# DOCENTIA

## Academic Staff Teaching Evaluation Support Programme

2021

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# 1. Presentation

With the Teaching Evaluation Support Programme (DOCENTIA), ANECA aims to meet the demands of the universities and the need for a higher education system with a model and procedures to guarantee the quality of university teaching and foster its development and recognition.

Evaluation of teaching activity is particularly important for universities as far as the guarantee of quality of studies means ensuring not only the qualifications of academic staff but the quality of the teaching delivered. This programme has been designed in such a way to, within the autonomy of the university, guide these actions while at the same time boosting the important role universities play in evaluation of teaching activity and in the development of training plans of academic staff.

The programme takes into consideration the commitment of ANECA to participate and support the different frameworks of technical collaboration with universities, regional agencies and the education administrations of the Autonomous Communities. In this regard, the programme aims to provide an open framework for the participation of these institutions.

The DOCENTIA programme has been developed and implemented by ANECA since 2007 in collaboration with the regional quality agencies with the aim of supporting universities in the design of their own mechanisms for the management of the quality of teaching activity of university academic staff and fostering their development and recognition. Since then, the programmes have undergone several updates. In the latest version from May 2021, amendments have been incorporated to cover new uses and procedures linked to teaching quality, in relation to teaching and learning focussed on the student and the incorporation and use of information technologies in teaching.

# 2. Framework of reference of the programme

The DOCENTIA Programme is framed within the set of actions geared towards building a scenario that fosters the principles of quality, mobility, diversity and competitiveness between European universities, creating a **European Higher Education Area**.

DOCENTIA takes the recommendations for ensuring quality at higher education institutions, collected in the document Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)[1] which was approved by the Conference of Ministers signatories of the Bologna Declaration in May 2015.

The standards and guidelines include criterion *1.5. Academic Staff*, which establishes that Institutions should assure themselves of the competence of their teachers. Furthermore,

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[1] The criteria have been develop by the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU), the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE), the Education International, the BUSINESSEUROPE and the European Quality Assurance Register for Higher Education (EQAR).

they should apply fair and transparent processes for the recruitment and development of the staff.

In the guidelines that accompany the criterion, it is specified that the institutions are primarily responsible for the quality of personnel and providing them with an environment conducive to allowing them to perform their work efficiently. An environment of this kind

- establishes and follows **clear, transparent and fair processes** for hiring staff and employment conditions that recognise the importance of teaching;

- offers **opportunities for professional development** of teaching personnel;

- **fostering intellectual activity** to reinforce the links between education and research;

- **fostering innovation in teaching methods** and the use of new technologies.

This criterion shows that the role of the teacher is fundamental for the student to have a great quality experience that allows them to acquire knowledge, skills and abilities. Diversity of students and a focus with greater emphasis on learning outcomes require a teaching-learning process focussed on the student and, therefore, changes are required also in the role of the teacher. ***Criterion 1.3. Teaching, learning and evaluation focussed on the student,*** indicates the aspects affected by this focus on planning, development and evaluation of outcomes of the teaching-learning process.

To **guarantee the rigour of evaluation and its suitability** to the objectives set out in the design of the DOCENTIA Programme, the standards established by internationally recognised organisation on academic staff evaluation have been taken into account. Specifically, those collected in *The Personnel Evaluation Standards*[2], drafted by *The Joint Committee of Standards for Educational Evaluation*, as the reference for design, development and assessment of academic staff evaluation. The standards, dictated by said Committee, offer guidance on the ownership, utility, viability and precision that must accompany this type of evaluation process[3].

The DOCENTIA Programme is also developed in accordance with the provisions of Spanish legislation for the accreditation of university teaching for official Spanish degrees and masters[4]. This regulation establishes the need for a quality assurance system for the degree, the institution or university[5].

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[2] Gullickson, A.R., & Howard, B.B. (2009). *The Personnel Evaluation Standards: How to assess systems for evaluating educators* (2nd ed.). Thousand Oaks, CA: Corwin Press.

[3] Joint Commite consists of professional organization representatives and subject matter experts, among others: Association of Supervision and Curriculum Development (ASCD), American Indian Higher Education Consortium (AIHEC), American Psychological Association (APA), Canadian Evaluation Society (CES), Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE), National Education Association(NEA), American Educational Research Association (AERA) American Evaluation Association (AEA), National Council on Measurement and Evaluation (NCME).

[4] Consolidated version of Royal Decree 1393/2007.

[5] Consolidated version of Royal Decree 420/2015.

The **quality assurance system** of universities and institutions requires academic managers to prepare a programme that takes into consideration the entry and orientation of the student body, the objectives, structure and development of the study plan, the quality of human and material resources and the outcomes obtained. As a result, the evaluation of teaching activity is understood in the DOCENTIA Programme as part of a system, developed by an institution to guarantee the quality study plans delivered (see Figure 1) and must form part of the internal quality assurance system of the university or higher education institution.
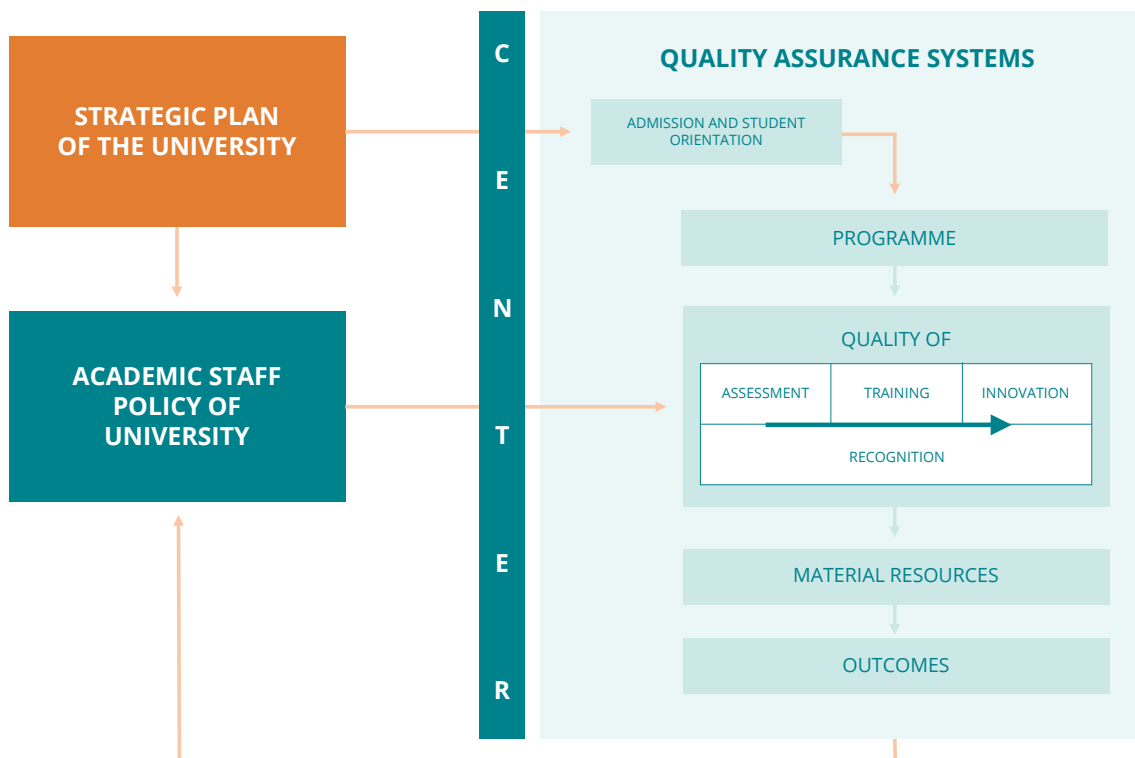


Figure 1. Teaching evaluation within the framework of a quality assurance system.

Teaching evaluation must be based on a framework of professional teacher development, defined by the university. This framework will be aligned with the consequences arising from the outcomes of the evaluation, with the **Strategic Plan defined by the university**, specifically in relation to the **teaching policy** and **the teaching excellence model** of the institution, its centres or its programmes.

The teaching policy of a university must consider the professional development of academic staff to be one of its purposes. This professional development must be approached within a framework that defines quality teaching, which determines the stages of development linked to each level of quality and the routes offered to academic staff to progress from one level to the next. Said professional development must be linked in the different stages, to the assumption of certain teaching responsibilities. Professional development may use the ***Teacher Academic Development Framework of the University***

**Teaching Network** (RED-U)[6], the professional development framework of the universities of the United Kingdom[7], Australia[8] or university systems from other countries.

Similarly, the Programme responds to the legislative requirements in force in relation to the **compulsory nature of evaluation of teaching activity**, researchers and management of the university academic staff.

## 3. Objectives of the programme

The DOCENTIA programme can be summarised in the definition of the mission, vision and objectives.

Specifically, these are the following:

➢ **Mission**: to facilitate and support teaching evaluation and professional development of teaching staff in the university system.

➢ **Vision:** that all higher education institutions have a certified teaching evaluation model for the academic staff that is suitable, useful, viable and precise, and that it is aligned with a professional development framework geared towards teaching excellence.

➢ **Objectives:**

- Improve the quality of university teaching.

- Provide a framework of reference that guides and supports higher education institutions in the design and application of procedures that allow or teaching evaluation to be tackled, framing the evaluation within the framework internationally recognised practices and aligned with the criteria for quality assurance of university programme degrees.

- To foster the development of academic staff, personal and professional promotion to offer society a better service and support academic staff individually, providing contrasted evidence of teaching activity to be taken into account over the course of a professional teaching career.

- Foster the decision-making process relating to evaluation, affecting different elements of the policy and management of human resources of universities and, in particular, the professional development of the academic staff.

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[6] Paricio Royo, J. (2018). *Marco de desarrollo profesional del profesorado universitario. Planteamiento general y dimensiones*. Zaragoza: REDU, Red Estatal de Docencia Universitaria.
Paricio Royo, J., Fernández, A., & Fernández, I. (Eds.). (2019). *Cartografía de la buena docencia. Un marco para el desarrollo del profesorado basado en la investigación*. Madrid: Narcea
[7] *Professional Standards Framework (PSF)* https://www.advance-he.ac.uk/guidance/teaching-and-learning/ukpsf
[8] *Australian Professional Standards for Teachers* https://www.aitsl.edu.au/teach/standards
*Australian University Teaching Criteria and Standards Framework* http://uniteachingcriteria.edu.au/

- Contribute to the evaluation of the teaching activity from a position of respect and empowerment of autonomy.

- Contribute to balancing the importance between teaching, research and transfer as part of professional teaching development.

- Boost the exchange of experiences between universities for the continuous improvement of teaching activity.

- To serve as a tool that allows for the alignment of the quality of teaching activity with the objectives of the institutions.

## 4. Focus for the evaluation of teaching activity

In this programme, as an **evaluation of teaching activity** is understood as a systematic evaluation of the action of academic staff, considering their professional role and their contribution to achieving the objectives of the course of study in question, based on the institutional context in which it develops.

Teaching activity also affects different actions aimed at organising, coordinating and planning and teaching the student body and evaluating learning. These actions are rolled out in response to the training and skills objectives in favour of the student (See figure 2).
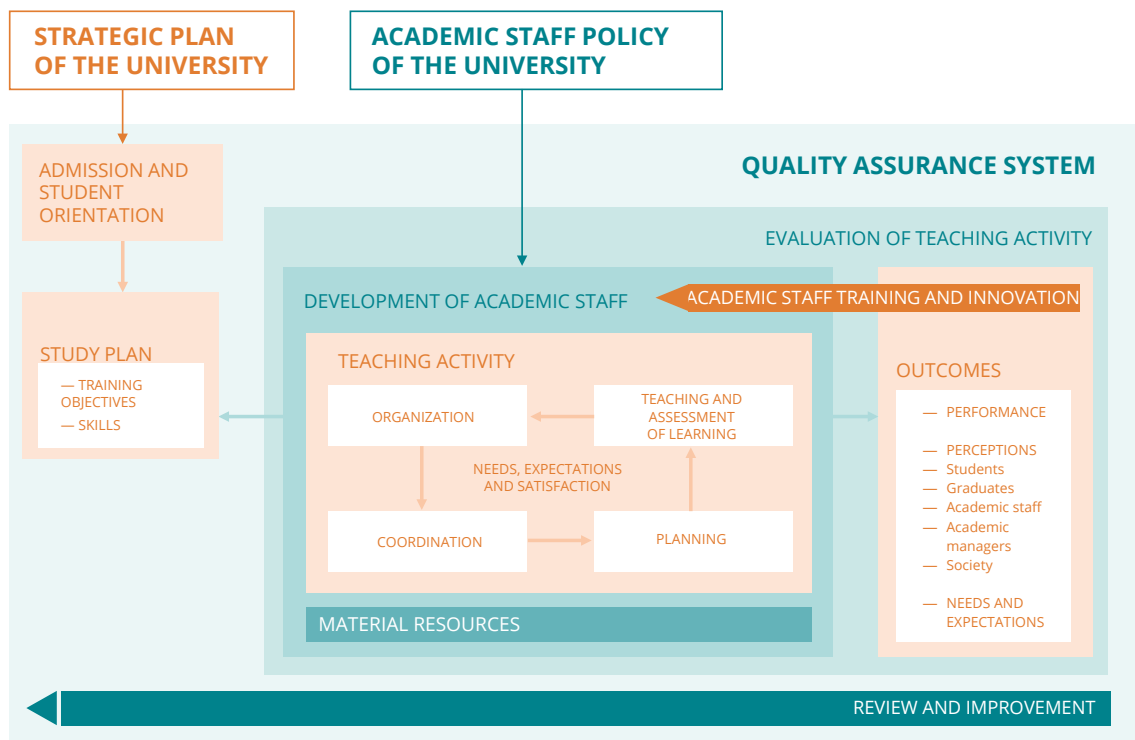


Figure 2. Programme and teaching activity.

Teaching evaluation must be understood as **internal evaluation** on the part the university of its academic staff to ensure compliance with the objectives of the teaching it provides.

The outcomes of teaching activity of are translated in terms of the progress achieved in the student's learning and in the evaluation expressed in the form of the perceptions or opinions of students, graduates, academic managers and the academic staff themselves. Finally, the outcomes of teaching activity are also the fundamental basis of the review and improvement of programmes. This way, a new cycle of training is undertaken from those outcomes.

## 5. Framework for the evaluation of teaching activity

The DOCENTIA Programme facilitates a comprehensive framework that allows higher education institutions to develop their own **teaching quality evaluation models** and guide them to different purposes.

The evaluation models designed by the higher education institutions must in all cases, be articulated around at least **three major axes: the strategic axe, the methodological axe and outcomes.** In essence, these three pillars refer to **the purpose for which** the university is carrying out an evaluation of teaching activity, *how* it conducts this evaluation and *what* the consequences will arise from said process.

The strategic plan and each higher education institution's model of teaching excellence shall be the reference documents for the alignment of the evaluation model, which determine how teaching evaluation is to be carried out and the consequences thereof.

Within these axes, the models must encompass the following elements and adjust to the specifications linked to them that appear in Table 1.

| STRATEGIC AXE OF EVALUATION | |
|---|---|
| **A** | FUNDAMENTALS AND OBJECTIVES OF TEACHING EVALUATION |
| 01 | Academic Staff Development Framework |
| 02 | Teaching Excellence Model. |
| 03 | Purposes and consequences of teaching evaluation. |
| 04 | Scope of application of teaching evaluation. |
| 05 | Voluntary/compulsory nature of the teaching evaluation according to profile of academic staff. |
| 06 | Frequency of teaching evaluation. |
| 07 | Dissemination of evaluation process of teaching activity. |
| METHODOLOGICAL AXE OF EVALUATION | |
| **B** | DIMENSIONS, CRITERIA AND SOURCES FOR GATHERING INFORMATION |
| 08 | Dimensions of evaluation of teaching activity (purpose of evaluation). |
| 09 | Evaluation criteria. |
| 10 | Sources and procedures for the collection of information. |
| **C** | PROCEDURE OF THE UNIVERSITY FOR QUALITY EVALUATION OF TEACHING ACTIVITY |
| 11 | Evaluation committees. |
| 12 | Procedure for the development of the evaluation. |
| AXE OF TEACHING EVALUATION, REVIEW AND IMPROVEMENTS | |
| **D** | OUTCOMES OF EVALUATION AND DISSEMINATION PROCEDURE |
| 13 | Outcomes of the teaching evaluation: categories of evaluation. |
| 14 | Procedure for the dissemination of the outcomes of teaching evaluation: evaluation reports and outcomes reports. |
| **E** | PROCEDURE OF THE UNIVERSITY FOR DECISION-MAKING ARISING FROM QUALITY EVALUATION OF TEACHING ACTIVITY |
| 15 | Procedure of the university for decision-making arising from teaching evaluation. |
| 16 | Procedure of the university for monitoring of actions arising from teaching evaluation. |
| **F** | REVIEW AND IMPROVEMENT OF EVALUATION PROCESS OF TEACHING ACTIVITY |
| 17 | System for review and improvement of evaluation process of teaching activity |

Table 1. Axes for the evaluation of teaching activity.

The dimensions of the evaluation must be rolled out in coherent sub-dimensions and elements with the characteristics of the teaching activity assessed and with the levels of teaching development defined. Moreover, in each of the dimensions, the standards associated with excellence must be defined so that it does not merely result in the accumulation of points.

## 5.1. Evaluation criteria

Teaching activity evaluation models must define the **evaluation criteria** to be applied. To do that, the **indicators, thresholds and references, both qualitative and quantitative**, which are to be used to assess the dimensions and elements of teaching established must be defined and the thresholds, references, etc. specified, that is, the adequacy or excellency standards against which the evaluation is to be conducted, the minimums to be considered, the relevant merits, etc.

The criteria must be in line with the dimensions and elements of teaching activity to be assessed ensuring that parameters intended to be measured are measured. They must also be aligned with the model of teaching excellence of the university.

Their application must show adequate **capacity of discrimination** of the evaluation model to detect differences based on the quality of teaching performance in each of the dimensions assessed and the objectives set.

The evaluation models must refer to, at least, the following criteria:

- *Adequacy* Teaching activity must respond to the requirements established by the universities and higher education institutions in relation to the organisation, planning, development of teaching and evaluation of the student body, in accordance with the model of excellence and levels of professional development set by the university. These requirements must be aligned with the training objectives and skills included in programmes and with the objectives of the institutions.

- *Satisfaction.* The teaching evaluation models and procedures must be legitimate and have the acceptance of the stakeholders involved in teaching, especially the student body, academic staff and academic managers.

- *Efficiency.* Teaching activity, through the efficient use of the resources made available to academic staff, must bring about the development of the student body in the skills provided for in the programme and the achievement of the learning outcomes set out.

- *Professionalisation* Evaluation must contribute to the improvement of the academic staff in a way that progresses their teaching career and reflects effective change in the quality of their performance.

- *Guidance to teaching innovation.* Teaching activity must be approached from a reflection on the teaching practice itself; one that fosters learning on the part of the academic staff, through self-training or regulated training by other means, and must be developed from a willingness to embrace change in the way teaching is planned and developed or in the way outcomes are assessed.

- **Guidance for continuous improvement.** Evaluation models must incorporate mechanisms that allow for the continued updating and improvement of the model itself and its procedures to adjust over time.

## 6. Sources and procedures for evaluation of teaching activity

Higher education institutions may select those sources and methods for gathering information they deem suitable for the objectives and implications of evaluation and that are in line with the procedures established for the evaluation of the teaching activity of academic staff.

The sources and procedures for the gathering of information must be geared towards ensuring the quality of information that must be the basis of evaluation:

a) Any ***possible bias*** in the information collected must be avoided. Therefore, for example, along with procedures to measure perceptions (opinions of students, graduates, self-reporting, etc.), other confirmation procedures (student performance, evaluation by colleagues through observation, documentary evidence, etc.) must also be taken into account.

b) They must be ***valid.*** To do so, different sources of information will be used in relation to the same dimension so that, when gathering information, for example, on perceptions of teaching satisfaction, the opinions of the student body, graduates, mangers and academics should be taken into account.

c) The evaluation should be based on **interaction with those being evaluated**. To do that it is necessary to establish procedures that allow the academic staff to reflect their own vision of teaching activity. In this regard, evaluation must be based on procedures for gathering information such as self-assessment or interviews with lecturers.

d) The sources and forms of evaluation must be **viable and sustainable**. The evaluation of teaching activity, given the diversity of existing instruments, could be based on the use of numerous sources and procedures, but this same wealth of resources could make its applicable unviable. Consequently, it is necessary to reduce both the sources and the forms of obtaining the information upon which to base teaching evaluation.

Teaching evaluation, in accordance with the framework provided by the DOCENTIA programme must be based on at least three sources of information: the academic staff, academic managers and the student body. This information must reference at least the three dimensions of teaching, based on the role carried out in the institution: planning, development of teaching and outcomes. To reach this dual objective, the following sources and procedures[9] must be used, at least:

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[9] Universities can incorporate other sources and procedures for collecting information of their own making. Thus, for example, in the evaluation of the "Development" dimension, in addition to the proposed techniques, others could be used, such as peer observation, recording of incidents, graduate surveys, student interviews, focus groups, etc. Other forms of evaluation such as performance indicators or external evaluations could be incorporated in the dimension "Outcomes".

| | SOURCES AND PROCEDURES FOR INFORMATION | | |
|---|---|---|---|
| **DIMENSIONS TO EVALUATE** | Lecturer | Academic managers | Student |
| Planning | | | |
| Development | Self-report or interview[1] | Report | Surveys2 |
| Outcomes | | | |

1    In the case of selecting this source, written reference should be recorded of the interview to make the transparency of the process possible and facilitate the resolution of possible complaints.

2    Other methods of collecting information from this group may be taken into account, provided that the representativeness and adequacy of the information collected in guaranteed.

Table 2. Sources and procedures for the collection of information.

In the dimension **Programme planning**, information will be included on the choice of subjects, the subject programme and teaching coordination.

In the **dimension of the development of teaching**, information will be collected on teaching activities and learning and assessment procedures

In the **Outcomes** dimension, information will be collected on student achievement of learning objectives, and the review and improvement of teaching activity.

The specified teaching excellence model must also guide definition of the instruments for the collection of information in a manner that makes teaching evaluation based on the characteristics of the model of excellence possible.

# 7. Programme development

The *Teaching Evaluation Support Programme* (DOCENTIA) has been developed through the following phases:
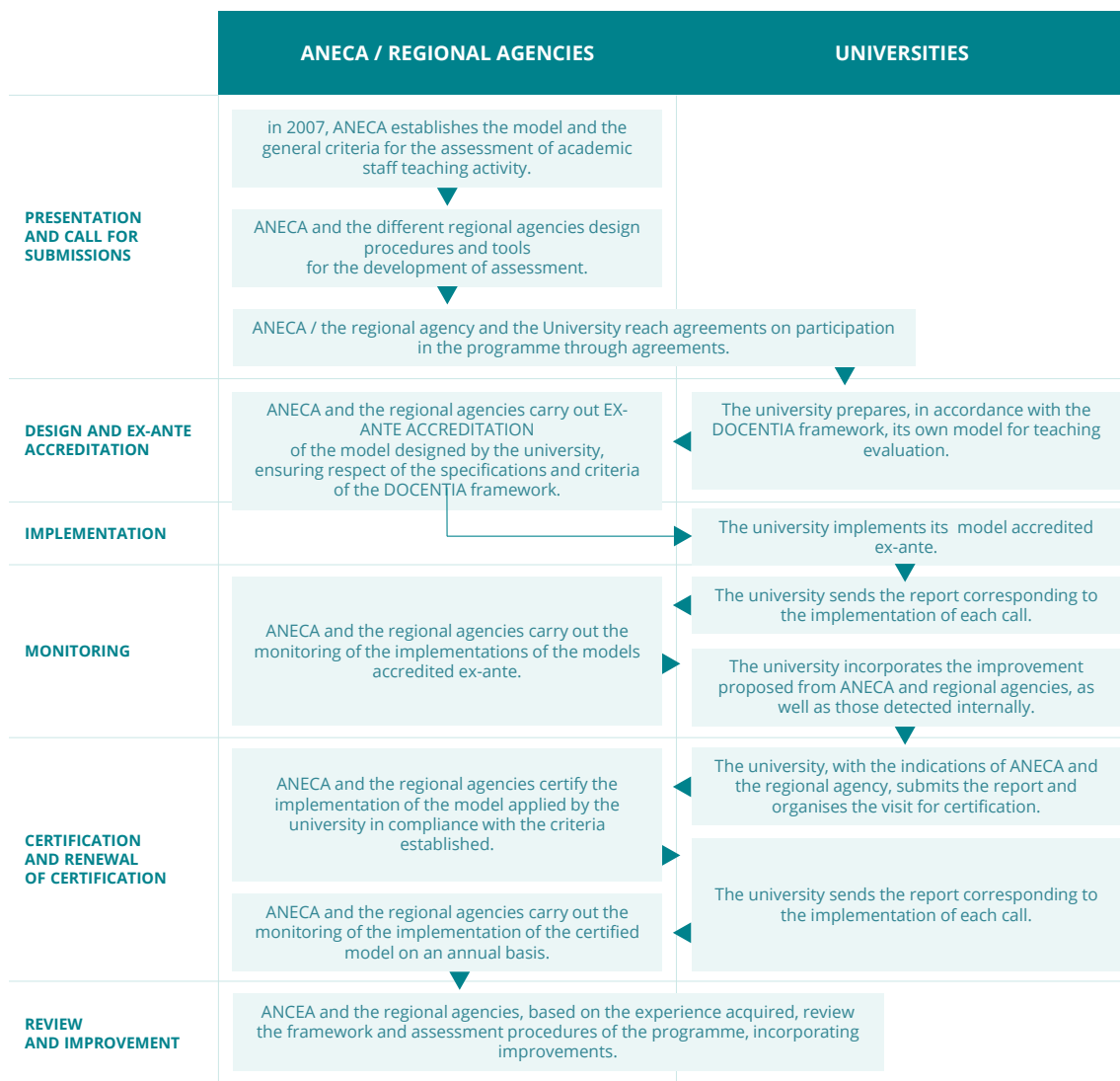
| | ANECA / REGIONAL AGENCIES | UNIVERSITIES |
|---|---|---|
| **PRESENTATION AND CALL FOR SUBMISSIONS** | in 2007, ANECA establishes the model and the general criteria for the assessment of academic staff teaching activity. | |
| | ANECA and the different regional agencies design procedures and tools for the development of assessment. | |
| | ANECA / the regional agency and the University reach agreements on participation in the programme through agreements. | |
| **DESIGN AND EX-ANTE ACCREDITATION** | ANECA and the regional agencies carry out EX-ANTE ACCREDITATION of the model designed by the university, ensuring respect of the specifications and criteria of the DOCENTIA framework. | The university prepares, in accordance with the DOCENTIA framework, its own model for teaching evaluation. |
| **IMPLEMENTATION** | | The university implements its model accredited ex-ante. |
| **MONITORING** | ANECA and the regional agencies carry out the monitoring of the implementations of the models accredited ex-ante. | The university sends the report corresponding to the implementation of each call. |
| | | The university incorporates the improvement proposed from ANECA and regional agencies, as well as those detected internally. |
| **CERTIFICATION AND RENEWAL OF CERTIFICATION** | ANECA and the regional agencies certify the implementation of the model applied by the university in compliance with the criteria established. | The university, with the indications of ANECA and the regional agency, submits the report and organises the visit for certification. |
| | ANECA and the regional agencies carry out the monitoring of the implementation of the certified model on an annual basis. | The university sends the report corresponding to the implementation of each call. |
| **REVIEW AND IMPROVEMENT** | ANCEA and the regional agencies, based on the experience acquired, review the framework and assessment procedures of the programme, incorporating improvements. | |

Figure 3. Programme development phases.

## 8. Programme assessment phases

The teaching quality assurance systems must pass the three phases that make up the DOCENTIA programme.

### 8.1. Ex-ante accreditation

Universities will design and prepare their own model and procedures to be used to undertake teaching evaluation of academic staff, in accordance with the evaluation framework for teaching activity set out in the DOCENTIA Programme. ANECA or the corresponding regional quality agency will guide and support universities in the processes they must carry out to define the teaching **evaluation model** in order to **guarantee the objectives of the programme: quality of teaching.**

## 8.2. Implementation and monitoring

Universities **will implement their teaching evaluation models on an experimental basis** for at least two years, once they have been accredited ex ante in accordance with the procedures established. In this implementation period, universities will proceed to adopt decisions relating to training, innovation and recognition of academic staff set out in their models in accordance with the outcomes of the evaluations carried out.

This primary purpose of this phase is for universities supported by quality agencies to implement favourably reported designs and may also changes to their evaluation models in accordance with the requirements needs in the context of application.

The monitoring process is a continuous and systematic process of review and implementation of the teaching quality evaluation model of a university's academic staff. There are **two fundamental stakeholders**: the universities and the quality agencies with different responsibilities.

## 8.3. Certification

The **purpose** of this phase is to give stakeholders (student body, academic staff, universities, quality agencies and society in general) **confidence** in the teaching activities at universities and that they meet the verified quality criteria in that sphere.

The **purpose** of this phase is to certify university academic staff teaching evaluation models implemented at universities and other higher education institutions within the framework provided by the DOCENTIA Programme. The certification of these models requires **external recognition** of the institution's interest in, and concern for, the improvement of quality and innovation teaching activity. It also allows for recognition of the outcomes of evaluations obtained by academic staff with a view to subsequent application in other evaluation processes.

The certification of the teaching evaluation model for academic staff of a university involves compliance with the guidelines and specifications of the DOCENTIA Programme. Certification has a validity of **5 years** and brings with it recognition of the teaching quality of the academic staff assessed favourably under this model. It also involves the university issuing academic staff with an **individual certificate** recognising and contextualising the quality of teaching activity, so they can attach these as supporting documents in different evaluation process, as teaching accreditation, etc.

Table 3 below shows the conditions necessary for universities to comply with requirements to ensure the teaching quality evaluation system is certified.

Table 3 below shows the necessary conditions that universities must fulfil in order for their teaching quality evaluation system to be certified.

## CONDITIONS FOR CERTIFICATION

### 1    Academic staff development framework

The models must incorporate the development of academic staff. The evaluation of teaching activity as a whole, including excellence in teaching activity, must be based on a framework of professional development of academic staff.

### 2    Teaching excellence model

The university must develop and publish its model of teaching excellence it must be in line with its strategic plan and the academic staff professional development framework.

### 3    Purposes and consequences of teaching evaluation

The application of the consequences arising from the evaluation must be evidenced.

The consequences must be related to the improvement of teaching quality (additional compensation, allocation of mobility funds and assistance for academic congress, allocation of budget to departments, criteria for hiring, allocation of teaching, etc.).

University should include the application of the framework and academic staff professional development phases as one of the consequences.

Universities should link the academic staff training plan to the outcomes of evaluations as a consequence.

### 4    Scope of application of teaching evaluation
### 5    Voluntary/compulsory nature of the evaluation
### 6    Frequency of evaluation and
### 7    Dissemination of the evaluation process

The models must establish the conditions required for academic staff (permanently and non-permanently) for evaluation, for example, the number of credits taught, teaching in question (Bachelor's Degree, Master's, etc.), circumstances (active academic staff, part-time, permanent, non-permanent, etc.). In this regard, it should also specify the compulsory or voluntary nature of the academic staff evaluation depending on the profile and the frequency with which the evaluation is carried out.

The information arising from the evaluation must be communicate to at least the academic managers, academic staff, students and society.

The model must be scalable, sustainable and viable over time.

### 8-9    Dimensions and Criteria

The evaluation of teaching activity of academic staff is rolled out in three dimensions that define the DOCENTIA Programme: planning, development and evaluation of teaching.
The criteria must be focussed on the evaluation of teaching quality, not on compliance with teaching obligations that must be considered a requirement to be able to evaluate quality.

### 10    Sources of information

For academic staff to be able to participate in evaluation if necessary to have valid and reliable information from the three sources of information.

### 10.1    Information on the reports of academic managers.

The reports carried out by academic managers must show that they are discriminant and include some type of justification of the evaluations.

### 10.2    Information of academic staff in self-report.

The self-reports of academic staff must be focussed on a reflection on the teaching carried out.

### 10.3  Information of the student body.

The minimum percentage required for responses and surveys from student for the model to be certified and for the academic staff to be evaluated must be sufficient for the outcomes to be statistically representative.

To certify the model, the university must also present evidence that it has attempted to increase/improve the outcomes of student surveys, in the event of low response rates.

### 10.4  Evidence for evaluation

The university shall provide supporting documentation that it has sufficient evidence to perform the teaching evaluation:
— The percentage of academic staff excluded from evaluation due to insufficient evidence.
— The percentage of responses to student surveys considered representative to be able to complete evaluation (for example 50% of registered students, a percentage relating to the number of credits delivered by academic staff, etc.).

## 11-12  Evaluation committees of universities and evaluation procedure

### 11.1  Provide specific training to evaluation committees

Must ensure that the evaluation committees have an adequate training to exercise their functions.

### 11.2  Participation of student body in evaluation committees

The student body must be represented on one of the bodies/commissions that participate in the evaluation and in those that control the process.

### 12  Protocol for functioning of committees and internal regulation

They should exist and be published on the website. The regulation must guarantee the resolution of conflicts of interest.

## 13  Outcomes of teaching evaluation Categories of evaluation

### 13.1  Categories of evaluation

The evaluation models will establish a minimum of four categories[1] to group academic staff on a reasoned basis according to the quality of performance. These categories must be discriminant and adhere to the following references although they may use this or other terminology.

A  **Excellent performance or A**: the quality of teaching activity of the lecturer, beyond being outstanding, should be an example for the university, for the methodology used, the innovations made, and teaching publications, etc.

B  **Notable performance or B**: the quality of the teaching performance of the lecturer should be highlighted for its quality of innovation, outcomes achieved by students, evaluation conducted by academic managers and students, etc.

C  **Acceptable performance or C:** the performance of teaching activity by the lecturer is sufficient but shows areas of improvement in some of the different aspects evaluated.

D  **Insufficient or deficient performance or D**: when the lecturer does not meet the adequate level of teaching activity, when the reports of academic managers are unfavourable and the evaluation of their performance by students is low or where the self-report does not include reflections on improvement.

### 13.2  Capacity for discrimination of the teaching quality of the model

The model must be capable of discriminating the teaching quality of the academic staff in accordance with the categories established.

At least **30% of the academic staff** eligible for evaluation must be evaluated.

| **14** | Publication of outcomes of teaching evaluation |
|---|---|

**14.1** Institutional transparency

The university must guarantee the publication of all documentation relating to the programme, easily accessible from the website. The documentation published must be understandable for all stakeholders, especially future students and their families.

**14.2** Internal dissemination of outcomes

The different stakeholders (academic staff, department directors and faculty directors, student body, etc.,) must have access to the outcomes of the evaluation.

The reports for the academic staff must include the areas of improvement.

In terms of the outcomes of the evaluations obtained, they must be published and broken down at least by faculty, department and degree.

The data resulting from the evaluation should reach the necessary academic managers for decision-making: deans, school directors, department directors and quality managers of degrees, etc.

**14.3** Reports for academic staff

Individualised reports should be drafted for academic staff that include aspects to highlight and improvement actions to be developed, and the corresponding follow-up of these actions will be carried out.

| **15** | Decision-making arising from the evaluation |
|---|---|

The evaluation of teaching activity of academic staff should be linked to consequences in professional development of academic staff that contribute to the improvement of teaching and learning of the student body.

The evaluation models will detail the consequences and steps for the adoption of the decisions, indicating the stakeholders of their adoption and the body responsible for execution and monitoring.

| **16** Monitoring of actions arising from teaching evaluation |
|---|

Universities must have a Monitoring and Improvement Plan for teaching activity of academic staff in accordance with the outcomes of the evaluation carried out and the academic staff professional development framework.

This plan must include the monitoring of improvement actions proposed to academic staff, centres, departments, etc., in such a manner that allows for the evaluation of the impact and degree of achievement of the actions developed.

| **17** | Review and continuous improvement |
|---|---|

**17.1** Satisfaction with the evaluation process

Information must be gathered on the degree of satisfaction of all stakeholders (at least academic staff, academic management, evaluation committees and the student body).

Stakeholder satisfaction outcomes should be linked to strengths and improvement actions to be included in the programmes.

**17.2** System for review and improvement of evaluation

Mechanisms should be in place for the analysis of the process, detection of strengths and areas of improvement and the establishment of the mechanisms for correction in an agile manner.

Universities must review their model periodically to ensure it has validity over time, adjusting to the changes necessary and thus contributing to the continuous improvement the model should seek.

The renewal of the certification will be linked to the review and improvement of the model on a periodic basis.

Table 3. Conditions for certification.

## 8.4. Monitoring of certification

During the period in which the certificates granted the universities are in force, **annual monitoring** of teaching evaluation will be carried out.

## 8.5. Renewal of certification

After the valid period of validity of the certifications, the universities must send agencies a certification renewal request, along with a new report for this phase. The evaluation will be developed in a similar manner as in the certification phase, the report will be assessed and the institution subject to a visit.

# Annex I. State of the question of the DOCENTIA Programme

Today, **77 Spanish universities** (91.5%) **participate** in the DOCENTIA programme. This means the programme is broadly accepted by the universities, especially when we take into account that it is a voluntary programme.

In terms of the situation of the universities, the different phases are the following:

**_Phase I. Ex-ante accreditation of the model_**. In this phase, the design and recognition of the evaluation procedures. At this moment, **67 universities have been assessed and have completed this phase.**

**_Phase II. Monitoring of implementation_.** The agencies and universities assess the implementation of designs that have exceeded Phase I. The minimum duration of this phase is two years. The purpose is to monitor the implementation and the introduction of adjustments and improvements to the evaluation models in accordance with the requirements and needs in the context of application. The assessment agencies conduct external assessment of the implementation on the part of the universities and provide recommendations to improve the process with the ultimate aim of advancing towards the certification phase. At present, **45 universities are in the monitoring process.**

**_Phase III. Certification._** The agencies certify the implementation of the evaluation procedure developed by the universities, thus guaranteeing the outcomes. This phase certifies that the universities have achieved the objectives established in the DOCENTIA model. At this time, **20 universities are certified.**