based in a university, the work of RKBU is determined annually by a commissioning letter from the Directorate of Health (Hdir) and the Norwegian Directorate for Children, Youth, and Family Affairs (Bufdir). These letters have emphasised a focus on research, teaching, dissemination, and service support, aimed at mental health promotion and prevention. The goal is to strengthen competence and knowledge development in working with children, youth, and their caregivers. The main fields are efforts to develop, evaluate and disseminate knowledge about effective interventions that prevent mental health problems and promote well-being. This funding stream therefore determines, annually, the main research priorities and there is therefore less opportunity for longer-term planning and less flexibility in responding to current trends in research. However, the research groups have obtained national and philanthropic research funding that allows further evaluation research still focussed on children and young people.

RKBU research is focussed on applied research relevant to young people's mental health in the Arctic, improving the quality of services for children, youths, and their families and developing evidence-based practice. A strength of RKBU is the effort on not only developing but also disseminating knowledge about effective interventions that prevent mental health problems and promote well-being in children and young people. This has also included research on strategies for the practical implementation of these interventions, which is sorely needed. The two research groups evaluated were: Prevention and Health Promotion and the Evidence-Based Practice research group although these have subsequently been divided into three separate groups - 1) Preventive and Health Promoting Interventions, 2) Evidence-based Practice in Services for Children and Adolescents, and 3) Child Welfare and Family Counselling and Mediation. There is evidence of grants and publications that include mostly national collaborators although international collaboration is

present in some grants to support PhD students and the research design of projects. This is expected given their more national focus. In addition, there are projects related to providing services, e.g. Family's house Model where the RKBU is expected to answer questions from services and provide professional development. A strength of these RKBU groups is the link with other centres across Norway that allows large scale data to be collected nationally e.g. Coping Kids - The ECHO and the TIM-study.

The benchmarks for both research groups are very general - to produce publications, disseminate research to policy/practice organisations, collaborate with others to capture research funding, and to train PhD students.

The general focus is on improving the mental health of children, youth and their caregivers and RKBU has innovated in this field by developing innovative apps and VR content that will be evaluated in current projects. Both current research groups have had societal impact through professional development and systems to support clinical services, such as the provision of a bank of psychometric tests. Studies currently underway are likely to offer implementation methods and practical advice on making the most of the evidence-based practice. The regional and practice-oriented objectives and strategy for the groups is clear, as the role of RKBU is central to the delivery of regional youth mental health and children's services. Resources seem to be allocated following a discussion of the leadership team. Allocation is based on the annual funding letter with extra resources allocated on a per person basis.

The committee's evaluation:

The research group benchmarks are very general, so it is unclear whether either group has achieved these goals, despite the wealth of publications. Each research group provides an annual development plan that is discussed with the head of department. It contains an overall goal achievable within the allocated resources and can be discussed within the research group. As funding is based on annual commissioning this is a challenge for longer term planning. However, the unit might consider a five-year development plan with milestones that will guide the national and international collaborations that will complement their applied focus. It was unclear how resources are allocated between research groups, and it may be that this is based on outcomes or overhead bearing grants. The decision-making process is described as from the top, this is not transparent and could be made more democratic. The three future research themes identified in the Terms of Reference are appropriate and aimed at societal change but there are few milestones suggested in the self-assessment document. Overall, the committee thought that this was a promising administration unit with three clear themes that had the potential for improvement but needed more definition in terms of actions and implementation pathways.

The committee's recommendations

- Consider developing longer-term plans
- Evaluate outcomes from research with their clear developmental status so that the next steps in the research are obvious
- Decision making is too "top down" and there needs to be a bottom-up approach too so that strategies for links within the university can be shaped.
- Priority should be given to studies to understand the impact of their continuous professional development activities on the services, on health professionals and

families over longer periods of time to support the continuation of their education activities and to understand the gaps not currently served.

1.2 Organisation of research

The leadership team consists of the head of department, two deputies (one research, one education) and the three research group leaders. The research groups establish overall goals and formulate a realistic and detailed development plan to achieve those goals with the available resources. The development plan is primarily intended for internal planning, but it also forms the basis for discussions in the group and with the unit about current and future activities.

The research is now organised into three groups: Preventive and Health-Promoting Interventions, Evidence-based Practice in Services for Children and Adolescents and Child Welfare and Family Counselling and Mediation. In addition, there is an overall research support team consisting of research coordinators, a statistician, and a data coordinator. Each research group has a leader and deputy who are responsible for writing the research strategy and plan for the group in consultation with the group members.

Education and research are supported by an administration team. The unit encourages open communication at all levels and has regular meetings e.g. monthly meetings with all employees and regular meetings within research groups. There is little information about research communication between the research groups or how interdisciplinary research within the unit and between individuals in other departments is facilitated.

RKBU North describes itself as an interdisciplinary centre with 57 employees in 49.7 FTE (2022) with a diverse range of expertise, including specialist psychology, general psychology, education. One third are in part-time positions. The university provides career development with milestones for each staff level. This is supported by training programs in research supervision, academic writing etc. Career development meetings are held annually to support career planning for researchers. Professors and associate professors spend equal time on research and education, but lecturers only have 20% allocated to research. Sabbaticals for faculty staff can be supported by internal or external grants and staff are eligible after 3 years of continuous service.

The committee's evaluation:

The unit has a high commitment to teaching practitioners and bringing them up to date on the latest evidence on interventions and services and offers a range of continuous professional development courses. However, there is no clear organisation of this education function that could relate to research output in each of the two (or three) research groups. There are three main research priorities: the very young, prevention of adolescent mental health problems and child protection. It is unclear how these priorities map onto their structure. The committee evaluated this area of the administrative unit as good with some pockets of very strong activity.

The committee's recommendations

- Define research organisation in terms of the research targets and goals

- Increase the involvement in the research organisation of end users, not just as participants, but as people who will guide the research projects
- Develop a dissemination strategy for the community (not just health professionals)
- Improve links with departments in the university to strengthen multi-disciplinary research.

1.3 Research funding

RKBU North receives a substantial level of support from the Norwegian Directorate of Health (Hdir) and the Norwegian Directorate for Children, Youth, and Family Affairs (Bufdir). This amounts to 50 MNOK per year, that is designated to support commissioned research and improve services in child welfare and mental health for children and youth. RKBU North designates 40% of its annual budget to research-related activities, including staff salaries and the rest to administration and education. The unit also receives some funding from other sources (3 MNOK) that also supports infrastructure and projects. There is evidence of competitive research funding nationally via the Research Council of Norway and from philanthropic organisations. With RKBU North taking a lead in most of the studies. International grants from the EU and other sources are small in comparison (less than 1% of the national competitive funding). Most funded projects are intervention studies of long duration so the income for a project per year is relatively low.

The committee's evaluation:

The focus is on government infrastructure support for commissioned national studies leaving little leeway for more high impact internationally relevant studies. However, links could be made internationally that would allow the unit to build its reputation and become more competitive in international funding and develop more high impact research. Although the unit has been involved with various funding the committee assessed this area as promising with room for improvement.

The committee's recommendations

- Map potential links with international researchers,
- Build collaborations with external partners (including in the university) to achieve more substantial competitive funding to produce the highest impact research.

1.4 Use of infrastructures

RKBU North does not take part in any infrastructure listed although does rely on infrastructure provided by UiT Arctic University of Norway. This provides infrastructure support for research through the Project office and data archiving support especially for the sensitive data collected by RKBU North. RKBU North is part of a network of Norwegian regional centres that carry out commissioned and other research. These links are important not only to collect large data sets but also to compare the context for the intervention and its benefits. This is clear from the studies being carried out e.g. Supported Parenting Intervention for Families with Refugee Background.

The university infrastructure provides educational materials on the FAIR-principles and each project must include a data management plan. The university also provides an Open data Archive although RBKU North usually has sensitive data that cannot be placed in that domain, but it does take advantage of the sensitive data archive. All data can be made available on request so that privacy can be maintained.

The committee's evaluation:

RKBK North does not take advantage of available networks. It does have sensitive data that cannot be shared openly, and researchers do follow FAIR principles to allow data to be shared appropriately. However, there is no evidence of adherence to protocols. The national network of regional administrative units is helpful not only to disseminate research but also to collect further data. The committee evaluated the unit as good but with potential for further involvement in national and international infrastructure and networks.

The committee's recommendations:

RKBK North should investigate whether current infrastructure and networks nationally and internationally might be of use in their research.

1.5 Collaboration

RKBK North is focussed mostly on applied research within Norway. Although there is evidence of collaboration across the RKBK regions there is less nationally or internationally. Most research programmes contain at least one partner from outside UiT. These take various forms including joint funded applications, joint research projects, implementing evidence-based practice, exchange programs for researchers and joint publications. Apart from Finland most of the international collaborations seem to be important at the early project stage but have not progressed to much joint working or international funding.

As most research carried out by RKBK North is applied, the appropriate partners are in municipal health- and social care services (e.g., Antenatal Care, Child Welfare Services), the educational sector (i.e., kindergartens and schools), hospitals (e.g., the University Hospital of North Norway) and county governors in the North. On the national level RKBK collaborates with the institutional sector such as the Norwegian Institute of Public Health and different authorities such as the Hdir and Bufdir. There is also some burgeoning interest with industry in the development of virtual reality content.

The committee's evaluation:

RKBK North should be congratulated in developing partnerships with different sectors that should increase societal impact. However, it would be helpful to understand how these centres interact with the research team and how the research results are likely (or not) to be implemented after the end of the study. There is evidence of national and international collaborations, but the most important partners seem to be those not attached to research settings but providing expertise, with others providing a higher likelihood of impact in other sectors. There is little evidence of how international collaboration is approached and those with university affiliations in Europe or the USA, apart from Finland and Denmark, seem

only to provide advice rather than a comparative context for the research or potentially PhD supervision. The committee thought that this was an area of activity that was very strong.

The committee's recommendations:

The administrative unit should examine and expand partnerships especially for funding research projects that may then lead to a stronger research profile with more longer-term funding. This might take advantage of their geographical location with its cultural diversity.

1.6 Research staff

RKBU North is an interdisciplinary centre with 57 employees distributed across 49.7 full-time equivalent positions with diverse expertise (psychology, education, sociology, public health nursing, engineering). There are 8 professors and 13 associate professors as well as one senior lecturer, seven lecturers and a head of department. The majority are women (61.5% to 100%). The number of professors has increased slightly but there is no increase in the three years (2013-2021) in other levels of staff. The number of staff over 62 has decreased at the professorial level.

Career opportunities and support for development are mostly provided by the University through mentorship programmes (especially for early career researchers) and training is available e.g. for grant writing, research methods, and academic writing. Career meetings are held annually to support career planning for researchers at all levels. University-related promotion schemes provide opportunities for career advancement with reference to expected achievements for the next level. Research time differs between different levels with University College Teachers and lecturers spending the least (10% - 20% respectively) and professors 50%. Faculty members with four years in a permanent position are eligible to apply for a sabbatical. Mobility grants are available for PhD students (2-6 months), postdocs (at least two months) and for faculty (3 – 10 months). These are arranged to support increased international cooperation on applications, projects and publications

The committee's evaluation:

The research community has diverse expertise to support applied research. Women may now be over-represented. Support provided by the university for stays abroad might increase international collaborations for a stronger research profile. However, it is not clear whether RBKU North staff have taken advantage of these opportunities or if they result in new applications or publications. The route from a post doc to associate professors remains unclear given their education commitment. The committee evaluated this area of activity as very strong.

The committee's recommendations:

The administrative unit should consider research leave for more junior researchers to increase their potential career opportunities given their high contribution to education.

1.7 Open Science

RKBU North is supported by UIT for the policy and substantial resources to support payment for Open access. The unit should be congratulated for the movement towards Open access over the last ten years. In 2022 only 2.2% of papers were not either archived or gold access and with a doubling of papers available with gold access. Data management plans are in place and can use the data repository that allows the sharing of data following the FAIR principles. However, the RKBU North data collected is often sensitive, so most share data on request and it is archived in a closed Teams-channel, and in standard formats so it can be shared easily. RKBU North also offers a variety of open access tools such as apps, educational courses, web information, and a digital journal and will also host an Open Access conference to ensure the tools are well known to a wider audience.

The committee's evaluation:

RKBU North has an impressive record of Open Access and has extended this to ensure that their research and research data are available to the public and to other researchers. The committee judged this area of activity as excellent.

The committee's recommendations:

None.

2. Research production, quality and integrity

RKBU North at the Faculty of Health Science at UiT is one of four Norwegian regional knowledge centres that focus on researching and improving health and social services for children, young people and their families. The main strategic goal and societal mission is that it should contribute to strengthening the competence and quality of the services for children, adolescents, and their families, and so improve the mental health and well-being of children and young people. The research is focused on its relevance for young people's mental health in the Arctic, improving service quality, and implementing evidence-based practice. There are three research groups currently (only two were evaluated): 1) Preventive and Health Promoting Interventions, 2) Evidence-based Practice in Services for Children and Adolescents, and 3) Child Welfare and Family Counselling and Mediation that all involve interdisciplinary fields (e.g., psychology, education, social work). RKBU North reports high numbers of peer reviewed research publications, however, many are in their own journal and the remaining journals, although international, most are not high quality. However, this must be balanced against the type of research carried out by RKBU North. Its focus on local, national health and social services and long-term improvements and their applied and practice-oriented approach will be less attractive to some peer reviewed journals. The outcomes of their implementation research are unknown as they work with partners in health and social care but do not seem to report their results of these endeavours in research terms.

The inclusion of people with lived experience is only apparent in a few studies and these seem to emphasise their inclusion as participants not as part of the research team or as integral to the research project design and implementation. Representatives of services are described as partners, but again there is no description of how that partnership works except to provide services for recruitment. Although it is stated that they influence the project we do not know how they had an influence.

RKBU North is supported by UiT for ethics, training and guidance to supervisors and students. National and international guidelines for research ethics are used as a basis to ensure good research practice and RKBU North also has an internal research support team to provide advice across the lifespan of all projects. However, although researchers and students should familiarise themselves with all these processes there is no information on whether they do avail themselves of this training. There is a process for reporting potential breaches of research integrity and ethics that is part of the UiT governance procedures.

2.1 Research quality and integrity

This section presents the overall assessment of each research group that the administrative unit has entered in the evaluation. Each overall assessment has been written by one of the 18 expert panels that were responsible for evaluating the research groups entered in EVALMEDHELSE. The evaluation committee had no involvement in the evaluation of the research group(s).

Research group: Evidence-Based Practice research group

Strengths of the Evidence-Based Practice research group concern regional and practice-oriented objectives and strategy for this group that are very clear, the contribution to education is impressive and the group has a clearly articulated mission in terms of societal contribution. This likely relates closely to what the group is commissioned to do; but there is evidence that they make a very strong societal contribution. A weakness is that it is not entirely clear how much of the reported funding directly supports research activity as opposed to the production of evidence-based resources for practice and policy in the region. Furthermore, the lack of external research funding is considered a second weakness and whether and how young people and families are engaged in the group's research from the design stages through to dissemination is not clear.

Research group: Preventive and health promoting interventions research group

A strength of the preventive and health promoting interventions research group is that the group works closely with public health services and professionals to ensure societal impact of the research findings and generates important findings and tools to support societal benefit of the research (e.g. Apps to support wellbeing in children victimized online). Given the resources the group has, it is performing very well and is carrying out important work. Weaknesses are the grant capture outside core funding from the directorate of health and the directorate for children, youth and family affairs, which is weak. Furthermore, the group shows little evidence of international collaborations and publishes only rarely in international journals. The focus of the research group is therefore primarily national.

3. Diversity and equality

RKBU North employs more than 60% women in each job category, and this has remained relatively static. RKBU follows UiT's personnel policy to be an employer that reflects the diversity of society, so job advertisements encourage applicants with disabilities, gaps in their CV, or an immigrant background. The university also makes accommodations for employees who need them. Using the online statistics from the NIFU-analysis, the age profile is at the higher end but with few people over 62 and there are no researchers registered as having a foreign degree. There are some with temporary positions even among the associate professors which is unusual.

The committee's evaluation

RKBU north has access to all the relevant policies and procedures that would help to support diversity and inclusion. The presence of women in professorial positions is to be commended. However, the lack of individuals with foreign degrees and the over-representation of women in some of the staff groups indicates recruitment difficulties described in the SWOT analysis. The committee evaluated this area as very strong.

The committee's recommendations

International networking could increase the level of involvement of people from other countries and may attract new staff members that represent further diversity.

4. Relevance to institutional and sectorial purposes

RKBU North's goal is to improve services and implement research findings. It does this through its partnerships and via education in professional development. It is part of UiT but has considerable national contact with other Norwegian regional units and with local government and health and care services. RKBU objectives are: (i) to provide high quality in research and education, (ii) research and education for welfare, value creation, and innovation, and (iii) access to education to increase capacity. There is a large contribution to outreach research and information via their courses, student supervision and open access online learning. Their staff have large amounts of time allocated to educational activities and they share results at international conferences. Translating their research into practice has been a key objective and this will be achieved through their outreach activities, and these can also lead to further partnerships that will achieve better and higher quality research. The definition of innovation has been expanded to include projects for teaching, dissemination, research, and service support. UiT has an agreement with a commercialisation unit (Norinnova Technology Transfer AS) whose tasks include assessing research results and acquisition, rights and regulations on the management of this work.

UiT support is available on the innovative webpage. In addition, apps that have been designed and developed by RKBU North are available on app stores. The focus lies on the technological development within the mental health sector to reach both services and end-users with mobile applications (Opp and NettOpp) and developing content for virtual reality glasses (TeraVRi and ECHO). RKBU North's Facebook site and new Instagram channel are designed for a broader audience. Other projects have included learning programs, mentoring observation software to digitally support learning for group leader training and a web-based teaching platform about user participation using films and interactive learning methods. UiT recently has provided innovation grants for students and staff and 2-year innovation positions to support UiT talent. The RKBU North leadership team promotes innovation within the unit by recognizing and nominating outstanding projects for awards, such as the annual UiT Innovation Prize that also raises the profile of the nominated projects.

The committee's evaluation

The focus on digital innovation for education, research and services is a strength and is also guided by geography with a widely spaced population. Most of these projects are not commercial and although there has been interaction with industry to provide content for VR glasses, it is not clear whether this interaction will continue or expand to other areas. However, the development of these digital interventions does not seem to have a strong follow-on in terms of research activities – i.e. their use to the community – apart from the initial evaluation. The committee evaluated this area of activity as good with elements of strength.

The committee's recommendations

The administrative unit should consider proactive approaches to industry within the digital technology field to increase the industry footprint. Digital products need updating regularly and so this would be beneficial for research as well as industry and may provide an extra source of research funding. The committee evaluated this area as strong with the potential for further growth.

4.1 Higher education institutions

RKBU North has a remit to provide education through its annual commissioning. It ran a master's programme in child welfare from 2013, but this was closed in 2018 and transferred to the Department of Child Welfare. RKBU North has no degree bearing courses except for PhDs although the continuous professional development courses contribute to master's level degrees. There have been 10 PhD students over the last ten years and RKBU North contributes to their education and more generally to the UiT PhD programme by courses developed by RKBU staff e.g. for meta-analyses and to courses led by other departments. Most of the education contribution is in continuing education and professional development opportunities for professionals working in children's mental health or child welfare. Seven further education programs have credits at the master's level and can be included in other master's degree programs. These include different levels of cognitive behaviour therapy, child welfare and how to talk to children. There are also competency-building opportunities for employees in services for children and youth across disciplines. Since 2018 when the master's course ended there have been limited opportunities for master's students to become involved in the research of the unit. Occasionally students from other master programs carry out secondary analyses on the unit's data and sometimes these do result in publications, from the examples all in Frontiers journals.

The committee's evaluation:

The involvement of students in research is rudimentary and there does not seem to be a strategy for adding master's projects to current studies or any methods for encouraging secondary data analysis. The number of PhD students is also low, but this may depend on the level of funding available. The area was judged as having room for improvement.

The committee's recommendations:

- Develop a strategy for encouraging master's students to take part in research
- Market online courses (see section on digital education above)
- Include PhD student funding in all project applications

5. Relevance to society

RKBU North shares research findings via media outlets and has actively engaged with the public and policymakers through lectures articles and interviews featured in mainstream media and newspapers. This outreach enhances service support and offers advanced training to professionals, including the Sami communities so all have access to research results and education. In-person and online courses for service professionals increases the availability of local expertise. Norway's Long-Term Plan emphasizes the improvement of mental health literacy, as well as promoting good mental health, and preventing problems and highlights the importance of collaboration to build a shared knowledge base. The work of RKBU North fulfils all these aspirations and the unit has considerable partnerships in relevant sectors of health and social care. RKBU North's work aligns with many UN sustainable development goals, particularly those related to mental health, quality education, and partnership for the goals.

The committee's comments on impact case 1 - Ungsinn [Youngmind]

Ungsinn is a peer reviewed digital scientific journal that publishes systematic reviews on the effectiveness of psychosocial mental health interventions for children and young people. Ungsinn has been used by practitioners in the field and has inspired a similar journal in Finland. It is referred to in government and research reports, online resources, and student papers. There does not appear to be any research underpinning the development of this digital journal and all the research papers quoted are articles within the journal.

The journal has provided important information for health and government. For instance, Helse-Nord (the Northern Norway Regional Health Authority) commissioned Ungsinn to conduct a specialized review of interventions available for infants and toddlers in Norway.

The Nordic Council of Ministers commissioned a project on the first 1000 days of infants and toddlers in the Nordic countries assessing intervention evidence and tests used in the Nordic countries. It is accessed regularly with page views increasing from 15,855 in 2009 to 110,000 in 2022. These statistics have been referenced in various news articles.

While the journal clearly provides a good outlet for meta-analyses and systematic reviews that provide practitioners and governments with vital and credible research information, it is not clear why this journal is an impact. It was a good development but there was no research to show that there was a gap that could be filled nor any research on how the journal could be developed or why access to the journal produced an impact. However, papers published within this journal do seem to have impact and might have been a better focus for an impact case study. Some impact is derived from some more general themes mentioned in the impact case study. For instance, La Linea (<https://tcmn.no/lalineia>), a strategic decision-support system designed to assist municipalities to choose interventions includes the journal as a source. In addition, the expert committee's study on the biological principle in child welfare, (<https://www.regjeringen.no/no/dokumenter/nou-2012-5/id671400>), advocated for descriptions of all child welfare interventions that enhance parental care described in Ungsinn. should underpin decision-making and this recommendation was influential in shaping the proposal for a new child welfare law in 2013 (Prop. 106 L (2012–2013). These two parts of the impact case study do show impact and might have been described in more detail as the impact. The committee judged this as an impact given the policy effects of papers in the journal and as a source of evaluation. The committee thought that the impact is likely to grow and was good.

Appendices

Evaluation of Medicine and health 2023-2024

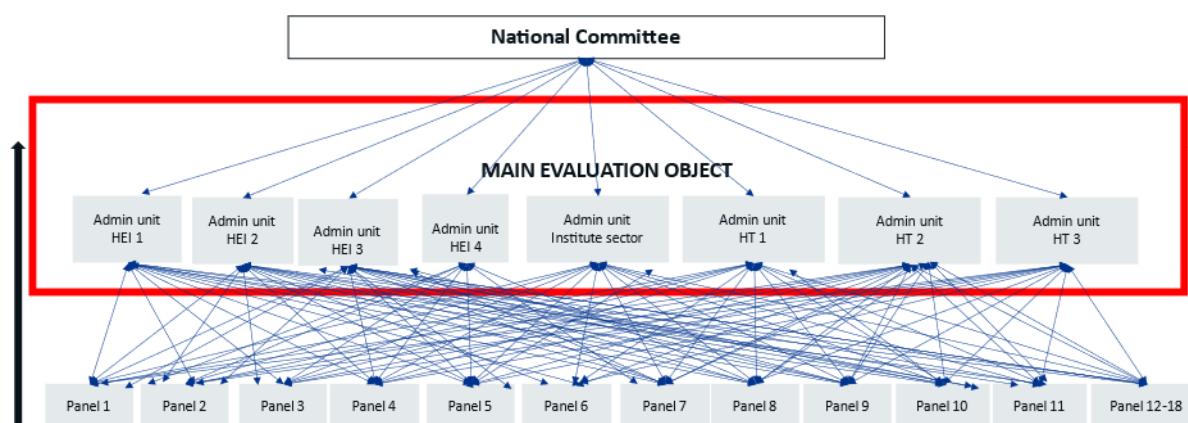
By evaluating Norwegian research and higher education we aim to enhance the quality, relevance, and efficiency. In accordance with the statutes of the Research Council of Norway (RCN), the RCN evaluates Norwegian professional environments to create a solid and up-to-date knowledge base about Norwegian 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 \(forskingsradet.no\)](https://forskingsradet.no/evaluering-av-medisin-og-helsevitenskap)

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

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.

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

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

Forskningssrådet 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

Forskningssrådet vil opprette en nettside på www.forskningssradet.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@forskningssradet.no eller mobil 40 92 22 60.

Med vennlig hilsen
Norges forskningsråd

Ole Johan Borge
avdelingsdirektør
Helse

Hilde G. Nielsen
spesialrådgiver
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
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7. Skjema 2 – Innmeldingsskjema Forskergrupper
8. Skjema 3 – Forslag til internasjonale eksperter til evalueringskomiteene og ekspertpanelene
9. Appendix A – word format

Evaluation of life sciences in Norway 2022-2023

LIVSEVAL protocol version 1.0

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

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Oslo, 5 April 2022

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1 Introduction

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

1.1 Evaluation units

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

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

<i>Administrative unit</i>	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.
<i>Research group</i>	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 Reference¹ 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)

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 colleges²

- 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

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 sector³ 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 (RHF) in Norway. They are responsible for the specialist health service in their respective regions. The RHF 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 (HF), 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 main 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,

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.

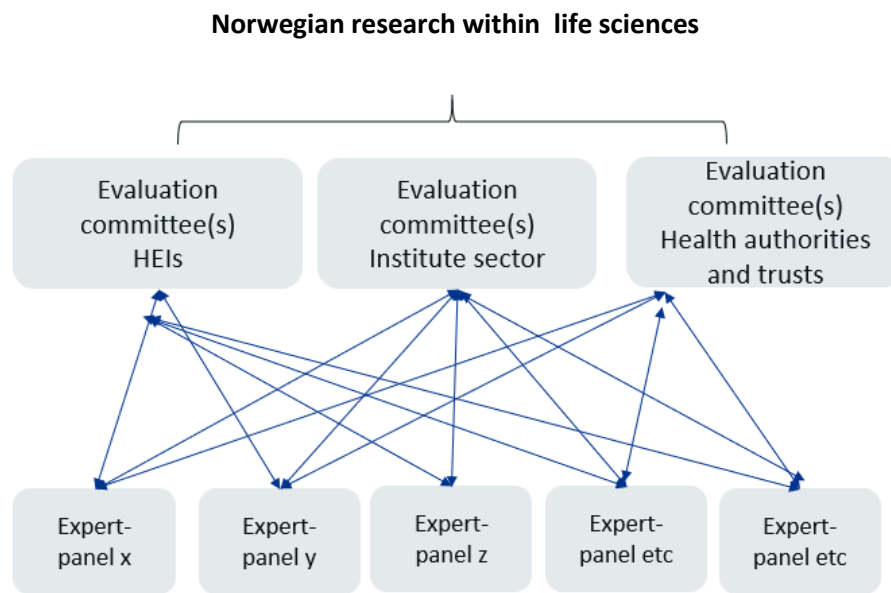


Figure 1. Evaluation committees and expert panels

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	<i>Data related to: Benchmark defined by administrative unit</i>	<i>Data related to: Strategic goals and specific tasks of the admin. unit</i>



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): _____

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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 all questions.
- Information should be provided by link to webpages i.e. strategy and other planning documents.
 - Provide information – provide documents and other relevant data or figures about the administrative unit, for example strategy and other planning documents.
 - Describe – explain and present using contextual information about the administrative unit and inform the reader about the administrative unit.
 - Reflect – comment in a reflective and evaluative manner how the administrative unit operates.
- Data on personnel should refer to reporting to DBH on 1 October 2022 for HEIs and to the yearly reporting for 2022 for the institute sector and the health trusts. Other data should refer to 31 December 2022, if not specified otherwise.
- Questions in 4.3c should **ONLY** be answered by administrative units responsible for the Cand.med. degree programme, cf. [Evaluation of the Professional programme in Medicine \(NOKUT\)](#).
- It is possible to extend the textboxes when filling in the form. **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 (max 50 pages). 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	

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. Please delete lines which are not in use.

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. [Evaluation of the Professional programme in Medicine \(NOKUT\)](#).

- 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:

1. Summary of the impact (indicative maximum 100 words)

This section should briefly state what specific impact is being described in the case study.

2. Underpinning research (indicative maximum 500 words)

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

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

3. References to the research (indicative maximum of six references)

This section should provide references to key outputs from the research described in the previous section, and evidence about the quality of the research. All forms of output cited as underpinning research will be considered equitably, with no distinction being made between the types of output referenced. Include the following details for each cited output:

- Author(s)
 - Title
 - Year of publication
 - Type of output and other relevant details required to identify the output (for example, DOI, journal title and issue)
 - Details to enable the panel to gain access to the output, if required (for example, a DOI or URL).
- All outputs cited in this section must be capable of being made available to panels. If they are not available in the public domain, the administrative unit must be able to provide them if requested by RCN or the evaluation secretariate.

4. Details of the impact (indicative maximum 750 words)

This section should provide a narrative, with supporting evidence, to explain:

- How the research underpinned (made a distinct and material contribution to) the impact;
- The nature and extent of the impact.

The following should be provided:

- A clear explanation of the process or means through which the research led to, underpinned or made a contribution to the impact (for example, how it was disseminated, how it came to influence users or beneficiaries, or how it came to be exploited, taken up or applied).

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

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

Institution	Administrative unit	Name of research group	Expert panel
UiT	Regional Centre for Child and Youth Mental Health and Child Welfare	Evidence-Based Practice	Panel 5b
UiT	Regional Centre for Child and Youth Mental Health and Child Welfare	Preventive and health promoting interventions	Panel 5b

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.

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.

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