27th General Assembly

Faculty of Veterinary,
University of Murcia, Spain

EXTERNAL QUALITY ASSURANCE FOR THE HIGHER EDUCATION SYSTEM (focused on Veterinary Education)

Rafael van Grieken,
Director of ANECA
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- Brief presentation of ANECA
- The accreditation of programmes in Spain
- Subject specific accreditation of programmes in Spain
- The certification of IQAS in Spain
- Veterinary Quality label in Spain in the future?
1. Brief presentation of ANECA
Presentation of ANECA

National Agency for Quality Assessment and Accreditation of Spain
Legal Framework:
Spanish Universities Act 6/2001

laid down the basis for the setting up of a national agency in order to ensure the quality assurance of the Spanish Higher Education system

ANECA
Was set up on 19 July 2002 as a Public Foundation
To promote **quality assurance** (QA) in the system of higher education in Spain together with its continuous improvement and enhancement, through guidance and orientation, evaluation, certification and accreditation, thereby contributing to the consolidation of the European Higher Education Area and accountability to society.
• ANECA fulfils the Standards and Guidelines for Quality Assurance in the EHEA
  - Externally reviewed by ENQA in 2007 and 2012

• ANECA belongs to the European Quality Assurance Register for Higher Education.

• Member of all International networks for quality assurance, being present in most of their Boards of Directors:
  - European Association for Quality Assurance in Higher Education (ENQA),
  - European Consortium for Accreditation, (ECA),
  - Ibero-American Network for Accreditation of the Quality of Higher Education (RIACES)
ANECA Activity:

- Evaluation of individual academic staff (civil servants and non permanent positions),
- Evaluation and accreditation of study programmes in all disciplinary/professional areas at all levels (Bachelor, Master and PhD).
- Evaluation and certification of the Internal Quality Assurance systems of the HEI.
2. The accreditation of programmes in Spain
In Spain:

Accreditation of programmes

Accreditation of institutions
Programme accreditation in Spain is organized as a 3-step process:

**STEP 1**  Ex-ante accreditation

**STEP 2**  Follow-up procedure

**STEP 3**  Ex-post accreditation
To verify that the design of the programme includes the criteria established by the Ministry.

Compulsory before a new programme may be started.
STAGE 2 Follow-up procedure called “Monitoring”

To check, by non-intrusive means, that the institution is implementing the programme according to the design.
STAGE 3 Ex-post accreditation *called “accreditation”*

- Certifies that the programme has been accomplished according to the already approved conditions in the ex-ante accreditation process.
- Corresponds actually to the accreditation concept in other national systems.
Programme Accreditation Process in Spain

- Assessment of the design
- Ex-ante accreditation

- Monitoring
- Follow up procedure

- Assessment of the results
- Ex-post accreditation
1. DEGREE DESCRIPTION
2. REASONS FOR THE PROGRAM
3. COMPETENCIES
4. STUDENT ENTRY AND ADMISSION
5. PROGRAMME PLANNING
6. HUMAN RESOURCES
7. MATERIAL RESOURCES AND SERVICES
8. INTENDED OUTCOMES
9. QUALITY ASSURANCE SYSTEM
10. SCHEDULE FOR IMPLEMENTING THE DEGREE
PROGRAMME ACCREDITATION PROCESS IN SPAIN

- Assessment of the design
  - Ex-ante accreditation
- Monitoring
  - Follow up procedure
- Assessment of the results
  - Ex-post accreditation

PROGRAMME ACCREDITATION PROCESS IN SPAIN

Programme Accreditation
CRITERIA

DIMENSION 1. MANAGEMENT SYSTEM
- Criterion 1. ORGANISATION AND DELIVERY
- Criterion 2. INFORMATION AND TRANSPARENCY
- Criterion 3. INTERNAL QUALITY ASSURANCE SYSTEM

DIMENSION 2. RESOURCES
- Criterion 4. ACADEMIC STAFF
- Criterion 5. SUPPORT STAFF PHYSICAL RESOURCES AND SERVICES

DIMENSION 3. OUTCOMES
- Criterion 6. LEARNING OUTCOMES
- Criterion 7. SATISFACTION AND ACHIEVEMENT INDICATORS
PROCEDURE:

OBTAINS (OR NOT) NATIONAL ACCREDITATION

National Accreditation Committee

Review team site visit
4 members

SELF-ASSESSMENT REPORT FROM THE UNIVERSITY
COMPOSITION

REVIEW TEAM

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 who will be a person from ANECA staff.
Subject specific accreditation of programmes in Spain
For the purpose of subject specific accreditation we launched a new programme:
ACREDITA PLUS programme includes two labels (for the moment):

- **European quality label** for **engineering** programmes (Ba and Ma)
- **European quality label** for **informatics** programmes (Ba and Ma)
Both labels are at:

- Programme level

- Institution level

This means that the label is given to a specific programme, not to the Institution that offers the programme.
The “sub-programme” that ANECA has designed for the award of the EUR-ACE label in Spain
The “sub-programme” that ANECA has designed for the award of the EURO-INF label in Spain
Each “sub-programme” has its own independent tools and committees based on ENAEE or EQANIE Standards:
OUR PARTNERS

Subject Specific Accreditation

INSTITUTO DE LA INGENIERIA DE ESPAÑA

Consejo General de Colegios Oficiales de Ingeniería Técnica en Informática

ACREDITA plus

ACREDITA plus
How is the procedure for subject specific accreditation in Spain?
Once an engineering/informatics programme asks for accreditation, **two options will be provided**:

a) Ask for compulsory national accreditation only, or  

b) submit the application for compulsory national accreditation together with the EURACE/EURO-INF label request.  

**If this is the option, then...**
The two procedures (national accreditation and subject specific accreditation) will be developed in the same assessment process, although several differences will be met regarding:

1. The accreditation criteria
2. The composition of the review teams
3. The procedure
4. The length of the site visit
5. The costs of the programme
The two procedures (national accreditation and subject specific accreditation) will be developed in the same assessment process, although several differences will be met regarding:

1. **The accreditation criteria**
2. The composition of the review teams
3. The procedure
4. The length of the site visit
5. The costs of the programme
Starting point:

To establish the Accreditation criteria for the subject specific accreditations
The criteria needed to:

- Take into account ENAEE/EQANIE criteria
- Take into account Spanish national accreditation criteria
During 2013 we analysed the correspondance between ENAEE/EQANIE criteria and the national accreditation criteria.
<table>
<thead>
<tr>
<th>EUR-AZC</th>
<th>VERIFICA PRUES</th>
<th>ACREDA CRITERIA</th>
<th>ACRITICA 6.2</th>
<th>Need for new criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guidelines for Accreditation (5)</strong></td>
<td>Criteria to be assessed</td>
<td>Requirements</td>
<td>What the Self-Assessment Report (cf. Section 3.2) should give evidence of and the Accreditation Team should check</td>
<td>What the programme proposal should document and the VERIFICA Committee should assess</td>
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<td><strong>1.1 Needs of the Interested Parties</strong></td>
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<td>Have the needs of the interested parties (such as students, industry, engineering associations, etc.) been identified?</td>
<td>Modes and periods of relationships with the interested parties.</td>
<td>2.1) Evidence must be provided of the Degree’s academic, scientific or professional interest and relevance.</td>
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<td>Needs identified for each of the identified interested parties.</td>
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<td><strong>1.2 Educational Objectives</strong></td>
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<tr>
<td>Are the programme educational objectives consistent with the mission of the Higher Education Institution (HEI) and with the needs of the interested parties (such as students, industry, engineering associations, etc.)?</td>
<td>Programme educational objectives vs. mission of the HEI and needs of the interested parties.</td>
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<td>Transparency and publicity of the programme educational objectives.</td>
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<td><strong>1.3 Programme Outcomes</strong></td>
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<td>Do the programme outcomes cover the programme outcomes for accreditation (cf. Section 2)?</td>
<td>Programme outcomes vs. programme objectives for accreditation (cf. Section 2).</td>
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<tr>
<td>Are the programme outcomes consistent with the programme educational objectives?</td>
<td>Programme outcomes vs. programme educational objectives</td>
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<td><strong>2. Needs, Objectives and Outcomes</strong></td>
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<td><strong>3. Programme Outcomes</strong></td>
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<td><strong>4. COMPETENCES (2.1 Competencies)</strong></td>
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<td><strong>6. LEARNING OUTCOMES (6.1 and 6.2)</strong></td>
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We compared ENAEE/EQANIE criteria and ANECA accreditation criteria.
Subject Specific Accreditation

SECTION I
DIMENSION 1. MANAGEMENT SYSTEM
- Criterion 1. ORGANISATION AND DELIVERY
- Criterion 2. INFORMATION AND TRANSPARENCY
- Criterion 3. INTERNAL QUALITY ASSURANCE SYSTEM

DIMENSION 2. RESOURCES
- Criterion 4. ACADEMIC STAFF
- Criterion 5. SUPPORT STAFF PHYSICAL RESOURCES AND SERVICES

DIMENSION 3. OUTCOMES
- Criterion 6. LEARNING OUTCOMES
- Criterion 7. SATISFACTION AND ACHIEVEMENT INDICATORS

SECTION II
DIMENSION 4. EUR-ACE®
- Criterion 8. EUR-ACE® LEARNING OUTCOMES
- Criterion 9. HEI’S SUPPORT FOR THE PROGRAMME
1. Knowledge and Understanding;
2. Engineering Analysis;
3. Engineering Design;
4. Investigations;
5. Engineering Practice;
6. Transferable Skills
1. Underlying conceptual basis for Informatics;
2. Analysis, design and implementation;
3. Technological and methodological skills;
4. Other professional competences
The two procedures (national accreditation and subject specific accreditation) **will be developed in the same assessment process**, although **several differences** will be met regarding:

1. The accreditation criteria
2. **The composition of the review teams**
3. The procedure
4. The length of the site visit
5. The cost of the programme
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 who will be a person from ANECA staff.

5. A practising professional,
The two procedures (national accreditation and subject specific accreditation) will be developed in the same assessment process, although several differences will be met regarding:

1. The accreditation criteria
2. The composition of the review teams
3. The procedure
4. The length of the site visit
5. The cost of the programme
National Accreditation Committees

If the degree does NOT ask for the label

Does not ask for the label

If national accreditation is awarded and ASKS for the label

Subject Specific Accreditation

Self-Assessment Report from the University

Self-Assessment Report from the University

OEUR-ACE / EURO-INF Accreditation Committee

OBTAINS NATIONAL ACCREDITATION

OBTAINS (OR NOT) NATIONAL ACCREDITATION

If the degree ASKS for the label

Assessment Panel 4

Assessment Panel 4+1
COMPOSITION

EURACE/EUROINF ACCREDITATION COMMITTEE

15 experts

- 6 academics nominated by ANECA.
- 6 professionals nominated by IIE; one of these will act as Chair of the Commission
- 2 international experts members of other ENAEE/EQANIE authorised agencies (CTI, ASIIN...)
- 1 Secretary: from ANECA
The two procedures (national accreditation and subject specific accreditation) will be developed in the same assessment process, although several differences will be met regarding:

1. The accreditation criteria
2. The composition of the review teams
3. The procedure
4. **The length of the site visit**
5. The cost of the programme
The two procedures (national accreditation and subject specific accreditation) will be developed in the same assessment process, although several differences will be met regarding:

1. The accreditation criteria
2. The composition of the review teams
3. The procedure
4. The length of the site visit
5. The cost of the programme
University must pay **the difference** between the subject specific accreditation and the compulsory national accreditation.
Subject Specific Accreditation

ACREDITA PLUS programme assessment guide to the accreditation of recognised First and Second Cycle Engineering degree programmes in Spain and EUR-ACE® quality label accreditation

ACREDITA PLUS programme Assessment guide to the accreditation of recognised First and Second Cycle Informatics degree programmes in Spain and EURO-INF quality label accreditation

www.aneca.es
The certification of Internal Quality Assurance Systems in Spain
• ANECA Activity:

✓ Evaluation of individual academic staff (civil servants and non permanent positions),

✓ Evaluation and accreditation of study programmes in all disciplinary/professional areas at all levels (Bachelor, Master and PhD).

✓ Evaluation and certification of the Internal Quality Assurance systems of the HEI
The programme of ANECA for the certification of IQAS of HEIs in Spain
The aim of this programme is to enhance and strengthen the development and implementation of Internal Quality Assurance Systems in all centers (schools and faculties) that offer university education in Spain. Another objective is to create a procedure for the acknowledgement of this systems.

- **Voluntary** participation of institutions (faculties/universities)
- Open to all Spanish Universities
MILESTONES of the AUDIT programme

1. To orientate the Universities in the design of the IQAS

2. Certification of the design of the IQAS

3. Certification of the Implemented Systems: INCLUDES A SITE-VISIT TO THE UNIVERSITY
### 1.0. How the HEI defines its quality policy and goals.

The HEI must consolidate a quality culture supported by a policy and goals for quality that are known and publicly accessible.

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

The institution must have mechanisms to maintain and update its programmes and develop methodologies to approve, control, evaluate and periodically improve their quality.

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

The HEI must be provided with procedures to check that the fundamental purpose of its actions is to encourage student learning.

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

The HEI/university must have mechanisms to ensure that the recruitment, management and training of its academic staff and service and administration staff are carried out with appropriate safeguards in order for them to carry out their corresponding functions.
1.4. How the HEI manages and improves its physical resources and services

The HEI/university must be provided with mechanisms so it can design, manage and improve its services and physical resources in order for student learning to develop appropriately.

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

The HEI/university must be provided with procedures to ensure that outcomes (learning, graduate employment and the satisfaction of the different interest groups) are measured, analysed and used for decision-making and to enhance the quality of degree programmes.

1.6. How the HEI publishes information on degree programmes.

The HEI must be equipped with mechanisms to ensure that updated information on degrees and programmes is published periodically.
1.0. How the HEI defines its quality policy and goals.

The HEI must consolidate a quality culture supported by a policy and goals for quality that are known and publicly accessible.

The HEI must:

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.
AUDIT PROGRAMME
Guidelines, definition and documentation for internal quality assurance systems in higher education

Document 02

AUDIT PROGRAMME
Guide to Evaluating the Internal Quality Assurance Systems’ design for university education

Document 04

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Veterinary Quality labels in Spain in the future?
What other subject specific labels could be included in our system
Future possible subject specific labels

European Scale

- EQUIS/EFMD: Leading international system of quality assessment, improvement, and accreditation of higher education institutions in management and business administration.
- EAEVE: Out of the 110 veterinary educational establishments existing in Europe, 97 are members of the EAEVE.
- ECTN: More than 200 chemical societies and HE in Europe.
- EQANIE: European funded project to join the European accreditation standards and a qualification framework for accreditation of informatics / computer-science education.
- ENAEE: All European Engineering Accreditation Agencies + FEANI, SEFI, CESAER, EUROCADRE S etc.
What would be the next steps for making this possible?
1. We will analyse and compare EAEVE evaluation process with ANECA’s Veterinary Quality label in Spain.
2. We will analyse EAEVE criteria for Faculties of Veterinary to find synergies with our PROGRAMMES
We will need to compare EAEVE criteria and ANECA criteria. Something similar to:

<table>
<thead>
<tr>
<th>EUR-ACE</th>
<th>VERIFICA</th>
<th>CRITERIA CRITERIA</th>
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<th>ACRREDITA CRITERIA</th>
<th>ACRREDITA CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guidelines for Accreditation (1)</strong></td>
<td><strong>Criteria to be assessed as ante VERIFICA</strong></td>
<td><strong>What the programme proposal should document and the VERIFICA Committee should assess</strong></td>
<td><strong>What the HEIs annual reports should provide and the MONITOR Committee should assess</strong></td>
<td><strong>Criteria to be assessed as ante ACRREDITA</strong></td>
<td><strong>What the programme proposals should document and the ACRREDITA Committee should assess</strong></td>
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<td><strong>1. Needs of the Interested Parties</strong></td>
<td>Have the needs of the interested parties (such as students, industry, engineering associations, etc.) been identified?</td>
<td>Modes and periods of relationships with the interested parties.</td>
<td>Evidence must be provided of the Degree's academic, scientific or professional interest and relevance.</td>
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<td><strong>2. Needs, Objectives and Outcomes</strong></td>
<td>Programme educational objectives consistent with the mission of the Higher Education Institution (HEI) and with the needs of the interested parties.</td>
<td>Transparency and publicity of the programme educational objectives.</td>
<td>Consultation procedures used and how the resulting information (agreements, reports, arrangements, letters of support, unsystematic information...) has been applied to the study programme. Internal groups (governing board, specific commissions, departments, academic staff, students...) and bodies and groups outside the University (professional associations, associations, business organisations, graduates...) consulted during the preparation of the study programme, including the way in which the consultation and approval of the study programme took place within the university itself.</td>
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<tr>
<td><strong>3. Programme Outcomes</strong></td>
<td>Programme outcomes cover the programme educational objectives (cf. Section 1)?</td>
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<td>Pertinent and relevant information for students and society in general that universities must make public on each of their degrees.</td>
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</tbody>
</table>

**Notes:**
1. Pertinent and relevant information for students and society in general that universities must make public on each of their degrees.
2. The programme publishes updated information of the teaching and learning process oriented to the information requested by the different stakeholders.
3. The necessary information for the decision-making process of students and other stakeholders is easily available.
4. Students have access in the right moment to the relevant information of the study plan and the expected learning outcomes.
3. We will analyse the Competences Profile for Faculties of Veterinary to find synergies with our PROGRAMMES
EURO VETERINARY QUALITY LABEL
COMPETENCES

A: General professional skills and attributes
B: Underpinning knowledge and understanding
C: Practically-based veterinary competences
4. Since both programs are based in IQAS assessment, we will analyse the similarities between AUDIT and stage 2 of EAEVE accreditation to look for mutual recognition for VET Schools in Spain.
Our wish

For the near future...
To Sign a **memorandum of understanding** between ANECA and EAEVE for veterinary education
Today is the first step...
Thanks for your attention

www.aneca.es

direccion@aneca.es