



AGENCIA NACIONAL DE EVALUACIÓN
DE LA CALIDAD Y ACREDITACIÓN

**Enhancing Quality Assurance Management
in Jordanian Universities, EQuAM
Training Workshop in ANECA
Madrid, 7- 8 September 2015**

**Impacts at a national level (Spain) on QA
agencies and universities**

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The QA framework in Europe

Quality assurance in the EHEA:

- **At the higher education institution level:**

Higher Education Institutions develop its own QA systems

- **At the national level:**

Quality Assurance agencies in most of the European countries

- **At the European level**

ENQA and the European Quality Assurance Register





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The QA framework in Europe



EHEA



Standards and Guidelines for Quality Assurance



Spanish legal framework



University Act, Modified in 2007

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



Evaluation Procedures of ANECA



Principles of European QA

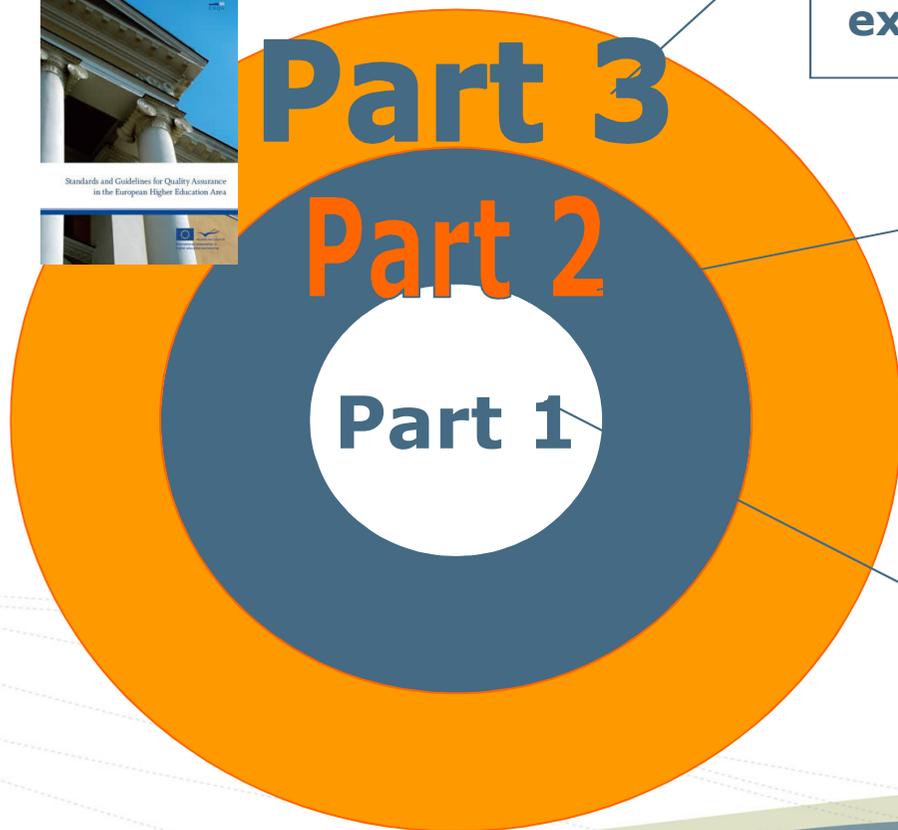
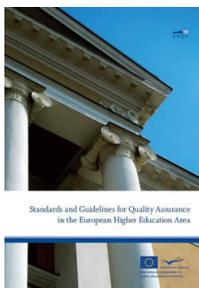
- **HEIs have primary responsibility** for the quality of their provision and its assurance
- **QA responds to the diversity** of HE systems, institutions and programmes
- QA supports the development of a **quality culture**
- QA involves stakeholders and takes into account the **expectations of all stakeholders and society**

Purposes of the ESG

- **They set a common framework** for quality assurance systems for learning and teaching at European, national and institutional level
- **They enable the assurance and improvement of quality** of higher education in the European higher education area
- **They support mutual trust**, thus facilitating recognition and mobility within and across national borders
- **They provide information on quality assurance** in the EHEA



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**European standards for
external quality assurance agencies**

**European standards and guidelines for the
external quality assurance of
higher education**

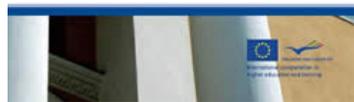
**European standards and guidelines for
internal quality assurance
within higher education
institutions**

External quality assurance agencies

Part 3



Standards and Guidelines for Quality Assurance
in the European Higher Education Area



3.1 Use external quality for higher education

3.2 Official status

3.3 Activities

3.4 Resources

3.5 Mission statement

3.6 Independence

**3.7 External quality assurance criteria and processes
used by the agencies**

3.8 Accountability procedures

Understanding the ESG´s

European standards and guidelines for the external quality assurance of higher education

Part 2



2.1 Use of internal quality assurance procedures

2.2 Development of external quality assurance processes

2.3 Criteria for decisions

2.4 Processes fit for purpose

2.5 Reporting

2.6 Follow-up procedures

2.7 Periodic reviews

2.8 System-wide analyses

Understanding the ESG´s

European standards and guidelines for internal quality assurance within higher education institutions

Part 1



Standards and Guidelines for Quality Assurance
in the European Higher Education Area



- 1.1 Policy and procedures for quality assurance**
- 1.2 Approval, monitoring and periodic review of programmes and awards**
- 1.3 Assessment of students**
- 1.4 Quality assurance of teaching staff**
- 1.5 Learning resources and student support**
- 1.6 Information systems**
- 1.7 Public information**

Yerevan, May 2015 - some outcomes

- Ministerial Communique
 - Strong importance given to the **conceptual shift to student-centered learning** (from teaching to learning and from inputs to outcomes; flexible learning paths; descriptions of learning outcomes; appropriate assessment and teaching methods...)
 - **Fostering employability** (labour market relevance of degrees through dialogue with labour market, combination of study and work placements)
 - Making systems of HE **more inclusive**
 - Points at difficulties in implementation and demands more action
 - Strong focus on quality of education, **little reference to QA**
 - QA one of the success stories of Bologna – only reported shortcoming: lack of progress in the involvement of students
- Adoption of two central documents for QA:
 - the revised ESG
 - The European Approach to QA of Joint Programmes in the EHEA
 - (Also the ECTS users' guide revised version, now as an official Bologna document)

In concrete terms

For governments

- “ We adopt the standards and guidelines for quality assurance in the European Higher Education Area as proposed by ENQA.
- We commit ourselves to introducing the proposed model for peer review of quality assurance agencies on a national basis, while respecting the commonly accepted guidelines and criteria.”

Bergen Communiqué, 19-20 May 2005



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ANECA and the Revised European Standards and Guidelines



Standards and Guidelines for Quality Assurance
in the European Higher Education Area



What are the challenges of the revised ESG for the QA Agencies?



Main Changes in Part 3

- Rearranged to be more coherent and logical (3.1. combines previous 3.1, 3.3, and 3.5)
- **3.3: Notion of independence explained better** (organisational, operational, and of outcomes).
- **3.4 thematic analysis:** 2005 “from time to time”, 2015: “regularly” → more strict
- 3.5: resources - now has **guidelines that explain what is “adequate”** (also thematic analysis, information activities etc.)
- 3.6: Notion of professional conduct (ethics)
- **3.7: cyclical external review of agencies** (appeared before in guidelines to 3.8), to create a parallel with HEIs (see 1.10))



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ANECA and the Revised European Standards and Guidelines



Standards and Guidelines for Quality Assurance
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What are the actions planned by ANECA to face the challenge of analyze the Revised ESG in its procedures?



Agenda for the analysis and implementation of the Revised ESG in ANECA 2015 - 2016

- To set up a core group to analyse the Revised ESG (internal)
- To disseminate the new version among the technical staff of ANECA
- To analyse the consequences of the changes in the Criteria of ANECA's procedures by the Unit of Strategic Planification and Internal Quality of the Agency
- To write a report based on the analysis of the criteria by the Units
- To make it public on the website of ANECA
- To disseminate the modifications of the procedures among the experts
- To disseminate the modifications among the representatives of the HEIs
- To disseminate the analysis process among the stakeholders in a public event

Correlation between ESG Part 1 and ANECA procedures: ESG review 2012

Parte 1



Standards and Guidelines for Quality Assurance
in the European Higher Education Area



Programas de evaluación externa ANECA/ Criterios para la garantía de calidad en el EEES (parte 1)	Programa de Evaluación Institucional (PEI)	Programa de Mención de Calidad Doctorado (PDC)	Programa de Evaluación de los Programas Oficiales de Posgrado (POP's)	Programa de Evaluación de servicios	Programa de Evaluación del profesorado (PEP)/ Programa de apoyo a la evaluación de la actividad docente (DOCENTIA)
	Criterios numerados según el programa correspondiente de ANECA (Evidencia E60)				
1.1 Política y procedimientos para la garantía de calidad	2	8	5	*	*
1.2 Aprobación, control y revisión periódica de programas y títulos	1, 2, 3, 4, 5 y 6	1, 4, 7 y 8	1, 2, 3 y 5		
1.3 Evaluación de los estudiantes	1 y 5	1	2		
1.4 Garantía de calidad del personal docente	3 y 6	2 y 3	5		Todos sus criterios
1.5 Recursos de aprendizaje y apoyo al estudiante	3, 4 y 5		4 y 5	Todos sus criterios	
1.6 Sistemas de información	2 y 6	4 y 5	5		
1.7. Información pública	1 y 2		5		

✓ **In parallel, work on Standard 1.3 Student-centred learning, teaching and assessment**

- ✓ Project N° 559209-EPP-1-2014-ES-EPPKA3-BOLOGNA
“HIGHER EDUCATION REFORMS IN SPAIN” HERE-ES.
Coordinated by the Ministry of Education, Culture and Sport
of Spain. Partners: ANECA, Rectors’ Conference, ENQA and
ESU.

-> To define how we should interpret and implement, at a national point of view, the student centred learning approach: to reach a better understanding between all the stakeholders involved (“imported concept”).

Why?

- To be aligned with other European countries (impulsed at the national level).
- Criteria agreed between 6 European stakeholders (ENQA and EQAR, so two of them, being representatives of QAAs). Spain, through the Ministry (who gathered the Agency, HEI's... opinions on the revision of the ESG), transmitted a national message in the Conference of Ministers in Yerevan.
- International recognition: external evaluation by ENQA and EQAR.
- > Provides TRUST (adhere to the same set of principles and general guidelines within our QA procedures among the reviewed Agencies).



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In concrete terms

For HEIs

- It is up to each institution to develop its own quality culture and to put in place the policies, the strategies and the systems adapted to its situation and ambition.
- The HEIs' quality assurance mechanisms have to satisfy their proper needs but also the expectations of their partners and stakeholders. The [first set of standards](#) clarifies the goals.

Main changes in Part 1

- **Flexible learning central:** frequent reference to LLL, RPL, different delivery modes, diverse student body etc.
- **LOs and SCL have a strong focus**, and are mentioned in 5 out of the 10 standards!
 - 1.2: design of programmes, explicit reference to LOs, national QFs and QF-EHEA
 - 1.4: student admission and progression have a stronger focus than before and refer throughout to LOs based approach
 - 1.6: student support standard emphasis the diversity of the student population
- A new standard focusing altogether on student centred learning, teaching and assessment (1.3) → **requires a shift in thinking about “what is quality” in teaching and learning**. Headache for both IQA how to demonstrate this 😊
- The real question for EQA: how can EQA support the implementation of these standards and monitor them? How can student-centeredness be translated into indicators? BUT: no longer an optional, but a “must do”!

Concluding remarks Revised Part 1

- A new focus on institutional capacity to take charge of quality
 - Are all HEIs and systems ready to respond to the challenge?
- A new focus on student involvement
 - How to make it meaningful?
- HE promoting employability
 - How to demonstrate the value added of HE?

I. DISPOSICIONES GENERALES

MINISTERIO DE LA PRESIDENCIA

6708 *Real Decreto 420/2015, de 29 de mayo, de creación, reconocimiento, autorización y acreditación de universidades y centros universitarios.*

CAPÍTULO III

Acreditación institucional

Goal: INCREASE EFFICIENCY! To offer the possibility to achieve institutional accreditation at school level. When obtained, accreditation will cover all the programmes under the umbrella of that school.

Moving from...to

**Programme
Accreditation**



**Institutional
Accreditation**

Steps required to participate

1. Programme Accreditation

Focus:

Programmes

The assessment follows the path: ex ante accreditation-follow up-ex post accreditation



Compulsory

2. School Institutional Accreditation

Focus:

Schools with:

- 50% of their programmes already accredited.
- IQAS implemented already certified.

The assessment relates to all programmes implemented within that school

Voluntary

Institutional Accreditation

2. School Institutional Accreditation

Milestones

Focus: Schools

- The first accreditation procedure is already defined in the RD
- The program for 2nd and further re-accreditations has to be designed:

Validity: Maximum 5 years

1. Special focus on the Internal Quality Assurance System of the School



2. Assessment of the outcomes of a group of programmes that have not been assessed before

3. If school accreditation is not obtained, all programmes within that school will be subject to programme accreditation the year after.





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Universidad
Internacional
Menéndez Pelayo



Conference

Programme accreditation as a tool for internationalisation

Santander, 9 y 10 September 2015



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Agència
per a la Qualitat
del Sistema Universitari
de **Catalunya**



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Thank you very much

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