Akkreditierung goes Europe

Experiences from Spain

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Outline

1. **What ESU is?**

2. **Spanish background on QA of HE**

3. **QA Programmes in Spain**

4. **Conclusions**

1

What ESU is?

The European Students' Union

- **The European Students' Union (ESU)** is an umbrella organisation of **45 National Unions of Students** from **38 different countries**. Through its members, ESU represents over 15 million students in Europe.

- The NUSes are open to all students in their respective country regardless of political persuasion, religion, ethnic or cultural origin, sexual orientation or social standing.

- Our members are also student-run, autonomous, representative and operate according to democratic principles.

ESU is member of the European Youth Forum

The European Students' Union

- The aim of ESU is to represent and promote the educational, social, economic and cultural interests of students at the European level towards all relevant bodies and in particular the European Union, Bologna Follow Up Group, Council of Europe and UNESCO.

- ESU will work for sustainable, accessible and high quality higher education in Europe.

- **Vision:** Equal educational and social opportunities in an open and democratic Europe where students shape a sustainable future.

The beginning….

West European Student Information Bureau

West European Student Information Bureau

WESIB

Minutes of the Board Meeting held in Stockholm, 18th October, 1982

| Present:	Members	SFS	-	(Sweden)
		NUS UK	-	(United Kingdom)
		NSU	-	(Norway)
		UNEF ID	-	(France)
		SHI	-	(Iceland)
	Observers	VVS/UNES	-	(Switzerland)
		SYL	-	(Finland)
		OH	-	(Austria)

The European Students' Union

- **1989: Wall falls and WESIB becomes**

- **1999: The Bologna Process starts and ESIB creates content committees** - Information exchange to more advocacy

- **2001: ESU as stakeholder organization in the Bologna Process**

- **2007: ESIB is renamed into ESU**

- **2012: 30th anniversary of WESIB/ESIB/ESU**

NUS – Full members
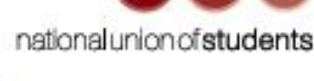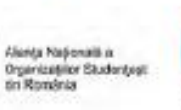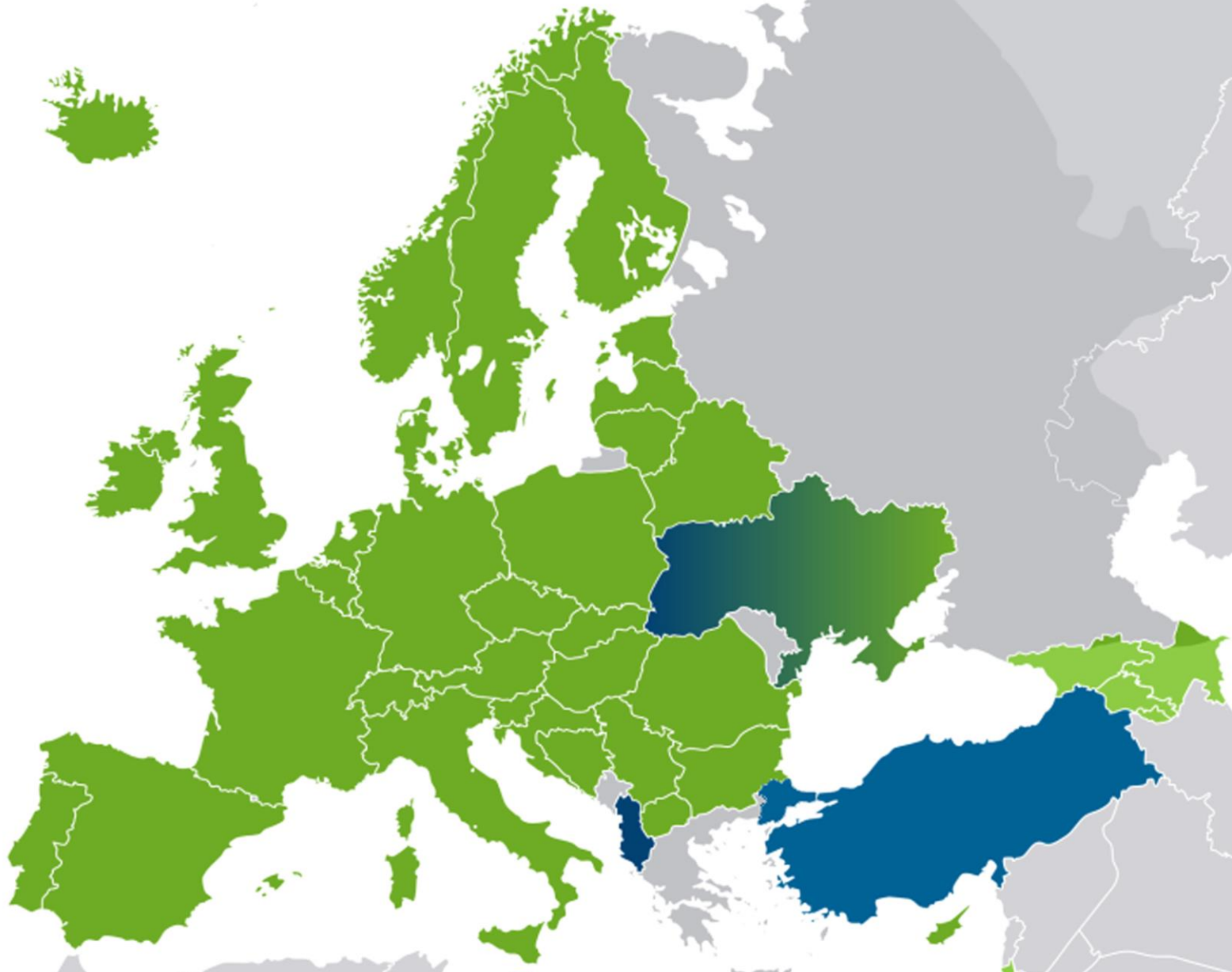
www.esu-online.org

Associate members

Association of Nordic and Pol-Balt Lesbian, Gay, Bisexual, Transgender and Queer Student Organizations (ANSO)

Association of Norwegian Students Abroad (ANSA)

Erasmus Student Network (ESN)

European Dental Students Association (EDSA)

European Pharmaceutical Students' Association (EPSA)

European Union of Jewish Students (EUJS)

International Federation of Medical Students' Associations (IFMSA)

Network of Students of History and Related Sciences (ISHA)

Organising Bureau of European School Student Unions (OBESSU)

International Lesbian, Gay, Bisexual, Transgender and Queer Youth and Student Organisation (IGLYO)

European Medical Students' Association (EMSA)

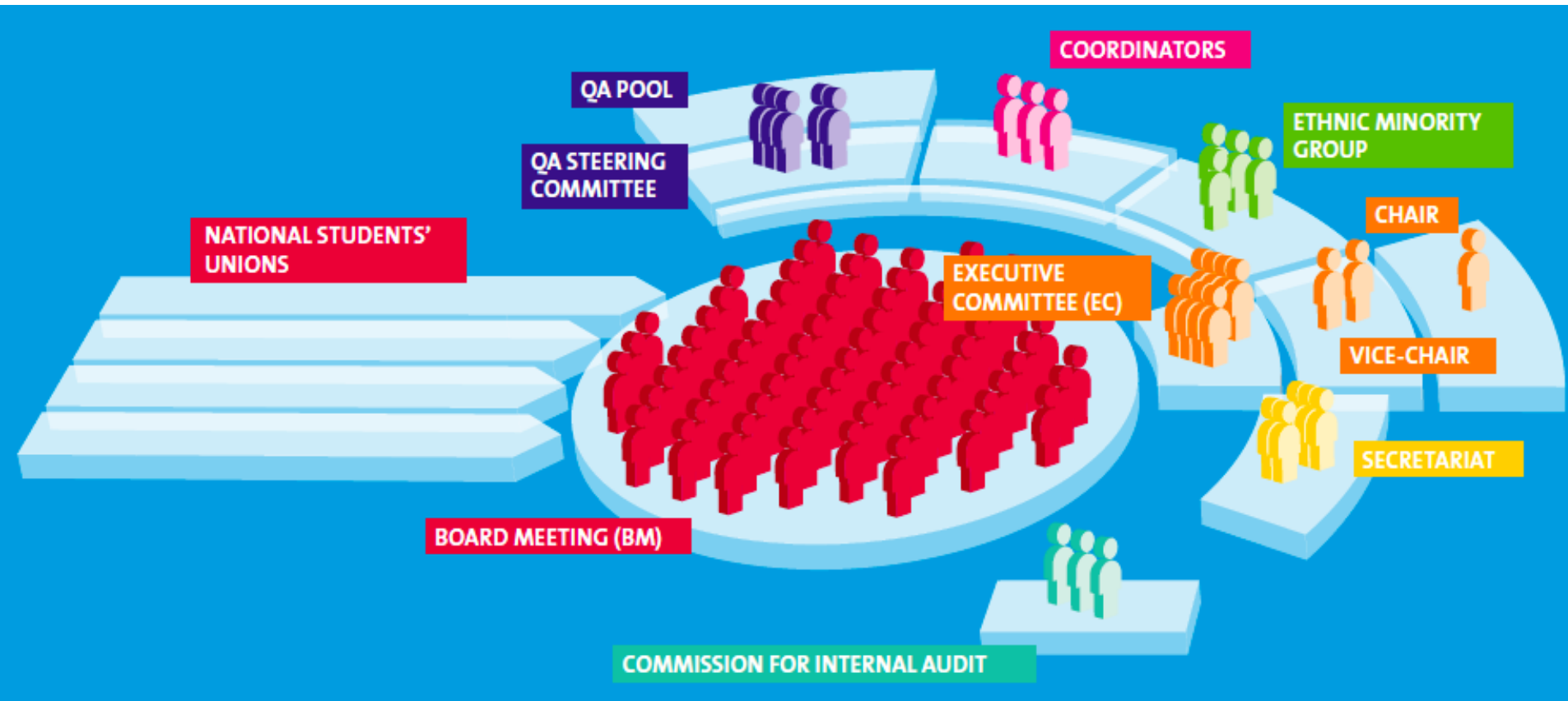**Forum of European Muslim Youth and Student Organisation (FEMYSO)**

International Association of Political Science Students (IAPSS)

BM approves the ESU's Budget, Plan of Work and Policies

2 Spanish background on QA of Higher Education

Spanish context

- **1975 Francisco Franco's death**

- **1977 1st democracy elections**

- **1978 Spanish Constitution**

- **1983 University Reform Law (LRU)**
     Internal democracy & Autonomy

- **1986 Accession to the European
     Economic Community (EEC)**

Beginning of QA in Spain (I)

1992/1994
- **Universities Council (Ministry of Education)**
- **Experimental Evaluation Programme of the University Quality**

1996/2000
- **Universities Council (Ministry of Education)**
- **1st National Plan for the Evaluation of the Quality of Universities (PNECU)**

2001/2003
- **Universities Council (Ministry of Education) → ANECA**
- **2nd Universities Quality Plan (PCU)**

2002
- **Council of Ministers**
- **Setting up of the National Agency for Quality Assessment and Accreditation (ANECA)**

ANECA AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN

Beginning of QA in Spain (II)

- **Very little prior experience in Quality Assurance.**

- **There was not a tradition of quality assessment.**

- **Quality culture is not as rooted and widespread as in other European countries.**

- **Voluntary Institutional Evaluation Programme**

Beginning of QA in Spain (III)

- **In Spain there are 17 autonomous regions, 11 of them with a QA regional agency.**

- **Some of them are making efforts in the same line as ANECA.**

- **However, not all of them have worked along this line, but it will become necessary to do so in the near future.**

Beginning of QA in EHEA (I)

Standards and Guidelines for Quality Assurance in the European Higher Education Area
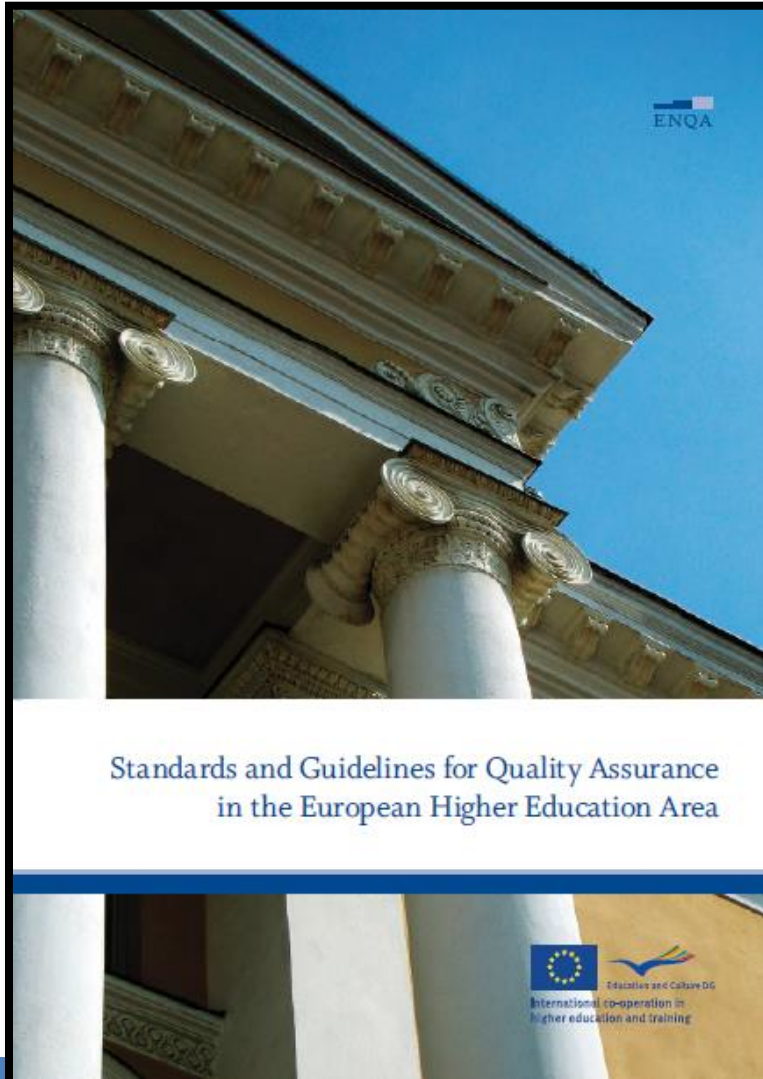
- **The Berlin Communiqué (2003),** called upon ENQA through its members, **in cooperation with the EUA, EURASHE, and ESIB**, to develop **an agreed set of standards**, procedures **and guidelines on quality assurance** .

- **By the Bergen Communiqué (2005) the European ministers of education endorse the document "Standards and guidelines for quality assurance in the European Higher Education Area", drawn up by ENQA, and providing a framework for quality assurance systems.**

Beginning of QA in EHEA (II)

"The ESG are a set of standards and guidelines for internal and external quality assurance in higher education. **The ESG are not standards for quality**, nor do they prescribe how the quality assurance processes are implemented, but they **provide guidance**, covering the areas which are vital **for successful quality provision and learning environments in higher education**.

The ESG **should be considered in a broader context** that also includes qualifications frameworks, ECTS and diploma supplement that also contribute to **promoting the transparency and mutual trust in higher education in the EHEA**."

Current ESG – Part 1	ESG proposal – Part 1
1.1 Policy and procedures for quality assurance	1.1 Policy for quality assurance
1.2 Approval, monitoring and periodic review of programmes and awards	1.2 Design and approval of programmes
1.3 Assessment of students	1.3 Student-centred learning, teaching and assessment
1.4 Quality assurance of teaching staff	1.4 Student admission, progression, recognition and certification
1.5 Learning resources and student support	1.5 Teaching staff
1.6 Information systems	1.6 Learning resources and student support
1.7 Public information	1.7 Information management
	1.8 Public information
	1.9 On-going monitoring and periodic review of programmes
	1.10 Cyclical external quality assurance

Current ESG – Part 2	ESG proposal – Part 2
2.1 Use of internal quality assurance procedures	2.1 Consideration of internal quality assurance
2.2 Development of external quality assurance processes	2.2 Designing methodologies fit for purpose
2.3 Criteria for decisions	2.3 Implementing processes
2.4 Processes fit for purpose	2.4 Peer-review experts
2.5 Reporting	2.5 Criteria for formal outcomes
2.6 Follow-up procedures	2.6 Reporting
2.7 Periodic reviews	2.7 Complaints and appeals
2.8 System-wide analyses	

Current ESG – Part 3	ESG proposal – Part 3
3.1 Use of external quality assurance procedures for higher education	3.1 Activities, policy and processes for quality assurance
3.2 Official status	3.2 Official status
3.3 Activities	3.3 Independence
3.4 Resources	3.4 Thematic analysis
3.5 Mission statement	3.5 Resources
3.6 Independence	3.6 Internal quality assurance and professional conduct of the agencies
3.7 External quality assurance criteria and processes used by the agencies	3.7 Cyclical external review of agencies
3.8 Accountability procedures	

3 QA Programmes in Spain

Overview QA programmes

ANECA AGENCIA NACIONAL DE EVALUACIÓN DE LA CALIDAD Y ACREDITACIÓN

A) Programme
Enseñanzas

- VERIFICA — Acreditación ex ante
- MONITOR — Seguimiento
- MENCIÓN DOCTORADO — Certificación de la excelencia en doctorado

B)
Institutional

- AUDIT — Certificación de los SGIC de universidades
- DOCENTIA — Certificación de la Calidad de la docencia

C) Teaching staff
Profesorado
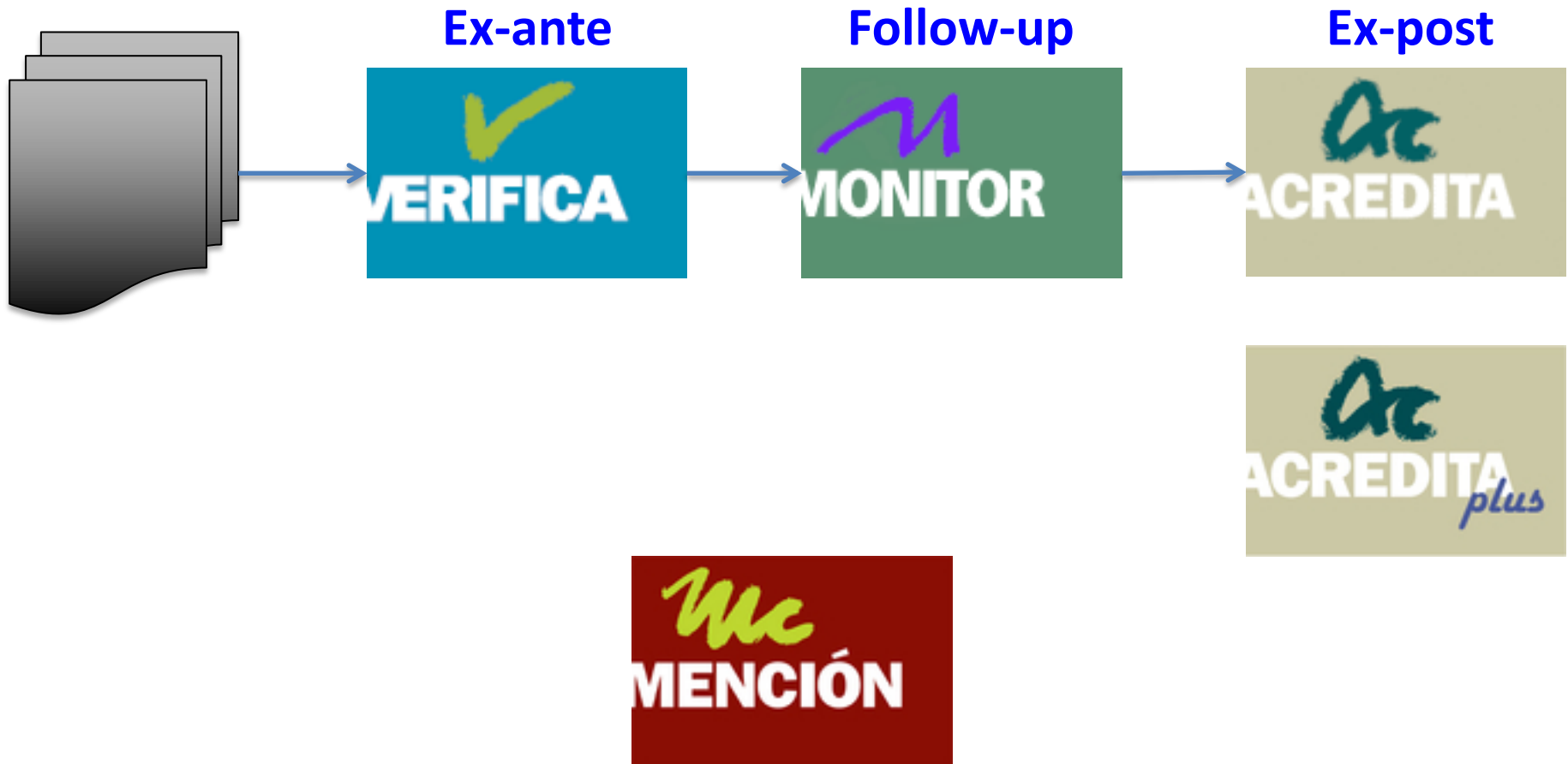
- PEP — Evaluación de profesorado contratado
- ACADEMIA — Evaluación de profesorado funcionario

Overview QA programmes

PROGRAMA	2007	2008	2009	2010	2011	2012
VERIFICA						
MONITOR						
ACREDITA						
MENCIÓN (2002)						
AUDIT						
PEP (2002)						
ACADEMIA						
DOCENTIA						

A) Programme evaluation(s)

VERIFICA

- It evaluates proposals for new bachelor, master & PhD degrees by public and private universities.

- **Ex-ante accreditation**

- Once a university has decided to offer a degree before admitting students, the university must present a degree proposal for verification by the Spanish Universities Council which requests an assessment report from the Quality Assurance Agency in charge.

- These degrees are included in the Register of Universities, Higher Education Colleges and Degrees (RUCT).

MONITOR

- It follows-up an ex-ante accredited programme to check its correct implementation and results.

- **Follow-up procedure** (monitoring)

- QAA follows-up, by non-intrusive means, that the institution is implementing the study programme according to the approved design.

ACREDITA

- It checks that the degree has been carried out according to the initial project. This process includes a visit from an external agency.

- **Ex-post accreditation**

- ACREDITA Programme checks that the degree has been carried out according with the initial degree proposal. This review includes a site visit to the institution.

ACREDITAplus (*voluntary)

- It offers programmes in certain disciplines from Spanish HEIs the possibility of being awarded an international quality label simultaneously with the national process of programme accreditation.

- It aims to avoid the multiplicity of processes so that study programmes can obtain both national accreditation and a European/international quality label through best use being made of synergies between the two QA processes.

MENCION (*voluntary)

- It evaluates PhD programmes, candidates to a Quality Label towards Excellence.

AUDIT (*voluntary)

- It provides guidance for HEIs to establish their own internal quality assurance system(s).

- The purpose is to provide guidance in designing internal quality assurance systems integrating all the activities related to quality assurance.

- The aspects included in the AUDIT Programme are part of the requirements of the VERIFICA. This way, efforts are aligned and universities find it easier to take part in the verification processes of the new degrees.

DOCENTIA (*voluntary) (I)

- **It supports Universities to create mechanisms to evaluate teaching-staff performance.**

- In a higher education context of universities committing themselves to the enhancement of the quality of their programmes, evaluation of the university **teaching staff level of professional competence arises as one of the most trustful elements** to ensure universities capacity to fulfill their compromise with society.

- Universities assume more responsibility in monitoring teachers' recruitment and appointment, **teaching performance evaluation and teaching training in order to ensure their professional competence**.

DOCENTIA (*voluntary) (II)

- Teaching performance assessment becomes an aspect of special relevance as long as educational programmes quality assurance ensures a suitable planning, development and enhancement of the teaching performance.

- It aims to answer the demands from the universities and also to provide systems with procedures and mechanisms that ensure teaching quality and foster teachers´ development and recognition.

DOCENTIA (*voluntary) (III)

- The design of this programme favours universities autonomy in a basic aspect for its transformation and growth: teaching staff quality.

- It guides universities and fosters the increasingly important role they can play in the evaluation of teacher´s performance and in the development of teacher training plans.

C) Teaching staff evaluations

- ACADEMIA & PEP → recruitment and promotion

- The evaluations assess academics´ teaching and researching performance as a compulsory requirement and promotion for hiring by public or private universities.

- It is a compulsory requirement prior to recruitment and promotion of teaching staff.

4 Conclusions

QA programmes & ESGs (I)

CRITERIOS	PROGRAMAS
1.1. Política y procedimientos para la garantía de calidad	VERIFICA: Criterio 8 y 9 MONITOR: Dimensión 3
	MENCIÓN: Criterio e)
	AUDIT: Directriz 1.0 DOCENTIA
1.2. Aprobación, control y revisión periódica de programas y títulos	VERIFICA: Criterio 8 y 9 MONITOR: Dimensión 3
	MENCIÓN: Criterio e)
	AUDIT: Directriz 1.1
1.3. Evaluación de los estudiantes	VERIFICA: Criterio 8 y 9 MONITOR: Dimensión 2
	MENCIÓN: Criterio e)
	AUDIT: Directriz 1.2 DOCENTIA
1.4. Garantía de calidad del personal docente	VERIFICA: Criterio 6 y 9 MONITOR: Dimensión 3
	MENCIÓN: Criterio e)
	AUDIT: Directriz 1,.3 DOCENTIA

QA programmes & ESGs (II)

CRITERIOS	PROGRAMAS
1.5. Recursos de aprendizaje y apoyo al estudiante	VERIFICA: Criterio 4, 7, 9 MONITOR: Dimensión 2 y 3.
	MENCIÓN: Criterio e)
	AUDIT: Directriz 1.2, 1.4 DOCENTIA
1.6. Sistemas de información	VERIFICA: Criterio 8 y 9 MONITOR: Dimensión 3 y 4.
	MENCIÓN: Criterio e)
	AUDIT: Directriz 1.5 DOCENTIA
1.7. Información pública	VERIFICA: Criterio 8 y 9 MONITOR: Dimensión 1
	MENCIÓN: Criterio e)
	AUDIT: Directriz 1.6 DOCENTIA

Conclusions (I)

- **The ESG are not standards for quality**, nor do they prescribe how the quality assurance processes are implemented, but they **provide guidance.**

  – 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.

Conclusions (II)

- The **focus** of quality assurance is related to **learning and teaching in higher education**, including the **learning environment and relevant links to research and innovation**

- Quality assurance apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery.

- At the heart of all quality assurance activities are the twin purposes of **accountability** and **enhancement.**

- Higher education institutions **have primary responsibility for the quality of their provision** and its assurance;

- Quality assurance **responds to the diversity** of higher education systems, institutions, programmes and students; and **takes into account the needs and expectations of students, all other stakeholders and society**.

Conclusions (III)

- The Spanish experience is one among many others existing in Europe (for the good and the bad).

- Very rapid development foster by the implementation of the Bologna Process.

- Many questions are open:
  – How to create synergies and avoid bureaucratization?
  – Programme *vs* institutional approach. Or both?
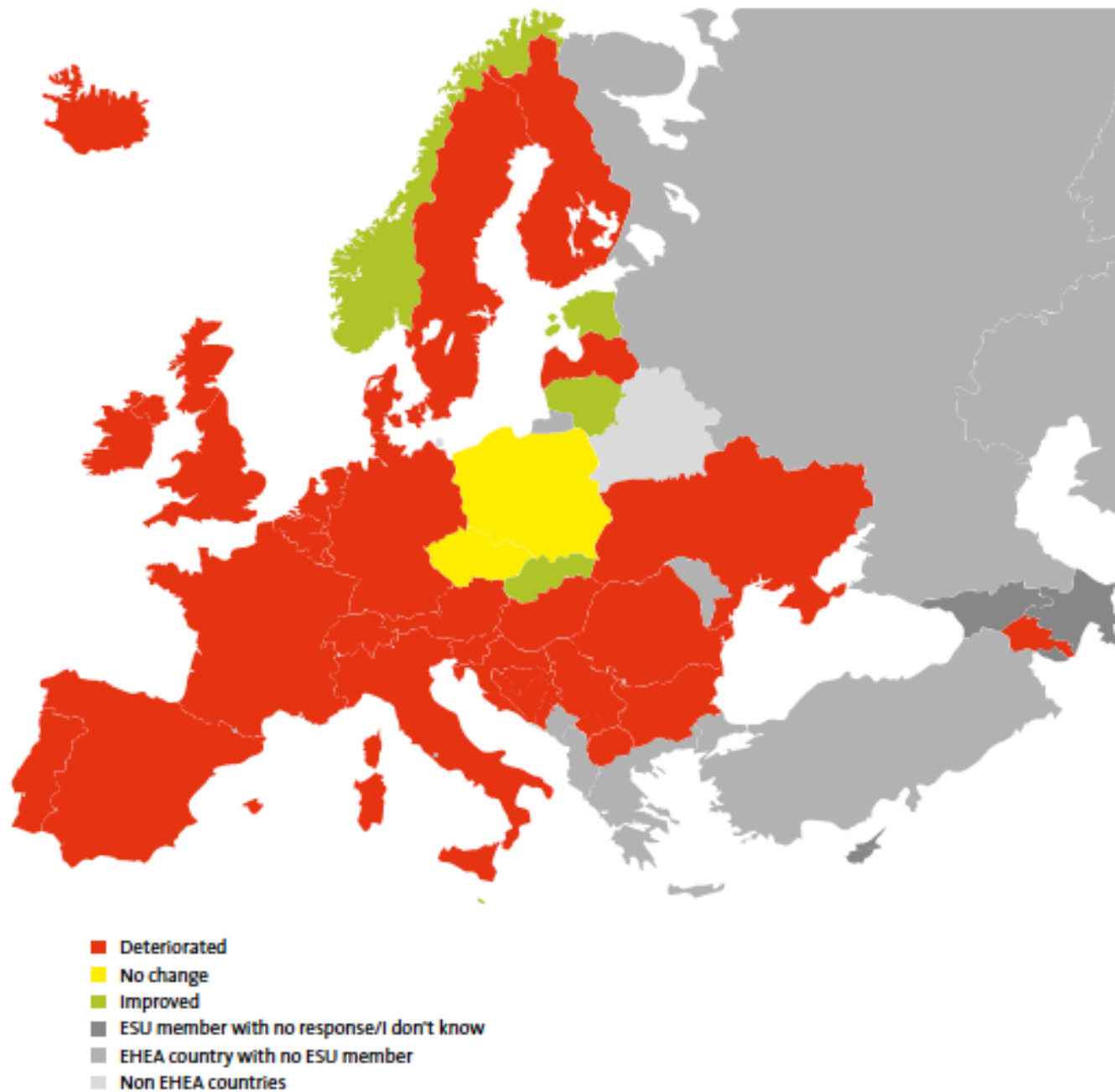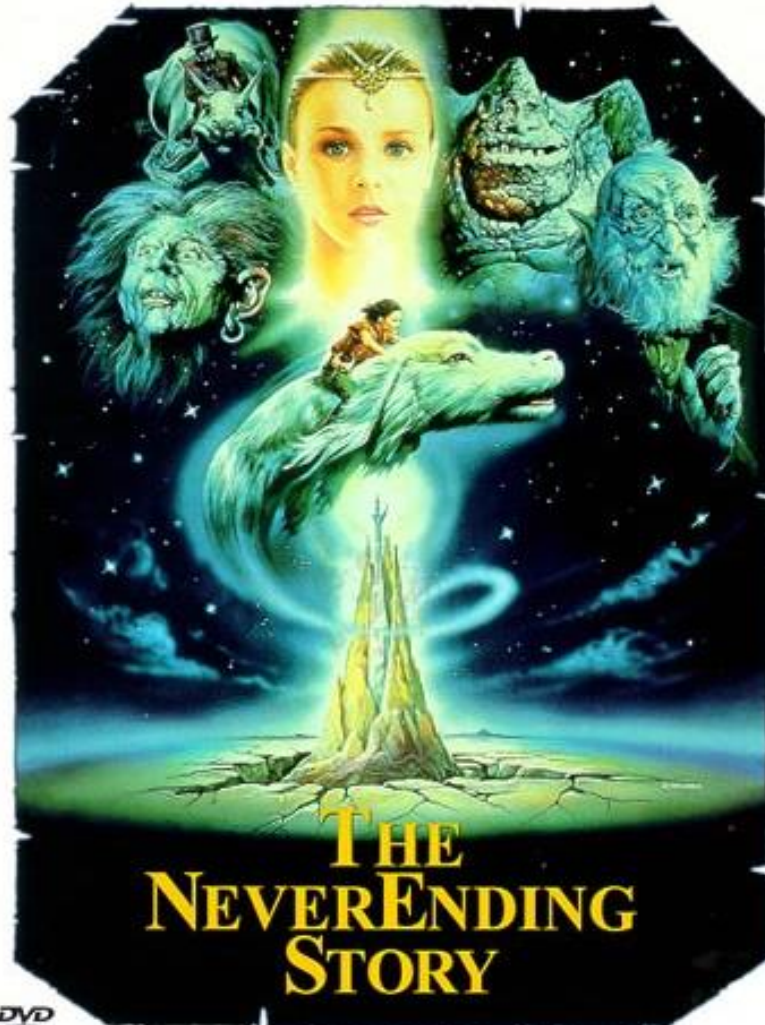 – Relations between regional, national and European bodies.

5

One sec...

fig. 16   Financial situation of students

Deteriorated
No change
Improved
ESU member with no response/I don't know
EHEA country with no ESU member
Non EHEA countries

THE
NeverEnding
STORY

EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD

NELSON MANDELA

Thank you!

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