



University Alicante EQAC



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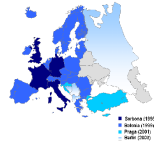
National Quality Assurance in Spain **ANECA**

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The Spanish Context

- Spain is one of the 28 member states of the European Union and member of the Bologna Process (joined the process in 1999).
- The requirements of the European Higher Education Area constitute the framework for most of the implementation of the quality issues in the Spanish Higher Education system.

The QA framework in Spain



EHEA



Standards and Guidelines for Quality Assurance

eqar



Spanish legal framework



University Act, Modified in 2007

Royal Decrees: 2004, 2005, 2007, 2010, 2011...



Evaluation Procedures of ANECA



The Spanish Context

- The Act on Universities 2001 (LOU) introduced the main systems adjustments linked with the Bologna Process. The reform of the LOU (LOMLOU, 2007) and the Royal Decrees made possible for individual HE institutions the implementation of degree programmes fully adapted to the principles established in the Bologna Process. The main aspects of LOMLOU 2007 were the following:
 - *A substantial increase of universities' autonomy for programs design*
 - *The catalogue of official university programmes disappeared and was replaced by a public register of titles/programmes (the Register of Universities, Centres and Degrees). In this sense universities will offer undergraduate programmes under directions settled by the government considering broad areas of knowledge.*
 - *The three-cycle structure was introduced: Bachelor (known as Grado) have 240 ECTS (four years of duration, from 2015 it is possible to implement Bachelor degree between 180-240 ECTS, 3-4 years of duration), with some exceptions, Master between 60 and 120 ECTS and Doctorate (3-4 years).*

BACHELOR:

- 240 ECTS (with some exceptions). *From 2015 it is possible to implement Bachelor degree between 180-240*
- Classified according to five thematic areas
- 60 ECTS of basic training for automatic recognition.
- Bachelor thesis (between 6 and 30 ECTS).
- Some specific Bachelors with regulations.

MASTER:

- Between 60 and 120 ECTS
- Master Thesis (between 6 and 30 ECTS)
- Some specific Masters with regulations.

DOCTORATE:

- Training & Research
- Training: (Master or ...)

The Spanish context

- HE follows a decentralized model: distributes competences between the National Government, the Autonomous Communities and the Universities.
- Public universities funding in Spain is regional based while the main HE regulation is a competence of the national authorities.
- University autonomy is in the Spanish Constitution.
- 84 universities (50 public and 34 privates), 17 autonomous regions, 1.500.000 students at Spanish Universities, ...

The Spanish context

- Regarding Quality Assurance :
- **It is mandatory to assess all official university degrees.**
- ANECA (The National Agency for Quality Assessment and Accreditation of Spain), 10 QA regional agencies, 5 of them in ENQA&EQAR,
- EHEA framework, Standards and Guidelines for Quality Assurance (ESG, the 2015 update version).
- Official Bachelor (Grado), Master and Doctoral degrees must pass an **accreditation process based on three steps.**

The QA framework in Spain



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I. Disposiciones generales

JEFATURA DEL ESTADO

24515 LEY ORGÁNICA 6/2001, de 21 de diciembre, de Universidades.

JUAN CARLOS I
REY DE ESPAÑA

A todos los que la presente vieren y entendieren. Sabed: Que las Cortes Generales han aprobado y Yo vengo en sancionar la siguiente Ley Orgánica.

EXPOSICIÓN DE MOTIVOS

I.

El sistema universitario español ha experimentado profundos cambios en los últimos veinticinco años: cambios impulsados por la aceptación por parte de nuestras Universidades de los retos planteados por la generación y transmisión de los conocimientos científicos y tecnológicos. Nuestra sociedad confía hoy más que nunca en sus Universidades para afrontar nuevos retos, los derivados de la sociedad del conocimiento en los albores del presente siglo.

Durante las últimas dos décadas, la vieja institución universitaria se ha transformado radicalmente. La Constitución consagró la autonomía de las Universidades y garantizó, con ésta, las libertades de cátedra, de estudio y de investigación, así como la autonomía de gestión y administración de sus propios recursos. Durante este período, las Universidades se triplicaron, creándose centros universitarios en casi todas las poblaciones de más de cincuenta mil habitantes, en los que hoy se estudian más de ciento treinta titulaciones diferentes. También culminó hace apenas unos años el proceso de descentralización universitaria, transfiriéndose a las Administraciones educativas autonómicas las competencias en materia de enseñanza superior. No de menor magnitud ha sido la transformación tan positiva en el ámbito de la investigación científica y técnica universitaria, cuyos principales destinatarios son los propios estudiantes de nuestras universidades, que no sólo reciben en éstas una formación profesional adecuada, sino que pueden beneficiarse del espíritu crítico y la extensión de la cultura, funciones ineludibles de la institución universitaria. Este esfuerzo compartido por Universidades, Administraciones educativas y la propia sociedad ha sido extraordinario, y es por ello por lo que ahora, conscientes del camino recorrido, también lo somos de que se necesita una nueva ordenación de la actividad universitaria. Esta, de forma coherente y global, debe sistematizar y actualizar los múltiples aspectos académicos, de docen-

cia, de investigación y de gestión, que permitan a las Universidades abordar, en el marco de la sociedad de la información y el conocimiento, los retos derivados de la innovación en las formas de generación y transmisión del conocimiento.

Si reconocemos que las Universidades ocupan un papel central en el desarrollo cultural, económico y social de un país, será necesario reforzar su capacidad de liderazgo y dotar a sus estructuras de la mayor flexibilidad para afrontar estrategias diferenciadas en el marco de un escenario vertebado. Esta capacidad deberá permitir desarrollar a cada una de ellas planes específicos acordes con sus características propias, con la composición de su profesorado, su oferta de estudios y con sus procesos de gestión e innovación. Sólo así podrán responder al dinamismo de una sociedad avanzada como la española. Y sólo así, la sociedad podrá exigir de sus Universidades la más valiosa de las herencias para su futuro: una docencia de calidad, una investigación de excelencia.

Desde esta perspectiva, se diseña la moderna arquitectura normativa que reclama el sistema universitario español para mejorar su calidad docente, investigadora y de gestión; fomentar la movilidad de estudiantes y profesores; profundizar en la creación y transmisión del conocimiento como eje de la actividad académica; responder a los retos derivados tanto de la enseñanza superior no presencial a través de las nuevas tecnologías de la información y de la comunicación como de la formación a lo largo de la vida, e integrarse competitivamente junto a los mejores centros de enseñanza superior en el nuevo espacio universitario europeo que se está comenzando a configurar.

Todos somos conscientes de que los cambios sociales operados en nuestra sociedad están estrechamente relacionados con los que tienen lugar en otros ámbitos de actividad. Así, la modernización del sistema económico impone exigencias cada vez más imperativas a los sectores que impulsan esa continua puesta al día; y no podemos olvidar que la Universidad ocupa un lugar de privilegio en ese proceso de continua renovación, concretamente en los sectores vinculados al desarrollo cultural, científico y técnico. Es por esto por lo que nuestras Universidades necesitan incrementar de manera urgente su eficacia, eficiencia y responsabilidad, principios todos ellos centrales de la propia autonomía universitaria.

También la formación y el conocimiento son factores clave en este escenario, caracterizado por vertiginosas transformaciones en los ámbitos sociales y económicos. La nueva sociedad demanda profesiones con el elevado nivel cultural, científico y técnico que sólo la enseñanza universitaria es capaz de proporcionar. La sociedad exige, además, una formación permanente a lo largo de la vida, no sólo en el orden macroeconómico y estructural sino también como modo de autorealización personal. Una sociedad que persiga conseguir el acceso masivo a la información necesita personas capaces de convertirla en conocimiento mediante su ordenación, elaboración e interpretación.

Spanish Universities Act 6/2001

laid down the basis for the setting up of a national agency in order to ensure the quality assurance of the Spanish Higher Education system

ANECA

(National Agency for Quality Assessment and Accreditation of Spain)

Was set up on 19 July 2002

The QA framework in Spain



- * External Quality Assurance/
Accreditation Organization
- * Public body set up on 19
July 2002

The QA framework in Spain



QUALITY ASSURANCE AGENCIES

■ National level



AGENCIA NACIONAL DE EVALUACIÓN
DE LA CALIDAD Y ACREDITACIÓN

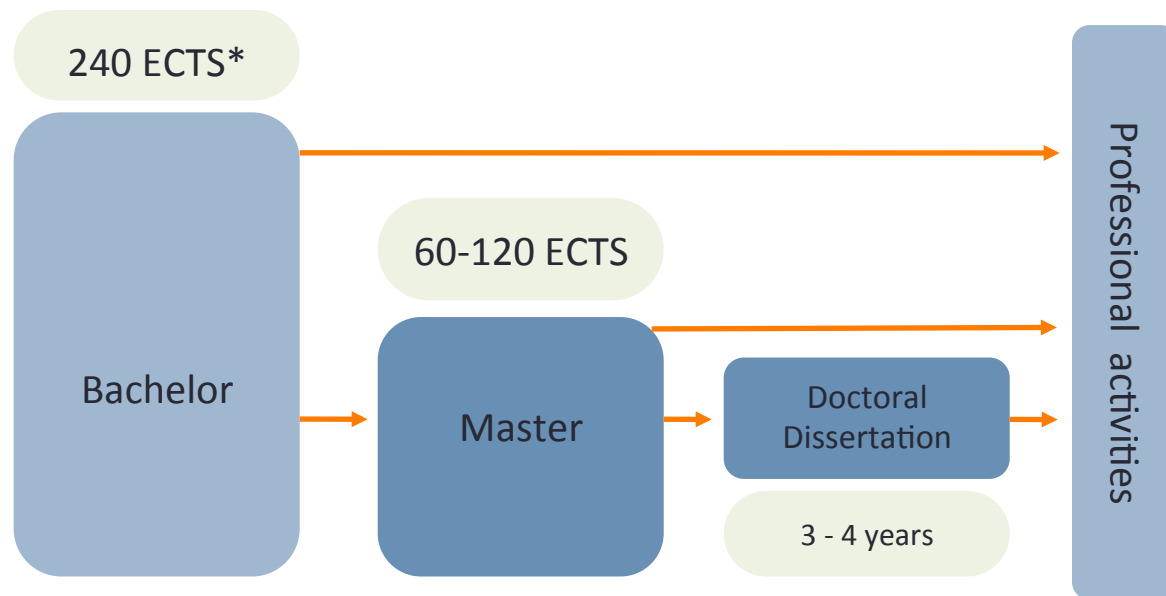
■ Regional level



Spanish Higher Education System



Structure of the Spanish University System



*ECTS: European Credit Transfer System

1 ECTS= is equivalent to 25 hs of student work for a subject (study time, attend the class, practicals, works and examinations)

Spanish Higher Education System



The Spanish Qualifications Framework for HE: MECES

- It allows clasifying, comparing and giving transparency to HE qualifications
- It fosters mobility within the EHEA and the international labour market
- MECES defines four learning levels: Upper Technical Level, Bachelor, Master and Doctorate (Técnico Superior, Grado, Máster y Doctor)
- All the stakeholders involved in HE have been consulted: academic staff, students, employers, trade unions and regional governments

Spanish Higher Education System



The Spanish Qualifications Framework for HE: MECES

Goal: Supplying the necessary information about the training level assigned to the different diplomas awarded.

MECES includes 4 levels including non-university HE programmes and degrees: Upper Artistic, Plastic and Design and Sport programmes, Vocational Education upper level programmes.

Self-certification of the MECES:

Following the mandate of the EHEA Ministers, the law includes the international self-certification of the MECES by European experts. ANECA was asked to coordinate this process.

MECES will become a powerful tool to respond the requirement for qualifications recognition in order to fulfilment the Lisbon Recognition.

External assessment of

- a) Bachelor, Master and Doctoral degrees
 - b) Higher-Education Academic Staff
-
- c) Internal Quality Assurance systems of HEIs
 - d) Internal Assessment procedures of HEIs for the teaching activity

■ In Spain:

Accreditation of
institutions



Accreditation of
programmes



Compulsory for all official
programmes!

Accreditation of study programmes in Spain

- EVALUATION-ACCREDITATION EX-ANTE:
VERIFICATION (VERIFICA)
- FOLLOW-UP PROCEDURE (MONITOR)
- ACCREDITATION (AFTER 4 OR 6 YEARS)
(ACREDITA)

Programme Accreditation in Spain

- The sum of three processes:



PROJECT

Definition of intended LO



Assures the quality of
the educational
proposal
EX - ANTE



IMPLEMENTATION

Progress of the study
programme



Assures the validity of
the project once it has
been implemented
Follow-up



ACCOUNTABILITY

Assessment of the
achieved LO



Assures quality of
learning (competency
and qualification)
EX - POST



Accreditation System in Spain

STAGE I Ex-ante accreditation

Verificación



To verify that the design of the study programme (universities propose) includes the criteria established by the Ministry of Education whose interpretation and application is made by ANECA (Other regional quality agencies)

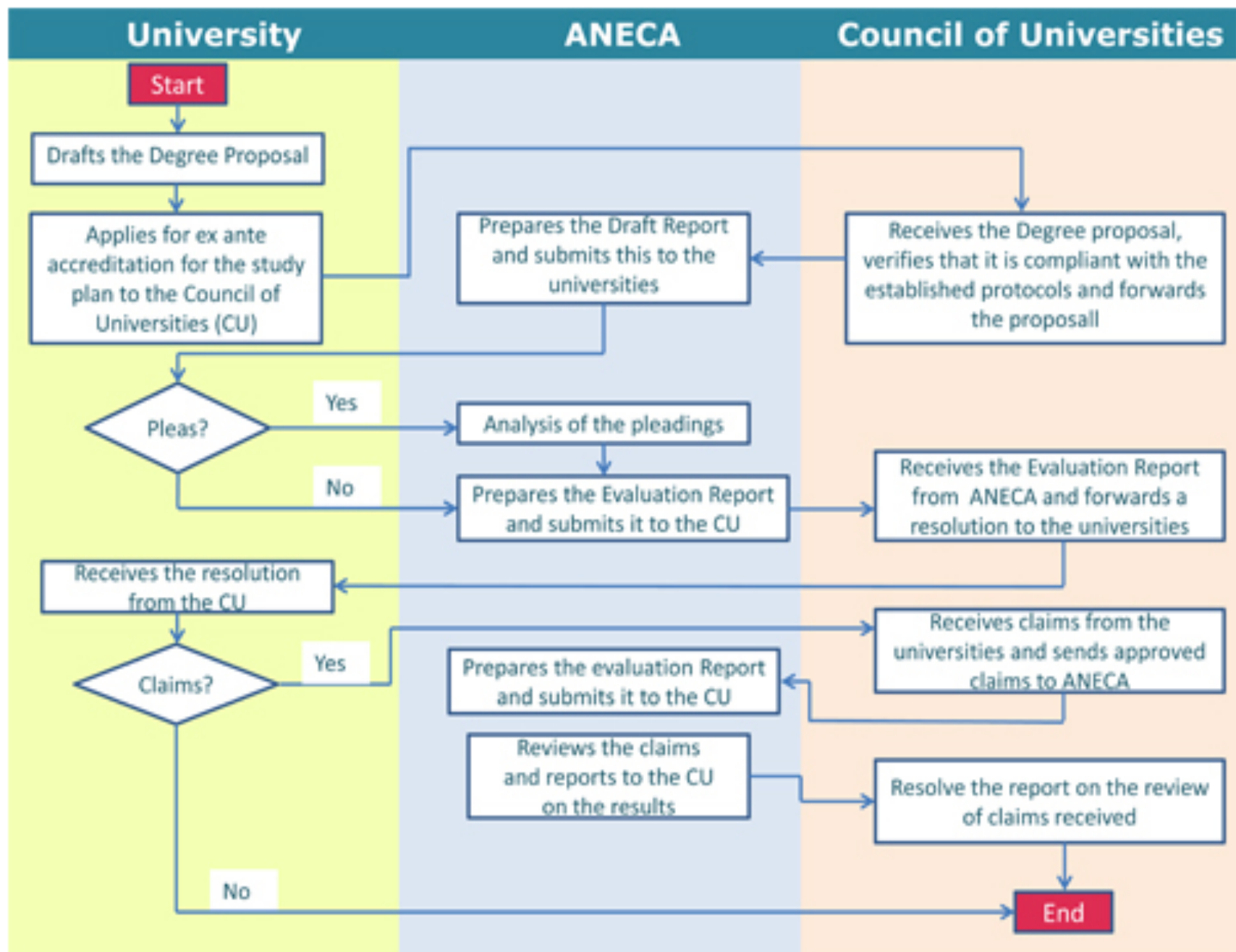
Guarantee the feasibility of the proposed programme.

A public report is delivered by ANECA.

Evaluation Procedures

Evaluation ex-ante (verification)

- Evaluations Commissions for Bachelor/Master/Doctorate and for the five thematic areas: *Arts and Humanities, Sciences, Health, Social Sciences and Law and Engineering and Architecture*.
- The committees are plural in nature and composed of the chair, academic specialists, professionals, students and a secretary.
- Cooperation with regional agencies (those in ENQA)



Accreditation Process in Spain

After authorisation has been granted by the autonomous region and the degree programme has been verified by the Council of Universities, the Spanish Ministry of Education, Culture and Sports will submit to the Government the proposal for degree recognition and its registration in the RUCT.

Accreditation Process in Spain

1. DESCRIPTION OF THE DEGREE
2. JUSTIFICATION
3. LEARNING OUTCOMES
4. STUDENT ENTRY AND ADMISSION
5. PROGRAMME PLANNING
6. HUMAN RESOURCES(ACADEMIC STAFF...)
7. MATERIAL RESOURCES AND SERVICES
8. ANTICIPATED OUTCOMES
9. INTERNAL QUALITY ASSURANCE SYSTEM
10. IMPLEMENTATION AGENDA

EX-ANTE ACCREDITATION
BM

RD 1393/2007 (Modif. 861/2010) sets out how the report should be requested for the verification of Official Degrees



Evaluation Criteria

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.*

Evaluation Criteria

QUALITY ASSURANCE SYSTEM

Have adequate and systematic mechanisms and procedures for decision- making that ensure the **enhancement of the programme of study**. These should include:

- The quality of the programme and the teaching staff.
- The quality of placement/work experience and mobility programmes.

These mechanisms and procedures must at least provide for who is in charge, the way that decisions are made and follow-up of decisions that are made.

Establish mechanisms to **publish the information on the programme of study, its development and outcomes**, and for this to be sent to all those involved and/or interested (students, teaching staff, support staff, prospective students, external stakeholders, etc.).

Accreditation System in Spain

STAGE 2 Follow-up procedure

Seguimiento



To check, by non-invasive means, that the institution is implementing the study programme according to the approved design. Once the degree has been implemented must be monitored (yearly) by ANECA or another regional agency.

Accreditation System in Spain

Follow-up procedure

The MONITOR programme

“The MONITOR programme is based on the premise that the follow-up of a degree is a gradual process that should lead to its continuous improvement and conclude naturally with its accreditation ex-post”

(MONITOR Support Guide, ANECA)

Accreditation System in Spain

STAGE 3 Ex-post accreditation



Acreditación

To certify that the programme has been accomplished according to the already approved conditions in the ex-ante accreditation process.

Accreditation System in Spain

STAGE 3 Ex-post accreditation

Cyclical accreditation:

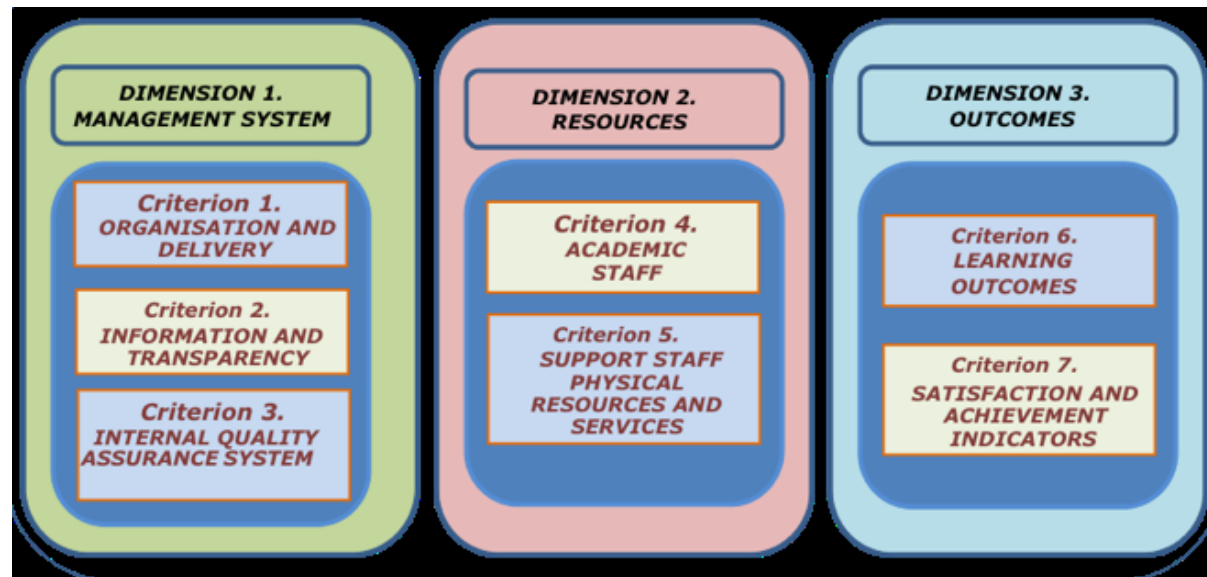
- Six years in case of bachelor programmes (Grado).
- Four years in the case of master degree programmes.

Accreditation System in Spain

Aims:

- To validate that university degree programmes are delivered according to their initial proposals.
- To assess the *Learning outcomes*.

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?



The procedure

Self-evaluation

Visit by experts panel

Evaluation for Accreditation

Accreditation System in Spain

ACREDITA Procedure

- Includes a classical approach: self evaluation report conducted by the institution and external review a peer panel expert, Site Visit and the publication of a report.

Accreditation System in Spain

ACREDITA Procedure

Includes a classical approach:

- The peer reviewers act according the procedures of the agency but *in a independent way* and are made up by experts coming from *academic world, students* and also, in some cases, experts coming from *industries and companies*.
- *The evaluation panel visit the institution and interview representatives of all the stakeholders.*
- ACREDITA Procedure is based in seven criteria (3 Dimension):

Accreditation System in Spain

- *Accreditation Committee analyse the report drawn up of the evaluation panel and all the information required for accreditation.*



Provisional Accreditation Report:

- Favourable (possibly including recommendations for improvement)
- Requires improvement in certain aspects

Universities can file allegations and may submit an enhancement plan.



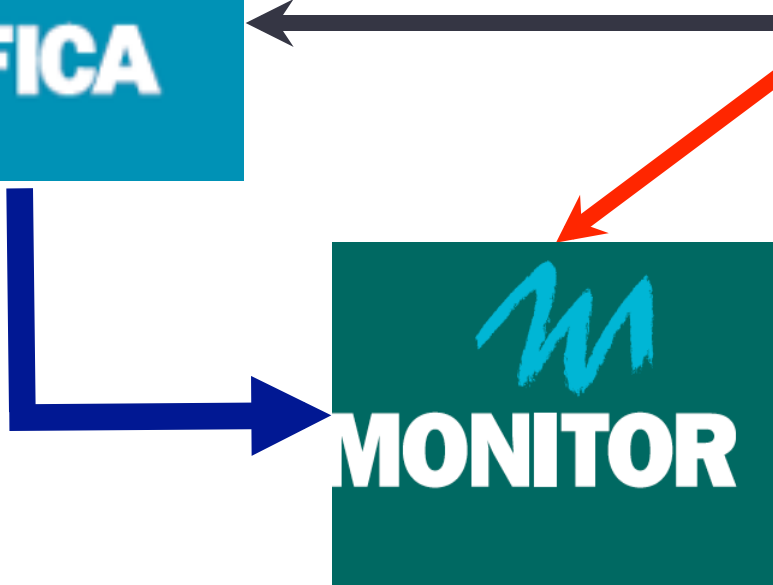
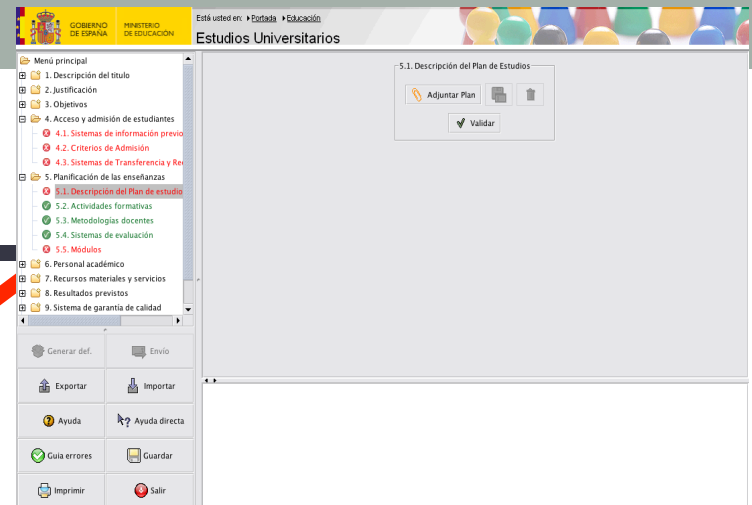
Accreditation Committee, Final Report: -Favourable
-Unfavourable

Accreditation System in Spain

- *Other assessment procedures like AUDIT and DOCENTIA.*



ACREDITA Procedure



Quality Assurance



- In Addition ANECA has **THREE VOLUNTARY** procedures:

Assessment of IQAS of HEIs



Assessment for European Labels



Institutional Accreditation



Complementary to programme accreditation!

Assessment of IQAS of HEIs



Goal: To provide guidance in design and certifying internal quality assurance systems integrating all the activities related to degree programmes quality assurance.

Milestones



1. To orientate in the design of the Internal Quality Assurance Systems (IQAS) of University Schools



2. Assessment of the designs of the IQAS



3. Certification of the Implemented IQAS

Assessment for European/ International Labels



Goal: INTERNATIONALITATION! To offer, within some disciplines, the possibility to obtain an international label simultaneously with the compulsory process for ex-post national accreditation.

*Currently in place in **TWO** disciplines*

Engineering

Informatics





OBJECTIVE



To allow to Spanish Universities the opportunity to obtain a recognised **international label in certain specific scientific fields**, at the programme level, within the national **accreditation procedure**



ADVANTAGES

1. **Take a step forward** in the degrees' accreditation.
2. **To avoid the multiplication** of processes in order to obtain the national accreditation and the international labels.
3. **"For a bit more"**, aiming for national accreditation AND for an international quality label.

Once an engineering/informatics programme asks for re-accreditation, **two options** are provided:

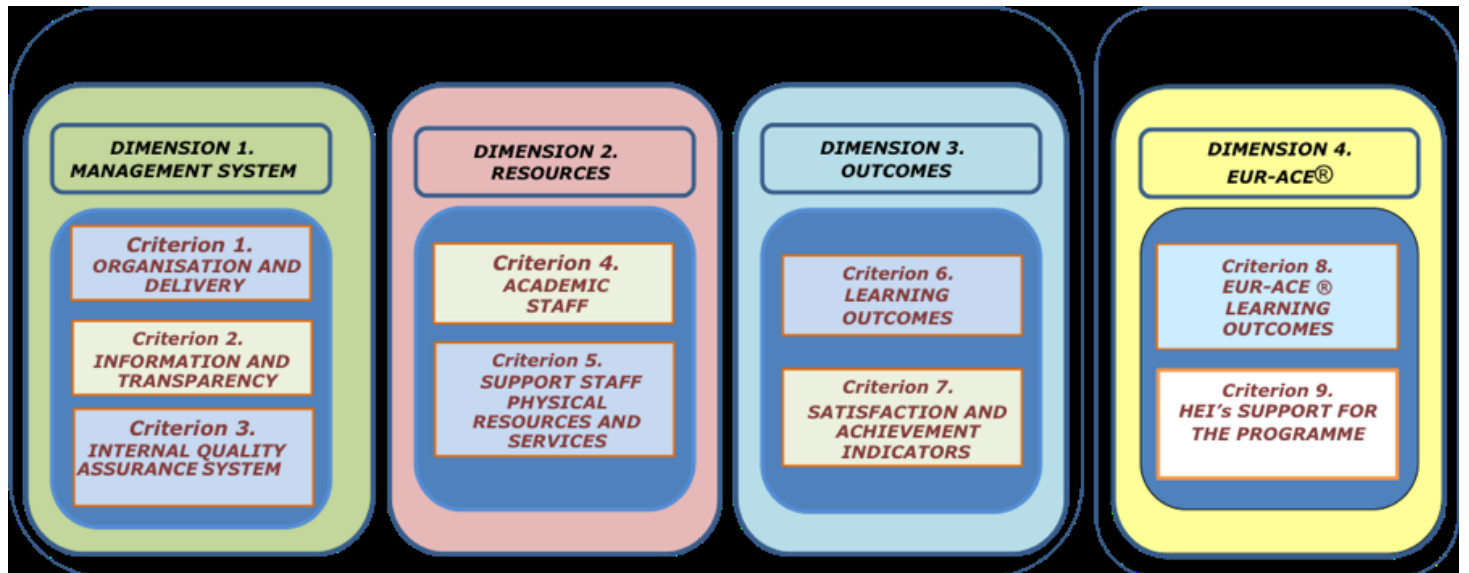
- a) Ask for compulsory **national accreditation**, or
- a) Ask for compulsory **national accreditation** together with the EUR-ACE/EURO-INF label request



If this is the option, then...

Assessment Framework for expost programme accreditation+EUR-ACE Label:

Site visit required!



Common to the compulsory national accreditation

Additional information for the label

Some conclusions

- The Universities are given freedom to propose titles and define the curricula, *makes the organization of university teaching more flexible, favoring curricula diversification...*
- According with the EHEA principles, the students have the main role in the education system.
- To this effect, the student learning experience leads to a correct definition of the objectives of the study programmes taking into account society and the needs of the labour market.
- **Information for students.** Transparency
- Embedding development of outcome-based and flexible curricula.

Some conclusions

- QA system is in operation according the ESG.
- The evaluation processes have been initiated with clear consequences for those that are evaluated, and generated new information for decision making of governments and stakeholders.
- In 2010 the **Spanish Qualifications Framework** was established and it integrates as part of the evaluation process according with **learning outcomes and competences**. The Dublin Descriptors are part of the legal framework.

Some conclusions

“ 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”

- Accreditation Process in Spain focus in achievements.
- Emphasise the teaching, learning, assessment relationship.
- Formally the study programmes follow the definition of the learning outcomes...In Spain the use of l.o. is compulsory trough law.
- Appropriate use of learning outcomes, **not just a paper exercise.**
- **The use of l.o. will be monitored by programme assessments in external quality assurance.**

- *Thousands of degrees to be evaluated.*
- *The evaluation processes can requires an excess of documentation and evidences that applicants have to provide and to a long process that include too many administrative steps.*
- ***SUSTAINABILTY OF THE SYSTEM!!!***

Thanks! For your attention

¡Gracias por su atención!