IV Annual Eurasian Forum in QA in Higher Education Internal Quality Assurance System of Higher Education Institutions in a Changing World

PANEL SESSION 1 28 October 2021

Internal Quality Assurance System bring innovation to the university: Some Spanish experiences

Antonio Serrano González



"I remember that I lived a great experience in Zaragoza and I remember the beauty of its name" Chick Corea (1941-2021)



Law 5/2005, of June 14th, on the Regulation of the Higher Education System of Aragon

SECTION VI: Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education

Paragraph 84.- Purposes.

- 1. The Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education is an **instrument of** the region of Aragon **to promote quality improvement** within the Aragon Higher Education System, favouring its relationship with industry, the employment market and society as a whole.
- 2. Through its activity, the Agency should **promote and disseminate quality culture**.



ACPUA AGENCIA DE CALIDAD Y PROSPECTIVA UNIVERSITARIA DE ARAGÓN

What is ACPUA?

~LOSUA~ Law 5/2005, of June 14th, on the Regulation of the Aragon Higher Education System

SECTION VI: Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education Article 84.- Purposes.

1. The Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education is an **instrument of** the región of Aragon **to promote the improvement of the quality of** the university system of Aragon, favouring its relationship with the business and labour world and society as a whole. 2. Through its activity, the Agency should promote and disseminate a culture of quality.

Royal Decree 822/2021.

of September 28th, establishing the organisation of official university study programmes and QA procedures

Paragraph 25

Official degrees must undergo external evaluation procedures in accordance with the Standards and Guidelines for Quality Assurance in the Higher Education Area (ESG).

The responsible external evaluation bodies are ANECA and the agencies of the Autonomous Communities that are registered in the European Quality Assurance Register for Higher Education (EQAR).

Royal Decree 640/2021,

of July 27th, on the creation, recognition, authorisation and accreditation of universities and university faculties.

Paragraph 14

obtain institutional То accreditation. universitv centers must have their internal quality assurance system certified bv Spanish quality agencies that are registered in the European Quality Assurance Register for Higher Education (EQAR).

eqar////

~SCIENCE LAW~ LAW 17/2018, of 4th December, on Research and Innovation in Aragon

PREAMBLE IV

In 2016, the Agency has also gained official European recognition by becoming a full member of the European Association for Quality Assurance in Higher Education (ENQA) and being officially registered with the European Quality Assurance Register for Higher Education (EQAR) in Brussels.

For this reason, and with the aim of providing our R&D system with its own instrument for the evaluation, accreditation and certification of its agents, this new function of the ACPUA is fully incorporated, giving it this new role in R&D in Aragon.



LRU (1983):

- "Society has the right to demand quality in higher education".
- "A homogeneous minimum quality must be guaranteed for all Spanish universities."
- Ex ante evaluation of study programmes begins (by the Ministry, Council of Universities). A research evaluation system is implemented.

Spanish convergence with EHEA (since 1995) ------

- Regions assume competences on quality assurance in higher education. Creation of QA agencies (AQU, 1996; ANECA, 2001; ACSUG, 2001; ACPUA, 2005, etc.). Creation of REACU, the Spanish Network of QA Agencies in Higher Education (2006).
- LOU (2001, reformed 2007): Study programmes, academic staff, management activities should be evaluated or accredited.

Thus, a map of QA Agencies is configured in Spain, whose structures and functions will evolve over time to adapt to developments in the European Area (ESG, EQF, ENQA, EQAR, etc.).





The pioneering national programmes:

- **DOCENTIA** (2007): Evaluate teaching activity and teaching staff. Programm shared by all Spanish agencies, which certify the design and implementation made by the universities. DOCENTIA serves for developing teaching staff strategies (promotion, training and financial incentives) by national or regional governments and institutions.
- **AUDIT** (2007): Recognizes the IQAS designed and implemented by universities.
- **Royal Decree 1393/2007:** All oficial study programmes must be evaluated by a Spanish QA agency listed in EQAR:
 - Study programme initial accreditation. (mandatory)
 - Study programme accreditation (after 4 or 6 years). (mandatory)
 - Study programme follow up. (mandatory)





Consolidation and maturity phase





The Institutional Accreditation (IA) in Spain:

- It is a voluntary process.
- The process has been introduced as an alternative to the reaccreditation of official degrees. Where a center has obtained initial institutional accreditation, the accreditation of all oficial degrees is renewed automatically.
- IA focuses on the functioning of an internal quality assurance system (IQAS). The IQAS certification is required for university centers to apply for initial institutional accreditation.
- Each Spanish agency listed in EQAR has its own IA evaluation program but there is a common base protocol for all Spanish agencies.



Institutional Accreditation

INSTITUTIONAL ACCREDITATION

WHAT IS THE ADDED VALUE FOR FACULTIES AND INSTITUTIONS?

FACULTIES

INSTITUTIONS



"Like other agencies in Spain, ACPUA is now moving away from a centralised and highly regulated programme accreditation system to a more autonomous system of institutional accreditation, based on programme reaccreditation and certification of implementation of an internal quality assurance system. Initial institutional accreditation has been introduced only in recent years, and a methodology for institutional follow-up accreditation is not expected to be fully developed until the beginning of 2021."

SUGGESTION FOR FURTHER DEVELOPMENT:

ESG 2.2. "The panel suggests that ACPUA prioritise the development of a methodology of institutional follow up accreditation geared towards supporting university centers in quality enhancement and thus enhancing the overall fitness-for-purpose of the institutional accreditation system, and a methodology for joint programme review consistent with the European Approach for Quality Assurance of Joint Programmes."

"I remember that I lived a great experience in Zaragoza and I remember the beauty of its name" Chick Corea (1941-2021)



These are some of our concerns:

How to improve the dimension "student centred learning and assessment practices"?

How to evaluate the teaching innovation (IQAS & EQAS)?

How to create more meeting spaces with (external) stakeholders?

How to increase the culture of quality within institutions?

How to develop the association QUALITY and SUSTAINABILITY?





Reactivate ACPUA + Students



STUDENT AS PARTNERS

New ACPUA + Society



EXTERNAL STAKEHOLDERS



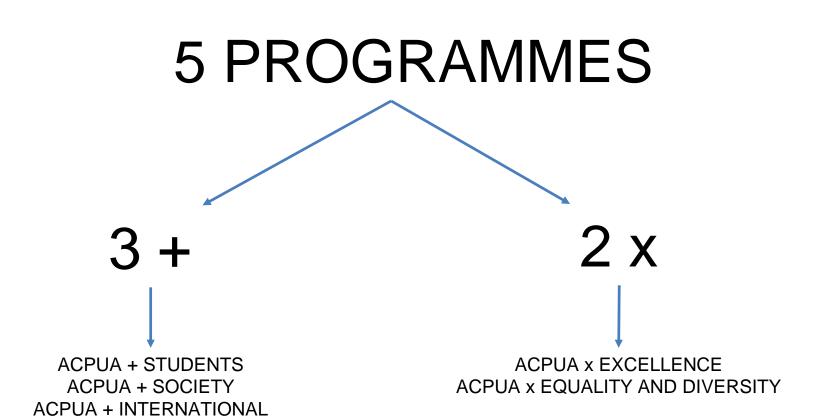
ACPUA + International



PROJECTS & NETWORKING



The social dimension of quality in ACPUA









- 1. INSTITUTIONAL ACCREDITATION AND ITS IMPACT ON QUALITY ASSURANCE IN HIGHER EDUCATION
- 2. CONTINUOUS IMPROVEMENT IN THE EVALUATION OF TEACHING & LEARNING
- 3. QUALITY IMPROVEMENT IN RESEARCH, DEVELOPMENT AND INNOVATION
- 4. STRATEGIC VISION: PROMOTING EXCELLENCE, STRATEGIC EVALUATION AND THEMATIC ANALYSIS
- 5. DEVELOPMENT OF THE SOCIAL DIMENSION OF QUALITY (SDGs, AGENDA 2030 and GENDER PERSPECTIVE)
- 6. DIALOGUE WITH STAKEHOLDERS
- 7. INTERNATIONALISATION OF THE AGENCY AND OPENING UP TO OTHER UNIVERSITY SYSTEMS



Actions undertaken by ACPUA around aspects included in the Agenda 2030:

- Conference held in 2014: **Corporate Social Responsibility** as a model for application in Quality Agencies.
- LOSUA (2015): new article (article 85 bis) dedicated to accountability and transparency.
- First ACPUA Strategic Plan (2015-2018): inclusion of actions geared towards **sustainability goals**.



Conferences held in 2016:

- Measuring the impact of the economic crisis: Equality of graduates in the employment market
- Informative session on curricular design for all people. For ACPUA evaluators and management teams of the Aragon universities. ONCE Foundation.
- Institutional event: **Curricular training in universal design for universities**. ONCE Foundation, CRUE, Royal Board on Disability.
- Technical meeting: Inclusion of universal accessibility criteria and design for all in the university.





Conferences held in 2017:

- Agenda 2030: University Quality as a Sustainable Development Goal (SDG): a programme for agencies.
- **Presentation of the Universal Design Project** aimed at all university users. Ministry of Health, Social Services and Equality, CRUE, ANECA and ONCE Foundation.

OPPORTUNITY

MAKING CONNECTIONS BETWEEN THE INSTITUTIONAL EVALUATION AND THE SUSTAINABLE DEVELOPMENT GOALS. EMPOWERING STAKEHOLDERS FOR QUALITY ENHANCEMENT







OPPORTUNITY Making connections between institutional evaluation and the **Sustainable Development Goals:** empowering stakeholders for Cofunder **Quality enhancement** OBJETIVOS SOSTENIBLE OS PARA TRANSPORMAR NURSTRO MI INQAAHE's Ø CAPACITY BUILDING e 00 grant OBJETIVOS 2017 - 2018 ΔCPUΔ AGENCIA DE CALIDAD Y PROSPECTIVA UNIVERSITARIA DE ARAGÓN



Toward ALCAEUS





A large number of initiatives in the universities of Aragón that can be grouped into:

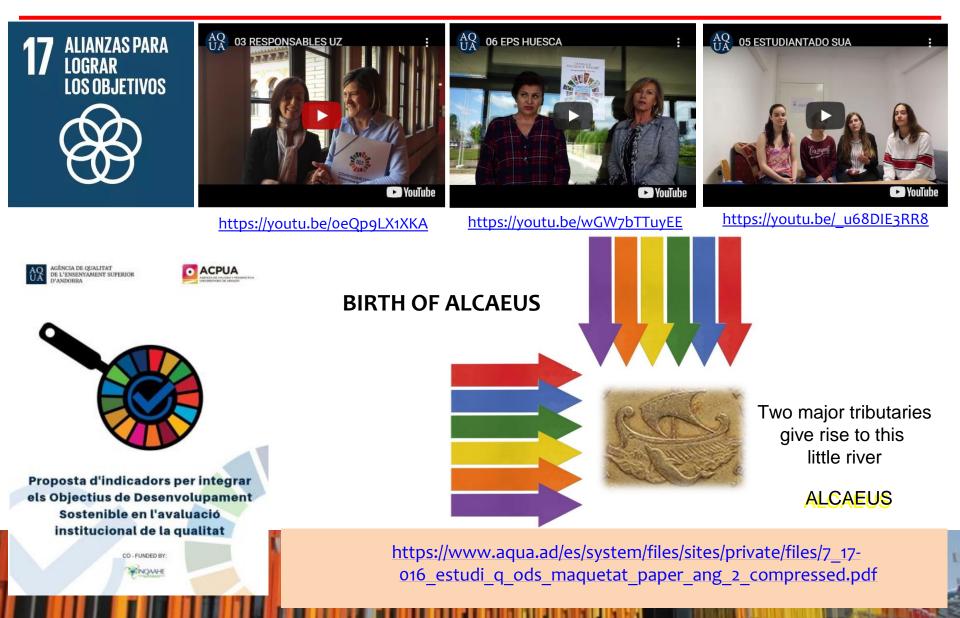
- Living the SDGs (implementation of green campus initiatives, carbon footprint, attention to diversity, accessible campus...)
- **Training in SDGs** (final projects oriented towards the SDGs, voluntary projects etc.)

STRONG POINT => COMMITTED to ...

- Universities
- Students
- Teaching and non-teaching staff
- Social stakeholders



Toward ALCAEUS





"You are on board" (Alcaeus)



Towards a Sustainable Europe by 2030

Reflection Paper European Commision (30/01/2019)

Educational institutions at all levels should be encouraged to **take the SDGs as a guideline for their** activities and become places where sustainability skills are not only taught but also actively practiced.



Evaluation framework to **assess the degree of COMMITMENT** to **Sustainable Development Goals** (SDGs) in teaching and research centres and universities

The 2030 certification of faculties and universities within the programme has the **main objective of giving visibility to the effort** that institutions are making to comply with the SDGs as set out in the United Nations Agenda 2030.





The university and the ALCAEUS programme:

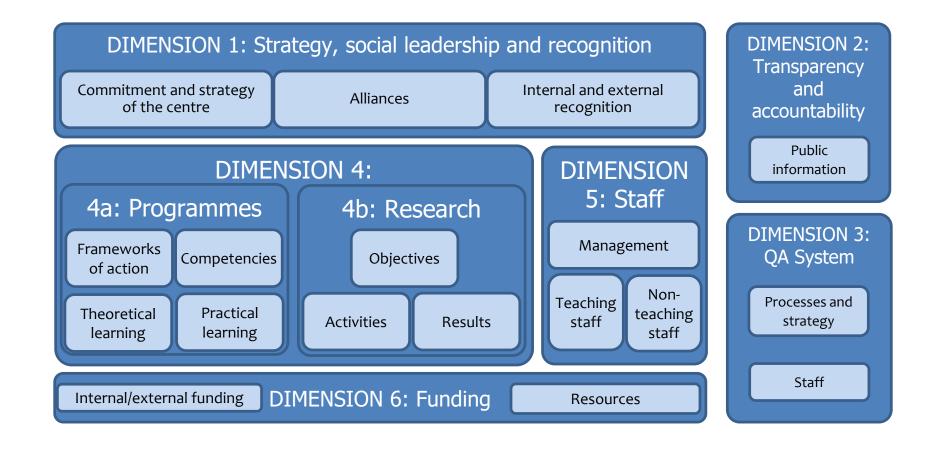
- It provides a framework for integrating Agenda 2030 into its strategy.
- It collects and orders the actions it takes in relation to the SDGs.
- It opens up a space for reflection and debate within the institution for the purpose of self-evaluation.
- It stimulates the community to achieve a common quantifiable objective: external recognition.
- The institution can obtain ALCAEUS+



THE UNIVERSITY ALSO OBTAINS ITS CERTIFICATE FROM THE FIRST CERTIFICATION OF A FACULTY



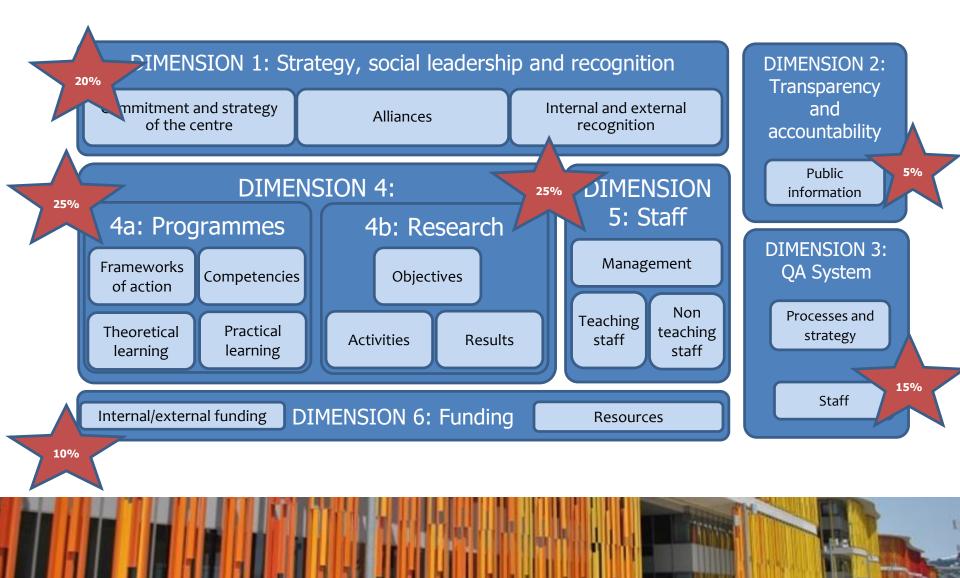
Dimensions and evaluation criteria ALCAEUS Programme





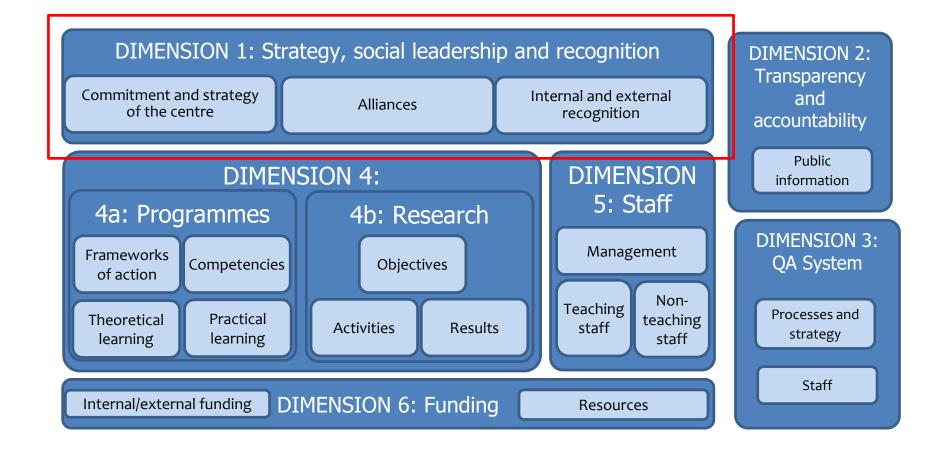


Dimensions and evaluation criteria ALCAEUS Programme





Dimensions and evaluation criteria ALCAEUS Programme







Dimension 1: Strategy, partnerships and recognition

Criterion 1.1: Commitment and strategy of the centre

"The centre is committed to the SDGs. The centre defines actions, which it reviews periodically, for the incorporation of the SDGs in its governance, involving the different stakeholders".

Guidelines:

- The centre's commitment to SDGs is set out in the centre's strategic documents.
- The centre's governing team defines the actions to develop the strategy (action plan) ensuring the participation of the different stakeholders, including the student body.
- The governing team and the different interest groups of the centre periodically review the fulfilment of the defined actions.

Evidence:

- Strategic documents of the centre (strategic plan, quality policy, specific document of commitment to the SDGs, etc.).
- Action plan of the centre.
- Evidence of involvement of all stakeholders.
- Evidence from the review of the action plan.
- Commitment to the SDGs on the university website, email footer, international profiles, promotional material etc.

Visit:

- Check with the centre's management team on the commitment to SDGs.
- Check with the different stakeholders the participation in the definition of the strategy and the degree of knowledge of it.



Scoreboard

DIMENSION	%	CRITERION	%	GUIDELINES	%
Dimension 1: Strategy, partnerships and recognition	20%	Criterion 1.1: Commitment and strategy of the centre	40%	The centre's commitment to the SDGs is set out in the centre's strategic documents.	
				The centre's governing team defines the actions to develop the strategy (action plan) ensuring the participation of the different interest groups, including the student body.	40%
				The governing team and the different interest groups of the centre periodically review the fulfilment of the defined actions.	
		Criterion 1.2: Partnerships	40%	The centre's commitment to establishing strategic alliances is set out in the centre's strategic documents.	20%
				The centre has established specific actions through its strategic alliances.	40%
				The centre monitors specific actions and evaluates their impact.	40%
		Criterion 1.3: Internal and external recognition	20%	Staff, students and/or the centre have obtained internal recognition through a good practice recognition procedure, implemented by the centre related to the implementation of the SDGs.	50%
				The staff, the student body and/or the centre have obtained external recognition through a certificate/award/project, promotion or accreditation.	50%



For teaching and research centres:

LEVEL O	No certificate	Score: 0-24%	Emerging commitment to the 2030 Agenda
LEVEL 1	BRONZE	Score: 25-49 %	En route to Agenda 2030
LEVEL 2	SILVER	Score: 50-74 %	Strong commitment to the 2030 Agenda
LEVEL 3	GOLD	Score: 75-100 %	Flagship and international reference centre





For the university

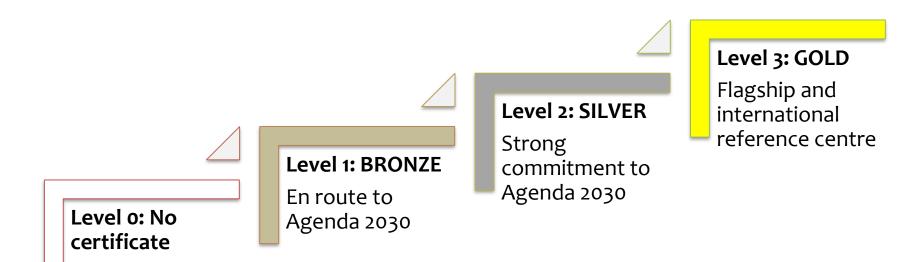
Mean of the scores obtained by the teaching and research centres (sum of the scores of the certified centres divided by the total number of centres susceptible to taking part in the programme).

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Every time a new teaching or research centre obtains, renews or loses its certification, a new certificate will be sent to the university with the new score and level obtained.







Emerging commitment to Agenda 2030

Once a centre has been certified, the university will obtain its corresponding certificate by calculating the level of the certificate from the arithmetic mean of the scores obtained by the centres.

The 2030 certification will have a duration of **5 years** and will be **renewable** for successive periods of the same duration (includes follow-up and certification renewal processes).



The PILOT evaluation is already ongoing!

Centres in the Aragon Higher Education System With Institutional Accreditation:

Escuela Politécnica Superior de Huesca – EPSH – U. Zaragoza (Polytechnic School of Huesca) Escuela de Ingeniería y Arquitectura – EINA – U. Zaragoza (School of Engineering and Architecture)

El MÉDICO Francisco de Goya y Lucientes







El Médico [The Doctor], 1779, Francisco de Goya y Lucientes Photography by Antonia Reeve







"Personalmente, solo veo formas iluminadas y otras que no lo están, planos que avanzan y planos que retroceden…"



Cebrián (Entropy Studio) Versión digital para ACPUA de El médico de Goya por Jaime



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