

TAM Seminar: "The role of accreditation in promoting Quality Assurance at Higher Education Institutions"

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A national framework for accreditation: the case study of Spain

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**National Agency for Quality Assurance and Accreditation
of Spain, ANECA**

ENQA Board Member 2009-2015

- 1- **The higher education system in Spain:
the quality assurance framework**
- 2- **The evaluation activities of ANECA**
- 3- **Evaluation/Accreditation of academic
staff**
- 4- **Evaluation of research activities (on an
individual basis)**

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The QA framework in Spain

Education in Spain follows a **decentralised model**.

In the case of higher education, jurisdiction is distributed between:

1. The State,
2. The regional governments and
3. The Universities.



The Spanish HE evaluation System: public bodies involved

HE Governance: State – Regional Governments (17)



General Conference for University Policy:

- Defines the cooperation terms between the Ministry and the regional governments and the mutual recognition agreements amongst the agencies.
- Approves the coordination criteria concerning the evaluation and accreditation activities of the agencies.
- It is chaired by the Minister of Education and all the regional heads for education are represented

University Council

- It is the cooperation body between the Ministry and the Rectors' Conference.
- It is chaired by the Minister of Education and all the rectors of both public and private universities are represented.
- It is the decision-making body of the accreditation procedures based on the reports issued by the Agency.

QUALITY ASSURANCE AGENCIES

■ National level



AGENCIA NACIONAL DE EVALUACIÓN
DE LA CALIDAD Y ACREDITACIÓN

■ Regional level



The Spanish HE evaluation System: public bodies involved (2)

Coordination of evaluation procedures in Spain

Network of QA Agencies in Spain (REACU):

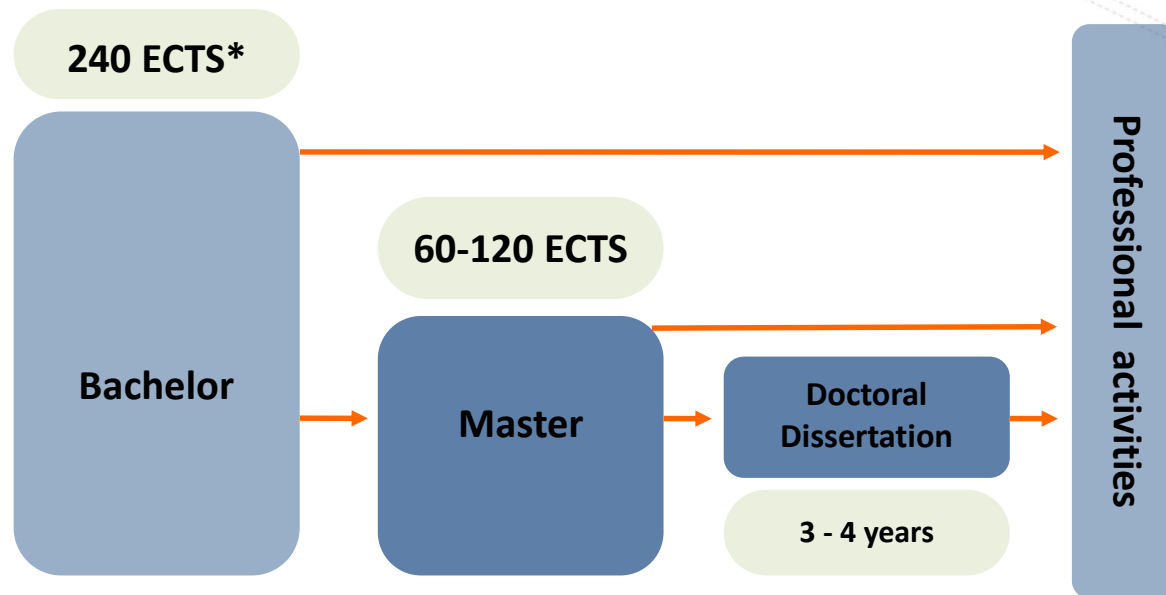
- It includes ANECA and the 10 evaluation agencies of the regional governments
- Technical organisation: it coordinates evaluation criteria and guidelines
- The secretary of the head is assumed by each agency annually



University Committee for the Regulation of the Follow-up and Accreditation Procedures (CURSA):

- Created in 2010 to ensure the coordination of the implementation of the programmes at the national level (follow-up and reaccreditation procedures)
- It is chaired by the D-G for University Policies and gathers 4 heads of the regional education departments, 5 rectors, ANECA and 4 regional agencies and 2 universities.

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)

The QA framework in Spain



Evolution of the Bologna Process in Spain



Bologna
Declaration
1999

Prague
2001

Berlin
2003

Bergen
2005

London
2007

Leuven
2009

Bucharest
2012

Bologna Follow-up meetings

29 países

47 países

Born of ANECA

Starts the
evaluation of new
BSc degrees

Starts the
evaluation of new
Master degrees

End of the non-
adapted-EHEA
programmes

1999

2001

2002

2003

2007

2008

2009

2010

2011

New University
Act (LOU)

-R.D. 1125
Créditos ECTS

-R.D. 1044
Suplemento al
título

Changes in LOU:
LOMLOU

-R.D. 1393 Ordenación
enseñanzas
-R.D. 1312 acreditación
de personal docente
universitario

-R.D. 1509
Se regula el RUCT

-R.D. 861 que
modifica el R.D.
1393

-R.D. 99/2011
enseñanzas
oficiales de
doctorado

-R.D. 127 MECES

The QA framework in Spain



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



The QA framework in Spain

| | PRE-EHEA | AFTER EHEA |
|-----------------------------------|------------|--------------|
| FOCUS | Contents | Competences |
| AUTONOMY | Less | More |
| WHO DESIGNS PROGRAMMES | Government | University |
| PROGRAMME REFERENCE | Catalogue | Register |
| NUMBER OF PROGRAMMES | Finite | Undetermined |
| INTERNAL QUALITY ASSURANCE | Emerging | Key aspect |
| EXTERNAL QUALITY ASSURANCE | Voluntary | Compulsory |

Adapting the Spanish HE system to the Bologna Process

Traum...



...oder Trauma

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the quality assurance framework
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What do we externally assess?

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

e) Other programs



■ In Spain:

**Accreditation of
institutions**



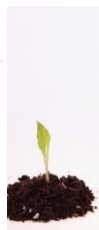
**Accreditation of
programmes**



Compulsory for all official
programmes!

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**

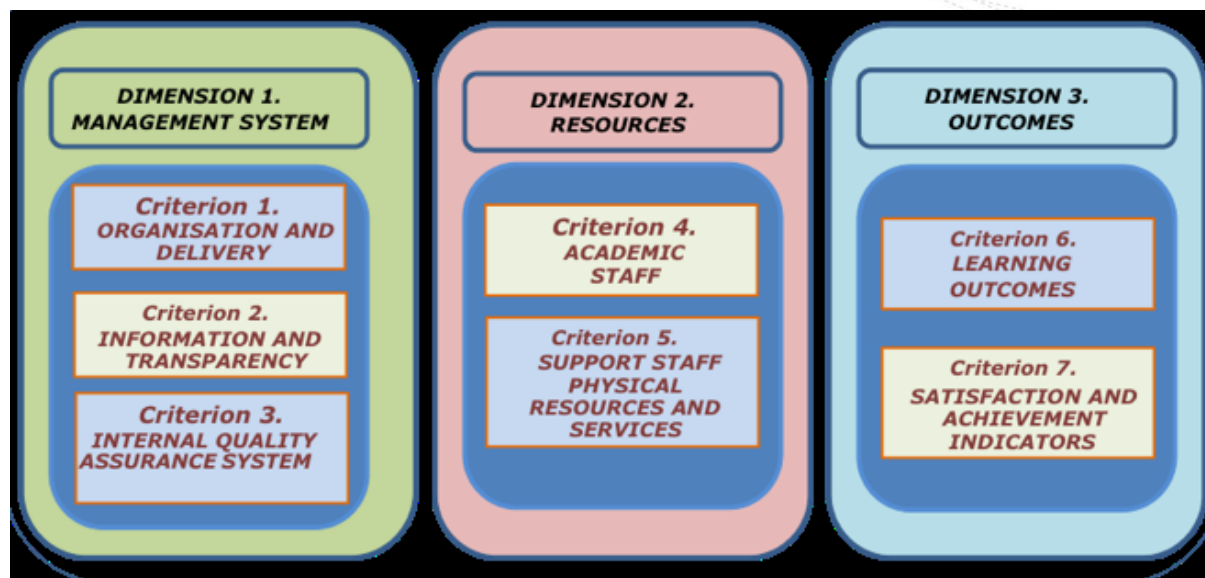


**Assures quality of
learning (competency
and qualification)**

EX - POST



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

■ In Addition we have **THREE VOLUNTARY** procedures:

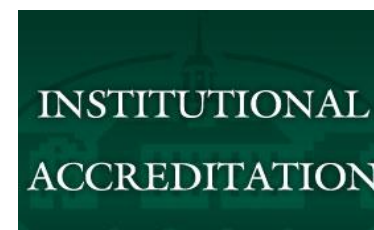
Assessment of IQAS of HEIs



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



Framework for Internal quality assurance system Assessment:

1.0. How the HEI defines its quality **policy and goals**.

1.1. How the HEI ensures the **quality of its programmes**.

1.2. How the HEI orientates its programmes towards the **students**.

1.3. How the HEI assures and enhances the quality of its **academic staff**.

1.4. How the HEI manages and improves its physical **resources and services**

1.5. How the HEI analyses and takes into consideration the **outcomes**.

1.6. How the HEI publishes **information** on degree programmes.



Framework for Internal quality assurance system Assessment:

1.0. How the HEI defines its quality **policy and goals**.

The HEI should:

- 1.0.1. Make a public statement in writing that sets out its quality policy, together with its scope and goals.
- 1.0.2. State the interest groups involved in defining the quality policy.
- 1.0.3. Integrate different elements (bodies, procedures, processes, etc.) to establish a system whereby this quality policy can be implemented.
- 1.0.4. Establish actions to define, approve, review and improve the quality policy and goals.
- 1.0.5. Determine the accountability procedure (how, who, when) with the interest groups in relation to compliance with the quality policy and fulfilment of the quality goals.

The evaluation activities of ANECA

Assessment for European/International Labels



Goal: INTERNATIONALIZATION! 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...

Labels under the umbrella of ACREDITA^{plus}



EAEVE
European
Association
of
Establishments
for
Veterinary
Education

European Association of Establishments for Veterinary Education (EAEVE) in co-operation with the Federation of Veterinarians of Europe (FVE).



AACSB
Association to
Advance
Collegiate
Schools of
Business

ing international system of quality assessment, improvement, and accreditation of higher education institutions management and business administration



WFME
World
Federation
for Medical
Education

Regional offices in Africa, The Americas, Eastern Mediterranean, Europe, South East Asia, Western Pacific



EQANIE

European funded project to joint European accreditation standards and a qualification framework for accreditation of informatics / computer-science education



ECTN

More than 200 chemical societies and HE in Europe

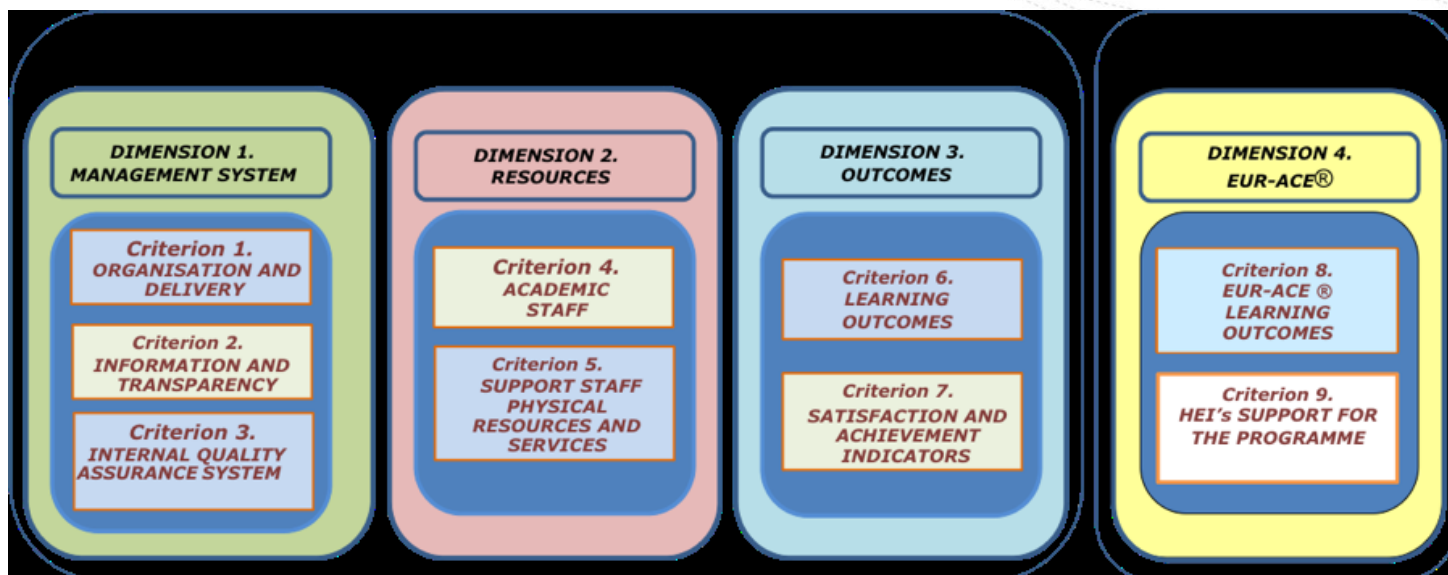


ENAE
European
Network for
the
Accreditation
of
Engineering
Education

All European Engineering Accreditation Agencies + FEANI, SEFI, CESAER, EUROCADRE S etc.

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

**Site visit
required!**



**Common to the compulsory national
accreditation**

**Additional information
for the label**

Institutional Accreditation

INSTITUTIONAL
ACCREDITATION

Goal: INCREASE EFFICIENCY! To offer the possibility to achieve institutional accreditation at school level. When obtained, accreditation will be applicable to all 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

INSTITUTIONAL
ACCREDITATION

2. School Institutional Accreditation

Milestones

Focus:

Schools with:

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

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.



Thank you for your attention

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