

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

Bishkek, Kyrgyzstan, 3-4 October, 2018

Training teaching staff in accreditation process – why and how.

Rafael Llavori
Head of International Relations
**National Agency for Quality Assurance and Accreditation
of Spain, ANECA**

ENQA Board Member 2009-2015

Training experts for accreditation processes: why and how?



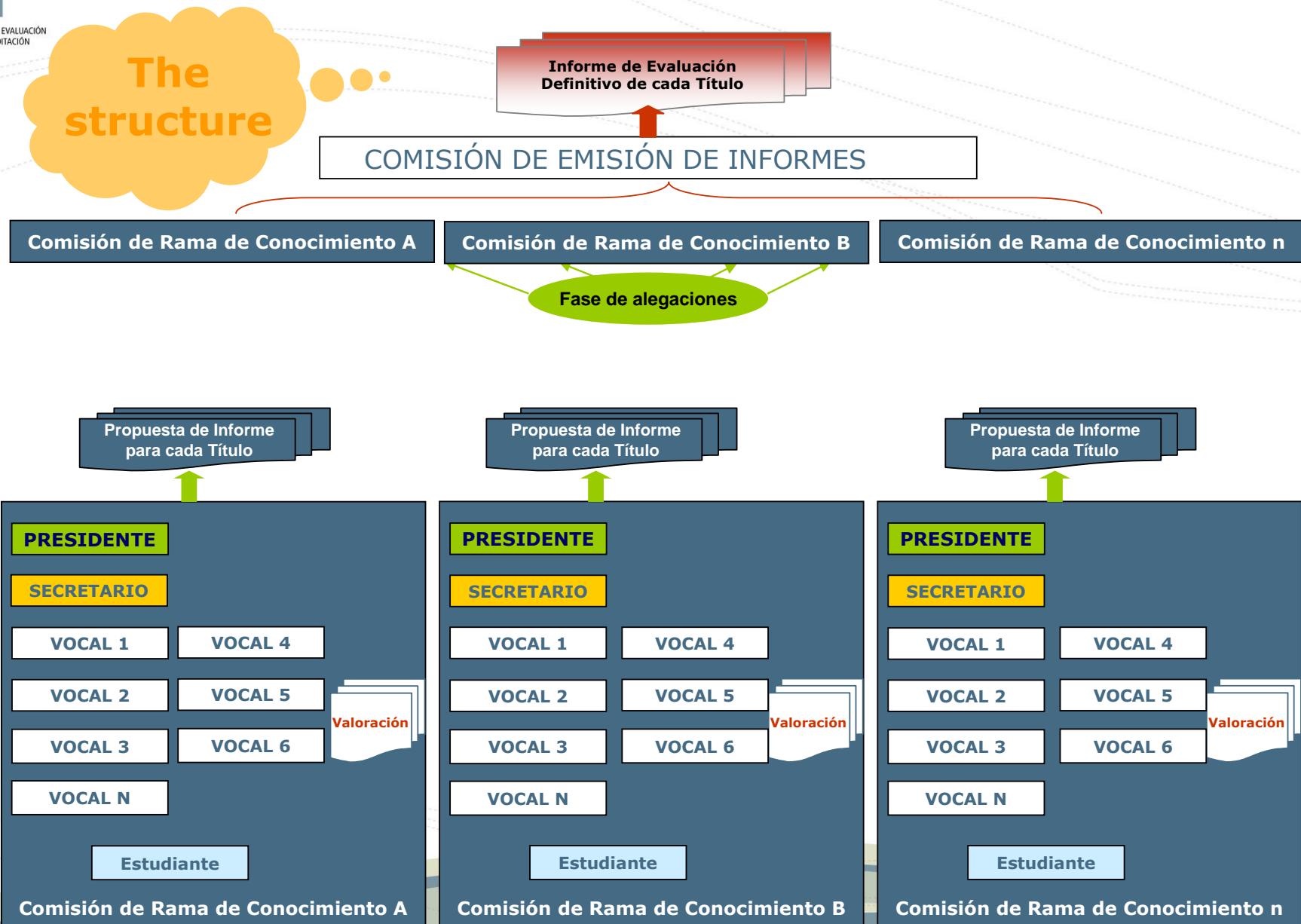
- ✓ The experts are the most important element of the accreditation process
- ✓ The expert is a peer of the academic community
- ✓ The site visit is an academic activity accomplished on behalf of the QA body
- ✓ The agency must develop its own training techniques: its “brand”.



Training experts for accreditation processes: why and how?

- ✓ The expert will also represent the Agency ethos with his/her attitude
- ✓ The training will provide the expert with the technical capacity of the procedure
- ✓ It is an important issue, but the easiest one
- ✓ The training has also to focus on communication and behavioural skills
- ✓ This part could be the more difficult

The training of experts by the QA body



*Cada expediente será asignado a una Comisión de Rama de Conocimiento.

The panel: who is who?

REVIEW TEAMS



Consejo General
de Colegios Oficiales
de Ingeniería Técnica
en Informática



CONSEJO GENERAL
DE COLEGIOS
DE INGENIERÍA
INFORMÁTICA



1. An academic with experience in ANECA programmes, who will act as **president** of the panel,
2. Another **academic** from the specific branch of the programme being assessed,
3. A **student** with expertise in assessment procedures,
4. A **secretary** from ANECA staff.
5. A **practising professional**,



The training of experts by the QA body



- ✓ The training should focus on the core of the technicalities of the process: how to analyse the compliance of the programme with the procedure.
- ✓ The training should also include a special part for the different roles played by the members:
 - ✓ President
 - ✓ Secretary
 - ✓ Students

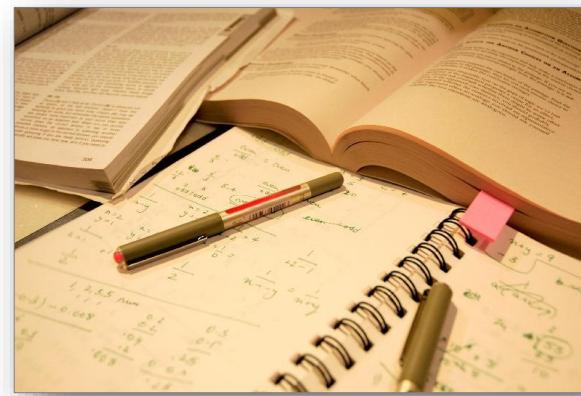
The training includes:

How to do the interviews with the **key people of the programme**: directive team, academic staff, students, graduates, employers, alumni, etc.



La **training** includes:

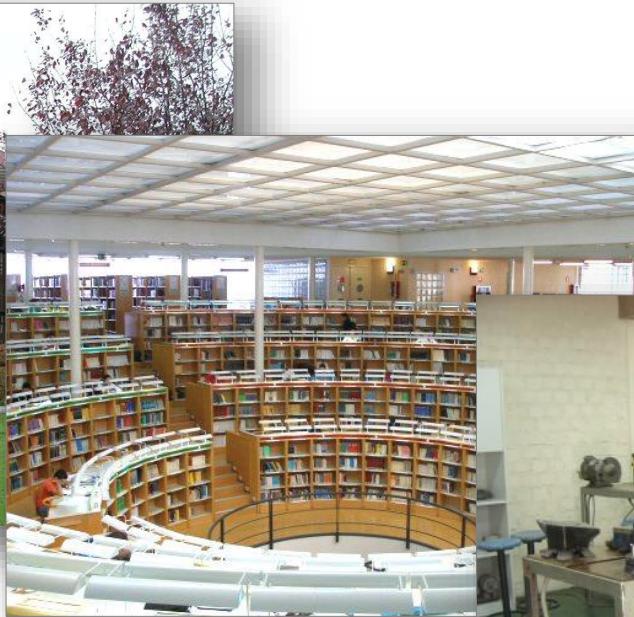
How to analyse the evidences: among them the exams of the **key subject matters**, the assessment techniques, CV of the academic staff, pedagogical guidelines and Bachelor or Master thesis



The training of experts by the QA body

The training includes:

A visit to the facilities to check those issues related to the procedure



The training includes:

How to write the accreditation report

 **CUMPLIMIENTO DE LOS CRITERIOS Y DIRECTRICES**

DIMENSIÓN 1. LA GESTIÓN DEL TÍTULO

Criterio 1. ORGANIZACIÓN Y DESARROLLO

Estándar:

El programa formativo está actualizado y se ha implantado de acuerdo a las condiciones establecidas en la memoria verificada y/o sus posteriores modificaciones.

VALORACIÓN DESCRIPTIVA:

1.1. La **implantación** del plan de estudios y la **organización** del programa son coherentes con el perfil de competencias y objetivos del título recogidos en la memoria de verificación y/o sus posteriores modificaciones.

[Empty box]

1.2. El perfil de egreso definido (y su despliegue en el plan de estudios) mantiene su **relevancia** y está **actualizado** según los requisitos de su ámbito académico, científico o profesional.

[Empty box]

VALORACIÓN SEMICUANTITATIVA

Se debe realizar una valoración semicuantitativa de cómo se sitúa el título frente a las siguientes directrices:

Criterio 1. ORGANIZACIÓN Y DESARROLLO				
	A	B	C	D
1.1	La implantación del plan de estudios y la organización del programa son coherentes con el perfil de competencias y objetivos del título recogidos en la memoria de verificación y/o sus posteriores modificaciones.			
1.2	El perfil de egreso definido (y su despliegue en el plan de estudios) mantiene su relevancia y está actualizado según los requisitos de su ámbito académico, científico o profesional.			
1.3	El título cuenta con mecanismos de coordinación docente (articulación horizontal y vertical entre las diferentes materias/asignaturas) que permiten tanto una adecuada asignación de la carga de trabajo del estudiante como una adecuada planificación temporal, asegurando la adquisición de los resultados de aprendizaje.			
1.4	Los criterios de admisión aplicados permiten que los estudiantes tengan el perfil de ingreso adecuado para iniciar estos estudios y en su aplicación se respeta el número de plazas ofertadas en la memoria verificada.			
1.5	La aplicación de las diferentes normativas académicas (permanencia, reconocimiento, etc.) se realiza de manera adecuada y permite mejorar los valores de los indicadores de rendimiento académico.			

The training includes:

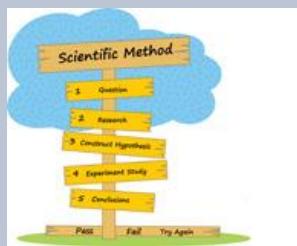
How to assess each standard through a semi-quantitative approach

Each guideline or sub-criterion complies:

- **A, with excellence:** it is systematically fulfilled and can be used as a best practice in other universities.
- **B, complies substantially with the threshold level:** it is fulfilled with a reasonable room for enhancement.
- **C, partially compliant:** the experts identifies clear aspects for improvement to achieve a threshold compliance.
- **D, non compliant:** the guideline is not reached and the panel does not find evidences for the compliance.

The **training** is organised around 7 sessions:

- **Session 1: ANECA's programme accreditation procedure and the role played by the experts**
- **Training objectives**
 - To understand the programme accreditation procedure and its scope and context
- **Intended learning outcomes**
 - To be able to interpret the evidences according to the procedure and its different steps
 - To learn about the contribution of the expert panel in the overall accreditation process and its impact in the context of the higher education system in Spain



SESSION 1: CONTENTS

- 1- **Objetives of the ex - post accreditation procedure**
- 2- **The accreditation model**
- 3- **The self-evaluation process**
- 4- **The external evaluation: the expert panel**

- **Session 2: The role of the panel before the site visit: the individual analysis of the programme**
- **Training objectives**
 - To give a first approach on how to evaluate the guidelines of the accreditation procedure
 - To get familiar with the methodology to analyse the self-evaluation report and the rest of the information related to the programme (exante accreditation report, follow-up reports...)
- **Intended learning outcomes**
 - To accurately understand and interpret the evaluation criteria as well as the guidelines of the procedure
 - To adequately analyse the evaluation of the guidelines of the self-evaluation report
 - To be able to select the subject matters that will be taken as a reference for the evaluation of the programme



SESSION 2: CONTENTS

- 1- **Appraisal of the guidelines of the accreditation procedure**
- 2- **Analysis of the information given by the self-evaluation report on the guidelines**
- 3- **To make use of the template for the individual analysis of the self-evaluation report ("expert tool")**
- 4- **The selection of the reference subject matter**
- 5- **Case study**

- **Session 3: The role of the panel before the site visit: the panel discussion on the programme**
- **Training objectives**
 - To get familiar with the different aspects related to the agenda of the site visit
 - To work out the patterns of the selection of interview groups and their corresponding questions
- **Intended learning outcomes**
 - To write the site visit agenda according to the outcomes of the previous analysis of the programme
 - To identify carefully the additional information to be requested to the programme before the site visit



SESSION 3: CONTENTS

- 1- **Plan of the site visit**
- 2- **Criteria for the selection of interviewees**
- 3- **Agenda of the site visit**
- 4- **Key points to assess for the reference subject matters**
- 5- **Case study (preparation of the agenda)**

The training of experts by the QA body

- **Session 4: The expert panel in the site visit: checking the evidences**
- **Training objectives**
 - To get familiar with the various aspects related to the development of the expert panel visit
 - To learn the key points allowing a more precise appraisal of how the programme has been implemented as well as its more relevant outcomes
- **Intended learning outcomes**
 - To identify evidences not included in the self-evaluation report, related to the achieved learning outcomes, which were available over the site visit, to be checked with the evaluation made before the visit
 - To find alternative evidences through the interviews with the different groups, which allow a better evaluation of the compliance of the various guidelines and criteria.



SESSION 4: CONTENTS

- 1- **Initial meeting of the panel at the institution**
- 2- **Checking evidences**
- 3- **Interviews with the groups**
- 4- **Case study (analysis of a subject matter, exams and Bachelor/Master Thesis)**

The training of experts by the QA body

- **Session 5: the TIC tool used for the evaluation procedure**
- **Training objectives**
 - To get familiar with the TIC tools which give support to the accreditation process and the expert panel
- **Intended learning outcomes**
 - To develop appropriate skills in handling the TIC tools



SESSION 5: CONTENTS

- 1- **TIC tool for the panel members**

- 2- **TIC tool to write the site visit report**

The training of experts by the QA body

- **Session 6: communication skills for the panel during the site visit**
- **Training objectives**
 - To understand the importance of the expert panel's behaviour throughout the visit
 - To embed communication skills as a key tool concerning the internal and external relations of the expert panel
- **Intended learning outcomes**
 - To be aware of the importance of the analysis accomplished by the expert panel for the institutions and the representatives that take part in the various stages of the site visit
 - To acquire effective communication skills to be used within the panel interactions, as well as in the interviews with the groups of the institution



SESSION 6: CONTENTS

- 1- **Communication skills and behaviour of the panel members**
- 2- **Management of complex situations**
- 3- **Oral communication of the outcomes of the evaluation**
- 4- **Case study (Simulation of panel's behaviour)**

- **Session 6: the role of the panel after the site visit.**
The Report
- **Training objectives**
 - To learn about the most relevant patterns to write the site visit report
- **Intended learning outcomes**
 - To assign to the different members of the panel the tasks related to the writing of the report
 - To adequately sustain the judgements of the guidelines and criteria, paying particular attention to those which differ from the ones raised in the self-evaluation report
 - To write the site visit report according to high standards of clarity and soundness in the judgements made to support the decisions.



SESSION 7: CONTENTS

- 1- **The draft of the report after the visit**
- 2- **The writing of the draft report**
- 3- **Comments and observations to the draft report and the preparation of the final version**
- 4- **Case study (an example of writing some critria of the report /analysis of the writing style)**

conflict of interest
confidentiality

Conflict of interest



Meanwhile the site visit is accomplished might rise situations where a conflict of interest occurs:

- **Either personal**
- **Or institutional**

The agency expects from the expert a professional behaviour

The expert shall avoid:

- To make decisions under the **influence** of either personal or institutional conflicts. S/he must ensure impartiality in her/his decision making process.
- Any **discussion** derived from a likely personal or institutional conflict.

Conflict of interest



The expert shall avoid:

- To take part in the accreditation procedure if s/he has had any relation with the programme (the expert or a close relative):
 - Whether the expert has economic interest with the institution.
 - Whether the expert has recently had an economic relationship with the institution.
 - Whether the expert has been a student in the institution.
 - Whether the expert belongs to any of the bodies or committees of the institution.



The expert shall sign the ethics code of ANECA, where a clause of confidentiality is explicitly included



- About the **information** used of having access throughout the accreditation procedure.
- About **personal data** having had access throughout the accreditation procedure.
- Any document with sensitive personal dat should be erasd by the expert after the accreditation procedure.
- About **projects, research works and Bachelor and Master thesis**, etc.,
- S/he commits to keep the secret of the discussions accomplished throughout the accreditation procedures, as well as about the outcomes of the procedure and any information submitted to the correct development of her/his duties.

Confidentiality



The expert shall respect the **confidentiality** on the information provided and having access for in her/his performance as member of the panel

S/he commits her/himself to keep confidentiality on

- **Personal data**
- **Available information of the institution and the programme fas part of the documents submitted for the accreditation procedure.**



If any of these situations occur,
the expert should notify it to
the representative of ANECA in
the panel



AGENCIA NACIONAL DE EVALUACIÓN
DE LA CALIDAD Y ACREDITACIÓN

**Thank you for your
attention**

www.aneca.es

rllavori@aneca.es