SELF-EVALUATION REPORT

BASED ON THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA

ANECA

AGENCIA NACIONAL DE EVALUACIÓN
DE LA CALIDAD Y ACREDITACIÓN

Index

PREFACE

This self-evaluation report has been prepared with a view to carry out ANECA's external review, in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), coordinated by the European Association for Quality Assurance in Higher Education (ENQA). The aim of this review is to renew its membership to this Association.

The external review conducted in 2007 has been taken into account in its preparation, as well as the new Programmes and activities carried out by the Agency since 2008 as a result of either government assignments or established by its own initiative.

The 2007 external review not only intended to consolidate ANECA's position as an evaluation agency but also enabled it to renew its membership in ENQA as a full member since 2004 and to join EQAR in 2008. This review resulted in a series of recommendations and comments, which have been followed as explained in the different sections of this document. In some cases these improvements have been implemented directly, while others were adapted to the new conditions governing the Agency.

ANECA's current situation is very different to that of the previous review. Over the last four years, based on government regulations, the Agency has designed and implemented a series of new activities required to assess study programmes and academic staff. Firstly, since 2008 and as a result of the necessary adaptation to the EHEA, ANECA has become responsible for the accreditation ex-ante, the follow-up and the accreditation ex-post of bachelor, master and doctoral degrees at Spanish universities. Secondly, since the same date, ANECA has been in charge of the accreditation system for professors (with a legal status of civil servants) at the public universities (following the previously assigned assessment of non-civil servant academic staff). Third, and on its own initiative, the Agency has also developed and undertaken an institutional-level approach evaluation of Internal Quality Assurance Systems (IQAS) and of teaching quality evaluation systems used within universities. Fourthly, international activities have also increased substantially, always in collaboration with other quality agencies or foreign universities. In this area, ANECA has been asked to participate, among other activities, in the design of the IQAS of universities and agencies in Latin America and in the Middle East, as well as in Europe through ENQA and ECA projects and initiatives.

Most of the current activities performed by ANECA were not yet established in 2007, which explains the great difference between the Agency's situation then and now. The novelty and variety of the Programmes that have had to be developed in a short period of time has required a considerable effort.

Firstly, we have implemented new procedures and assessment methods. Secondly, the staff of the Agency has doubled over four years; while the number of academic experts has also increased dramatically, with the resulting efforts concerning their selection and training.

ANECA has thus concluded a first phase in the design, implementation and deployment of its evaluation Programmes. The second phase, which is still on-going, aims at refining and improving the Programmes and work procedures, albeit in a context of severe economic constraints. The processes are being revised in order to ensure that they are useful, sustainable and proportionate to their objectives. This will probably lead to the necessary simplification and a downsizing of some of them. The flexibility and responsiveness that ANECA has displayed to date will be very useful in this new context.

The high level of administrative decentralization in Spain means that the competences for quality assurance in higher education are shared between ANECA and the regional quality assurance agencies. They all work in a coordinated manner through the Spanish Network of University Quality Assurance Agencies (REACU). ANECA is the national agency, which means it retains certain exclusive competences. Moreover, it also participates actively in the coordination of the entire university quality assurance system. This double role, together with the development of REACU, seeks to ensure the consistency and uniformity of the Spanish university quality assurance system, based on the implementation of the ESG. As the benchmark agency, ANECA also holds quite close relations with the different key stakeholders as well as with other entities involved in non-university higher education in Spain.

In short, ANECA is an essential element when it comes to ensuring the accountability and transparency of the Spanish university system. Its operation has had a strong impact on the design and implementation of new bachelor and master degrees, on the development of the academic careers of university academic staff and, very importantly, on building a culture of quality in Spanish universities. There is, of course, still much work to be done and, therefore, the Agency will continue in its efforts to provide an on-going enhancement, as always.

Zulima Fernández
Director

INTRODUCTION

1.1. THE SPANISH UNIVERSITY SYSTEM

Spain is characterised by a model of educational administration that is decentralised and distributes competences between the National Government, the Autonomous Communities and the universities. State laws set out the competence framework of these three actors and allows the Autonomous Communities to develop their own regulations on education.

The Spanish university system is regulated by the Organic Law 4/2007, amending the Organic Law 6/2001, on Universities (LOMLOU) and the Royal Decrees that develop the said law aspects regarding the competences of the National Administration.

The National Government exercises the competences that ensure the consistency and uniformity of the education system. On the other hand, the Autonomous Communities have competencies for the creation, modification and elimination of programmes, in both the public and private universities, and also for the core funding of public universities.

1.1.1. University organisation in Spain

The main features of the Spanish university system are given below.

Spanish university system coordination bodies

The **Universities Council *(Consejo de Universidades)*** performs advisory, cooperation and coordination functions. It is formed by the Minister of Education, Culture and Sport and the rectors of public and private universities. Among its functions, the law grants it decision making competences in relation to the ex-ante and ex-post accreditation of study programmes based on the contents of evaluation reports. In the field of academic staff evaluation, the Universities Council has competences to nominate the members of assessment committees choosing from a list proposed by ANECA and to sign the formal assessment certificate of a candidate on the basis of the Agency's decision.

The **General Conference of University Policy *(Conferencia General de Política Universitaria)*** is the body dedicated to agreeing and coordinating general university policy. It comprises the Minister of Education, Culture and Sport and the regional ministers responsible for higher education in the Autonomous Communities. Its functions include establishing and assessing general university policy and approving the criteria for coordinating evaluation, certification and accreditation ex-post activities.

Register of Universities, Colleges of Higher Education and Programmes (Registro de Universidades, Centros y Títulos, RUCT)

Spanish universities may be public or private entities and established under state or regional law. The initiative to establish colleges and to implement programmes corresponds to the universities whereas their final approval is a competence of the Autonomous Communities. The State keeps the Register of the Universities, the Colleges of Higher Education and the Degrees, that can be offered, where all the administrative information of our university system is maintained.

Spain has evolved from an organisational system in which universities defined their educational offer by selecting the programmes from a closed catalogue of 134 degrees to a much more flexible system where each university decides the programme they want to offer (and their characteristics of those programmes).

The organisation of university programmes

University programmes are now structured into three cycles leading to Bachelor, Master and Doctoral degrees (Figure 1.1.). The Ministry of Education, Culture and Sport sets out their general specifications and the evaluation processes required to implement them. The universities design the study programmes whereas ANECA and the agencies from the Autonomous Communities develop and perform the assessment processes.

The purpose of the Spanish Qualification Framework for Higher Education (MECES) is to allow the classification, comparability and transparency of higher education qualifications within the Spanish educational system. It is structured in four levels: *técnico superior* (Advanced VET), *grado* (bachelor), *master* (master) and *doctor* (doctorate), of which the first is a non-university higher education level.

FIGURE.1.1 STRUCTURE OF THE SPANISH UNIVERSITY SYSTEM
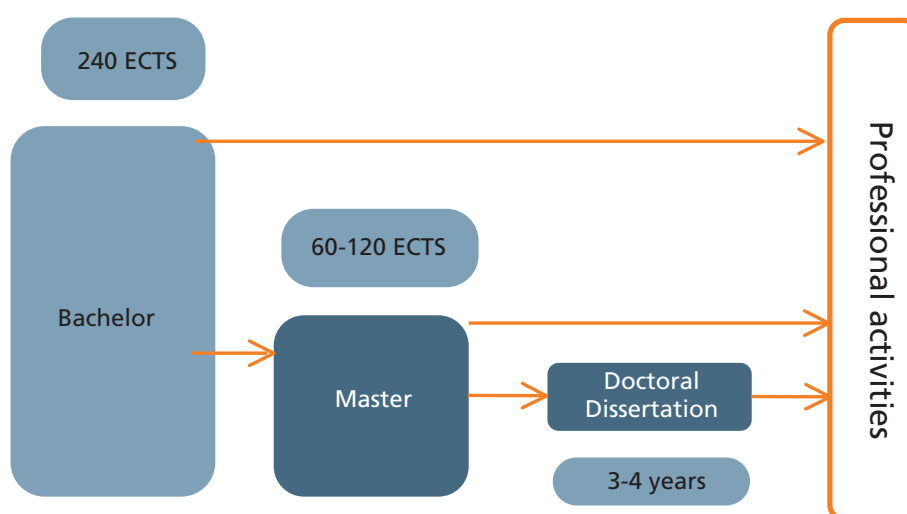
Regulations governing the granting, issuance and approval of academic and professional degrees

The National Government, through the Ministry of Education, Culture and Sport, regulates the conditions for obtaining, issuing and recognising academic and professional degrees. The State issues the degrees and defines the conditions under which a university degree can lead to a regulated professional activity (e.g. medical doctor or civil engineer).

Student entry system to the university

Admission to university programmes requires students to hold a Baccalaureate (high school) or equivalent qualification. To apply for the admission to a university programme students must either pass the regular university entry exams, or hold higher-level vocational training qualifications matching that university programme. There is specific exam for those students over 25, 40 or 45 years old.

Academic staff

There are two types of academic staff at Spanish public universities based on their contractual relationship with the institution: civil servant academic staff and non-civil servant academic staff. In both cases, applicants must pass an evaluation process to apply for an open position at a university. The aim of the evaluation process is to ensure that the candidates for the open position meet certain minimum quality requirements established for each level, but the universities are responsible for selecting their academic staff. Additionally, at least 60% of PhD staff in Spanish private universities must be accredited to the requested level (private university professor, PUP).

Table 1.1 summarizes an approximate equivalence between academic staff in US universities and in the Spanish public universities.

TABLE 1.1. EQUIVALENCE BETWEEN ACADEMIC STAFF IN SPAIN AND IN THE USA

ACADEMIC STAFF LEVELS		
CATEGORIES IN SPAIN		US POSITIONS
IN TRAINING (accreditation is not required)		
Ayudante		Teaching Assistant
Accreditation required	**NON-CIVIL SERVANT ACADEMIC STAFF**	
	Profesor Ayudante Doctor (PAD)	Assistant Professor
	Profesor Contratado Doctor (PCD)	Assistant Professor (Tenure Track)
	CIVIL SERVANT ACADEMIC STAFF	
	Profesor Titular de Universidad (TU)	Associate Professor
	Catedrático de Universidad (CU)	Professor

1.1.2. Evaluation processes

In the Spanish university system, it is mandatory to assess the quality of university programmes as well as of the academic staff. Table 1.2 displays the relevant regulations.

TABLE 1.2. ROYAL DECREES THAT REGULATE THE SPANISH UNIVERSITY SYSTEM

PROGRAMMES	ROYAL DECREE	OBJECT
Programmes	RD 1393/2007, of 29 October, establishing the organisation of university studies, subsequently amended by RD 861/2010, of 2 June.	It sets out the university framework concerning higher education in Spain as well as the assessment procedure for its ex-ante accreditation, follow-up and ex-post accreditation.
	RD 1614/2009, of 26 October, establishing the organisation of higher studies in arts as regulated by Organic Law 2/2006, of 3 May, on Education.	It organises higher studies in arts from the perspective of their integration in the educational system and encompassing all artistic studies; it also provides them with a specific and flexible space in line with the principles of the European Higher Education Area.
	RD 99/2011, of 28 January, regulating doctoral studies.	It regulates doctoral programmes and establishes the procedures for their accreditation ex-ante, follow-up and accreditation ex-post.
	RD 1027/2011, of 15 July, establishing the Spanish Qualification Framework for Higher Education, MECES.	It establishes the Spanish Qualifications Framework for Higher Education and describes its levels, in order to favour the classification, comparison and transparency of higher education qualifications in the Spanish educational system.
	RD 1618/2011, of 14 November, on the recognition of higher education studies.	It defines the way Higher Education may proceed when dealing with credit transfer and accumulation based on the similarity of competences, knowledge and learning outcomes with a view to favouring student mobility.
Academic staff	RD 1052/2002, of 11 October, regulating the procedure to obtain ANECA assessments and certifications with a view to hiring university academic and research staff.	It regulates the evaluation procedure covering teaching and research activities and academic training for hiring non-civil servant academic staff (PhD Lecturers, PhD assistant Lecturers, Non PhD assistant Lecturers and lecturers for private universities).
	RD 1312/2007, of 5 October, establishing the national accreditation for access to university civil servant academic staff positions.	It regulates the national accreditation procedure that provides access to university civil servant academic staff positions (Senior Lecturers and University Professors).
	RD 989/2008, of 13 June, regulating the exceptional hiring of Non PhD assistant Lecturer.	It regulates the evaluation procedure of teaching and research activities and academic training for hiring non-PhD assistant lecturers, whose contracts will be limited in time to May 2013, when the new regulations governing university programmes established in RD 1393/2007 come into force.

1.1.2.1. Programme Evaluation

All bachelor, master and doctoral (PhD.) degrees must pass an accreditation process based on three temporal milestones:

1) Ex ante accreditation of a programme proposal submitted by a university prior to its approval,
2) a follow-up annual revision of the programme implementation, and
3) an ex-post accreditation required after a programme has been implemented (four years after in the case of a master degree and six years after for bachelor and doctoral degrees).

The ex-ante accreditation process analyses those aspects that, in advance, may guarantee the feasibility of the proposed programme. The follow-up annual revision focuses on assessing the evidence generated during the implementation of the programme and the compliance with the commitments taken by the university during the accreditation ex-ante process. Finally, the ex-post accreditation procedure validates that students have completed their training successfully, and ensures the future viability of the degree.

The adaptation of the university programmes to the EHEA began in October 2007 with the publication of Royal Decree 1393/2007 which granted ANECA the responsibility for ex ante accreditation. In 2009, ANECA agreed to share this competence with the regional quality assurance agencies that were full members of ENQA. Subsequently, the amendment of RD 1393/2007 in 2010 redefined the role of ANECA and of the regional quality assurance agencies. From this time only ANECA and the other Spanish agencies belonging to ENQA and EQAR could perform ex-ante accreditation, follow-up and ex-post accreditation tasks, while other agencies could only participate in the follow-up and ex-post accreditation tasks in the regions where they had the relevant competence (Table 1.3).

TABLE 1.3. PHASES AND RESPONSIBILITIES FOR SPANISH UNIVERSITY PROGRAMME EVALUATION

DECISION	PROCESS STAGES			
	Design of the degree	Ex-ante Accreditation	Follow-up	Ex-post Accreditation
Approval	University	Universities Council	---	Autonomous Communities Universities Council
Assessment	----	Autonomous Communities	ANECA and Regional Agencies	ANECA and Regional Agencies
		ANECA (2007-2009)		
		ANECA coordinates regional agencies that are ENQA members (2009-10)		
		ANECA and ENQA and EQAR Agencies (2010 -)		

1.1.2.2. Academic staff Evaluation

ANECA has the exclusive competence over the accreditation of university positions at civil servant levels (Profesor Titular de Universidad, TU, and Catedrático de Universidad, UC, see Table 1.1).

However, the evaluation of merits leading to the assessment for academic positions at non-civil servant level (Profesor Ayudante Doctor, PAD, and Profesor Contratado Doctor, PCD, Table 1.1) is performed by ANECA and also by the regional quality assurance agencies.

1.1.2.3. Spanish Network of University Quality Agencies *(Red Española de Agencias de Calidad Universitaria, REACU)*

Apart from ANECA, there are ten regional quality assurance agencies in Spain, four of them belonging to ENQA and to EQAR[1]. The network REACU was established in 2005 to coordinate their activities and to promote collaboration between the agencies. Until now, REACU has not an official status, but it facilitates the fulfilment of the mandates set out in the relevant regulations. These regulations provide that the agencies shall jointly establish assessment protocols. In REACU, ANECA coordinates the technical committee for ex-ante accreditation and it is the interlocutor with the Ministry when coordination issues arise in this area.

1.1.2.4. University Committee for Regulation, Follow-up and Accreditation *(Comisión Universitaria para la Regulación del Seguimiento y la Acreditación, CURSA)*

CURSA was established in 2010 to ensure coordination in the implementation processes linked to the follow-up and the ex-ante accreditation processes. The Ministry, regional governments, quality assurance agencies and universities participate in this committee. CURSA depends on the *Conferencia General de Política Universitaria and on the Consejo de Universidades.*

1.1.3. Spanish university system: data

Currently there are 79 universities in Spain, 50 public universities (48 depending on the Autonomous Communities and other 2 directly dependent on the Ministry of Education, Culture and Sport) and 29 private universities (Table 1.4).

TABLE 1.4. EVOLUTION IN THE NUMBER OF UNIVERSITIES

UNIVERSITY TYPE	1985	2005	2012
Public universities	30	50	50
Private universities	4	23	29
Total	**34**	**73**	**79**

In the academic year 2010/2011, almost one and a half million (1,445,392) students were registered at Spanish universities (87.8% of them at public universities and the rest at private universities). The number of academic staff in the year 2009/2010 totalled 110,287 members (Table 1.5).

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1 Agencia para la Calidad del Sistema Universitario de Cataluña (AQU-Catalunya), Agencia Andaluza del Conocimiento (AAC), Agencia para la Calidad del Sistema Universitario de Castilla y León (ACSUCyL)) and Agencia para la Calidad del Sistema Universitario de Galicia (ACSUG).

TABLE 1.5. ACADEMIC STAFF AND ADMINISTRATIVE AND SERVICE STAFF (P.A.S.) AT UNIVERSITIES. ACADEMIC YEAR 2009/2010

UNIVERSITY TYPE	ACADEMIC STAFF	P.A.S.
Public universities Civil servants Non-civil servants	50,905 49,695	31,562 22,235
Private universities	9,687	6,065
Total	**110,287**	**59,862**

The number of degrees included in the RUCT in March 2012 totalled 9,415. This includes the pre-2007 degrees and new bachelor, master degrees and doctoral degrees (PhD programmes). Between 2008 and 2012, an overall of 4,798 renovated university programmes have been implemented, as described in Table 1.6.

TABLE 1.6. NUMBER OF RENOVATED PROGRAMMES IMPLEMENTED IN 2008-2012 (DATA FROM APRIL 2012)

2008-2012	BACHELOR DEGREES	MASTER DEGREES	DOCTORAL DEGREES
Implemented programmes	2,065	2,554	1,731

1.2. ANECA Evaluation Programmes

The activities performed by the Agency are related to the evaluation of programme degrees, academic staff and institutional-level approach evaluation. These activities are carried out through different ANECA evaluation Programmes, which have been listed in Figure 1.2.

FIGURE 1.2. EVALUATION PROGRAMMES DEVELOPED BY ANECA
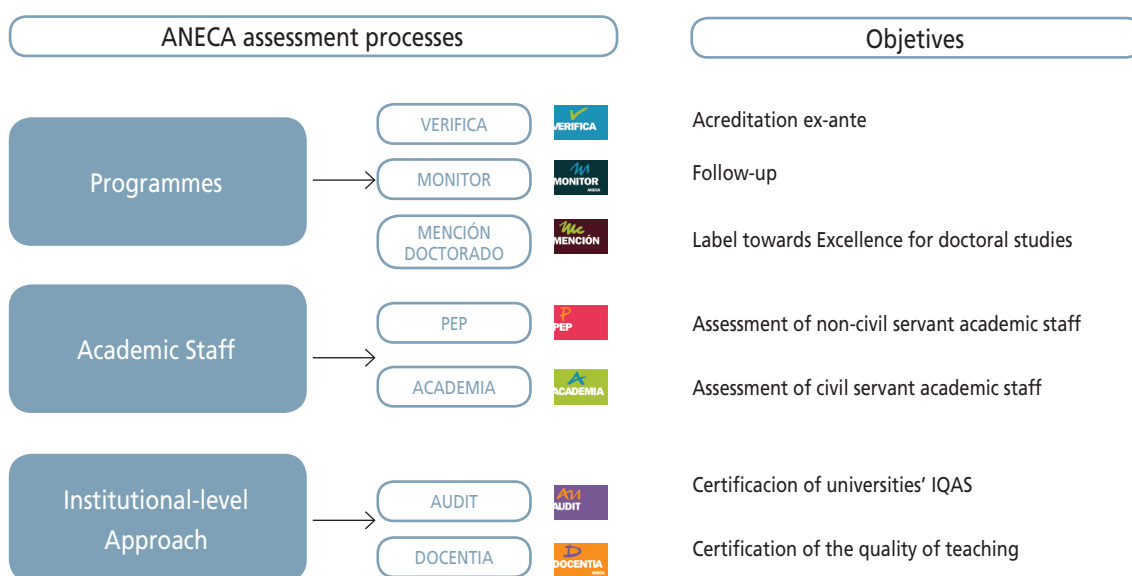
1.2.1. Programme evaluation

1.2.1.1. VERIFICA, MONITOR and ACREDITA Programmes

The VERIFICA and MONITOR Programmes deal with the ex-ante accreditation (verification) and follow-up processes respectively, whereas ACREDITA is being designed for the evaluation process prior to the ex-post accreditation.

a) VERIFICA and MONITOR Programmes

As it has been stated, the evaluation of the university programmes (bachelor, master and doctoral degrees) is organized through a three-step process: ex-ante accreditation (*verificación*), follow-up (*seguimiento*) and ex-post accreditation (*acreditación*). To facilitate this process, ANECA has set up three different evaluation mechanisms called: VERIFICA, MONITOR and ACREDITA, the last of which is currently being designed.

Every programme has to undergo an ex-ante evaluation before being implemented, and must show the coherence of the training, as well as the availability of human and material resources. The VERIFICA Programme is the mechanism which deals with this evaluation procedure and it also includes recommendations for improvement that will be subsequently analysed in the follow-up procedure.

Once a university has implemented a programme, it starts an annual follow-up procedure. The MONITOR Programme deals with this part of the process in order to monitor the start-up of the programme supporting universities gradually to improve the teaching offered to their students.

b) ACREDITA Programme

Once a university programme has been completely implemented, the programme is fully assessed, every four years in the case of master degrees and every six in the case of bachelor and doctoral degrees. This is done to ensure that each programme has been implemented in accordance with the initial project description. This process shall, in any case, include a visit from an external agency. A negative report will lead to the cancellation of the degree.

1.2.1.2 MENCION Programme

Since 2002 up to 2011, ANECA has assumed the exclusive competence of the evaluation of doctoral programmes within the call for proposal launched by the Ministry of Education, Culture and Sport to grant the label (*mención* in Spanish) toward excellence. This label shows the recognition of the scientific and training reliability of the doctoral studies of the Spanish universities.

1.2.2. Academic staff evaluation

ANECA performs two types of evaluation of academic staff. The evaluation Programme for non-civil servant academic staff (PEP), which assesses the academic background and the teaching and research activities of applicants to non-civil servant academic staff positions and, on the other hand, the national evaluation Programme (ACADEMIA) for those seeking access to university civil servant academic staff positions.

1.2.2.1. The PEP Programme

Since 2002, ANECA has been carrying out this Programme to evaluate applicants for non-civil servant academic staff (*Profesor Ayudante Doctor*-PAD, *Profesor Contratado Doctor*-PCD at public universities and, *Profesor de Universidad Privada*-PUP at public universities). To do this, ANECA has designed five assessment committees, each formed by highly qualified professors who assess the different aspects of the applicant merits (education, research, teaching and professional merits). ANECA, as

the National Agency, shares these competency to undertake this work along with the regional agencies, but the evaluation of the latter only apply within the jurisdiction of each region, while ANECA's evaluation ranges at the national level.

1.2.2.2. The ACADEMIA Programme

The ACADEMIA Programme evaluates applications from individual academics for the accreditation of *Profesores Titulares* de Universidad (TU) and *Catedráticos de Universidad* (CU), both of which are civil servant positions for academic staff. To meet the demand for these evaluations, ANECA has established 11 accreditation committees, each formed by highly qualified professors who assess the different aspects and merits of each applicant. The law confers ANECA the exclusive competence of the accreditation of academic staff at the national level.

1.2.3. Institutional-level Approach Assessment

The Evaluation Programmes included in this group are voluntary for the institutions but respond to the requirements of university programme evaluation processes and, therefore, their implementation ensures the compliance with some of these requirements. Furthermore, these Programmes comply with the ESG.

1.2.3.1. The AUDIT Programme

The objective of this evaluation Programme is to favour and strengthen the design and implementation of the Internal Quality Assurance Systems (IQAS) of the universities. This initiative, jointly developed in 2007 with AQU and ACSUG, consists in a first stage of the evaluation of the design and a second one with the certification of the IQAS implemented.

1.2.3.2. The DOCENTIA Programme

DOCENTIA has been developed and implemented by ANECA, in collaboration with all of the regional quality assurance agencies. Its purpose is to support universities in the design and implementation of teaching quality assessment procedures with the aim of ensuring the teaching quality of their academic staff and encourage the development of academic staff and recognition of their expertise.

1.2.4. Other assessment Programmes

ANECA also receives specific requests to conduct assessments from different national and international institutions, as listed in Annex 3.2.

1.2.4.1. Other assessments in Spain

The requests for assessments come from the three main groups defined in this section: academic staff, study programmes and institutional approach. Applicants include institutions belonging to the National Administration (e.g. Ministry of Defence, School of Industrial Organisation), regional administrations (e.g. Region of Murcia) and private sector institutions (e.g. ICAC, UNIVERSIA).

1.2.4.2. Other international assessments

ANECA's international reputation has led to the development of assessment projects covering a number of different fields: support for the design and implementation of internal quality systems in institutions of higher education (National Assembly of Rectors of Peru), accreditation agencies (the Central American Accreditation Council), programme evaluations (Quality Assurance Agency of Andorra), etc.

ANECA provides the *know-how* of its evaluation procedures and the expertise of its experts. It adapts its processes to the needs of the applicants and contextualises the proposals providing value to ESG actions.

Table 1.7 shows the international projects run in three different geographic areas where ANECA has defined its international strategy: EHEA, Latin America and the Mediterranean Basin.

TABLE 1.7. SELF-FUNDED INTERNATIONAL PROJECTS

GEOGRAPHIC AREA	PROJECT	FUNDING BODY	OBJECTIVES
European Higher Education Area	"Joint programmes: Quality Assurance and Recognition of degrees awarded (JOQAR)" 2011/13	Erasmus Programme, European Commission ECA	Accreditation of joint-programmes and recognition of the result/degree
	"European Training of Quality Assurance Experts (E-TRAINS)" 2010/12	Erasmus Programme, European Commission ECA	Training of experts and the definition of a European expert in external QA processes
	"Interpreting the European Standards and Guidelines from the Balkan Perspective (GIQAC)" 2011/13	World Bank / UNESCO and ENQA	Supporting agencies and emerging agencies in the Balkans area
Euro-Mediterranean Higher Education and Resear Area	*"Renforcement de l'Assurance qualité interne dans des Universités de la Méditerranée AQI-UMED"* 2010/12	Tempus Programme, European Commission	Supporting institutions in the Maghreb to develop internal quality assurance systems
	"Accreditation - Pathway to Quality Assurance in the Syrian Universities" 2010/12	Tempus Programme, European Commission	Establishing quality standards for the evaluation of the Syrian university programmes
	"JISER-MED: Joint Innovation & Synergies in Education and Research" 2010/12	Erasmus Programme, European Commission	Coordinating the quality assurance initiatives of this project focused on employability and mobility of doctoral students
	"Towards the Lebanese Quality Assurance Agency. TLQAA" 2012/14	Tempus Programme, European Commission	Supporting the creation of the Lebanese Quality Assurance Agency
Ibero-American Area for Knowledge	*Proyecto CINTAS* 2008/12	World Bank / UNESCO Red Iberoamericana de Agencias de Acreditación, RIACES ANECA	Supporting internal quality assurance systems of accreditation agencies in RIACES
	"Building Capacity of University Associations in fostering Latin-American regional integration. ALFA-PUENTES" 2011/13	ALFA Programme European Commission	Technical support to the establishment of external evaluation criteria in the Andean Community.

1.3. ANECA, Spanish Agency for Quality Assessment and Accreditation (Agencia Nacional de Evaluación de la Calidad y Acreditación)

1.3.1. ANECA in the context of quality assessment in Spain

ANECA is a State sector foundation created in 2002 by means of a Cabinet agreement. ANECA's mission statement (Article 32.1 of LOMLOU) is to contribute to improving the quality of the higher education system through the evaluation, certification and accreditation of university programmes, academic staff and institutional-level approach evaluations, as well as to report to the National Ministry and to the Universities Council on the development of its assessment processes. It has also been commissioned with providing information about the quality of the University System and with performing an important role in the relation to Spanish Stakeholders Council (Article 14.2 of LOMLOU).

ANECA's actions cover the whole country keeping exclusive competences in the evaluation of academic staff (national accreditation to apply for civil servant academic staff positions) and in assessment assignments requested by the Ministry of Education, Culture and Sport. Moreover, it shares university programme evaluation tasks (verification, monitoring and accreditation) with the regional assessment agencies. ANECA is also responsible for assessing university programmes and non-civil servant academic staff positions for those Spanish regions that do not have their own quality assurance agency. The main steps of the Bologna Process in Spain are described in Figure 1.3.

FIGURE 1.3. BOLOGNA PROCESS EVOLUTION IN SPAIN
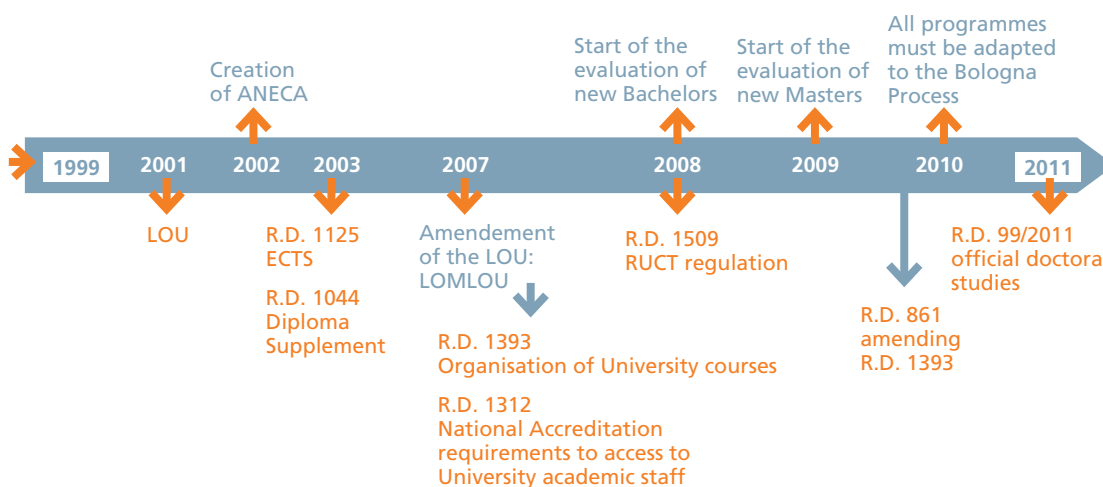
1.3.2. Structure and organisation of ANECA

ANECA structure (Annex 4.4) is based on three Departments that depend directly on the Director: the Academic Staff Evaluation Unit, the Institutional and Programme Evaluation Unit and the General Coordination Unit.

The structure of the Agency was modified between 2007 and 2012. The Innovation Department and the Technical Committee (created in 2007) disappeared in 2010 and 2009, respectively. The former was responsible for the initial design of the evaluation Programmes. Once these activities were fully implemented, the experience gained by the Academic Staff Evaluation Unit made it unnecessary. The latter included a number of experts who advised the management on how to implement new Programmes. The increase and qualifications of ANECA staff, as well as the preparation of experts, committees and technical assistants made this Committee redundant since the Agency could now perform the functions with its own means.

The main governing bodies are: Board of Trustees, Board of Directors[2], Advisory Board and Committee of Guarantees and Programmes.

The **Board of Trustees** is the governing and representative body. It is chaired by the Minister of Education, Culture and Sport with a participation of 3 university rectors and 3 authorities of Autonomous Communities. The last amendment of ANECA by laws has incorporated other stakeholders to this Board: prominent personalities from the university (4), students (3) and from the Stakeholders Council (1).

The **Board of Directors** is the Agency's executive body. It is responsible for the Agency's activities and is formed by the Director and the heads of the three Agency departments. It is the highest level decision-making body regarding the Programmes and activities carried by the Agency; it ensures the objectivity and independence of the decisions taken by the assessment committees.

The **Advisory Board** consists of foreign (2 European and 2 from Latin America)-national external experts from academia and external quality assessment experts, as well as representatives of the students and Stakeholders' Councils. It performs its functions with complete independence, objectivity and professionalism.

The **Committee of Guarantees and Programmes** was created in January 2012 as a result of the unification of the appeal and claims committees of programmes evaluation (VERIFICA and MONITOR) and assessment of non-civil servant academic staff positions (PEP). It can also perform other assessment tasks assigned by the Board of Directors.

1.3.3. ANECA in 2007 vs. ANECA in 2012

This section includes a series of quantitative data on the evolution experienced by ANECA between 2007 and 2012. Except for the PEP and MENCION Programmes, which were launched in 2002, none of the current programmes existed in 2007 (Table 1.8).

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2. The term "Board of Directors" is referring to the Executive Committee of the Agency.

TABLE 1.8. EVALUATION PROGRAMMES IN THE AGENCY FROM 2007 TO 2012*

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

In blue, years during which the Programmes have activity.

In the field of programme evaluation (Table 1.9) VERIFICA has assessed 4,619 bachelor and master degree proposals. Moreover, MONITOR assessed a total of 93 bachelor and master degrees in 2011 and 723 bachelor and master degrees in 2012. Finally, MENCION assessed a total of 758 doctoral degrees in 2011 (Table 1.9).

TABLE 1.9. EVOLUTION OF THE NUMBER OF PROGRAMMES EVALUATED WITHIN VERIFICA (DATA BY APRIL 2, 2012)

YEAR	BACHELOR DEGREES	MASTER DEGREES
2008	200	1
2009	1,119	1,736
2010	660	587
2011	67	209
2012	19	21
Total	2,065	2,554

In the case of academic staff positions, PEP (non-civil servant positions, *Profesor Ayudante Doctor*-PAD, *Profesor Contratado Doctor*-PCD and Profesor *de Universidad Privada*-PUP) evaluated over 43,000 requests between 2006 and 2011 (Figure 1.4) and ACADEMIA over 18,000 applications between 2008-2011 (33% for *Catedrático de Universidad* and 67% for *Profesor Titular de Universidad*) (Figure 1.5).

FIGURE 1.4. PEP - NUMBER OF ASSESSMENT CARRIED OUT OVER THE PAST SIX YEARS
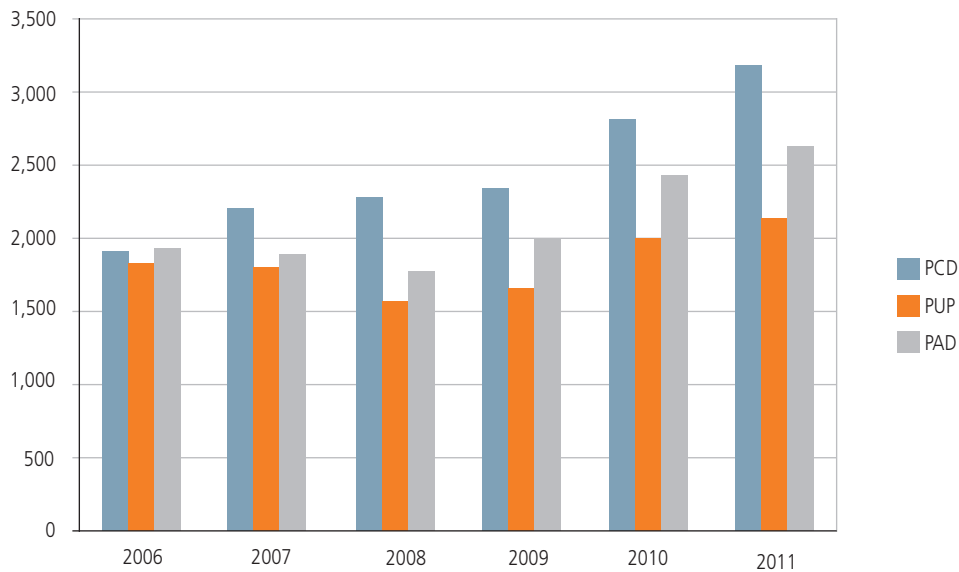
FIGURE 1.5. ACADEMIA - NUMBER OF ASSESSMENTS CONDUCTED
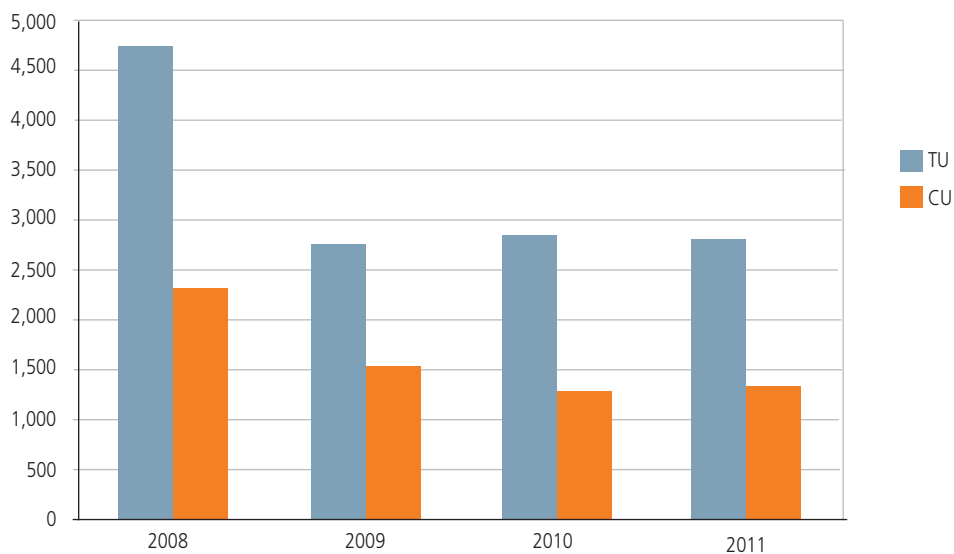
The evaluation Programmes included in the category of *institutional-level approach evaluation*, AUDIT has assessed a total of 329 internal quality assurance systems (Table 1.10). DOCENTIA, since its inception in 2008, has assessed the design of 62 academic staff quality assessment models (70 Universities participated in the process). 40 follow-up procedures have been accomplished in the first year of implementation, 24 follow-up procedures in the second one and 5 in the third year.

TABLE 1.10. EVOLUTION OF THE NUMBER OF APPLICATIONS ASSESSED WITHIN THE AUDIT PROGRAMME

YEAR	UNIVERSITIES	APPLICATIONS ASSESSED
2008	40	106
2009	5	157
2010	6	51
2011	1	15

2. STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

PART 3. EUROPEAN STANDARDS
AND GUIDELINES FOR EXTERNAL
QUALITY ASSURANCE AGENCIES

PART 2. EUROPEAN STANDARDS AND
GUIDELINES FOR THE EXTERNAL QUALITY
ASSURANCE OF HIGHER EDUCATION

2.2. Compliance with the ESG regarding the external quality assurance of Higher Education. Part 3 of the ESG

Standard 3.1

USE OF EXTERNAL QUALITY ASSURANCE PROCEDURES FOR HIGHER EDUCATION

The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

Compliance with the standard

This standard identifies the requirements to be met by the Agency regarding ESG in relation to the external evaluation of programmes and institutional-level approach. Their analysis is contained in Section 2.3 of this report, which includes justification regarding compliance.

Standard 3.2

OFFICIAL STATUS

Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

Compliance with the standard

ANECA is a public state sector Foundation created in 2002 by the Ministry of Education, Culture and Sport after approval by the Council of Ministers, pursuant to Organic Law 6/2001 on Universities (LOU). The LOMLOU is the framework through which ANECA is officially recognised as a National Agency with responsibilities for the external quality assurance of the Spanish university system. It defines its status, functions and competency framework, subsequently developed by the royal decrees that develop the said Law.

In order to achieve its purposes, in accordance with Article 32.1 of the LOMLOU, ANECA shall carry out its activity in accordance with the principles of technical and scientific competence, legality and legal certainty, independence and transparency, on the basis of standard performance criteria governing these institutions in the international arena.

ANECA also meets the requirements of a number of international networks (INQAAHE, ENQA, ECA and RIACES) and, therefore, is widely recognised at an international level.

Evidence supporting compliance with the standard

E01 Organic Law 6/2001 on Universities (Art. 32).

E02 Organic Law 4/2007, amending Organic Law 6/2001 on Universities (Art.32.2).

E03 Resolution of the Council of Ministers dated 19 July 2002 establishing the Spanish Agency for Quality Assessment and Accreditation.

E04 Order ECD/2368/2002, by which the so-called "Spanish Agency for Quality Assessment and Accreditation Foundation" is entered in the register of foundations.

E05 ANECA statutes (May, 2011).

E72 Membership in International Networks due to its official status in Spain: full membership in ENQA, INQAAHE, EQAR, ECA and RIACES.

E73 INQAAHE's evaluation of ANECA (July, 2009): Report on compliance with INQAAHE guidelines of good practice.

E74 ECA evaluation of ANECA (April, 2008): Report on compliance with the ECA Code of Good Practices.

E75 EQAR communiqué.

Standard 3.3	
	ACTIVITIES
Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.	

Compliance with the standard

The Agency's activities are set out in the LOU (Articles 31 and 35), in the LOMLOU (Article 32) and in the regulations developing the said laws, as well as in ANECA's Statutes, which states that the Agency will perform evaluation, certification and accreditation activities. Academic staff and programme evaluations are performed by legal mandate, while institutional-level approach assessments have been undertaken on ANECA's initiative with a view to supporting the other evaluation Programmes. These activities are carried out through and extensive range of Programmes that are explained in section 1.2. and summarized in the following table (2.1.).

TABLE 2.1. EVALUATION PROGRAMMES DEVELOPED BY THE AGENCY

ANECA ASSESSMENT PROCESSES		OBJECTIVES
Programmes	VERIFICA	Accreditation ex-ante
	MONITOR	Follow-up
	MENCION	Certification of the excellence of doctoral studies
Academic Staff	PEP	Assessment of non-civil servant academic staff
	ACADEMIA	Accreditation of civil servant academic staff
Institutional-level approach	AUDIT	Certification of universities' IQAS
	DOCENTIA	Certification of the quality of teaching

After 10 years of activity, the Agency will continue to review and improve the Programmes described above in order to adapt them to changes in context and, therefore, to guarantee their sustainability.

Evidence supporting compliance with the standard

E01 Organic Law 6/2001 on Universities (Art. 31 & 35).

E02 Organic Law 4/2007 on Universities (Art. 32).

E05 ANECA Statutes (May, 2011).

E06 RD 1052/2002, laying down the procedure for obtaining ANECA assessment and certification, for the purpose of recruiting academic and research staff.

E07 Resolution dated 18 February, 2005, by the Directorate General of Universities (State Gazette of March 4), amending certain aspects governing the procedure for submitting applications and the assessment criteria set forth in the Resolutions of 17 October, 2002 and 24 June, 2003.

E08 RD 1393/2007, establishing the organisation of university courses.

E09 RD 861/2010, amending Royal Decree 1393/2007,establishing the organisation of university courses.

E10 RD 99/2011 regulating official doctoral studies.

E11 RD 1312/2007 establishing national accreditation requirements to access to university academic staff.

E12 Resolution dated 7 October by the Directorate General of Universities, which establishes the procedure for submitting applications and the assessment criteria for non PhD assistant lecturers as regulated by Royal Decree 989/2008.

E43 Aims and purposes of the Programmes published on the ANECA website.

E47 Agreements with other institutions.

E55 ANECA Process Map.

E56 Activity Reports 2008-2011.

E57 Action Plans 2008-2012.

Standard 3.4		
RESOURCES		
Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.		

Human Resources

Staff

Evaluation activities, which commenced in late 2008, called for a gradual increase in the workforce (table 2.2), which currently consists of 88 people (see chart – Annex 3.4). The staff has the adequate and sufficient training and capacity to perform their functions. More specifically, 40% of staff has advanced degrees. The staff is young (60% below 40 years of age), and there is a balanced representation of women (56%) and men (44%) (figure 2.1).

TABLE 2. 2. EVOLUTION OF THE NUMBER OF PEOPLE WORKING IN THE AGENCY

WORKFORCE	2007	2008	2009	2010	2011	2012
Managers	5	5	5	4	4	4
Staff	57	73	79	82	84	84
Total	62	78	84	86	88	88

FIGURE 2.1. DISTRIBUTION OF ANECA STAFF BY POSITION AND AGE (FEB. 2012)

**Workforce distribution
(per position and age)**

- General Services
- Administrative staff (including secretaries)
- Technical staff
- Head of Unit
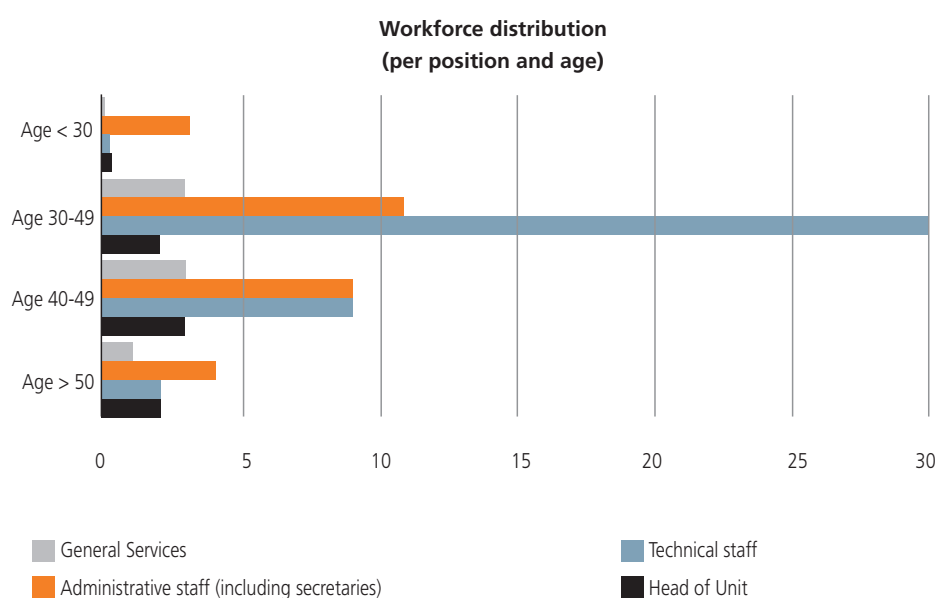
A job classification system has been developed in recent years which includes the positions and professional categories as well as the competencies, skills and knowledge required in each one. The Agency prepares an annual staff development plan, which is assessed and followed-up on completion. Given the current budgetary constraints, we shall try to adapt the training plan to the new requirements.

Experts and consultants

There are 43 assessment committees (table 2.3), consisting of renowned academics. Their main function is to conduct external evaluations. The assessment committees are organised by knowledge areas (Science, Health Sciences, Social Sciences and Law, Engineering and Architecture and Arts and Humanities). However, in some cases, for reasons of efficiency and timeliness, they can be merged.

TABLE 2.3. NUMBER OF ASSESSMENT COMMITTEE EXPERTS PER ASSESSMENT PROCESS (DATA FROM APRIL 2012)

	ASSESSMENT PROCESS	TOTAL EXPERTS	NUMBER OF COMMITTEES
Programmes	Programme evaluation (VERIFICA, MONITOR)	220	18
	MENCION	49	5
Academic Staff	Assessment of academic staff PEP	56	5
	Accreditation of academic staff ACADEMIA	107	11
Institutional-level approach	AUDIT	5	1
	DOCENTIA	14	3
Total		**451**	**43**

During 2012, a total of 269 experts were involved in Programme evaluation processes and 268 in academic staff processes, plus 1,600 experts working on the ACADEMIA Programme. 25 experts are involved in assessment processes of institutional-level approach Programmes.

The institutional and programme evaluation committees also employ 28 professional experts and 16 students. In addition, these committees employ international experts, although their renewal or incorporation is difficult because of the requirements related to their language skills and time availability.

There are also consultants who provide assistance in developing evaluation models and methodological guidelines, in following-up Programmes and who provide counselling in specific fields. More specifically, two international experts are providing advice on the Spanish Qualifications Framework for Higher Education (MECES) and on international activities. Within a national context, we are collaborating with four experts who are providing advice on academic staff evaluation and on the DOCENTIA, AUDIT, VERIFICA and MONITOR Programmes.

ANECA has a comprehensive and updated database of experts. Experts and external experts are selected following rigorous standards set out in the selection procedures of each Programme. They are also offered specific training in each evaluation process (See standard 2.4).

Financial resources

ANECA's economic regime is regulated in Chapter IV of its Statutes. The Agency receives funds from the Ministry of Education, Culture and Sport, as established in the State Budget (table 2.4). This item represents a major part of the Agency's income, as the bulk of its assessment processes (academic staff, programmes and institutional-level approach) are free. It also receives additional income through its participation in international projects and undertaking further assessments on request (and based on agreements), including the assessment of the grants provided by *Fundación Caja Madrid* and the training programmes for account auditors, among others.

ANECA is at complete liberty to assign its budget to each activity carried out in order to achieve its compliance with the Statutes, allocating different items to each one of them.

TABLE 2.4. ANNUAL REVENUE (IN EUROS)

ITEM	2008	2009	2010	2011
Revenue from own activities (State Budget)	12,811,040	12,811,040	11,529,940	10,281,380
Other revenue	325,022	92,768	205,761	331,161
Capital grants transferred to profit or loss	248,649	216,244	217,505	216,096
Financial revenue	178,569	47,911	15,055	36,412
Total	13,563,280	13,167,963	11,968,261	10,865,049

In recent years, there has been a substantial effort to improve accounting information. The objective is to achieve the full association of each expense item with the evaluation activities that generated them, as appears in table 2.5. In 2012, the Agency will continue to improve the process of allocating costs to each Programme. The goal is to assess the outcome and economic impact of our Programmes, which will help us estimate the value added by each Programme, in line with the recommendations set out in the 2007 external review.

TABLE 2.5. DISTRIBUTION OF ANNUAL REVENUES BY ACTIVITY (IN EUROS AND IN % OF ANNUAL INCOME)

ACTIVITY	2010	%	2011	%	2012 (*)	%
1. Institutional and programme evaluation	2,836,478	24%	2,570,689	24%	2,133,000	24%
2. Academic staff evaluation	4,284,637	36%	3,883,151	36%	3,222,000	36%
3. Institutional activities	957,461	8%	867,743	8%	720,000	8%
4. Management and coordination (staff expenses)	3,889,685	32%	3,525,207	32%	2,925,000	32%

(*) Both the revenue and its distribution are estimated.

In addition, a cost reduction plan has been implemented which enabled us to achieve our objectives without reducing quality, despite having a considerably reduced budget. We shall continue in the same line, given the severe budgetary constraints that are expected.

Given the public nature of the budget, we have an obligation of accountability to the state. Therefore, an audit is conducted on a yearly basis under the direction of the General Comptroller of the State Administration (Ministry of Finance and Public Administration). Since its inception, all account audits have received a favourable report, indicating that they comply with the rules and accounting principles that apply.

Other resources

The Agency's offices are located in Madrid, in Orense Street, an area with good communications, which makes it easy for experts and their staff to reach the said headquarters. Its facilities include several areas: 16 work areas, meeting and conference rooms, archives and storage, a data processing centre (DPC) which guarantees the security and availability of services and a rest area. The available material assets are controlled annually through an inventory process.

Moreover, a number of specific software applications have been developed for each of the Programmes. They all allow the experts to connect on-line to all the information on each dossier for its assessment. Requests for Programme evaluation are conducted through these applications, except in the case of VERIFICA, in which they go through the ministry's application.

In the case of programme evaluation, ANECA provides the agencies involved in accreditation ex ante and follow-up processes, as well as universities and the education authorities of the Autonomous Communities electronic access to information on the study programmes of the degrees that have been assessed and to the assessment reports through an evaluation software tool.

In the case of academic staff evaluation (PEP and ACADEMIA), for which the justification of merits is received on paper, we have recently implemented a digitizing process for these documents that also contributes to reducing the number of dossiers on paper and to optimising storage, with the consequent cost savings. In addition, the academic staff assessment committees also have access to the national and international databases of scientific publications.

Right now, we are in the process of improving the computer applications required to submit and distribute documents to the experts in a more user friendly manner.

The intranet is the primary internal communication tool together with a document repository and a space for collaboration between the different units. However, the fact that the data and programme information are decentralised requires an extra effort in coordinating each unit responsible. Therefore, the Agency is in the process of centralising the data and information on the different assessment processes to provide access and the availability of these items to all the staff.

Evidence supporting compliance with the standard

Human resources:
E05 ANECA Statutes (May, 2011).
E13 Organisational structure (organisational chart).
E14 List of positions.
E16 Training plan: 2008-2012.
E17 Human Resources management procedure.
E19 Databased on experts (national and international).
E18 Procedure for selecting and appointing assessment committees.
E23 Agreements with experts.

Financial resources:
E05 ANECA Statutes (May, 2011).
E22 Internal Procedure governing payments to experts.
E26 Overall budget.
E27 Budget breakdown by activities.
E28 Budget follow-up reports.
E29 Reports from the annual audits by the Ministry of Economy and Finance (2008-2011).
E30 Reports justifying Programmes expenses.

E31 Reports justifying other expenses.
E57 Action Plans: 2008-2012.

Other Resources:
E32 Aneca website (www.aneca.es).
E33 Intranet.
E35 Databases of journals of interest for assessment processes.
E36 Programme computer applications.
E37 Databases on ANECA's fixed assets.
E38 Periodic inventory of material resources.
E39 Contingency plan and installations.
E40 Procedures used to select and manage suppliers.
E41 Cooperation/service agreements.

Standard 3.5	
	MISSION STATEMENT
Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.	

Compliance with the standard

Our mission is to provide the university system with external quality assurance and contribute to its continuous improvement. The fulfillment of this mission is achieved through the following functions:

• Promote the improvement of university teaching, research and management.
• Contribute to performance measurement in Higher Education based on objective and transparent processes.
• Provide the Public Administrations with adequate information for decision making.
• Inform society on compliance with the objectives of university activities.

ANECA develops a number of Programmes (evaluation, certification and accreditation), in order to integrate the Spanish university system in the European Higher Education Area.

The LOMLOU provided for the transformation of ANECA into a State Agency and the Agency commissioned a report which was submitted in June 2007 to a committee of national and international experts to ensure that the said transformation would take the ESGs into account. The new obligations arising from the LOMLOU and from the royal decrees necessitated a reformulation of ANECA's Strategic Plan, which took place in 2009 with the assistance of a consultancy firm.

The decision to suspend the creation of new state agencies taken by the Government in 2009, led the Management of ANECA to define its strategic operations on the basis of the provisions set out in the Action Plan, which establishes the activities planned for the following year in line with the annual budget. The Agency also prepares a Report providing information on the implementation of the said Plan. Both documents are approved by the Board of Trustees and form part of the accountability of activities undertaken by the Agency and are publicly accessible on the Website.

The objectives are public and accessible via the website. The responsibilities in the assessment processes by the different stakeholders (Ministry of Education, Culture and Sport, educational authorities of the autonomous communities, universities...) are defined in legislation or in the documentation for each programme.

Evidence supporting compliance with the standard

E05 ANECA Statutes (May, 2011).

E32 ANECA website (Mission) (www.aneca.es)

E44 Documentation on degrees and university colleges evaluation Programmes.

E45 Documentation on academic staff evaluation Programmes.

E56 Activity reports (2007-2011).

E57 Action Plans (2008-2012).

E76 Strategic and organisational reformulation of ANECA (2009).

E78 Framework Document on its transformation into a State Agency (August 2007)

Standard 3.6
INDEPENDENCE
Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

Compliance with the standard

The independence of the Agency is acknowledged in the Law that created it (Title V of the preamble and the LOMLOU art.32.2) and is also reflected in ANECA's Statutes (art. 7 and art.17). Its autonomy is reflected in the development of its assessment functions, namely:

• In its **mandatory Programmes** (VERIFICA, MONITOR, PEP and ACADEMIA). A legal rule establishes the basis to be considered during assessment processes. Henceforth, the Agency is free to establish its own procedures, criteria and benchmarks for all Programmes. These evaluation procedures and criteria are designed according to strict technical standards, based on European benchmarks.

• In the case of **voluntary Programmes** (MENCION, AUDIT and DOCENTIA). These are not regulated by any legislation. ANECA sets its objectives, designs the process, establishes the assessment criteria and benchmarks and selects the members of committees.

• Regarding **all Programmes:** The selection of experts and committees is made based on the profiles established and according to their scientific-technical know-how, as described in the Programme they will be supporting. The said experts sign an ethical code that ensures the independence of their actions. Following-up their work is the responsibility of the units that work directly with them.

• Regarding **appeals:** The Agency has an "Appeal Committee" that resolves any appeals regarding assessments, except in the case of ACADEMIA, which has its own appeal committees.

The amendment of the Statutes in 2011 has led to a number of improvements resulting from the application of the ESGs, such as the incorporation of students and representatives of the Spanish Universities Councils in the Board of Trustees.

Evidence supporting compliance with the standard

E01 Organic Law 6/2001, on Universities (Reasoning, point V).

E02 Organic Law 4/2007 on Universities (Art. 32).

E05 ANECA Statutes (May, 2011).

E08 Royal Decree 1393/2007 (managing university courses).

E09 Royal Decree 861/2010 (amending RD 1393/2007).

E11 Royal Decree 1312/2007 (accreditation ex-post of university academic staff).

E18 Procedure for selecting and appointing assessment committees.

E25 Documentation on the Advisory Board.

E32 ANECA website (www.aneca.es).

E50 Code of Ethics for experts.

E77 "Independence Standard" report, September 2009.

Standard 3.7

EXTERNAL QUALITY ASSURANCE CRITERIA AND PROCESSES

The processes, criteria and procedures used by agencies should be pre-defined and publicly available.
These processes will normally be expected to include:

• A self-assessment or equivalent procedure by the subject of the quality assurance process.
• An external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency.
• Publication of a report, including any decisions, recommendations or other formal outcomes.
• A follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

Compliance with the standard

The Programmes are described in the documentation corresponding to each one and are published on the website. They all provide an internal reflection or analysis phase that depends on the type of assessment. The processes, criteria and assessment procedures are predefined and published on the website.

 • **Programme evaluation**. The **accreditation ex ante** refers to the analysis of the degree proposal prepared by the university. Subsequently, an annual **follow-up** process is performed to confirm that the degree has been implemented in accordance with the prior specifications, and that any recommendations made by the Agency during the accreditation ex ante process have been applied. Simultaneously, the CURSA Commission will resolve any interpretation problems and conflicts that may arise during the follow-up procedure. The **accreditation ex-post** requires a visit by experts to ensure that the study programme has been conducted according to the initial project. A single committee will perform the three assessments (accreditation ex ante, follow-up and accreditation ex-post) for each degree in order to ensure consistency between them.

Following the recommendation of the External Committee in 2007, assessment reports for the VERIFICA and MONITOR Programmes are published on the Agency's website; more specifically, in the "What to study and where" search engine and they include the recommendations received from the assessment committee. The said search engine provides information on all the degrees that have received a favourable accreditation ex ante report. It is currently available in Spanish and the information provided in English is being improved.

- **Academic Staff Evaluation:** The presentation of merits is preceded by a short self-evaluation by the applicants. In the ACADEMIA Programme, the accreditation ex-post committees issue a reasoned pre-assessment (for those that obtained an initial negative assessment) that can be appealed by the applicants and then, in view of their pleas, the committee will take the final decision. A formal follow-up or the publication of individual assessment reports is not contemplated given the personal and confidential nature of this information which is protected under the Data Protection Act.
- **Institutional-level approach assessment:** The AUDIT and DOCENTIA Programmes have phases of certification of the designs and of their implementation. Moreover, DOCENTIA includes a follow-up of the said procedures before their certification.

In both Programmes, the assessment committees prepare reports, which include recommendations that are published on the Agency's website.

In general, all Programmes include claim or appeal mechanisms. The Appeal Committee resolves all the claims except those affecting the ACADEMIA Programme, which has its own system and specifically includes 11 Appeal Committees.

Evidence supporting compliance with the standard

E24 Documentation regarding the Appeal Committee/ Assurance and Programmes Committee.
E32 ANECA website (www.aneca.es).
E44 Documentation on degrees and university colleges evaluation Programmes.
E45 Documentation of academic staff evaluation Programmes.
E63 Minutes of meetings (assessment committees, CURSA and appeal/claims).

Standard 3.8
ACCOUNTABILITY PROCEDURES
Agencies should have in place procedures for their own accountability.

Compliance with the standard

According to the recommendation included in the 2007 external review, we have modified the Agency's internal quality assurance system. It has evolved into a decentralised model with a view to favouring the involvement of staff directly responsible for the assessment processes. Each department has identified the people responsible for quality, whose functions are to seek solutions to any problems identified in their respective areas, and improve the assessment processes.

Under this framework ANECA has renewed and updated its quality policy that stems from its mission and includes a firm commitment to continuous improvement.
The mechanisms used to ensure the quality of the work performed by the experts includes tools, such as:

• The selection, appointment, assessment and control of committee members and experts.
• A code of ethics governing the relationship between the experts and their work within the framework of ANECA, and that will ensure the absence of any conflicts of interest. This code is signed by the experts before they begin to provide their services.

In order to oversee the services provided by suppliers and subcontractors, the Agency has defined work procedures that also cover selection and assessment activities.
Regarding follow-up and internal assessment mechanisms, ANECA, apart from the meetings of the Board of Directors and of the Board of Trustees, also prepares:

• Regular meetings with:
  – The Advisory Board.
  – The Chairmen of ACADEMIA and PEP committees.
  – Report Issuing Committees (CEI).
  – Agencies with which the AUDIT and DOCENTIA Programmes are shared.

There are also a number of instruments that contribute to the internal assessment process, such as:

• Reports from the Advisory Board.
• Reports on the results of the Programmes prepared by the units.
• Meta-evaluations of the Programmes.
• Internal communication tools: Intranet and internal meetings of the departments.
• Tools for gathering information on the Programmes: following-up the implementation of the activities included in the Action Plan, annual activity Report, analysis of FAQs related to the Programmes…

Regarding the follow-up and external reflection mechanisms, ANECA, at a national level, develops information-gathering activities concerning the views and needs of those involved and the consequences of the implementation of Programmes, including:

• Meetings with:
  – The Conference of University Rectors (CRUE).
  – The Spanish Universities Council.
  – Other stakeholders: those responsible for education in the Autonomous Communities, Stakeholders Councils, those responsible for universities and technical quality units.
  – Student representatives and organisations.
• Meetings with members of:
  – The Spanish Network of University Quality Assurance Agencies (REACU)
  – University Committee Regulating Follow-up and Accreditation ex-post (CURSA)

• Meetings with universities.
• Collection of information through each Programme e-mail accounts.

The policy is to apply a philosophy of continuous improvement, which implies a systematic and cross-cutting analysis of the procedures governing the Programmes and internal mechanisms.

The benchmark for this model geared towards continuous improvement is: ENQA's Standards and Guidelines for Quality Assurance in the European Higher Education Area, which has also enabled the agency to be one of the first three EQAR registered agencies. In addition, ANECA has voluntarily accepted to compliance with the ECA Code of Good Practice and to align its actions with the INQAAHE Guidelines of Good Practices, as proof of its level of self-imposed international requirements.

As part of this reflection on internal quality assurance systems as a crucial mechanism to channel accountability processes governing the activities of the Agency, ANECA has been developing, since 2008, a project to support the design and implementation of internal quality assurance mechanisms in agencies, known as the "CINTAS Project", which was submitted to the RIACES agency network. ANECA coordinated this programme from 2008 to 2011 for the said Network through four workshops used to train experts from Latin American agencies and giving specific support to the Central American Accreditation Council (CCA).

Evidence supporting compliance with the standard

E18 Procedure for selecting and appointing assessment committees.

E19 Databases on experts.

E21 Assessment committees published on the website.

E42 Supplier compliance and incident document.

E46 Documentation on International projects (CINTAS).

E50 Code of Ethics for experts.

E51 Code of good practice governing the drafting and publishing assessment reports.

E53 Appointment of experts.

E56 Activity reports (2007-2011).

E58 Follow-up of Action Plan activities.

E59 Evaluation Programmes e-mail accounts.

E60 FAQs on Programmes.

E61 Statistics on assessment applications received.

E62 Quality forums and/or meetings.

E63 Minutes of meetings.

E64 Meta-evaluations of Programmes.

E65 Overall reports on Programme outcomes.

E66 Report on quality assessment in Spanish universities (2007-2011).

E67 Reports submitted to the Board of Trustees.

2.3. Compliance with the ESG regarding the external quality assurance of higher education. Part 2

Standard 2.1	
USE OF INTERNAL QUALITY ASSURANCE PROCEDURES	
External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.	

Compliance with the standard

External evaluation Programmes take into account the ESG set out in Part 1 for institutions of higher education, as evidenced in Table 2.6.

TABLE 2.6. RELATIONSHIP BETWEEN THE STANDARDS GOVERNING THE AGENCY'S DIFFERENT EVALUATIONPROGRAMMES AND THOSE ESTABLISHED IN PART 1 OF THE ESG

STANDARD	PROGRAMMES
1.1 Policy and procedures for quality assurance	VERIFICA: Standards 8 & 9 MONITOR: Dimension 3
	MENCION: Standard e)
	AUDIT: Guideline 1.0 DOCENTIA
1.2. Approval, monitoring and periodic review of programmes and awards	VERIFICA: Standards 8 & 9 MONITOR: Dimension 3
	MENCION: Standard e)
	AUDIT: Guideline 1.1
1.3. Assessment of students	VERIFICA: Standards 8 & 9 MONITOR: Dimension 2
	MENCION: Standard e)
	AUDIT: Guideline 1.2 DOCENTIA
1.4. Quality assurance of teaching staff	VERIFICA: Standards 6 & 9 MONITOR: Dimension 3
	MENCION: Standard e)
	AUDIT: Guideline 1.3 DOCENTIA

STANDARD	PROGRAMMES
1.5. Learning resources and student support	VERIFICA: Standards 4, 7, 9 MONITOR: Dimensions 2 & 3.
	MENCION: Standard e)
	AUDIT: Guidelines 1.2, 1.4 DOCENTIA
1.6. Information systems	VERIFICA: Standards 8 & 9 MONITOR: Dimensions 3 & 4.
	MENCION: Standard e)
	AUDIT: Guideline 1.5 DOCENTIA
1.7. Public information	VERIFICA: Standards 8 & 9 MONITOR: Dimension 1
	MENCION: Standard e)
	AUDIT: Guideline 1.6 DOCENTIA

Evidence supporting compliance with the standard

E44 Documentation on degrees and university colleges evaluation Programmes.

E45 Documentation of academic staff evaluation Programmes.

E56 Activity reports (2008-2011).

E57 Action Plans (2008-2012).

Standard 2.2
DEVELOPMENT OF EXTERNAL QUALITY ASSURANCE PROCESSES
The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.

Compliance with the standard

The Agency develops mandatory (VERIFICA, MONITOR, PEP and ACADEMIA) and voluntary (MEN-CION, AUDIT, DOCENTIA) evaluation Programmes:

- Mandatory Programmes: the objectives and goals are defined in the royal decrees that develop the LOMLOU. The ANECA Board of Directors disaggregates these objectives and designs Programmes to adapt them to the ESG.
- Voluntary Programmes: the ANECA Board of Directors defines their objectives and specifications, adapting them to European standards.

In both cases, until 2009 the Department of Innovation designed and developed the Programmes. Subsequently, the Technical Committee reviewed the Programmes designed to provide the necessary methodological and expert endorsement. Once designed, they were approved by the Board of

Directors for implementation. Since 2009, the Management appoints a working group to design the new Programme, consisting of agency technical staff and experts from academia, where appropriate. During the design, the ESG established by ENQA and the references provided by ECA and INQAAHE are taken into account.

All Programmes go through a revision phase conducted by the Advisory Board and the Board of Directors, in order to ascertain whether the objectives and goals set out initially have been taken into account and whether the proposed methodology is appropriate and meets the relevant needs.

Based on the recommendations of the 2007 external review report and on the guidelines of the Board of Trustees; before their implementation, new Programmes include a pilot phase aimed at analysing and studying the adequacy of the model developed for the future assessment process and to obtain information with a view to improving the Programmes.

During 2011, the MONITOR Programme went through a pilot phase to follow-up the implementation of the study programmes. 14 universities participated and 95 bachelor and master degrees were analysed. This led to the identification of numerous improvements relating to all aspects of the Programme, organisation, communication, methodology...

Similarly, ANECA used a pilot project to compare its accreditation ex-post proposal in the TEAM II project coordinated by ECA from 2008 to 10 involving a single accreditation of joint-programme of an Erasmus Mundus master degree that is being continued in the JOQAR project with the accreditation ex-post of another Erasmus Mundus master degree from 2011 to 2013.

Once the design has been completed, and following its approval by the Board of Directors but before implantation, information on the Programme (criteria, guidelines, manuals...) is published on the website and presented to the universities. In addition, the dissemination of new Programmes is achieved through various means, in particular forums, meetings and conferences, organised by the Agency to provide the relevant information.

ANECA focuses all its actions on adding value to universities and academic staff. It is therefore necessary to conduct a periodic review of the usefulness of each Programme, as was recommended in the 2007 external review. Even though the Agency has mechanisms for collecting information from each of the Programmes. Reports of a descriptive nature are prepared on the results of the Programmes and studied by the Advisory Board. As a result of these analyses, it was decided to redirect the resources used in the TRAINING Programme (support for the assessment of academic staff training plans) and dedicate them to other activities that needed more attention at that time.

Therefore, in order to improve the Programmes and provide more information to those involved, ANECA will instruct the Advisory Board to assess the impact of all existing Programmes on the Spanish university system, as more significant information is obtained.

Evidence supporting compliance with the standard

E05 ANECA Statutes (May, 2011).
E06 Royal Decree 1052/2002 (assessment of university academic and research staff).
E08 Royal Decree 1393/2007 (managing university courses).
E09 Royal Decree 861/2010 (amending RD 1393/2007).

E10 Royal Decree 99/2011 (regulating doctoral courses).

E11 Royal Decree 1312/2007 (accreditation ex-post of university academic staff).

E43 Aims and purposes of the Programmes published on the ANECA website.

E44 Documentation on degrees and university colleges evaluation Programmes.

E45 Documentation of academic staff evaluation Programmes.

E46 Documentation on international projects (TEAM II, JOQAR).

E62 ANECA forums and/or meetings.

E63 Minutes of meetings (Advisory Board, Technical Committee).

E64 Meta-evaluations of Programmes (MONITOR).

E67 Reports submitted to the Board of Trustees.

Standard 2.3
CRITERIA FOR DECISIONS
Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

Compliance with the standard

In order to ensure that the experts use and interpret the criteria correctly and that their decisions are based on evidence gathered during the assessment process, ANECA has established different mechanisms:

- **Dissemination of documentation that describes the assessment criteria.** During the design phase, the assessment criteria for each of the Programmes is established and published on the AN-ECA website. This provides each institution (or lecturer) being assessed and the experts with prior knowledge of the guidelines governing decision-making in the various processes.
- **Rigorous selection and training of the experts.** A selection process has been put in place that ensures that candidates possess the previously established profile for each Programme. Furthermore, the prior training provided focuses on the interpretation and application of assessment criteria.
- **Tasks performed by the committees.** In all Programmes, decisions are agreed to ensure consistency in applying the criteria.
  In programme evaluation Programmes, the consistency of the decisions made is ensured thanks to the work of two types of committees:
  – *CER (Knowledge Area Assessment Committee)*, which proposes the assessment of study programmes or of any changes and analyses compliance with the criteria. In total there are 18 committees for bachelor, master and doctoral degrees.
  – *CEI (Report Issuing Committee)*, which, studies the assessment proposals submitted by the knowledge area committees to ensure the consistency and coherence of the assessment reports prepared by them and to standardize the application of the criteria. The Agency has 3 report issuing committees, one for each level: bachelor, master and doctoral degrees. These involve the chairmen of all knowledge area assessment committees.

In the case of academic staff evaluation Programmes, the committees report on the application of the criteria and on their implications in the assessment process. The management arranges cross-cutting meetings with the chairmen of the committees with a view to providing suggestions for improvement and establishing common standards to ensure the consistency of assessments.

- **Report issuance.** Final reports are agreed and issued by the relevant assessment committee, thus ensuring the consistency of final assessments.

Evidence supporting compliance with the standard

E18 Procedure for selecting and appointing assessment committees.

E20 Structure and function of assessment committees.

E21 Assessment committees published on the website.

E43 Aims and purposes of the Programmes published on the ANECA website.

E44 Documentation on degrees and university colleges evaluation Programmes.

E45 Documentation of academic staff evaluation Programmes.

E52 Documentation on the training of experts.

Standard 2.4	
	PROCESSES FIT FOR PURPOSE
All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.	

Compliance with the standard

The Agency has a number of mechanisms with which to verify compliance with previously defined and published purposes and objectives:

Evaluation Programmes

- Programme evaluation

ANECA and the regional quality assurance agencies jointly establish the evaluation protocols required for follow-up and accreditation ex-post processes according to international quality standards through REACU. In REACU, ANECA coordinates the technical committee responsible for the accreditation ex ante evaluation. The Agency is, therefore, the bridge between the regional agencies and the ministry in relation to the assessment of degrees.

During programme evaluation processes, the Report Issuing Committees (CEI) hold monthly meetings and prepare reports on the developments affecting the evaluation of degrees within their competence. In order to improve Programmes, there are review and information gathering mechanisms that are applied at meetings with stakeholders. In this line, specific meetings are held with members of REACU and of the CURSA Committee. In MONITOR, the Programme supervisors visit each university on a yearly basis to discuss ways to improve both the university and the Programme.

- **Academic staff evaluation Programmes**

  ACADEMIA and PEP require regular meetings with the chairmen of the committees to gather information about the process, analyse the appropriateness of the criteria, improve and standardise their interpretation by all assessment committees... Similarly, meetings were held with academic staff and with universities to identify potential weaknesses in the assessment process.

  As a result of the meetings, the procedures applied in the assessment of academic staff are in an advanced state of change. The improvement also affects the documentation that has to be submitted and the computer application.

- **Institutional-level approach Assessment Programmes**

  In DOCENTIA, the assessment processes are coordinated through meetings of the regional agencies, where the assessment activities are agreed and revised. It also aims at unifying the interpretation of the criteria as one Committee evaluated applications from other regional agencies. Besides, in the assessment committees, the secretaries are technical staff from ANECA or other agencies.

  In AUDIT, the agencies hold meetings (AQU and ACSUG) with a view to developing this Programme to coordinate and unify all assessment processes. In order to agree on the interpretation of the criteria, the assessment of dossiers has been exchanged to ensure that all agencies are using the same criteria. Finally, ANECA, in collaboration with the regional agencies, prepares, based on a legal mandate (LOU), an annual "Report on the status of quality assessment in Spanish universities" that is published on the website.

Experts (academics and professionals)

Their work is critical for the correct development of external assessment processes by academic peers. For this reason, ANECA defines their profiles in advance and, more specifically, for each Programme. The selection of academic experts is performed according to the profiles established in the procedures defined in each of the Programmes. Generally, from 1 to 3 six-year-periods are required[3], depending on the Programme, as well as experience in academic administration. Furthermore, depending on the features of the Programme, other requirements are needed, such as academic managerial experience or excellent teaching qualities.

Additionally, at this point, the recommendations made in 2007 have been taken into account in this point. Consequently, the **professional profile** in the field of business was included in the assessment committees for degrees and institutional-level approach in 2008.

ANECA pays special attention to the training of its experts (see standard 2.3). This process contemplates both the initial training and refresher training for accomplished experts. When international external experts participate, they are provided with specific training on the Spanish university system and on the assessment tools to be used during the process.

The difficulty (see standard 3.4) in finding international experts to participate in our committees means that there is only a limited number of them. Nevertheless, we believe it is very helpful to enhance the international vision of institutional-level approach and programme evaluation processes. Therefore, ANECA will consider incorporating more external experts from other countries. In the case of academic staff evaluation, this is not necessary, since the legislation does not allow it.

In order to assess the work of the experts, ANECA employs mechanisms to control and follow-up their activity during the assessment processes, which are applied by the secretaries of the assessment committees.

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3 Merits in research certified by the ministry.

Students

After organising various activities to reflect on the participation of students in the institutional-level approach and programme evaluation processes, we have increased their presence in the said processes. Following the amendment of the Statutes, their representation has increased in the Advisory Board and they have joined the Board of Trustees.

On the other hand, constant contact with students is maintained through various activities, such as visits to the Agency of representatives from the *European Student Union* in relation to the QUEST project *(Quest for Quality for Students)* and ANECA's participation in a number of seminars and meetings organised by/for Spanish Student Associations (http://www.aneca.es/ANECA/Historia/Eventos-destacados/2009/Encuentros-sobre-Calidad-en-la-Educacion-Superior-2009).

Evidence supporting compliance with the standard

E05 ANECA Statutes (May, 2011).

E15 Performance assessment procedure.

E18 Procedure for selecting and appointing assessment committees.

E19 Databases on experts (national and international).

E21 Assessment committees published on the website.

E36 Programme computer applications.

E44 Documentation on degrees and university colleges evaluation Programmes.

E45 Documentation of academic staff evaluation Programmes.

E52 Documentation on the training of experts.

E54 E-TRAIN Training.

E56 Activity reports (2008-2011).

E62 Quality forums and/or meetings (Students, Pamplona 2009, Almagro).

E63 Minutes of meetings (REACU, CURSA, assessment committees and meetings with students).

E65 Overall reports on programme outcomes.

E66 Report on quality assessment in Spanish universities (2007-2011).

E67 Reports submitted to the Board of Trustees.

Standard 2.5	
	REPORTING
Reports should be published and should be written in a style which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.	

Compliance with the standard

The structure of the reports is defined in advance in the Programmes documentation. In general, the reports includes a description and analysis of every aspect assessed together with conclusions and recommendations. A "Code of good practice" has been drawn up for writing assessment reports together with the corresponding templates to facilitate their preparation.

In compliance with the specifications of the 2007 external review, evaluation reports from the VERIFICA, MONITOR, DOCENTIA and AUDIT Programmes will be posted on the Agency's website, which incorporates the recommendations contributed by the assessment committees.

ANECA has developed a search engine titled "What to study and where" on its website[4] to help students (employers and society as a whole) find information on bachelor and master degrees (and doctoral degrees in the future), that have been assessed and deserved a favourable report, indicating their main features (including reports).

In addition, through the MONITOR Programme, universities are urged to publish the assessment reports on their study programmes on their websites.

In the case of academic staff evaluation Programmes, the reports cannot be published pursuant to Law 15/1999, on the Protection of Personal Data.

Once the Agency has completed its assessment processes, and in order to know the level of satisfaction of the parties that have been assessed in relation to the usefulness of the report, ANECA employs information gathering tools (email, meetings…), which are being reviewed to improve such collection of information, which, in turn, will contribute to the improvement of the Programmes.

Evidence supporting compliance with the standard

E34 Search engine "What to study and where?" (http://srv.aneca.es/ListadoTitulos/)

E44 Documentation on degrees and university colleges evaluation Programmes.

E45 Documentation of academic staff evaluation Programmes.

E48 Evaluation Programmes reports posted on the website.

E49 Assessment report templates.

E51 Code of good practice governing the drafting and publishing assessment reports.

E63 Minutes of meetings.

E64 Meta-evaluations of Programmes.

Standard 2.6	
FOLLOW-UP PROCEDURES	
Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.	

Compliance with the standard

a) Following-up recommendations

In accordance with the indications set out in the 2007 external review, in connection with the VERIFICA, AUDIT and DOCENTIA Programmes, once the assessment has been completed, ANECA performs a systematic follow-up to ensure the recommendations included in the reports have been taken into consideration. More specifically:

_____
4. http://srv.aneca.es/ListadoTitulos/search/apachesolr_search

In the MONITOR Programme, the agency checks the fulfillment of the commitments made in the accreditation ex-ante report, as well as the recommendations made throughout the assessment process, both during the accreditation ex ante and follow-up.

In the case of the AUDIT Programme, during the implementation phase of the internal quality assurance systems defined by the universities, the agency will assess the implementation of the recommendations contained in the assessment reports prepared in the design phase of the said systems.

Similarly, the DOCENTIA Programme will include, in its several phases, an assessment of the implementation of the recommendations included in the previous step(s).

The recommendations given to academic staff who applies to be assessed through PEP and ACADEMIA, cannot be subject to a systematic follow-up given their nature. However, when a new assessment is requested, the committees can see to what extent the recommendations have been implemented.

b) Programmes follow-up

ANECA follows-up the implementation of all its Programmes, as can be seen in Table 2.7. Here, it is possible to appreciate the importance, for the Agency, of reflecting on the follow-up of its activities.

TABLE 2.7. PROGRAMMES ASSESSMENT FROM THEIR DESIGN, IMPLEMENTATION AND FOLLOW-UP PHASES

SCOPE OF ASSESSMENT	PROGRAMME	DESIGN YEAR	CHANGE IN PROGRAMME	REVISIONS	EVIDENCE
Programmes	VERIFICA	2008	2011	2008: Meta-evaluation	Meta-evaluation of VERIFICA Programme (Final report) CEI minutes
				2009: Meta-evaluation	Meta-evaluation report of VERIFICA programme (Internal document) CEI minutes
				2009: Reflection	Reflection on VERIFICA 2009 CEI minutes
				2009: Assessment	Advisory Board Report CEI minutes
				2010: Advisory Board Assessment	Advisory Board minutes CEI minutes
				2011: Meetings with chairmen and secretaries (minutes)	UIMP Course CEI minutes
	QUALITY LABEL	2002	2010	2003: Meta-evaluation 2004: Meta-evaluation 2005: Meta-evaluation 2006: Meta-evaluation 2007: Meta-evaluation 2008: Meta-evaluation	Report: Quality Label for doctoral studies CEI minutes
	MONITOR	2009	2010- CURSA	2012: Conclusions and improvements to the pilot project	Report: What are the results of the pilot MONITOR project? CEI minutes
			2012		
	ACREDITA	2011	-	-	-

SCOPE OF ASSESSMENT	PROGRAMME	DESIGN YEAR	CHANGE IN PROGRAMME	REVISIONS	EVIDENCE
Academic Staff	PEP	2002	2005	2005. PEP Report to the Board of Trustees	PEP Report to the Board of Trustees
			2007	2007. PEP Report to the Board of Trustees	PEP Report to the Board of Trustees
			2012	2009. Advisory Board Report 2009	Advisory Board Report 2009
	ACADEMIA	2007	2010	2010. ACADEMIA report to the Board of Trustees	ACADEMIA Report to the Board of Trustees, 2010
			2012	2012. ACADEMIA report to the Board of Trustees	ACADEMIA Report to the Board of Trustees, 2012
Institutional-level approach	AUDIT	2007		2008: Meta-evaluation	Review Report of the Assessment Stage of the AUDIT Programme Design.
	DOCENTIA	2007	2007	2007. Programme follow-up. Design phase.	Follow-up report 2007. Programme status balance
			2011	2010. Follow-up 2nd year of implementation	DOCENTIA Committee minutes
				2011. Follow-up one year after implementation	DOCENTIA Committee minutes

Evidence supporting compliance with the standard

E44 Documentation on degrees and university colleges evaluation Programmes.

E45 Documentation of academic staff evaluation Programmes.

E48 Evaluation Programmes reports posted on the website.

E63 Minutes of meetings (assessment committees: VERIFICA, MONITOR, MENCION, AUDIT and DO-CENTIA).

E64 Meta-evaluations of Programmes.

E65 Overall reports on Programme outcomes.

E67 Reports submitted to the Board of Trustees.

Standard 2.7

PERIODIC REVIEWS

External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

Compliance with the standard

In the case of programmes (VERIFICA and MONITOR) and institutional-level approach (AUDIT and DO-CENTIA) evaluation Programmes, the assessment processes are performed in cycles, with assessment

intervals that have been previously defined in the Programme documentation, which is public and accessible via the website.

The new regulations governing bachelor, master and doctoral degrees establish the reaccreditation of the degree proposals submitted by universities after 6 years since their accreditation ex ante, in the case of bachelor and doctoral degrees, and after 4 years in the case of master degrees.

The follow-up of degrees that have obtained their accreditation ex-post is undertaken on a cyclical basis between year 1 of the implementation to year 6 or 4 for the re-accreditation of bachelor and doctoral degrees and master degrees.

In the case of institutional-level approach Programmes, AUDIT and DOCENTIA establish a cyclical assessment system after certification.

Evidence supporting compliance with the standard

E08 Royal Decree 1393/2007 (regulation of university courses).
E09 Royal Decree 861/2010 (amending RD 1393/2007).
E10 Royal Decree 99/2011 (regulating doctoral courses).
E44 Documentation on degrees and university colleges evaluation Programmes.
E48 Assessment Programme reports posted on the web.
E57 Action Plans (2008-2012).

Standard 2.8
SYSTEM-WIDE ANALYSES

Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments, etc.

Compliance with the standard

According to Article 32 of the Law, ANECA must submit reports to the Ministry on the activities for which it is competent and it specifically instructs the Agency to submit an annual report to the Spanish Universities Council on the development of quality assurance assessment processes in Spain in collaboration with the regional agencies.

Other reports of a more specific nature and also prepared and submitted to different stakeholders:

• Overall reports on evaluation Programmes to the Board of Trustees: Report on the prior accreditation ex ante evaluation of bachelor and master degrees by the Spanish Universities Council (May, 2009); on national accreditation to access university academic positions (2009 and 2010) (http://www.aneca.es/Programas/ACADEMIA) (http://www.aneca.es/Documentos-y-publicaciones/ Informes-presentados-al-Patronato)

• Stakeholders: "Universities and Regulations of pursuance. Exploring the Way Forward"(March 2012) in collaboration with the Conference of the Social Bodies of Spanish Public Universities.

• Sector reports. Guidelines for preparing reports to request the accreditation ex ante of official Master degrees in law (http://www.aneca.es/Programas/VERIFICA/Verificacion-de-Grado-y-Master/Protocolos-de-evaluacion-y-documentos-de-ayuda); Report on the employability of graduates from Spanish universities (http://www.aneca.es/Documentos-y-publicaciones/Otros-documentos-de-interes/Insercion-laboral), Report on scientific production in Spain on WOS (2006-2010). Comparative analysis of Spanish scientific activity by institutional sector.

The **annual report to the Spanish Universities Council** is a stable feature since 2006, one year ahead of the LOMLOU, and covers the entire programme, academic staff or institutional-level approach evaluation processes. It is prepared by ANECA in close cooperation with the regional agencies. (http://www.aneca.es/Documentos-y-publicaciones/Informes-sobre-calidad-universitaria)

Evidence supporting compliance with the standard

E32 ANECA website (www.aneca.es).

E65 Overall reports on Programmes outcomes.

E66 Report on quality assessment in Spanish universities (2007-2011).

E67 Reports submitted to the Board of Trustees.

E68 Scientific production in Spain in WOS (2006-2010). "Comparative analysis of Spanish scientific activity by institutional sector".

E69 Sector report "Situation analysis and suggestions for improvements on the implementation of the Master on Training for Obligatory Secondary Education Academic Staff.

E70 Technical Report: "Analysis of the assessment of undergraduate curricula in the field of health sciences (2008-2011). Proposal and Recommendations".

E71 Report in collaboration with the Stakeholders Councils: "Universities and Regulations of pursuance. Exploring the way forward."

3. OVERALL ASSESSMENT

As a result of this self-evaluation process, ANECA concludes that the quality assurance standards and guidelines in the EHEA are met satisfactorily, especially the following ones:

1. In the past four years the Agency has successfully taken on a number of new responsibilities, which has forced us to design and implement a number of institutional-level approach, programme and academic staff evaluation Programmes. Most of them are legally regulated but, in parallel, the Agency has established several voluntary Programmes to facilitate the implementation of the first ones. The design and implementation of all Programmes are based on two principles:
   a) the need to interact with the parties involved in the process, and
   b) to seek the continuous improvement of universities and academic staff.

2. Its work is guided by independence, transparency and accountability.
   The design and implementation of Programmes has been based on the ESG, in full exercise of the independence that governs its work.
   Despite the novelty of the Programmes, the Agency supervises them continuously and permanently through the parties involved, which has led to the introduction of multiple changes and improvements.
   All information on standards, procedures and outcomes are posted on the website, although the level of accessibility depends on the type of information.

3. After a decade in existence, ANECA has become the quality benchmark for the Spanish university system. Its role is illustrated by at least three aspects:
   a) the coordination and dissemination of best practices within REACU, the Spanish Network of Universtity Quality Assurance Agencies, and its role in CURSA,
   b) the assessment assignments it receives from Spanish and foreign, public and private institutions, other than those assigned by law,
   c) its responsibility in preparing the annual report on the Spanish university system.

4. The Agency maintains close relationships with all stakeholders of the university system and, in general, with Spanish society, as can be seen by:
   a) their participation in the governance and guidance of the Agency,
   b) the production of reports at the request of any of the said stakeholders.

5. The novelty and variety of Programmes that the Agency has had to deploy has led to a great deal of work over the five years between the two ENQA external reviews. This has implied the need to provide the necessary resources, such as:

a) the increase in the workforce with staff of a high technical level;

b) the intensive use of the university experts of the highest academic level;

c) the deployment of computing resources for training the experts, facilitating the assessment and providing customised access to the different users of our services: universities, academic staff, public administrations (national and regional).

In summary, the Agency plays a triple role: it facilitates accountability, provides transparency to the system and promotes continuous improvement.

4. ANNEXES

ANNEX 4.1. Self-evaluation Process

ANECA has gone through an internal reflection process in order to obtain an overview of the current situation of the organisation regarding the ESG established by ENQA. And to measure the performance of the ESG with a view to identifying and updating their strengths and areas for improvement.

The scope of this process has focused on the evaluation Programmes currently in place.

In order to undertake this project, we have benefited from all the agents involved in the activities performed by the Agency.

Working groups

In order to execute these tasks correctly, the participation of different groups has been required:

PARTICIPANTS	COMPOSITION	TASKS
Board of Directors	Director and Coordinators	Review the self-evaluation report. Submit suggestions for improvements. Approve the self-evaluation report.
ENQA working group	Technical - Institutional and programme evaluation Technical - Institutional and International Relations Technical - Academic staff evaluation	Self-evaluation process planning Analyse standards. Find information and evidence. Prepare a draft self-evaluation report.
Internal Self-evaluation Committee	ANECA staff	Analyse standards and look for evidence. Submit proposals to prepare the self-evaluation report. Review and suggest proposals for improving the self-evaluation report.
Stakeholders involved	Advisory Board Secretaries of the assessment committees National and international external consultants	Review the self-evaluation report. Submit suggestions for improvements.

Methodology

The self-evaluation phase has been a process in which the Agency has described, analysed and assessed its situation with regard to the standards set out by ENQA in its document "Standards and guidelines for quality assurance in the European Higher Education Area".

The stages of the process have been:

1. Review and update the 2007 self-evaluation document.
2. Define the self-evaluation team.
3. Analyse the standards and provide possible evidence.
4. Prepare the content of the 2012 self-evaluation report.
5. Review the self-evaluation report.
6. Assess the proposals for improvement and incorporate any that are necessary.

7. Approve the self-evaluation report.

8. Send the report to ENQA.

Members of the Internal Committee have collected and analysed information regarding each of the standards in order to assess the status of the Agency and subsequently identify its strengths and areas for improvement.

Each of the members of the Internal Committee has used the 2007 self-evaluation document as the main tool to facilitate their task.

The self-evaluation report has been prepared with information submitted by each of the members of the internal self-evaluation Committee. Once prepared, it has been the subject of extensive internal and external reviews.

After suggestions have been collected and analysed by the work team, the report has been approved by the Management of ANECA and ratified by the Board of Trustees.

The Agency's self-evaluation process includes the following phases:

ANECA Self-evaluation Procedure							Dates

Board of Trustees	Advisory Board	International Consultans	Board of Directors	Assessment Committees	Self-evaluation Committee	Working Group	
			Project Presentation →			Prepare Self-evaluation Docs	May-June 2011
				Establish Self-evaluation Committee			May 2011
				Analyse standards & seek information → Summary of the information provided		Write 1st version of selft-evaluation report	Junio-October 2011
	Review 1st version of report	Review 1st version of report					
						Incorporate suggestions	March 2012
Review 2nd version of report	Review 2nd version of report	Review 2nd version of report	Review 2nd version of report	Review 2nd version of report			
						Incorporate suggestions	April 2012
Review 3rd version of report			Review 3rd version of report				
				Analyse Suggestions	Incorporate Suggestions		April 2012
Approve the report	Approve final report						

ANNEX 4.2. 2008 Opportunities plan follow-up

PROPOSAL FOR IMPROVEMENT BY THE 2007 EXTERNAL REVIEW PANEL	IMPROVEMENT ACTIONS IMPLEMENTED BY THE AGENCY
Standard 2.2 DEVELOPMENT OF EXTERNAL QUALITY ASSURANCE PROCESSES	
Opportunity for improvement 01	**Action**
"[…] concluded that ANECA should incorporate, as part of its internal quality assurance procedures, a mechanism to periodically review the added value of all assessment programmes and report not only on the need for new programmes but also on what programmes could be eliminated gradually." (page 26 External Assessment Report).	ANECA instructed the Agency's Advisory Board (see Table 2.7 of the report) to review and assess the programmes developed to see if the added value they provided justified the effort to implement them for ANECA and for the universities themselves. As a result of these analyses, it was decided to redirect the resources used in the TRAINING Programme (support for the assessment of academic staff training plans) and dedicate them to other Programmes that needed more attention. In addition, the Agency has put in place follow-up and external reflection mechanisms for the Programmes by means of meetings held within REACU and CURSA; as well as regular discussions with the Conference of Rectors (CRUE), the Stakeholders Councils, the Spanish Universities Council and students' organisations.
Opportunity for improvement 02	**Action**
"Due to the importance that ANECA attaches to assessment programme development and design, and, where appropriate, to their adaptation to the relevant institution or department, it may be useful to test some of the programmes in pilot projects. Thus, the staff, the assessment committee and the institutions would become more familiar with the process, which could be useful for the final process before its final release." (page 27 External Assessment Report).	**Programme evaluation** Since 2009, the Agency has been participating in joint degree accreditation projects within the *Erasmus Mundus* Programme of the European Commission, in cooperation with other international agencies. During 2011, the MONITOR Programme pilot project took place, to follow-up study programmes in the Spanish context.

STANDARD 2.4 PROCESSES FIT FOR PURPOSE	
Opportunity for improvement 03	**Action**
"ANECA has rigorous procedures in place to provide its experts with guidance, but perhaps it should consider profiles of a more institutional nature when drawing up the committees." (page 2, External Assessment Report).	There has been an increase in the participation of professionals in programme evaluation committees. Currently, there is a total of 28 professional experts distributed in 24 institutional-level approach and programme assessment committees.

Opportunity for improvement 04	**Action**
"[…] ANECA should develop mechanisms by which to provide information to institutions and members of assessment committees on the follow-up and improvement of its processes." (page 41, External Assessment Report).	Each year, ANECA prepares a quality assessment Report on Spanish universities, which is published on the Website. It also prepares the annual activity Report, overall reports on the Programmes, Board of Trustees Report, Sector Reports, among others. All these are published on the website and are circulated to evaluation committee members. Programme evaluation: After performing a follow-up on the degree, the Agency sends the relevant report to the University. Academic Staff Evaluation: Performance reports have been produced, which are then submitted to the Board of Trustees and are available on the website.

PROPOSAL FOR IMPROVEMENT BY THE 2007 EXTERNAL REVIEW PANEL	IMPROVEMENT ACTIONS IMPLEMENTED BY THE AGENCY
Standard 2.5 REPORTS	
Opportunity for improvement 05	**Action**
"[...] only the results of ex-post assessments are available and are made public; this principle of disclosure should be applied systematically." (page 3, External Assessment Report).	Assessment reports are published and are made available through the website, except for academic staff evaluation reports (to comply with the Data Protection Act). In the latter case, the list of academic staff who obtains a favourable report is published. We have a code of good practices related to the writing and publication of assessment reports in order to unify and clarify their structure.

Standard 2.6 FOLLOW-UP PROCEDURES	
Opportunity for improvement 06	**Action**
"[...] approves ANECA'S recommendation of working to develop more systematic procedures to ensure the follow-up of assessment processes." (page 38, External Assessment Report).	The MONITOR Programme is responsible for following-up the implementation of the degrees that have obtained their accreditation ex ante, with a view to verifying compliance with the recommendations made during the assessment process, among other aspects. Likewise, the DOCENTIA and AUDIT Programmes include a follow-up phase to determine the level of compliance with the recommendations.

Standard 2.8 SYSTEM-WIDE ANALYSES	
Opportunity for improvement 07	**Action**
"[...] Since participation in the assessment programmes is not mandatory, and the assessments are not necessarily carried out in a cyclical mode, data on the Spanish higher education system is not collected systematically. It is important that ANECA should take into account what type of reports allows it to present the data collected." (page 38, External Assessment Report).	Since the legal reform, most evaluation Programmes are mandatory and cyclical. This periodicity has also been extended to voluntary Programmes. In addition, ANECA issues an annual report on the status of evaluations in Spain, providing all the data on the system. Finally, ANECA regularly publishes figures relating to its academic staff and programme evaluations on its website; as is the case with its institutional-level approach assessment Programmes.

Standard 3.4 RESOURCES	
Opportunity for improvement 08	**Action**
"It's important that ANECA should exercise tight controls over its workload, to avoid overloading and allow its staff to undergo training, as reflected in its policies." (page 28, External Assessment Report).	The implementation of a project management system *(Project)* allows the Agency to control the workload and improve the detection of staff training needs by the coordinator and the head of the unit. The HR Unit was created in 2009 with the purpose of ensuring consistency in the assignment of workloads to the different areas based on common criteria, among other functions.

PROPOSAL FOR IMPROVEMENT BY THE 2007 EXTERNAL REVIEW PANEL	IMPROVEMENT ACTIONS IMPLEMENTED BY THE AGENCY
Standard 3.6 INDEPENDENCE	
Opportunity for improvement 09	**Action**
"The Committee recommends the introduction of formal mechanisms to ensure the preservation of the necessary level of self-responsibility." *(page 34, External Assessment Report).*	Compliance with this standard can be summarized in the following aspects: **Programme design:** Regarding the definition of programme and academic staff evaluation procedures and of assessment standards and benchmarks, the Agency has the sufficient autonomy to change them if the meta-evaluations conducted by the Agency advise such a step. **Assessment committees:** The Agency selects experts based on the profiles established and according to their scientific-technical know-how, as described in the Programme they will be supporting. • *Programme evaluation*: These Programmes follow the expert selection and appointment procedure published on the website, one of the requirements being, among others, that they must comply with one to three six-year periods. • *Academic Staff Evaluation*: Based on the list of experts who meet the requirements established for the Programme, including, among others, being in possession of two to three six-year periods, ANECA proceeds to public draw. Furthermore, in all these Programmes the Secretaries of the Committees, who are Agency technical staff, follow-up the work performed by the experts. Their performance is evaluated periodically to ensure it meets the established requirements. **Assessment reports:** These are issued by the Agency and they are binding. During the assessment process, ANECA directly notifies the applicants and/or universities of the results in case they wish to contribute any comments or pleas. Once any possible pleas have been processed, the Agency directly notifies the final result of the evaluation to the universities individually and, if relevant, to the Spanish Universities Council. ANECA publishes DOCENTIA and AUDIT assessment reports on its Website. Programmes evaluation reports are published in the portal, *What to study and where?*. Finally, academic staff assessment reports cannot be published in order to comply with legal regulations (Law on Data Protection). **Agency Bodies:** The Board of Trustees is consolidated with the participation of the key stakeholders (Universities Council, Stakeholders Councils, students); as well as the Advisory Board, which brings together students, Spanish and foreign academicians, representatives from stakeholders councils and unions. ANECA unified its complaints and appeal committees from the different Programmes into a single so-called Internal and Programme Committee, with the exception of the ACADEMIA Programme, which has its own committees by law.

PROPOSAL FOR IMPROVEMENT BY THE 2007 EXTERNAL REVIEW PANEL	IMPROVEMENT ACTIONS IMPLEMENTED BY THE AGENCY
Standard 3.8 ACCOUNTABILITY PROCEDURES	
Opportunity for improvement 10	**Action**
"The Committee concluded that ANECA could promote the existence of networks between quality units and university representatives involved in the various assessment programmes more actively." (page 40, External Assessment Report).	ANECA develops information gathering activities and discusses different aspects of the Programmes through: Programme evaluation: • Meetings with REACU • Visits by the Programme Coordinator to the Universities Academic staff evaluation: • Regular meetings with the Rectors. Institutional-level approach assessments: • Meetings with the regional agencies In general, meetings with: • The Conference of Rectors (CRUE) • The Spanish Universities Council. • Agents in charge of education in the Autonomous Communities, • Representatives of the Stakeholders Councils, • Academic supervisors at universities • Technical quality unit supervisors • Student representatives and organisations. Furthermore, there are Forums and monographic meeting with universities.
Opportunity for improvement 11	**Action**
"[...] ANECA could do more to provide information to all groups of employees about the implications of the strategic priorities and development of the Agency in relation to their working environment and conditions." (page 29, External Assessment Report).	In recent years there has been a serious effort to develop the intranet, understood as the primary tool for internal communication, as well as a document repository and a space for collaboration between the different units. However, the fact that the data and Programme information are decentralised requires an extra effort in coordinating each unit responsible. Therefore, the Agency plans to centralise the data and information on the different assessment processes to provide access and the availability of these items to all the staff. The involvement of the experts in specific seminars on the Programmes and in international workshops contributes to the transmission of information among the staff and favours their technical training.

PROPOSAL FOR IMPROVEMENT BY THE 2007 EXTERNAL REVIEW PANEL	IMPROVEMENT ACTIONS IMPLEMENTED BY THE AGENCY
Standard 3.8 ACCOUNTABILITY PROCEDURES	
Opportunity for improvement 12	**Action**
"According to ANECA, it intends to improve the characteristics of the information posted on the website and its accessibility. The Committee agrees with this conclusion [...] "(page 37, External Assessment Report)	**Programme evaluation**: All assessment reports, together with the relevant recommendations, are published on the Agency's website and universities are encouraged to disseminate the accreditation ex ante reports and the follow-up reports on their sites.
	The portal titled, "What to study and where" provides information on the main features of the degrees that have obtained a favourable accreditation ex ante report. It is currently available in Spanish and the information provided in English is being improved.
	Academic staff evaluation: Information on those who obtain favourable assessments is regularly published in the relevant lists.
	Institutional-level approach assessment: Reports are published together with their recommendations.
	The management system content has been changed to ensure compliance with the regulations regarding the accessibility of information.
	In order to keep the website constantly updated, each Unit has appointed a supervisor who will provide new content.
	The English version concept of the web has been changed, creating a mirrored website of the Spanish one, which has greatly increased the amount of information available in English. This allows foreign users to understand the Agency and its Programmes by browsing through the English version only.
Opportunity for improvement 13	**Action**
"[...] is convinced of the existence of a commitment to continuous improvement, both in terms of internal reflection on the outcomes of procedures and activities and in the use of feedback from stakeholders in order to improve. However, a culture of continuous improvement is still not in place." (page 40, External Assessment Report).	The internal quality assurance system has been changed. It has evolved into a decentralised model with a view to favouring the involvement of staff directly responsible for the assessment processes.
	Each unit has identified a person who is responsible for quality, whose functions are to seek solutions to any problems identified in their respective areas, and improve the assessment processes. Coordinators regularly meet with members of their units in order to review their actions and those of any dependent assessment committees.
	The general policy is to apply a philosophy of continuous improvement, which means that internal and external procedures are systematically analysed and information from key groups associated with them is collected.

ANNEX 4.3. List of Current Agency Projects

Institutional and Programme Evaluation Unit

Agreements and contracts with the regional quality assurance agencies

- ✓ **AQU:** Support for Universities to perform assessment and certification processes on their study programmes, also collecting the opinions of students and other groups within the framework of requirements assumed under the EHEA; ANECA provides AQU Catalunya with a copy of the assessment reports it has issued on the study programme of universities belonging to the Catalonian University System, and of all associated documentation.

Agreements with government agencies

- ✓ **Ministry of Defence:** joint activities on teaching quality and assessment issues.
- ✓ **EOI:** School of Industrial Management Foundation for the design and implementation of the AUDIT Programme.
- ✓ **Ministry of Education, Culture and Sport:** assessment of the relationship between courses for Inspectors of the National Police with the academic level of Master Degrees.
- ✓ **ICAC:** cooperation agreement signed between the Institute of Accounting and Auditing (ICAC) to carry out consultancy and assessment tasks, as well as training activities related to the project covered by this agreement.

Agreements and contracts with Autonomous Communities

- ✓ **Government of Murcia:** to perform consultancy, training and assessment activities related to the regional university system during the following academic years: 2009-2010, 2010-2011 and 2011-2012.

Agreements and contracts with agents of the university system

- ✓ **Stakeholders Councils:** joint activities on quality improvement and assessment issues.

Agreements and contracts with institutions of higher education

- ✓ **University of Castilla-La Mancha:** the organisation of the Almagro Forum on quality in higher education in 2006, 2007, 2008, 2009, 2010 and 2011.
- ✓ **GRANADA:** assessment of applications for teaching innovation and good practices projects.
- ✓ **UNED:** promote genuine and mutually beneficial relationships for collaboration in areas of interest to both organisations.

Agreements and contracts with private companies

✓ **UNIVERSIA:** UNIVERSIA, S.A. portal for joint activities on quality improvement and assessment issues.

Agreements and contracts with foreign governments

✓ **AQUA:** Agència de Qualitat de l'Ensenyament Superior d'Andorra (AQUA) for joint activities on quality improvement and assessment issues.

Academic Staff Evaluation Unit

Agreements with government agencies

✓ **CCSH-CSIC:** maintenance of the public access DICE database for the follow-up and assessment of ISOC magazines for Spanish Social Sciences and Humanities journals.

Agreements and contracts with institutions of higher education

✓ **University of Cantabria:** assess research and teaching merits of the academic staff of the University of Cantabria, for the purpose of granting extra pay bonuses.
✓ **University of Extremadura:** assessment of individual research and teaching merits for the purpose of granting extra pay bonuses.
✓ **Rey Juan Carlos University:** provide the Rey Juan Carlos University with an assessment model and external experts from its database to assess the research merits of its non-civil servant academic staff.

Agreements and contracts with private companies

✓ **CAJA MADRID FOUNDATION:** assess the projects submitted by the academic staff from universities in Madrid to calls for postdoctoral fellowships granted by the Caja Madrid Foundation.

Institutional and International Relations Unit

Projects in the EHEA with European Commission funding

✓ **Erasmus E-TRAINS Project:** This project seeks to improve the quality of the training programmes of international experts, identifying good practices and training agency staff to train experts.
✓ **Erasmus JOQAR Project:** Joint Programmes and mutual recognition. JOQAR aims to create a European coordination point based on the information of joint programme assessed in Europe

and the recognition of degrees and improve the multilateral mutual recognition of accreditation decisions reached by agencies.

✓ **GIQAC Project:** The object is to provide support for recent quality assurance structures in Balkan countries aimed at complying with international assessment criteria represented by the European Standards and Guidelines and facilitate their full membership in European organisations.

Projects in the Euro-Mediterranean Higher Education and Research Area

✓ **Erasmus Mundus "JISER-MED Project: Joint Innovation & Synergies in Education and Research":** This project comprises three dimensions: Mobility, Employability and Quality, the latter dimension is coordinated by ANECA. The focus is to identify the basic internal quality mechanisms of the universities participating in the project, in addition to proposing external evaluation procedures inspired by regional quality assurance criteria.

✓ **Tempus Project "Renforcement de l'Assurance qualité interne dans des Universités de la Méditerranée AQI-UMED":** The objective is to strengthen the internal quality assurance systems of universities in Algeria, Morocco and Tunisia and their possible harmonization with international higher education quality systems, particularly those of the EHEA.

✓ **Tempus Siria Project "Accreditation - Pathway to Quality Assurance":** The idea is to establish quality standards at the public and private universities participating in the project.

✓ **TEMPUS Project "Towards the Lebanese Quality Assurance Agency. TLQAA":** The purpose of the project is to create the Lebanese Quality Assurance Agency and define the standards, guidelines and protocols for external quality assurance at institutional and programme level, aligning them with international standards.
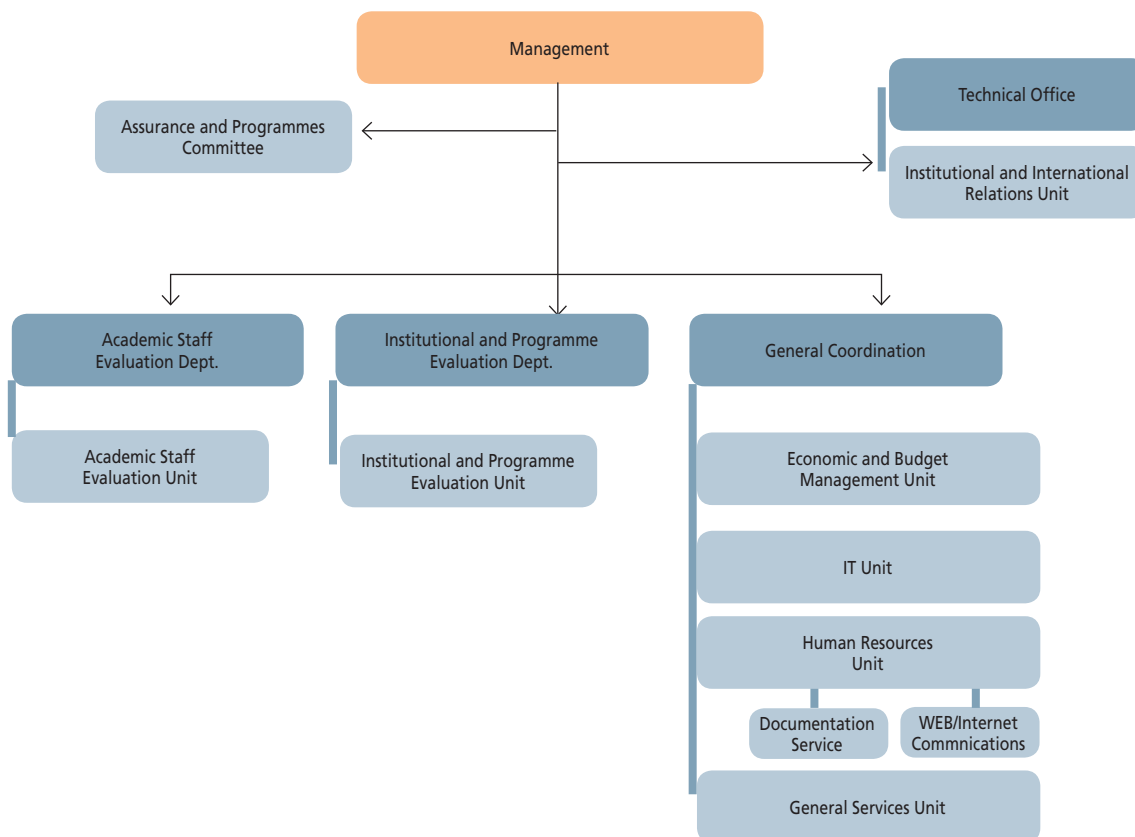
Projects in the Latin-American knowledge area

✓ **"ALFA-PUENTES project: Building Capacity of University Associations in fostering Latin-American regional integration":** The purpose of this project is to improve the mechanisms for the modernization, reform and standardisation of higher education systems in Latin America and improve relations between university networks and the associations of rectors in Latin America and Europe.

✓ **Project: "Advice regarding internal quality assurance systems in Peruvian universities":** The aim is to provide support to train technical experts at Peruvian universities to enable them to design and strengthen the internal quality assurance systems of Peruvian institutions with a view to aligning them with evaluation and accreditation ex-post procedures in force in the country.

✓ **CINTAS Project to develop internal quality assurance systems for agencies belonging to RIACES:** This project has been designed and coordinated by ANECA within the RIACES framework since 2008. The objective is to strengthen RIACES member agencies through training their technical staff to design and develop agency internal quality assurance systems.

✓ **Project: "Mutual recognition of accreditation ex-post results between ANECA and SINAES":** The goal is to move towards the mutual recognition of SINAES and ANECA accreditation ex-post results, to serve as a pilot project that provides the basis for mutual recognition among Latin American agencies.

Agreements

✓ **Lithuanian centre for quality assessment in Higher Education (SKVC):** exchange of international experts in external assessment processes and experiences on accreditation ex-post and quality assurance processes.

✓ **Central American Higher Education Accreditation Council (CCA):** support the creation of internal quality assurance systems for Central American universities.

✓ **Mexican Higher Education Accreditation Council (COPAES):** exchange of international experts in external assessment processes and experiences on accreditation ex-post and quality assurance processes.

✓ **European Union - Latin America Relations Observatory OBREAL**: collaboration between the networks of university institutions and networks of European and Latin American agencies. The ALFA-PUENTES project is being developed within the framework of this agreement.

✓ **National Higher Education Accreditation System of Costa Rica (SINAES):** exchange of international experts in external assessment processes and experiences on accreditation ex-post and quality assurance processes.

ANNEX 4.4. Organisational Chart

Management

Assurance and Programmes Committee

Technical Office

Institutional and International Relations Unit

Academic Staff Evaluation Dept.

Academic Staff Evaluation Unit

Institutional and Programme Evaluation Dept.

Institutional and Programme Evaluation Unit

General Coordination

Economic and Budget Management Unit

IT Unit

Human Resources Unit

Documentation Service

WEB/Internet Commnications

General Services Unit

ANNEX 4.5. List of evidence

CODE	EVIDENCE	ASSOCIATED STANDARDS
	REGULATION	
E01	Organic Law 6/2001 on Universities.	3.2, 3.3, 3.6
E02	Organic Law 4/2007, amending Organic Law 6/2001 on Universities.	3.2, 3.6
E03	Resolution of the Council of Ministers dated 19 July 2002 establishing the Spanish Agency for Quality Assessment and Accreditation.	3.2, 3.3
E04	Order ECD/2368/2002, by which the so-called "Spanish Agency for Quality Assessment and Accreditation Foundation" is entered in the register of foundations.	3.2
E05	ANECA Statutes (May, 2011).	3.2, 3.3, 3.4, 3.5, 3.6, 2.2, 2.4
E06	RD 1052/2002, laying down the procedure for obtaining ANECA assessment and certification, for the purpose of recruiting academic and research staff.	3.3, 2.2
E07	Resolution dated 18 February, 2005, by the Directorate General of Universities (State Gazette of March 4), amending certain aspects governing the procedure for submitting applications and the assessment criteria set forth in the Resolutions of 17 October, 2002 and 24 June, 2003.	3.3
E08	RD 1393/2007, establishing the organisation of official university courses	3.3, 3.6, 2.2, 2.7
E09	RD 861/2010, amending Royal Decree 1393/2007,establishing the organisation of university courses.	3.3, 3.6, 2.2, 2.7
E10	RD 99/2011 regulating official doctoral studies.	3.3, 2.2, 2.7
E11	RD 1312/2007 establishing national accreditation requirements to access to university academic staff.	3.3, 3.6, 2.2
E12	Resolution dated 7 October by the Directorate General of Universities, which establishes the procedure for submitting applications and the assessment criteria for non PhD assistant lecturers as regulated by Royal Decree 989/2008.	3.3
	HUMAN RESOURCES	
E13	Organisational structure (organisational chart).	3.4
E14	List of positions.	3.4
E15	Performance assessment procedure.	2.4
E16	Training plan 2008-2012.	3.4, 2.4
E17	Human Resources management procedure.	3.4
E18	Procedure for selecting and appointing assessment committees.	3.4, 3.6, 3.8, 2.3, 2.4
E19	Databases on experts (national and international).	3.4, 3.8, 2.4
E20	Structure and function of assessment committees.	2.3, 2.4
E21	Assessment Committees published on the website.	3.8, 2.3, 2.4
E22	Internal procedure governing payments to experts.	3.4
E23	Agreements with experts.	3.4
E24	Documentation regarding the Appeal Committee/ Assurance and Programmes Committee.	3.7
E25	Documentation on the Advisory Board.	3.6
	FINANCIAL RESOURCES	
E26	Overall budget.	3.4
E27	Budget breakdown by activities.	3.4
E28	Budget follow-up reports.	3.4
E29	Reports from the annual audits by the Ministry of Economy and Finance (2008-2011).	3.4
E30	Reports justifying Programmes expenses.	3.4
E31	Reports justifying other expenses.	3.4

CODE	EVIDENCE	ASSOCIATED STANDARDS
	OTHER RESOURCES	
E32	ANECA website (www.aneca.es).	3.4, 3.6, 3.7, 2.8
E33	Intranet.	3.4, 3.5
E34	Search engine "What to study and where?" (http://srv.aneca.es/ListadoTitulos/).	2.5
E35	Databases of journals of interest for assessment processes.	3.4
E36	Programme computer applications.	3.4, 2.4
E37	Databases on ANECA's fixed assets.	3.4
E38	Periodic inventory of material resources.	3.4
E39	Contingency plan and installations.	3.4
E40	Procedures used to select and manage suppliers.	3.4
E41	Cooperation/service agreements.	3.4
E42	Supplier compliance and incident document.	3.8
	EVALUATION PROGRAMMES	
E43	Aims and purposes of the Programmes published on the ANECA website.	3.3, 2.2, 2.3
E44	Documentation on degrees and university colleges evaluation Programmes.	3.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
E45	Documentation on academic staff evaluation Programmes.	3.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
E46	Documentation on international Projects.	3.5, 3.8, 2.2
E47	Agreements with other institutions.	3.3, 3.5
E48	Evaluation Programmes reports posted on the website.	2.5, 2.6, 2.7
E49	Assessment reports template.	2.5
	EXPERTS	
E50	Code of ethics for experts.	3.6, 3.8, 2.5
E51	Code of good practice governing the drafting and publishing assessment reports.	3.8
E52	Documentation on the training of experts.	2.3,2.4
E53	Appointment of experts.	3.8
E54	E-TRAIN training.	2.4
	FOLLOW-UP, META-EVALUATION AND DECISION-MAKING	
E55	ANECA Process Map.	3.3
E56	Activity Reports (2008-2011).	3.3, 3.8, 2.1, 2.4
E57	Action Plans (2008-2012).	3.3, 3.4, 2.1, 2.7
E58	Follow-up of Action Plan activities.	3.8
E59	Evaluation Programmes e-mail accounts.	3.8
E60	FAQ's on Programmes.	3.8
E61	Statistics on assessment applications received.	3.8
E62	Quality forums and/or meetings.	3.5, 3.8, 2.2, 2.4
E63	Minutes of meetings.	3.5, 3.7, 3.8, 2.2, 2.4, 2.5, 2.6
E64	Meta-evaluations of Programmes.	3.8, 2.2, 2.6
E65	Overall reports on Programmes outcomes.	3.8, 2.6, 2.8
E66	Report on Quality Assessment in Spanish Universities (2007-2011).	3.8, 2.4, 2.8
E67	Reports submitted to the Board of Trustees.	3.8, 2.2, 2.4, 2.6, 2.8
E68	Scientific production in Spain in WOS (2006-2010). "Comparative analysis of Spanish scientific activity by institutional sector".	2.8

CODE	EVIDENCE	ASSOCIATED STANDARDS
E69	Sector report "Situation analysis and suggestions for improvements on the implementation of the Master on Training for Obligatory Secondary Education Academic Staff.	2.8
E70	Technical Report: "Analysis of the assessment of undergraduate curricula in the field of health sciences (2008-2011). Proposal and Recommendations".	2.8
E71	Report in collaboration with the Stakeholders Councils: "Universities and Regulations of pursuance. Exploring the way forward."	2.8
E72	Membership in International Networks due to its official status in Spain: full membership in ENQA, INQAAHE, EQAR, ECA and RIACES.	3.2
E73	INQAAHE's evaluation of ANECA (July, 2009): Report on compliance with INQAAHE guidelines of good practice.	3.2
E74	ECA's evaluation of ANECA (April, 2008): Report on compliance with the ECA Code of Good Practices.	3.2
E75	EQAR Communiqué.	3.2
E76	Strategic and organizational reformulation of ANECA (2009).	3.5
E77	"Independence Standard" report, September 2009.	3.6
E78	Framework Document on its transformation into a State Agency (August 2007).	3.5

ANNEX 4.6. Glossary

Accreditation ex-post of programmes: ex-post assessment process leading to a public, formal and independent decision on the adaptation of a programme to certain pre-established quality standards; the process can lead to the loss of the right to impart a given degree.

Academic staff evaluation: academic staff evaluation required to be entitled to submit an application to obtain a teaching position at a university.

Certification: result of an assessment process by which ANECA verifies and documents compliance with pre-established quality requirements, granting public recognition to the aspect that has been assessed. It may refer to processes or people.

Standard: principle or axiomatic basis defined in advance by people involved in the professional practice of assessment processes, based on which an assessment can be issued.

Guideline: set of recommendations to promote better understanding of the standards defined in the document titled *Standards and Guidelines for Quality Assurance in the EHEA.*

Documents: organised information that describes the project under design and development. It may be presented on paper, in digital format or a combination of both.

Evidence: empirical data supporting compliance with the standards established in the document titled *Standards and Guidelines for Quality Assurance in the EHEA.*

External Expert: people who, given their scientific and technical expertise and professional experience work with ANECA in activities connected to the programme evaluation. The term **expert** refers to those who perform assessment tasks.

ANNEX 4.7. List of abbreviations

BOE: Official State Gazette.
CA: Advisory Board.
CCAA: Autonomous Communities.
ESG: Standards and Guidelines for Quality Assurance
in the European Higher Education Area.
CEI: Report Issuing Committee.
CER: Knowledge Area Assessment Committee.
CPD: Data Processing Centre.
CU: University Professor.
CURSA: Committee Regulating the Follow-up and Accrediation
of University Degrees.
CRUE: Conference of University Rectors.
DGPU: Directorate-General for Higher Education Institutions Policy.
ECA: European Consortium for Accreditation.
ECTS: European credit transfer system.
EEAA: Art Studies.
EHEA: European Higher Education Area.
ENQA: European Association for Quality Assurance in Higher Education.
EQAR: European Quality Assurance Register.
ESU: European Students Union.
INQAAHE: International Network for Quality Assurance Agencies
in Higher Education.
LOMLOU: Organic Law 4/2007.
LOU: Universities Act.
MECD: Ministry of Education, Culture and Sport.
MECES: Spanish Qualifications Framework for Higher Education.
PAD: PhD assistant Lecturer.
PAS.: Administration and services staff (universities).
PC: Non PhD assistant Lecturer.
PCD: PhD Lecturer.
PDC: Doctoral programme label.
PGE: State Budget.
PUP: Private University Professor.
RD: Royal Decree.
REACU: Spanish Network of University Quality Assurance Agencies.
RIACES: Latin-American Network for Quality Accreditation in Higher Education.
RUCT: Register of Universities, Higher Education Colleges and Degrees.
IQAS: Internal Quality Assurance System.
ICT: Information and communication technologies.

TU: Senior Lecturer.

UEEI: Institutional and Programme Evaluation Unit.

UEP: Academic Staff Evaluation Unit.

VSA: Accreditation ex ante - Follow-up - Accreditation ex post.