



Universitat d'Alacant
Universidad de Alicante

Internal structure and procedures for QA at the University of Alicante

EQAC MEETING

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- ❑ Member of the Commission for Qualification Framework of Higher Education in Spain (ANECA)
- ❑ Member of the commission for recognition of foreign qualifications(ANECA)

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- ❑ What does quality mean?
 - ❑ What does quality assurance mean?



Outline

1. **Quality in HE.**
2. **A shared view in QA.**
3. **Accreditation of study programmes in Spain.**
4. **Structure of QA at the UA**

1. Quality in HE

- *The concept of quality is not new, it has always been part of the academic tradition.*
- *Growing interest in quality:*
 - *demands for accountability*
 - *improvements requirements*
- The two joint goals of accountability and improvement are at the heart of all quality assurance activities.

1. Quality in HE

- ❑ *The most challenging aspect in regard to a common quality culture by partners is that quality culture is always more than a mere set of rules and procedures which can be "mechanically" negotiated, QC encompasses a more implicit consensus on what quality is and how it should be maintained and promoted.*
- ❑ *Quality assurance must start with clear definition of learning outcomes of study programmes.*
- ❑ *You can have well defined quality control, procedures etc. but for me what is important if we have well defined the objectives of study programmes.*
- ❑ *We need a clear understanding of the situation of QA management procedure how to evaluate against to standards*

1. Quality in HE

- Multiple definitions exist but all are fairly similar:

" Learning outcomes are statement of what a learner is expected to know, understand and be able to demonstrate at the end of a learning experience"

- Focus in achievements
- Emphasise the teaching, learning, assessment relationship
- Are often expressed in terms of competences

1. Quality in HE

- ***Quality : the level of accomplishment of the quality requirements established coherently with the needs and expectations of all the interested parties, ...***
- ***Quality assurance : the whole of the activities (processes) for the management of the educational service aimed at achieving the established educational objectives and then at 'ensuring trust' in meeting the quality requirements to all stakeholders.***

1. Quality in HE

▣ ***Quality is not a concept that can be isolated***; it is an attitude and an approach that must infuse every activity carried out by an organisation. In that sense, we cannot strictly speak of «the objectives of a quality-assurance policy at the HEI», but rather of how quality is present in the overall policy of the university's Governing Team, and how this is incorporated into the university's master plan.

1. Quality in HE

Formal quality assurance processes:

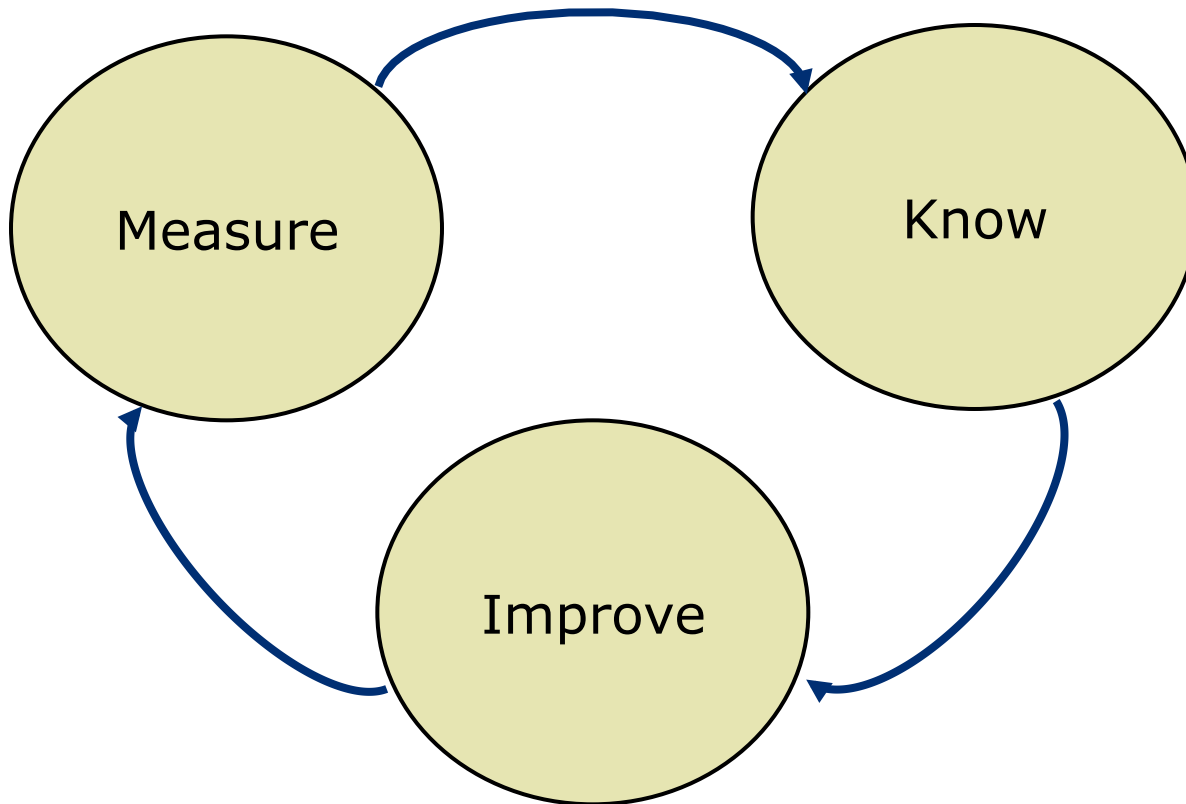
Tools and processes to define, **measure**, evaluate, assure, and enhance quality.

We need to measure

... and **determine un estándar**

Quality in HE

Measure to know, know to improve



2. A shared View in QA

▣ A Shared View on Quality Assurance

- Why a shared view on QA?
- Who is to share the view on QA?
- Which shared view on QA?

2. A shared View in QA

□ **Why Shared View on Quality Assurance**

Mutual trust

Recognition

Internationalization

Mobility

Accountability

Transparency

...

2. A shared View in QA

▣ **Our Shared View on Quality Assurance**

EHEA, ESG,

The EHEA framework and the changes made in Spanish regulations stipulate that universities should implement formally established and publicly available policies and Internal Quality Assurance Systems (IQAS)

3. Accreditation of study programmes in Spain

- ▣ EVALUATION-ACCREDITATION EX-ANTE: VERIFICATION (VERIFICA)

- ▣ FOLLOW-UP PROCEDURE (MONITOR)
 - PUBLIC INFORMATION
 - OUTCOMES
 - INDICATORS

- ▣ ACCREDITATION (AFTER 4 OR 6 YEARS) (ACREDITA)
 - FULFILLMENT

Accreditation Process

- | | |
|--------------------------------------|--|
| 1. DESCRIPTION OF THE DEGREE | EX-ANTE ACCRED.
BMD

RD 1393/8 (Modif. 861/2010) sets out how the report should be requested for the verification of Official Degrees |
| 2. JUSTIFICATION | |
| 3. OBJECTIVES-LEARNING OUTCOMES | |
| 4. STUDENT ENTRY AND ADMISSION | |
| 5. PLANNING TRAINING | |
| 6. ACADEMIC STAFF | |
| 7. RESOURCES AND SERVICES | |
| 8. EXPECTED OUTCOMES | |
| 9. INTERNAL QUALITY ASSURANCE SYSTEM | |
| 10. IMPLEMENTATION SCHEDULE | |



Accreditation Process

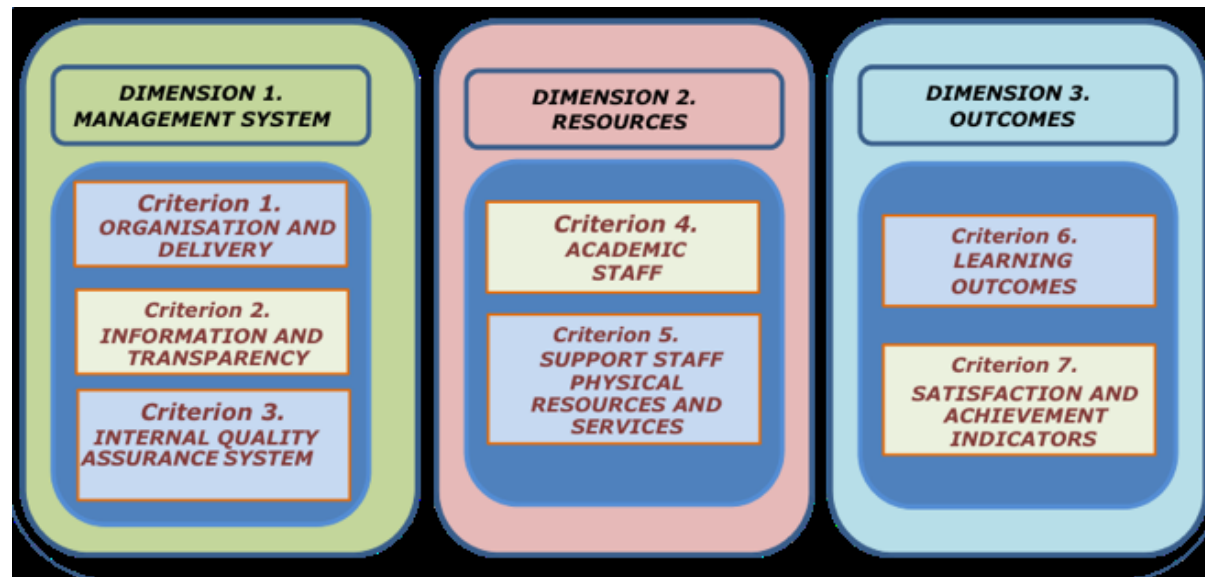
9. QUALITY ASSURANCE SYSTEM

The degree design must include an internal quality assurance system that ensures the control, review and continuous enhancement of the programme.

Specify the body or unit **in charge of the quality assurance system for the programme of study (structure and composition)**, together with the internal rules of procedure. ***Details must be provided in this section on how participation in this body by teaching staff, students, academic managers, support staff and external stakeholders is organized.***



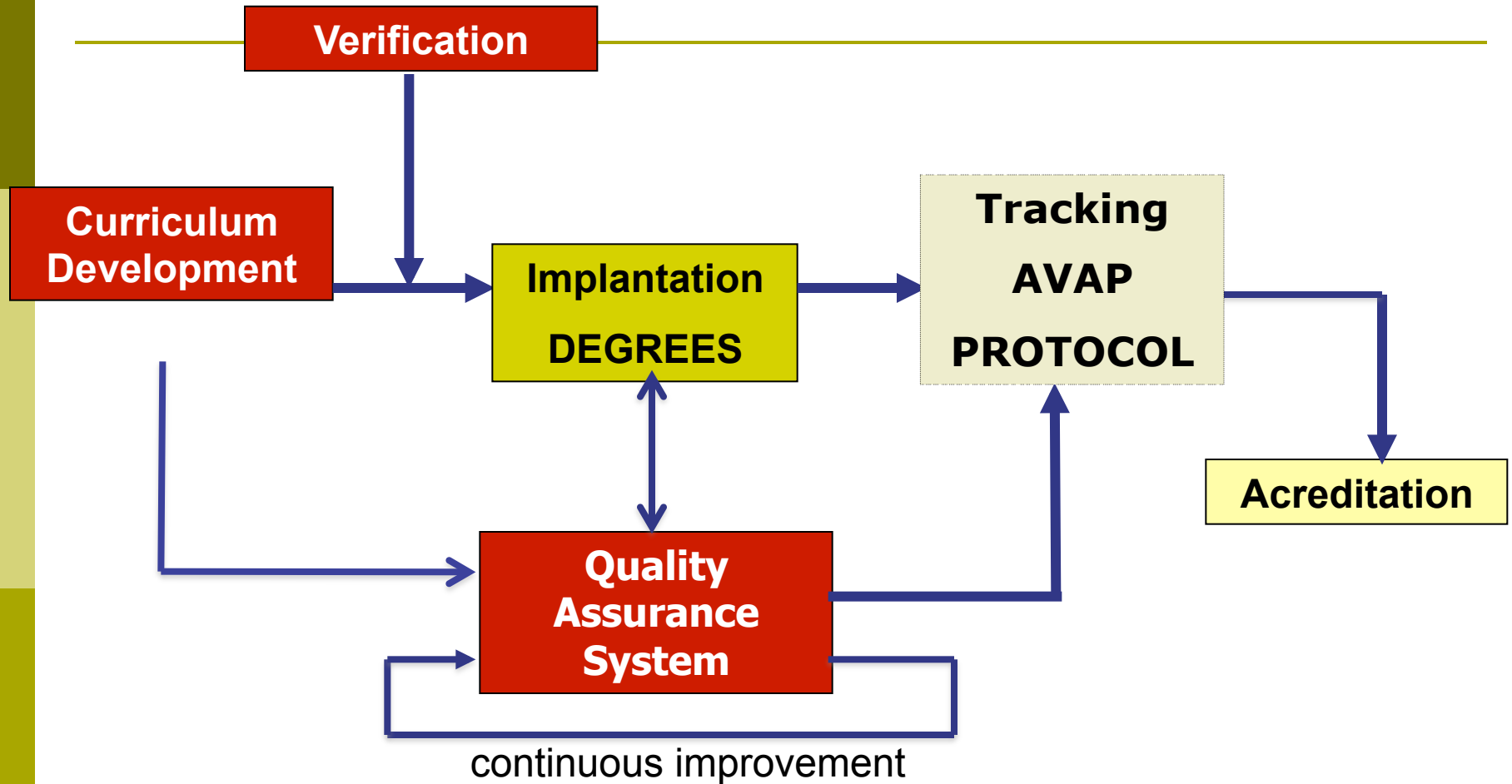
Assessment Framework for programme accreditation:



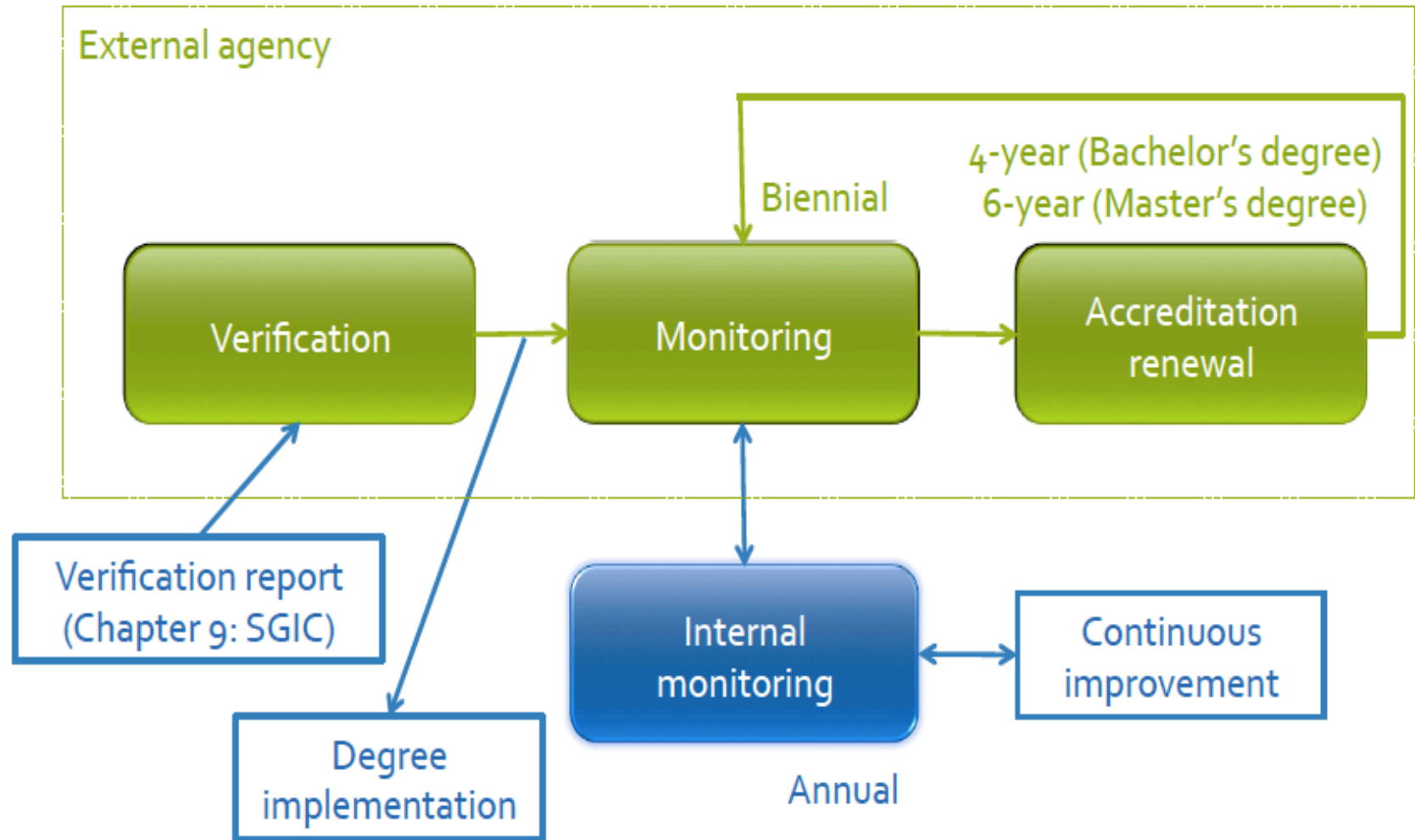
Is the programme being implemented according to the project proposal commitment?

Do the achieved results justify the re-accreditation of the programme?

A general view



Process overview



3. The AUDIT programme

AUDIT

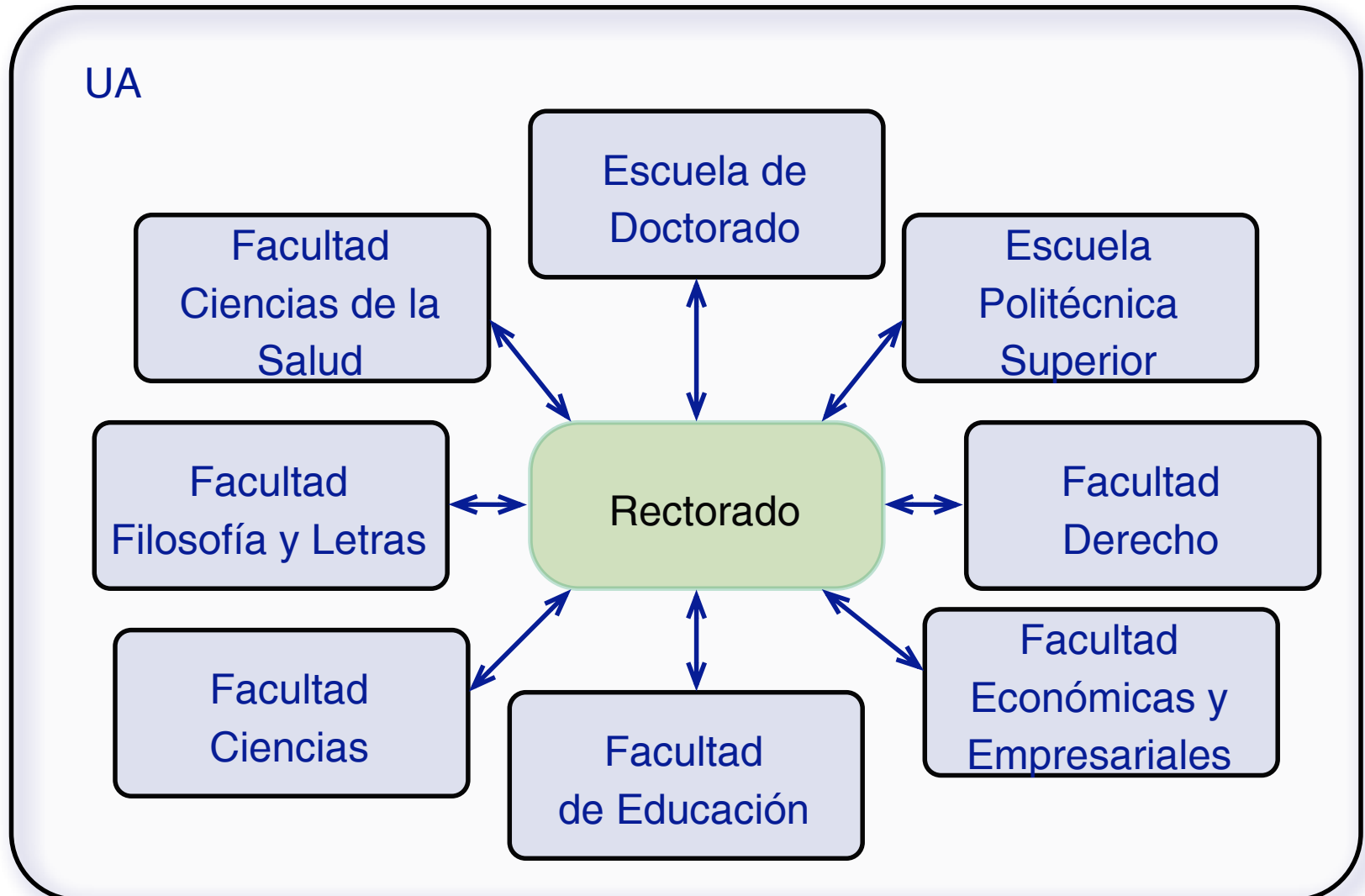


The EHEA framework and the changes made in Spanish regulations stipulate that universities should implement formally established and publicly available policies and Internal Quality Assurance Systems (IQAS). In accordance with the above, in 2007 ANECA developed the AUDIT Procedure.

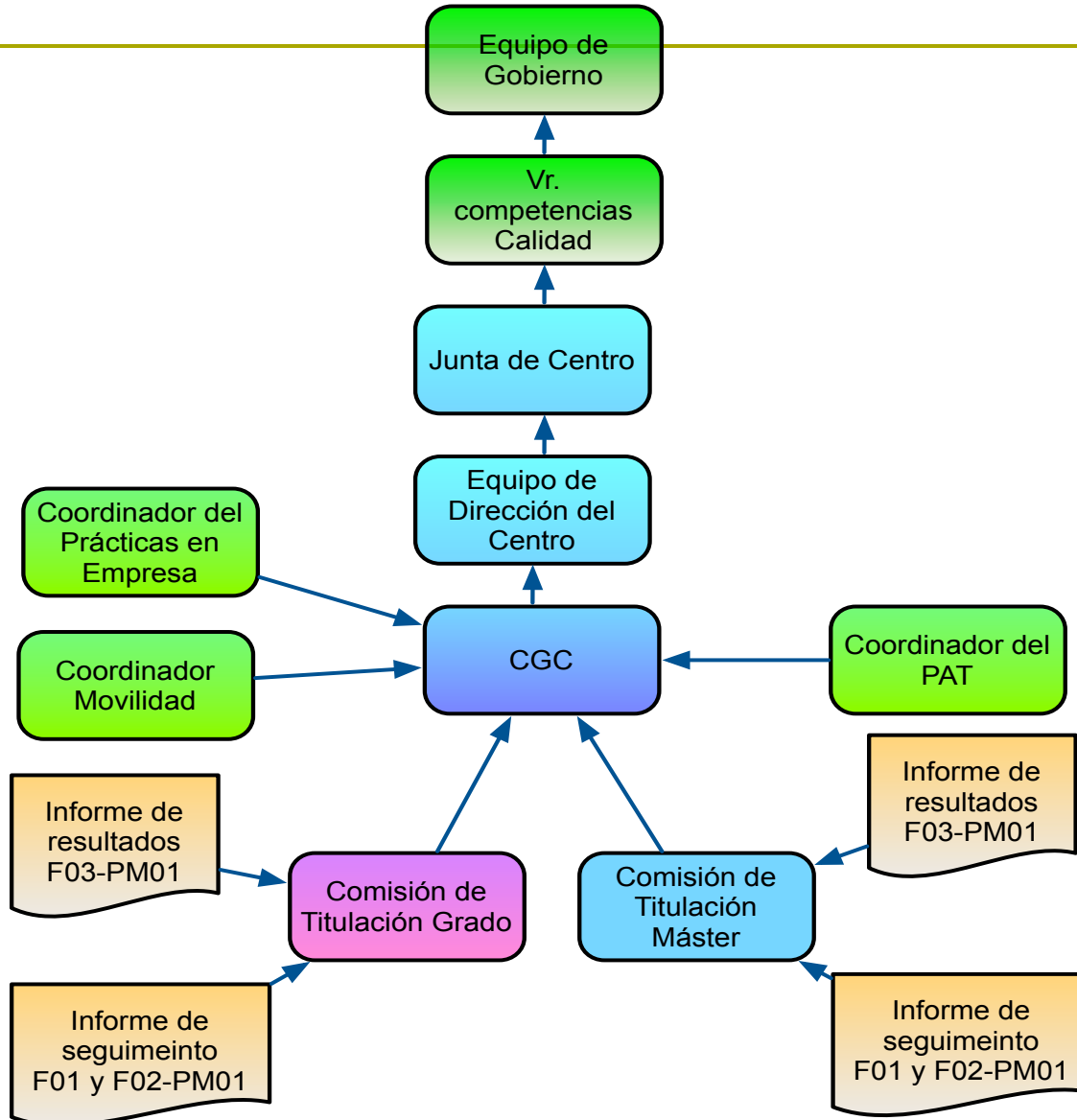
The purpose of this procedure is to promote the development and implementation of Internal Quality Assurance Systems at Spanish university centres, and put into practice a procedure leading to the recognition and certification of such systems.

The AUDIT model of evaluation is in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), supporting universities striving to fulfil the recommendations given in Part 1: Criteria and guidelines for internal quality assurance.

Structure at the UA



4. Structure of QA at UA

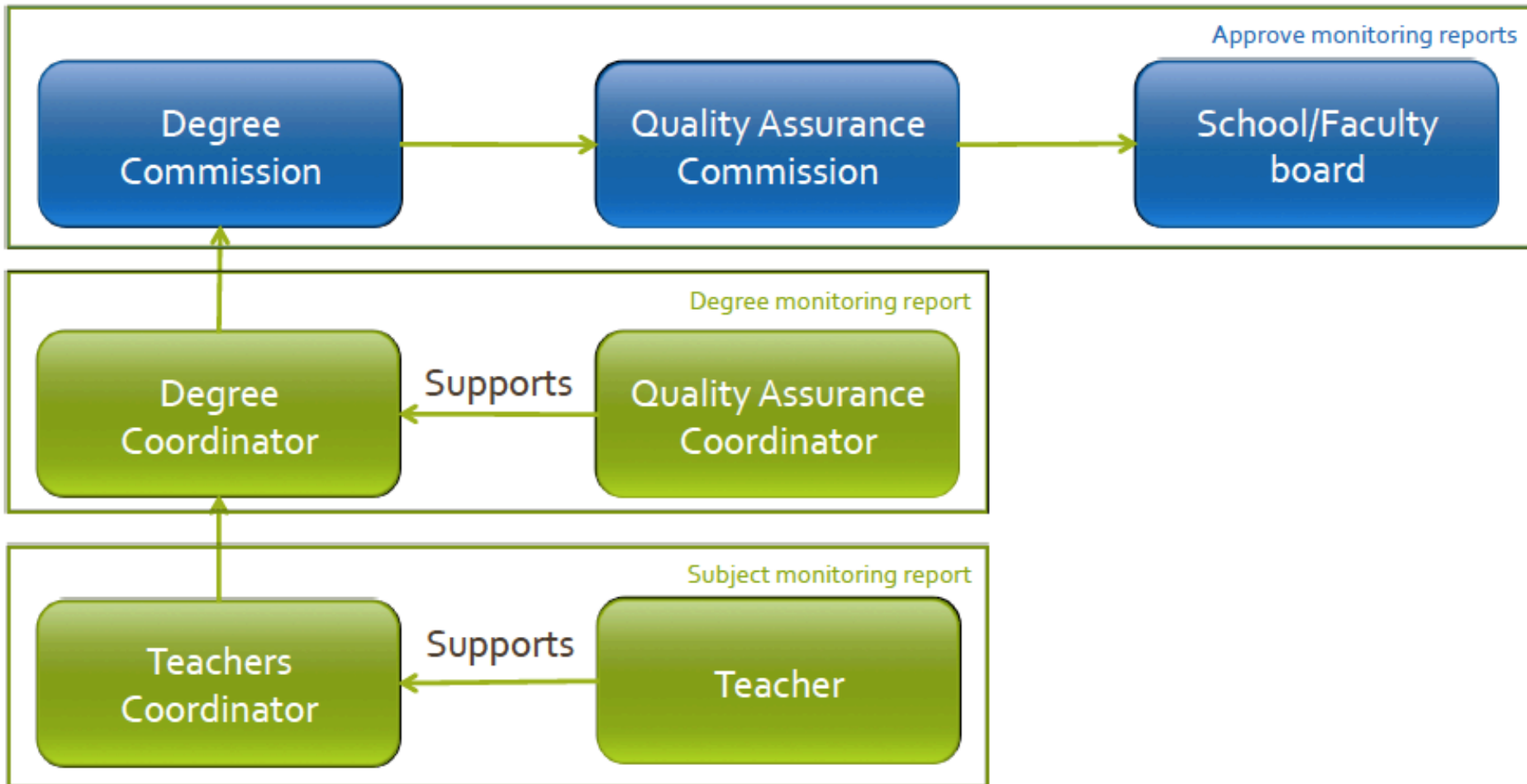


Center structure for QA

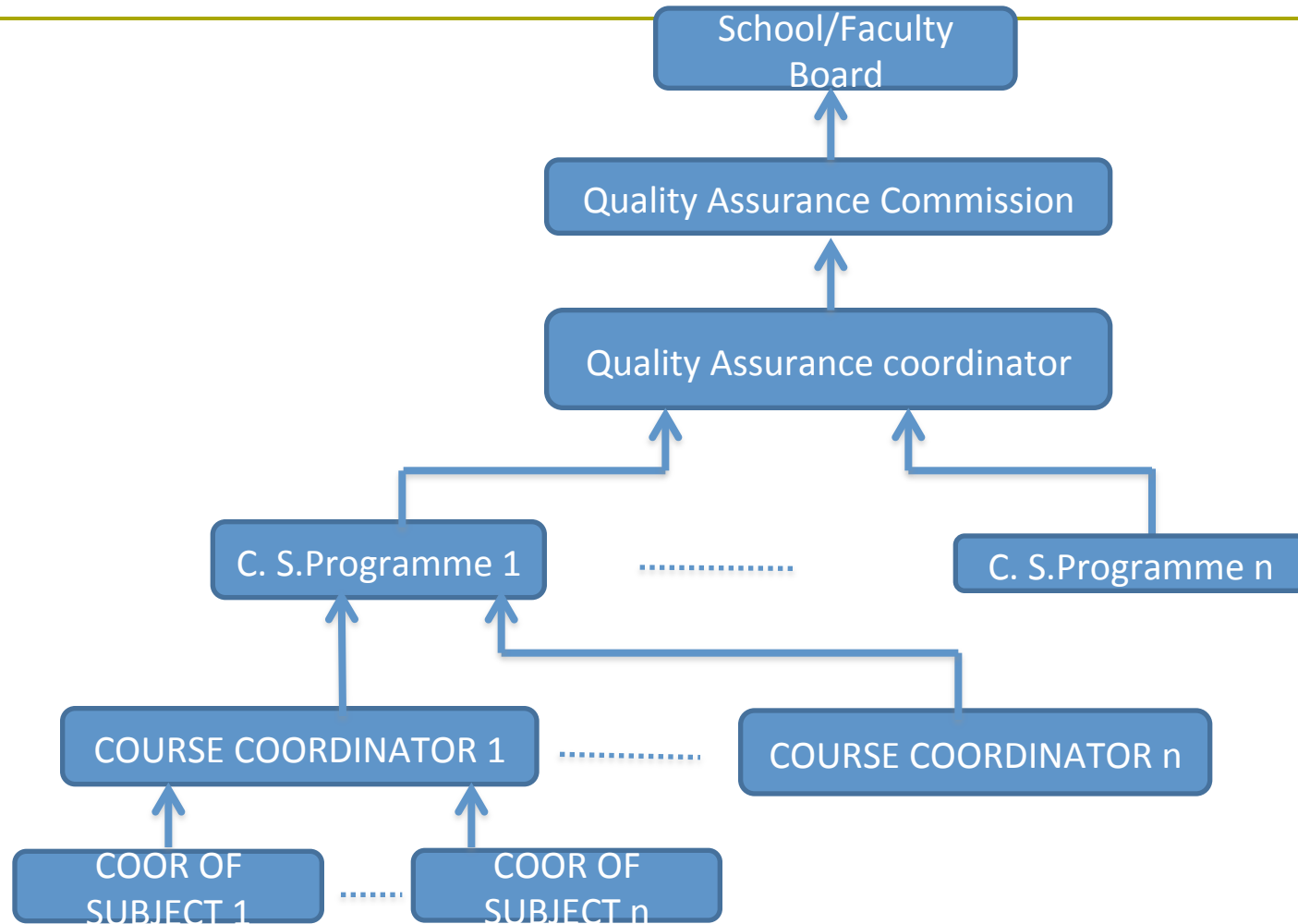
Set the framework for quality of the centers, whose composition and functions are set out in Chapter 3 of SGIC:

- Center Management Team
- Faculty or School Board
- Quality Commission
- Quality Coordinator
- Improvement Groups
- **Qualification Commission** (Document support for application verification degrees in UA)

Roles and responsibilities

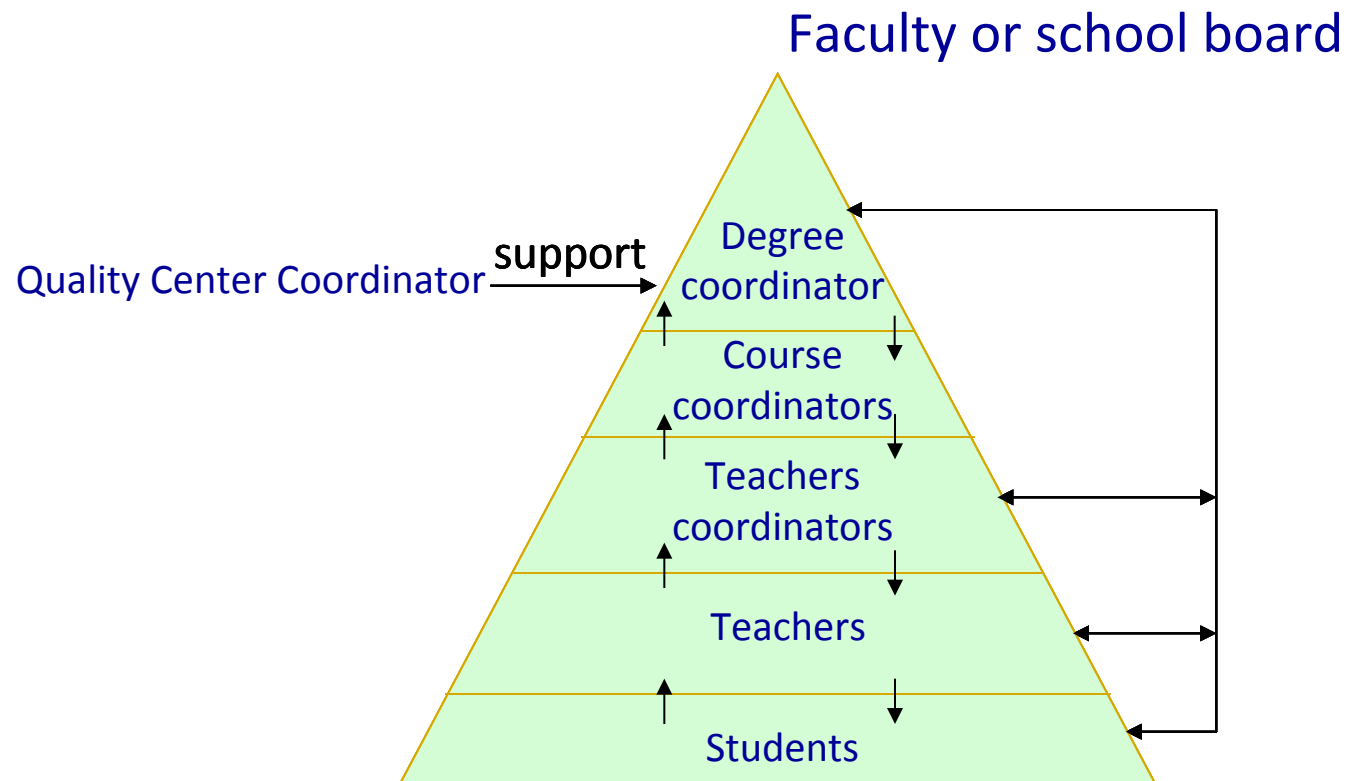


Centre structures for QA

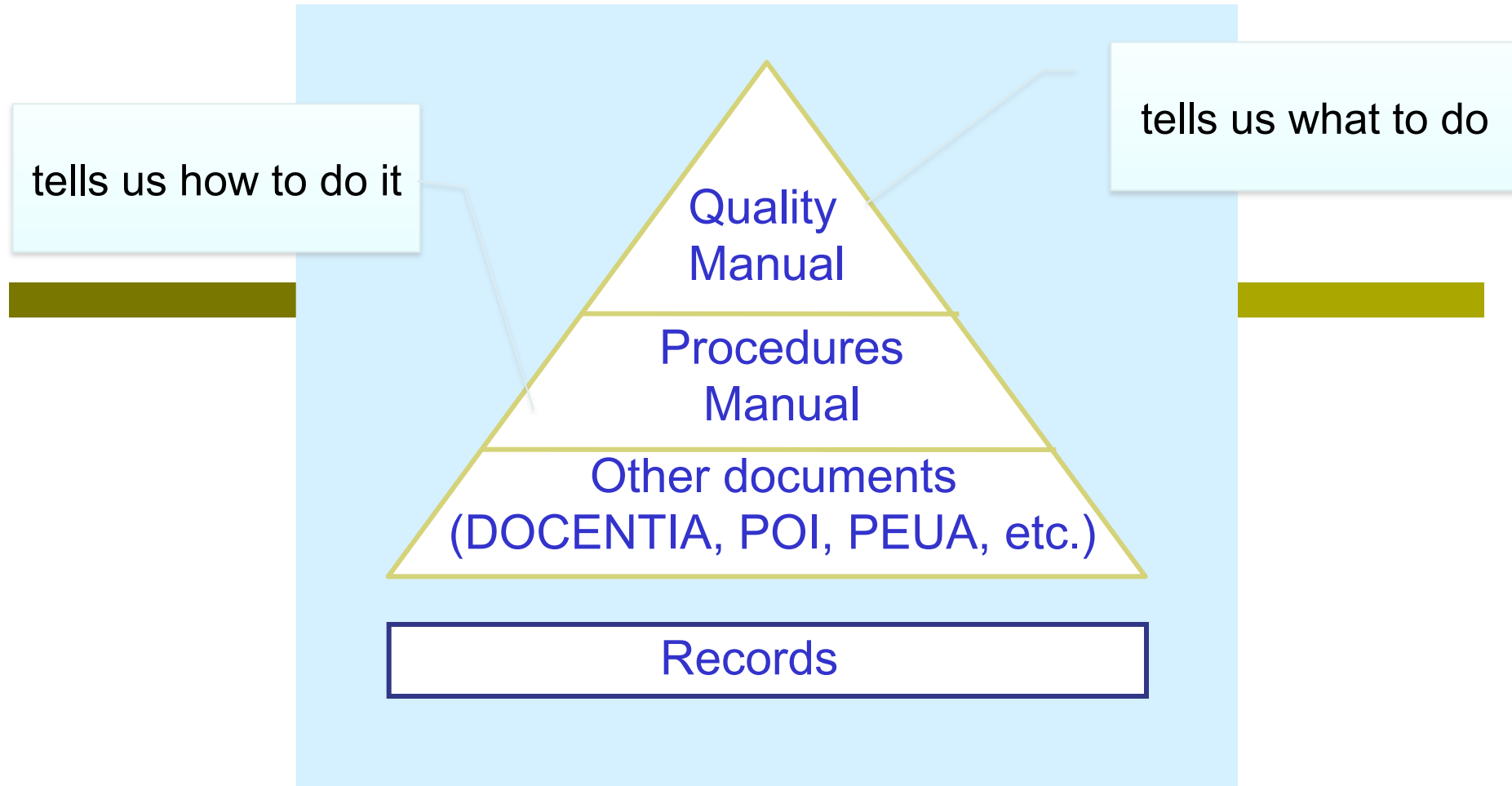


SGIC (Internal Quality Assurance System)

They set different tasks related to monitoring, distributed among the different groups. The interaction between groups can be the quality assurance system.



Quality Manual and procedures at UA



AUDIT Review

CONTENTS OF A QUALITY MANUAL

C1. SGIC	C6. Learning orientation
C2. Presentation of the center	C7. Academic and support staff
C3. Structure of the center for development SGIC	C8. Resources and services
C4. Quality policy and objectives	C9. Training results
C5. Quality assurance of training programs	C10. Public information

STRATEGIC PROCESSES: PE

PE01. Establishment, review and updating of policy and quality objectives
PE02. Policy faculty and staff of the UA
PE03. Design of the training offer

AUDIT

KEY PROCESSES : PC

PC01. Degree training offer	PC02. Master degree training offer
PC03. Own degree training offer	PC04. PhD degree training offer
PC05. Review and improvement of qualifications	PC06. Defining income students profiles
PC07. Support and guidance of students	PC08. Development and evaluation of learning
PC09. Student mobility	PC10. External management practices
PC11. Occupational guidance	PC12. Analysis of academic results
PC13. Public information	

SUPPORT PROCESSES : PA

PA01. Control and management of documentation and records	PA02. Degree suspension
PA03. Satisfaction of stakeholders	PA04. Treatment of complaints and suggestions
PA05. Management of academics and PAS	PA06. Management of material resources
PA07. Service Management	PA08. Admission, registration and records management

MEASUREMENT PROCESSES : PM

PM01. Review, analysis and continuous improvement of the SGIC

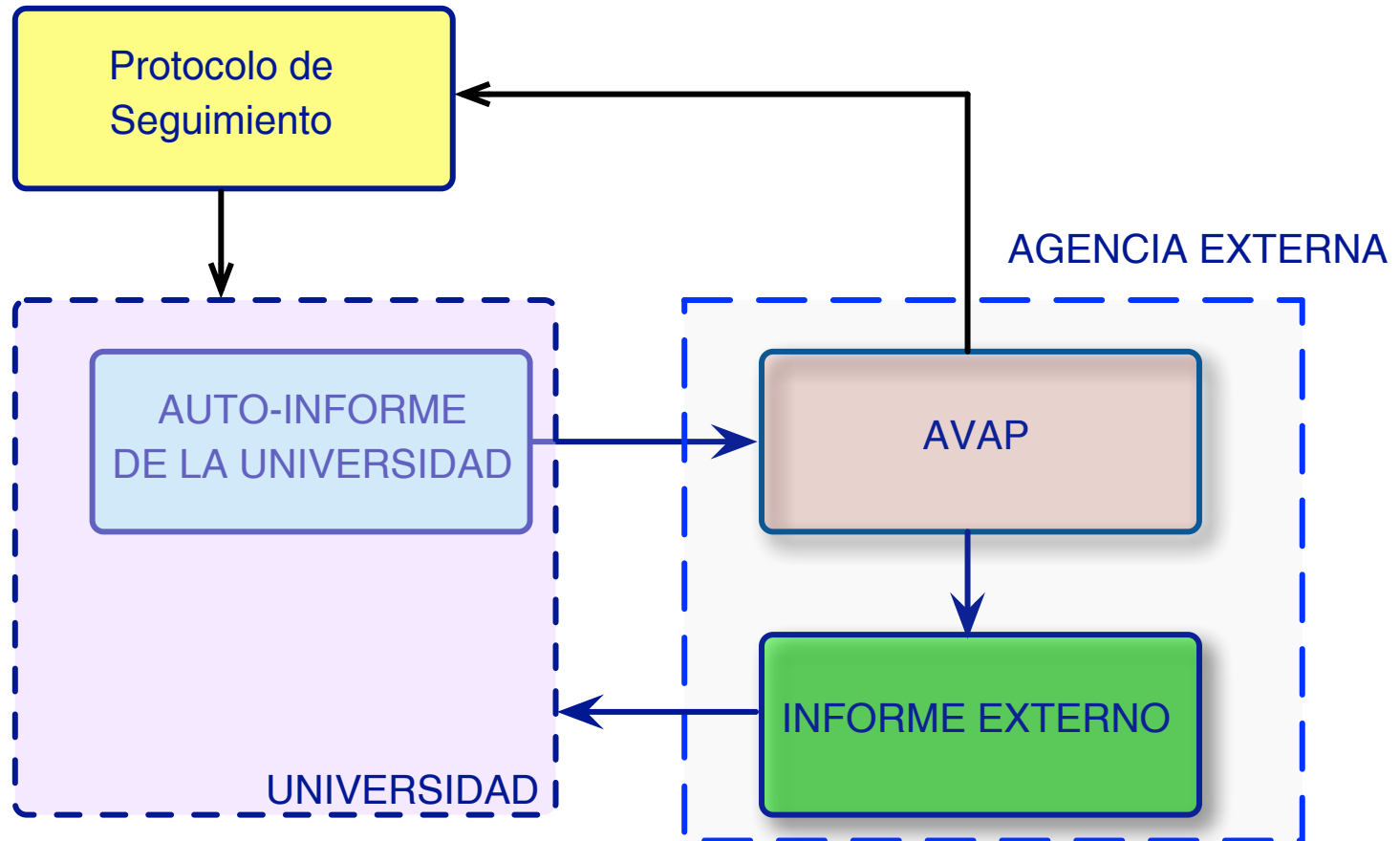
External Evaluation: monitoring

External monitoring

- Monitoring reports and evidences for each Degree are sent to an external agency (AVAP) biennially
- AVAP analyses these reports and evidences and issues an external monitoring report
- The University may make allegations to these reports
- AVAP issues a final report
 - It may contain some recommendations
 - These reports are taken into account to renew the accreditation



Follow-up process



Structure of procedure

- Universities elaborate an **annual report** tracking each new title implanted.
- AVAP constitutes evaluation committees (integrated by renowned academics, EHEA experts and university students) to analyze the reports and other public information.
- AVAP issues individual reports (**biennial**) to be sent to the universities.
- Universities, if necessary, claim for interim reports.
- AVAP issues **final reports** tracking each title to be sent to the universities, Ministry and University Council.
- AVAP will publish a **global report** of the total qualifications tracking and universities of the Valencian Community
- AVAP new study programme accreditation (or not) every 6, and 4 years for the Masters.

AVAP Monitoring

Information for the society and future students

Aspects to evaluate

F03-PC05
F04-PC05

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

- a) Description of the title, general and specific skills.
- b) Training schedule.
- c) If present, specify the profession of the degree (only in the case of a degree linked to a regulated profession)
- d) Regulations for permanency.
- e) Rules of recognition and credit transfer.
- f) Admission Profile (access and admission requirements for the degree, special entrance tests)
- g) Pre-registration information (documents to be submitted, deadlines, etc.)
- h) ANECA verification report and AVAP report and recommendations.

AVAP Monitoring

Information about the development of the programme

Aspects to evaluate

F03-PC05
F04-PC05

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

- a) Availability and adequacy of the guidelines
- b) Scheduling of teaching including the structure of the curriculum, schedules, classrooms.
- c) List of staff teaching subjects / courses indicating the teaching category.
- d) Form in which takes place the end of the old plan and the implementation of adaptive courses.
- e) External information practices and the end of work studies
- f) Student mobility (mobility organization by title, centers, exchange programs)
- g) Commitments to obtain title competence (qualification procedure in order to assess the progress and results of student learning).

AVAP Monitoring

F03-PC05
F04-PC05

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

Upgrades / modifications of the curriculum

Aspects to evaluate

- a) The amendments are based on objective and previously analyzed information by the management bodies of the title.
- b) The substantial changes that have occurred have been reported to the University Council for assessment.
- c) The information that changes as a result of the amendments to the title has been implemented in the corresponding website.

AVAP Monitoring

F03-PC05
F04-PC05

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

Recommendations made in the external evaluation reports

Aspects to evaluate

- a) Actions that have been developed with the recommendations proposed in the Verification Report and where issued, if the AVAP.
- b) Actions that follow the recommendations of the monitoring reports of AVAP.

AVAP Monitoring

Evaluation of the SGIC

Aspects to evaluate

F03-PC05
F04-PC05

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

- a) SIGC Development, in relation to the qualification monitored and report submitted to the program
- b) Development of the mechanisms used to:
 - improving the quality of teaching and teachers.
 - internships and mobility programs.
 - measuring the labor market and the satisfaction of graduates.
 - measure the satisfaction of the various stakeholders involved in the title.
 - attention to suggestions and complaints.
- c) Compliance with the criteria for termination of title.
- d) Improvement actions developed from the analysis of the results.
- e) Making decisions on curriculum development based on SGIC.

AVAP Monitoring

F03-PC05
F04-PC05

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

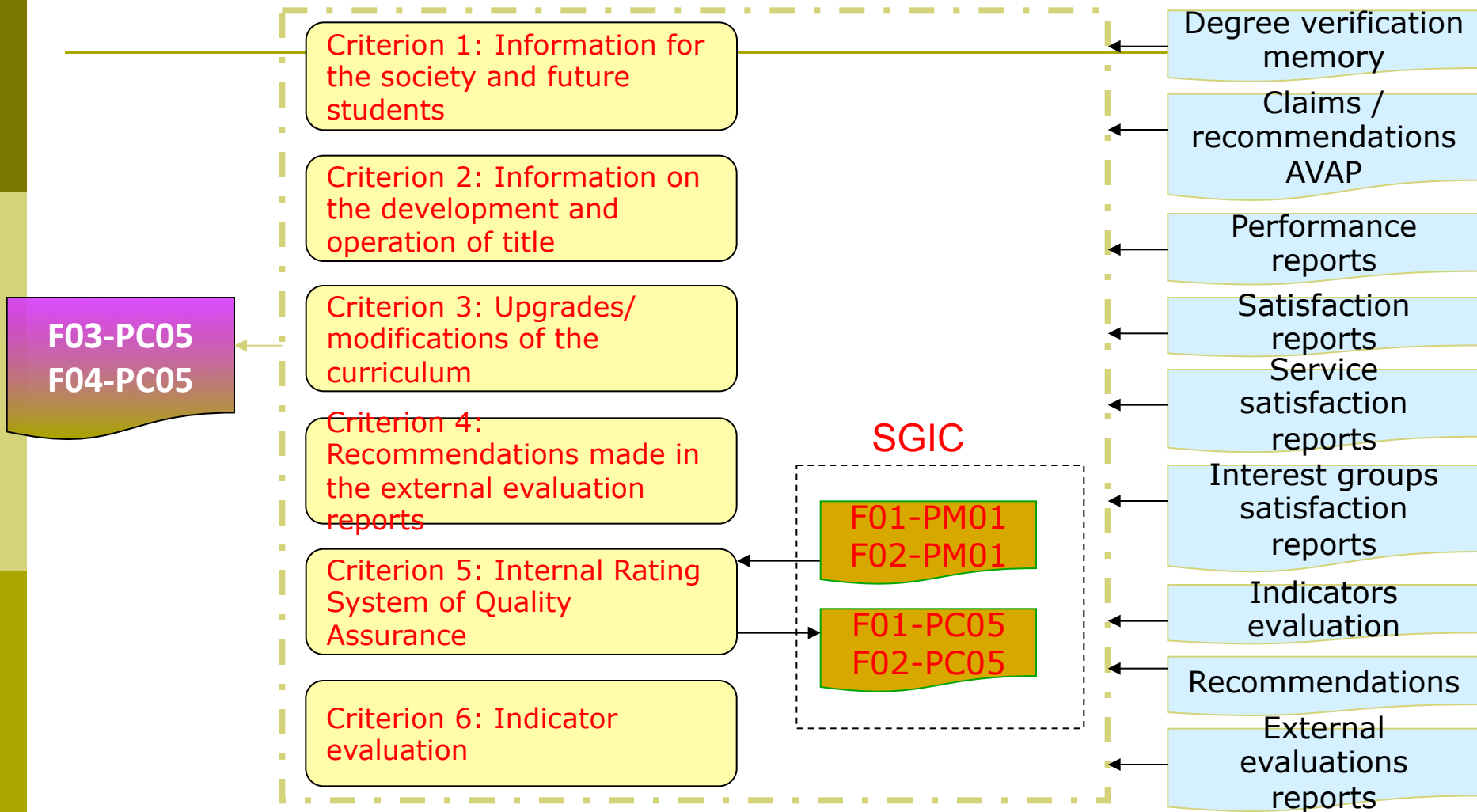
Criterion 6

Evaluation of indicators

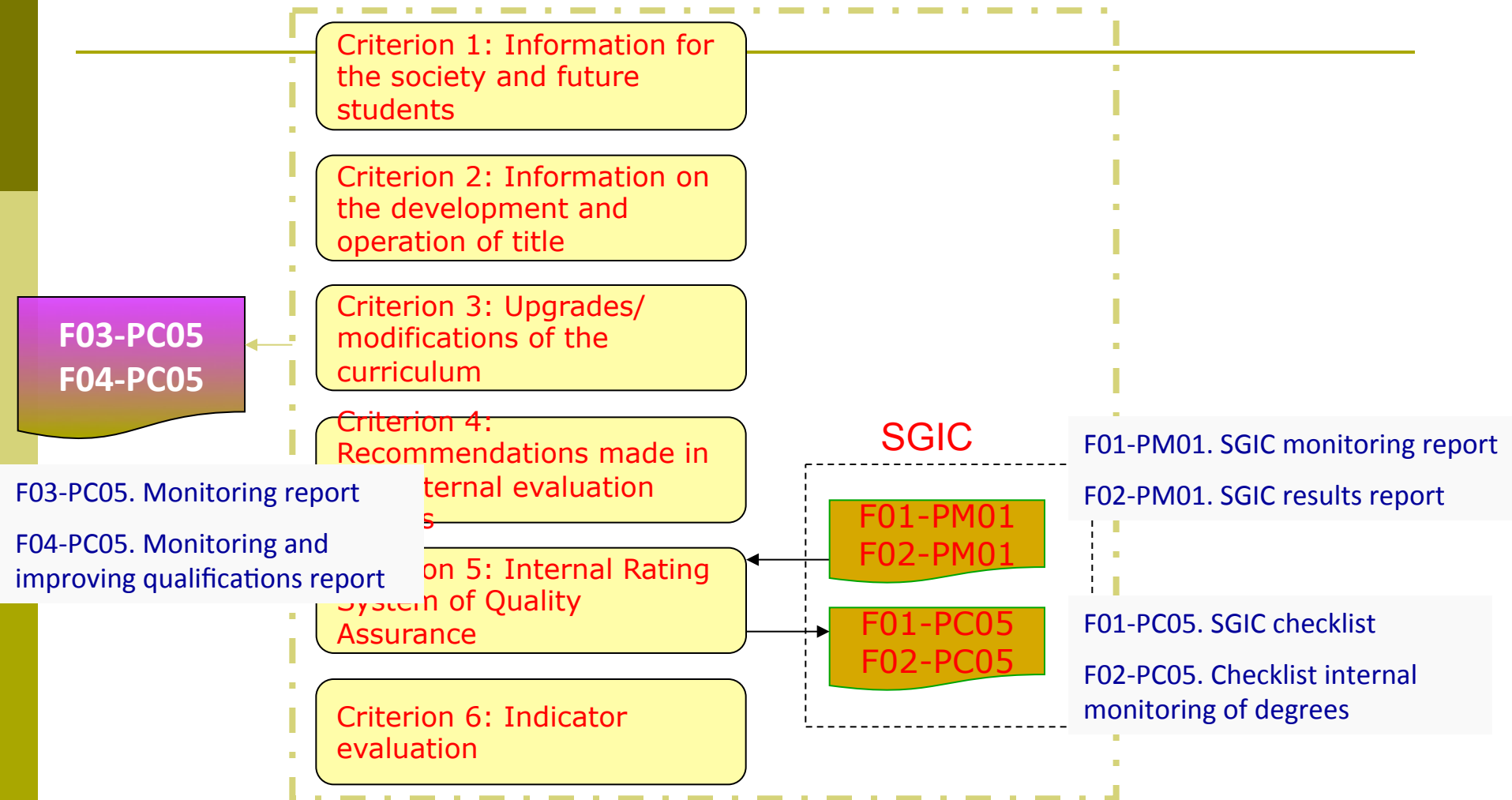
Aspects to evaluate

- a) Rate of Return of Title (CURSA)
- b) Title Dropout rate (CURSA)
- c) Efficiency rate of graduates (CURSA)
- d) Graduation rate title (CURSA)
- e) Enrollment ratio (AVAP)
- f) Rate of supply and demand (AVAP)
- g) PDI rate with a doctoral degree (AVAP)
- h) Full time PDI Rate (AVAP)

AVAP Criterion Monitoring



AVAP Monitoring



Internal monitoring

- Described in the Internal Quality Assurance System (SGIC)
- Key processes (PC)
 - PCo5: Review and Improvement of Qualifications

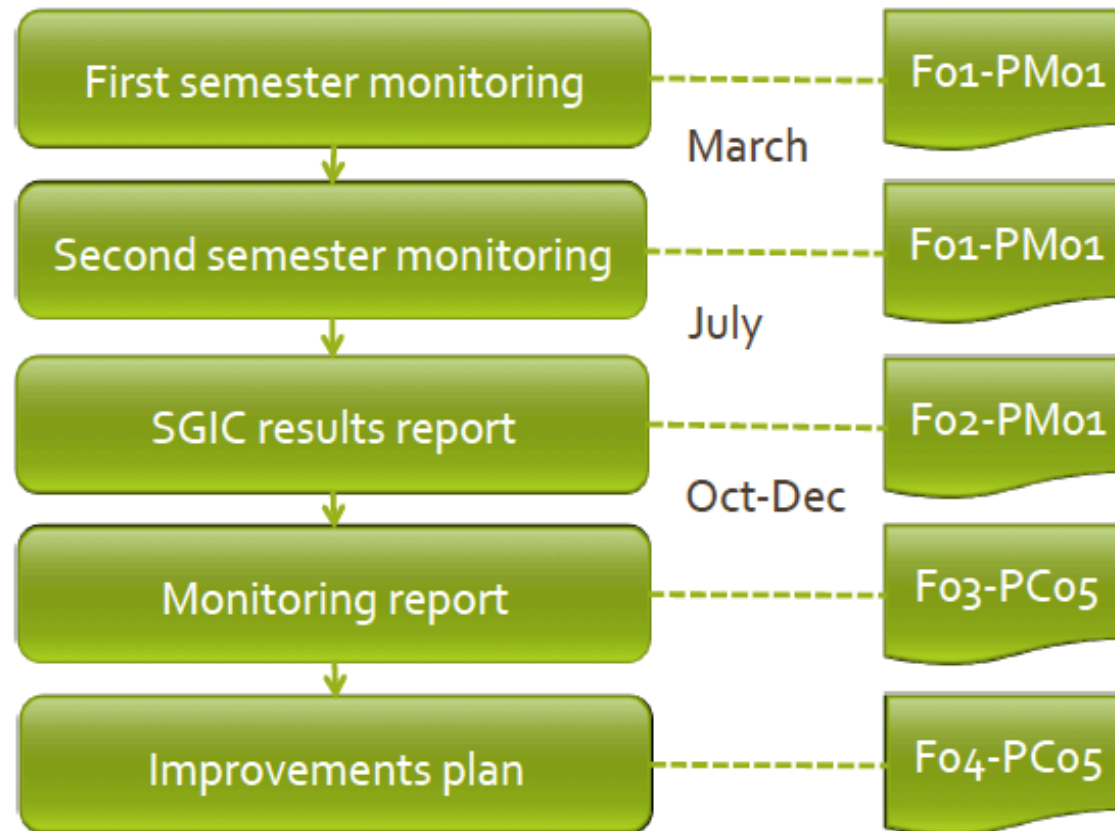


- Measurement processes (PM)
 - PMo1: Review, analysis and continuous improvement of the SGIC



Internal monitoring process

- Degree Coordinator, with support of Quality Assurance Coordinator



SGIC. at the end of each semester

Degree coordinator

- Analysis of academic results (for all subjects and course) (PC012)
- Review, analysis and continuous improvement of the SGIC (F01-PM01, F02-PM01)
- SGIC checklist (F01-PC05)
- Satisfaction of stakeholders (PA03)
- Review and improvement of qualifications (PC05)

PC05. Review and improvement of qualifications

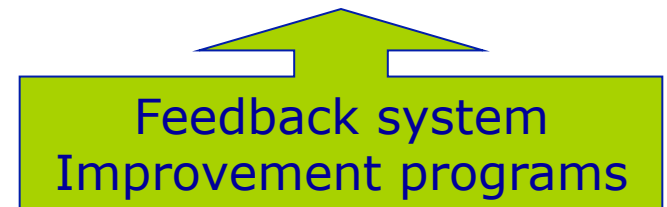
PC012. Analysis of academic results

PA03. Satisfaction of stakeholders (opinion polls)

F01-PM01, F02-PM01 (feedback). Made by **Center Management Team**

The documents are approved in:

- **Degree Commission**
- **Quality center commission**
- **School Commission**



SGIC. at the end of each course

Degree coordinator

- Checklist internal monitoring of degrees (F02-PC05)
- Monitoring report (F03-PC05)

The documents are approved by

- **Degree Commission**
- **Quality center commission**
- **School Commission**

Feedback system
Improvement
programs

- Vice President with responsibility for Quality in university
 - Governing Council
 - AVAP (established by monitoring protocol)

Semester monitoring report (F01–PM01)

After each semester the Quality Assurance Commission meets to prepare a semester monitoring report

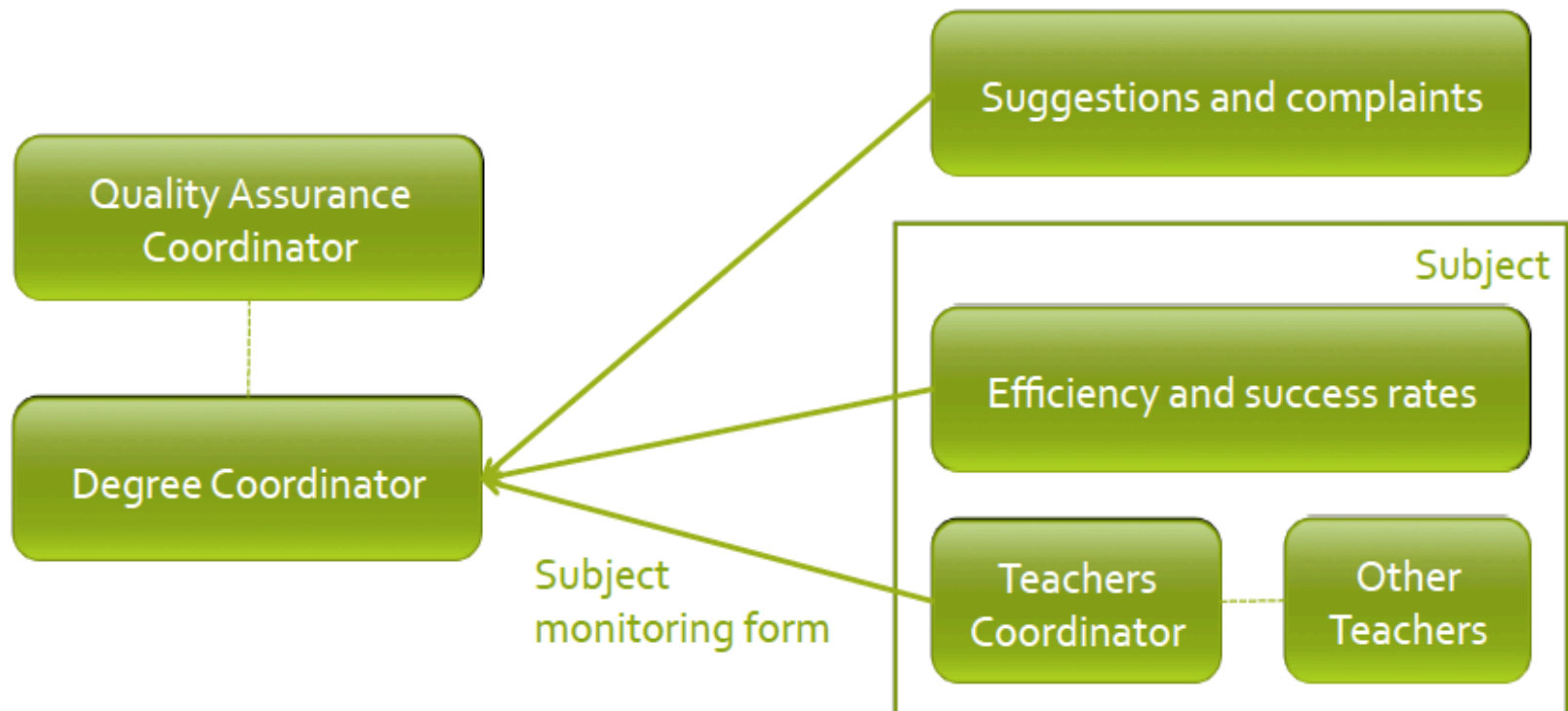
This report contains information about:

Compliance of center goals

- State of the proposed improvement action
- State of complaints and suggestions
- Satisfaction of interest groups

Semester monitoring report (F01-PM01)

- Quality Assurance Coordinator gathers the information needed to complete the semester monitoring report



Semester monitoring report (F01-PM01)

- Publish course description at the beginning of the academic year
 - It should be available for students prior to enrolment
 - It contains

Detailed contents

Evaluation criteria

Learning plan

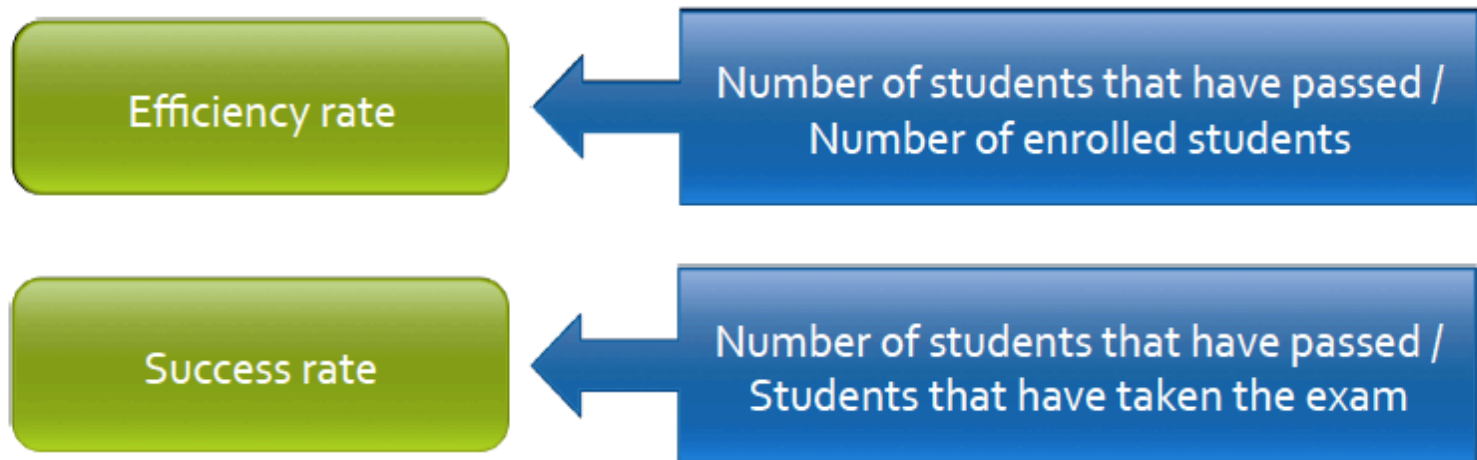
- At the end of the semester teachers coordinators prepare a subject monitoring card for each subject
 - Only for the subjects that have been taught during the semester
 - We provide an intranet web application to complete this form
 - This form should be completed with the support of all the teachers of the subject
 - Once the form is completed, it is automatically sent to the corresponding Degree Coordinator

Subject monitoring form items

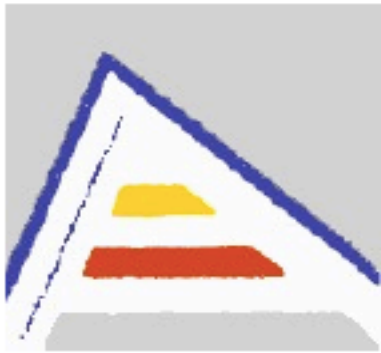
- This form contains the following items
 - List of teachers of the subject
 - All the proposed contents have been taught?
 - The ratio of number of students per group in theory class has been appropriate?
 - The ratio of number of students per group in practice class has been appropriate?
 - Incidences in theory class
 - Incidences in practice class
 - Incidences in distance-based activities
 - Incidences in evaluation
- Each items allows to introduce some observations

Teaching performance indicators

- Provided by the Quality Assurance Technical Unit (UTC)
- Can be obtained via intranet by Quality Assurance and Degree Coordinators
- Rates provided for each subject



F01-PM01(header)



Universitat d'Alacant
Universidad de Alicante
Escola Politècnica Superior
Escuela Politécnica Superior

F01-PM01 Monitoring report
Centre: Polytechnic School
Degree/Master:
Academic year: 2013-2014
First semester

F01-PM01 (key processes)

1. State and results of key processes (teaching performance, professional integration, external practices, mobility, etc.)

Analysis of Indicators and reports of academic results	
<div>Efficiency rate</div>	<div>Success rate</div>
Mark: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> EI	<div>Grade from A to D or EI (not enough evidences)</div>
Strong points	Improvement areas

F01–PM01 (teaching development)

2. Teaching development (complaints, suggestions, student support and guidance)

Student guidance	
Accomplishment of course description and evaluation criteria	
Complaints and suggestions	
Mark: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
Strong points	Improvement areas

From subject
monitoring forms

F01–PM01 (other services)

3. Other service indicators

Spaces	
Infrastructures	
Library	
Other indicators	
Mark: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E I	
Strong points	Improvement areas

F02-PM01 (teaching performance)

3. State and results of key processes (teaching performance, professional integration, external practices, mobility, etc.)

- Teaching performance

Indicators for each Degree
provided by UTC

Analysis of indicators and academic results reports

Performance
rate

Dropout rate

Efficiency of
graduates

Graduation
rate

Enrolment
rate

Ratio supply/
demand

Doctor PDI
rate

Full-time PDI
rate

Mark: ☐ A ☐ B ☐ C ☐ D ☐ E I

Strong points

Improvement areas

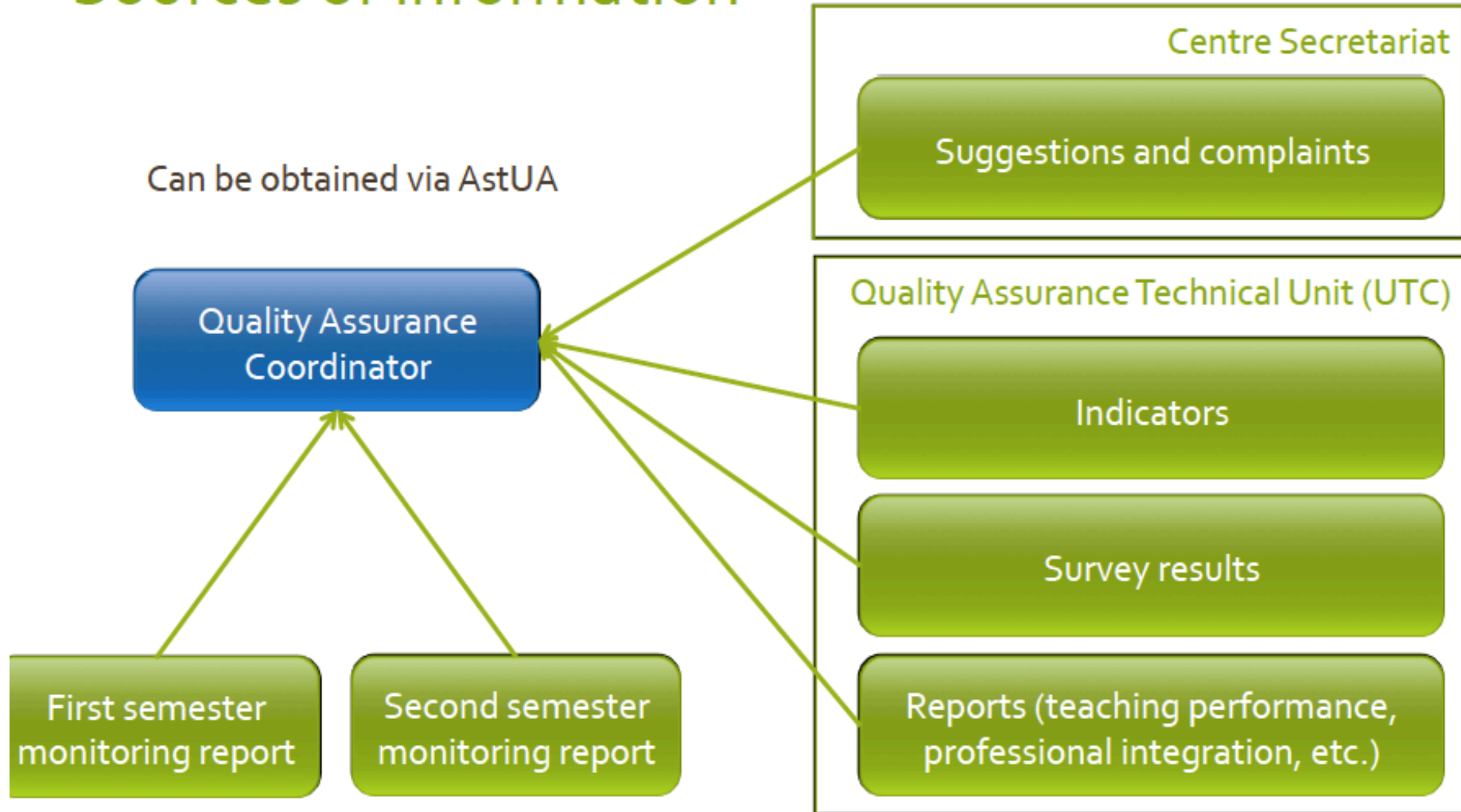
Documentation management

- AstUA documentation management tool
 - Intranet web application
- Roles in the application
 - Vice-chancellorship
 - Quality Assurance Coordinator
 - Degree Coordinator
- Quality Assurance Coordinator publishes the first and second semester monitoring report (Fo1-PMo1) in AstUA

SGIC (IQAS) Results report (F02-PM02)

- Quality Assurance Commission meets at the end of the year (October-December) to analyse the results of the SGIC
 - This analysis is made from the information gathered in the first and second semester monitoring reports
 - The obtained results are reflected in the results report (format F02-PM02)
- It contains information about
 - Quality Assurance Policy updates, and compliance of centre goals
 - State of the proposed improvement actions
 - State and results of key processes
 - State of SGIC revisions
 - Changes that could affect the SGIC
 - Satisfaction of interest groups
 - Complaints and suggestions
 - Proposal of goals and improvement actions for the next academic year

Sources of information



Annual monitoring report and improvement plans

Internal monitoring checklist (Fo2-PCo5)

- At the end of the year (October-December), Degree coordinators reviews the implementation of the programme, supported by Quality Assurance Coordinator
 - The internal monitoring checklist (format Fo2-PCo5) is used for this task
 - It consists of a series of questions for each evaluated criterion

Criterion 1: Information for the society and future students

Description of the programme (name, credits, centres)

General and specific competences

Enrolment information

Verification report

Is it complete and up to date?
Is there coherence between websites?
Is it relevant for the society?
Is it intuitive and easy to access?
Does it match the verified study plan?

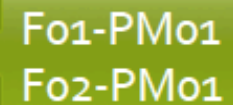
- This checklist is used to prepare the monitoring report (format Fo3-PCo5)



Monitoring report (F03-PC05)

- Prepared by Degree coordinators
 - It is edited in AstUA
 - AstUA provides a guide for completing each criterion (checklist)

Criteria	Description
Criterion 1	Information for the society and future students
Criterion 2	Information about the development of the programme
Criterion 3	Updates and modifications of the curriculum
Criterion 4	External evaluation reports recommendations
Criterion 5	Evaluation of the SGIC
Criterion 6	Evaluation of indicators



Fo1-PMo1
Fo2-PMo1

- After approval by School Board, it is revised and completed by Vice-chancellorship

Monitoring report (F04-PC05)

- It specifies actions for improvement related to each criterion
 - Each action contains information about its responsible and its deadline

Criteria	Description
Criterion 1	Information for the society and future students
Criterion 2	Information about the development of the programme
Criterion 3	Updates and modifications of the curriculum
Criterion 4	External evaluation reports recommendations
Criterion 5	Evaluation of the SGIC
Criterion 6	Evaluation of indicators

Thanks! For your attention

