

An European example with
different approaches to the
relationships between national and
regional (sub-national) agencies
and their HEIs:
*The case of the univesitat de
Barcelona (UB)*

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Roma, 28th february 2013

Outline

- Why do we have a national agency and various regional agencies in Spain?
- What are their aims? Do they share the same methodologies, procedures and tools?
- What's the relationship between Agencies and the universities?

- **Bachelor**(240cr), **Master** (60-120 credits), **Doctorate / PhD** (3 to 4 years).
- A new way in which these degrees are formulated :
 - ✓ validation with an ex-ante assessment
 - ✓ monitoring/modification
 - ✓ accreditation
- Universities should have established an internal quality assurance system

A new way in which these degrees are formulated

Ex-ante assessment: a degree project for validation → requests an assessment report from the QA Agency.

Monitoring (follow up measures): progress report once a year for programme → to check, that the institution is implementing the study programme according to the approved design

Accreditation: Agencies will check that the degree has been carried out according with the initial project

Universities should have established an internal quality assurance system

ANECA , AQU, AGSUC, have developed the 'Assessment of Internal Quality Assurance Systems in Higher Education' (AUDIT programme).



to provide guidance in designing internal quality assurance systems and afterwards validated it.

- Having regional agencies, means they have a good knowledge at a local level (region) so they know, perhaps better, the needs of the regional university system.
- And in consequence, there is more local approach.
- Despite sharing procedures and methodologies, it's a fact that the focal points of the evaluation are different between agencies.

Agencies should not only agree on procedures but also share the results of their evaluation.

Thank you