

ANECA SELF-EVALUATION REPORT
ACCORDING TO THE STANDARDS
AND GUIDELINES FOR QUALITY
ASSURANCE IN THE EUROPEAN
HIGHER EDUCATION AREA



AGENCIA NACIONAL DE EVALUACIÓN
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1. Introduction

1.1. BACKGROUND

The reform of the Spanish university system, after the long preceding period of dictatorial regime, began in 1983 with the approval of the University Reform Act by the Spanish Parliament. This law was founded on the idea that the University is not the patrimony of the current members of the university community, but that it constitutes an authentic public service that is bound up with the general interests of the whole State and its respective Autonomous Communities. Concern at that time was focused on the democratisation of university studies and the distribution of jurisdiction over university education between the State, the Autonomous Communities and the universities themselves.

This legislation was reformed in 2001 with the passing of the Spanish Universities Act (*la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades*) by Parliament. The purpose of this law was to give impetus to action by the General Administration of the Spanish State in structuring and bringing together the university system, developing the jurisdiction of the Autonomous Communities with regard to higher education, increasing the level of autonomy of the universities, and establishing the necessary channels to strengthen the relations and reciprocal links between the university and society. The inalienable goal of this law was the improvement of the quality of the university system as a whole and in all of its aspects.

The Spanish Universities Act made the mechanisms of, and bodies involved in evaluation and quality assurance visible at both the national (National Agency for Quality Assessment and Accreditation of Spain, ANECA) and autonomous (regional agencies) levels, but, like the University Reform Act, omitted any regulation of the processes of accountability –evaluation– of these institutions.

The fact that there was been a lack of any benchmarks in Spain for evaluating quality assurance institutions has been a determining factor in the firm commitment by ANECA's governing bodies to deal with evaluation in accordance with the standards and guidelines for quality assurance in the European Higher Education Area (EHEA), and to guarantee its guiding principle of subsidiarity.

This self-evaluation process has taken place within a context of continuous learning due to the novelty of the experience for both ANECA and the European Association for Quality Assurance in Higher Education

(ENQA). For the Agency it has been an inestimable learning process, from the interpretation and application of the standards to the actual situation in Spain to the preparation of this self-evaluation report. There has been no shortage of willingness and hard work put in and we trust that the External Committee's contributions encourage us to intensify our efforts to improve quality assurance by the Agency and in the Spanish university system, and thereby contribute to the European goal of building a competitive EHEA that adapts to the realities of the present-day.

1.2. AIM OF THE EXTERNAL EVALUATION

The decision to carry out the external evaluation of its processes and activities, in accordance with what was established by the European Ministers responsible for higher education at the meeting in Bergen in 2005, was made by ANECA's Board of Directors. This decision, which the Board of Trustees of ANECA Trust ratified and assumed responsibility for, was based on the importance of ensuring the Agency's credibility and professionalism, in addition to achieving recognition of its evaluation processes at both the national and international levels. In the early part of 2006, ANECA Director requested the ENQA to carry out the external evaluation of the Agency.

The main aim of the evaluation is:

- To comply with the requirements of quality assurance in the EHEA for European agencies and for ANECA to maintain its status as a full member of the ENQA.

In addition, it seeks to:

- Demonstrate compliance with the standards and guidelines for quality assurance in the EHEA to the stakeholders in the Spanish university system and society in general.
- Consolidate the position of ANECA in Spain and Europe as a whole
- Obtain the recommendations made by experts and internal proposals that will serve as the basis for continuous improvement in the Agency's quality.

As an added value, this evaluation will serve to identify ANECA as being registered with the European Register of quality assurance agencies, when its acceptance is defined in the forthcoming Conference of Ministers in London.

In accordance with the standards and guidelines for quality assurance in the EHEA, the evaluation, which is the subject of this report, focused on the programmes carried out and started by ANECA over the last two years.

1.3. SPANISH UNIVERSITY SYSTEM

1.3.1. REGULATORY FRAMEWORK

The Spanish university system is regulated by the following legislation:

- The Spanish Constitution of 1978.
- Organic Law 6/2001 on Universities (Spanish Universities Act), 2001.
- Specific regulations regarding adaptation to the EHEA.

- Regulations of the Autonomous Communities that stipulate the powers of the regional authorities over university education.

The Spanish Universities Act, which was passed in December 2001 and is currently in the process of being amended¹, is the common legal framework for the Spanish system of higher education. This law deals with two important issues, namely, participation in the setting up of the European Higher Education Area and evaluation of the quality of degree programmes and research, teaching and management activities.

1.3.2. JURISDICTION OVER UNIVERSITY EDUCATION

The Spanish Constitution of 1978, in Article 27, guarantees autonomy to the universities and the freedom to teach, study and carry out research. A decentralised model for the educational authorities is currently in place that, in the case of university education, distributes jurisdiction between the State, the Autonomous Communities and the universities.

The Spanish Universities Act (higher law) sets out the framework for jurisdiction of these three stakeholders, although several Autonomous Communities have developed their own legislation with regard to the universities. Moreover, it is binding on the universities for them to have statutes approved by the highest representational body, i.e. the University Senate².

A description is given below of some of these different powers, especially those that deal with aspects that are of particular relevance:

1.3.2.1 Coordination of the university system and safeguarding of the equal right to admission.

In general, the powers of the State guarantee the homogeneity and fundamental unity of the educational system and ensure the conditions of basic equality for the Spanish people in the exercising of their fundamental educational rights, in addition to the general planning of investment in education.

The Autonomous Communities have jurisdiction over the setting up, modification and withdrawal of degree programmes, in both public and private universities, as well as the general funding of the public universities³.

1.3.2.2 Setting up of universities.

Jurisdiction over higher education in Spain is designated almost totally to the universities, with isolated exceptions in certain military, artistic and music degree programmes that are given in non-university institutions.

Spanish universities may be either public or private, and they can be set up under either State or Autonomous law. At the present time in Spain, there are 73 universities, 50 on a public basis (48 of them depend on the Autonomous Communities and 2 of them on The Ministry of Education and Science⁴) and 23 on a private basis (7 of them belong to the Catholic Church⁵).

¹ The Spanish Parliament passed the Bill that amended the Spanish Universities Act on 14 December 2006.

² The University Senate (Claustro) shall consist of the Rector, the Secretary General and the Administrator, and a maximum of 300 members. (Article 16 of the Spanish Universities Act).

³ Articles 6, 8.2, 35 and 81 of the Spanish Universities Act (2001).

⁴ Universidad Nacional de Educación a Distancia, UNED y Universidad Internacional Menéndez Pelayo, UIMP.

⁵ Out of the 7 universities belonging to the Catholic Church, 4 are run according to the Concordat (which has the status of law) between the Spanish State and the Holy See.

1.3.2.3 Regulation on the obtaining, issuing and recognition of academic and professional degrees.

The power to regulate the conditions for obtaining, issuing and recognising academic and professional degrees is reserved for the State. The Ministry of Education and Science, as a department of the General Administration of the State, is responsible for exercising jurisdiction over quality.

The guidelines for establishing new university degree programmes in Spain are defined in Royal Orders 55 and 56 of 2005, which lay down that curricula leading to the award of recognised undergraduate university degrees shall be drawn up and approved by the universities, in accordance with the corresponding general and specific guidelines established by the Government for each degree. These curricula are approved by the Ministry of Education and Science, and authorisation from the corresponding authority in the respective Autonomous Community is necessary for the degree programme to be introduced.

The implementation of recognized postgraduate programmes will be resolved by the corresponding Regional Government, in accordance with the stipulations contained in article 8.2 of the Spanish University Act. The Regional Government shall inform the Coordinating Council of Spanish Universities⁶.

1.3.2.4 Institutions that offer university education.

The public universities consist of schools, faculties, university research institutes, and the necessary centres and structures in order for them to carry out their functions.

Institutions that give degree programmes in accordance with foreign educational systems that are not officially recognised in Spain must be regulated by the Government, subject to a report by the Coordinating Council of Spanish Universities (article 86 of the Spanish Universities Act).

1.3.2.5 University education

University education is grouped according to five main branches of scientific and technical subjects: Humanities, Experimental Sciences, Social Sciences and Law, Health Sciences and Technical Subjects.

The organisation of these degree programmes is undergoing a change in the course of their adaptation to the EHEA, and two types of structure currently coexist in university education:

a) Structure of university degree programmes in the EHEA

Royal Order (RD) 55/2005 and Royal Order 56/2005, both of 21 January, together with Royal Order 1509/2005, of 16 December, which amends the previous ones, established the new structure for university education according to two different levels, undergraduate and postgraduate, which are structured into three cycles:

- Undergraduate degree programmes. The first cycle of university studies comprises degree programmes that are basic and give a general education, together with others that serve as a preparation for professional activities. Students who pass this cycle are awarded the corresponding qualification, with the corresponding title given by the Government.
- Postgraduate degree programmes.

⁶ Advisory and coordination body of the Spanish Higher Education System (Article 28 of the Spanish Universities Act).

- The second cycle of university studies involves a specialised or multidisciplinary advanced training, with either an academic or professional specialisation, or the start of research work. Students who pass this cycle are awarded a Master's degree.
- The purpose of the third cycle of university studies is advanced training in research techniques. This may include courses, seminars and other activities aimed at training in research and includes the preparation and presentation of the corresponding doctoral thesis, which consists of an original piece of research work. Students who pass this cycle are awarded a doctoral (Ph.D.) degree.

On 26 September 2006, the Ministry of Education and Science published the document, *The organisation of university education in Spain*, which sets out the broad outlines of the new organisation for university education to culminate the process involving the building of the EHEA. In the document, it states that degree programmes are to be organised in three cycles, Undergraduate, Master's and Doctorate (Ph.D.). The general principles underlying the design of the new degrees are described in the document, *Draft proposal: Guidelines for preparing university undergraduate and Master's degrees*, of 21 December 2006, also published by the Ministry of Education and Science.

b) Structure of pre-EHEA university degree programmes

There are four types of university education currently in existence that are not adapted to the EHEA and which must adapt to the above-mentioned structure in a process that will be progressively implemented up until 2010. These are:

- First cycle (short cycle) degree programmes: these are orientated towards professional qualifications and students who pass this cycle are awarded either a Diploma or General Degree, and, in Engineering and Architecture, an equivalent qualification. In general, they have an official duration of three years.
- First and second cycle degree programmes (long cycle): according to the type of studies, students who pass both cycles (first and second) are awarded the equivalent of an Honours Degree, and, in Engineering and Architecture, an equivalent qualification. In general, they have an official duration of either four or five years.
- Second cycle only degree programmes: these studies, which generally have a duration of two years, lead to the award of the equivalent of an Honours Degree, and, in Engineering and Architecture, an equivalent qualification, entry to which requires certain first cycle qualifications or a long cycle first degree.
- Third cycle degree programmes: Honours degree graduates and those with the equivalent in Engineering and Architecture are eligible for these studies, the purpose of which is specialisation in different areas, as well as training in research techniques. On completion, students obtain an accreditation diploma certificate of advanced studies that enables them to present doctoral these to obtain a doctorate degree (Ph.D.).

1.3.2.6 Student eligibility.

Admission to university studies is defined in article 42 of the Spanish Universities Act, which stipulates that, in order to be admitted to university, students must be in possession of a *bachiller* (secondary school) degree or its equivalent. Students who fulfil any of the following requirements may request admission:

- Students who have passed the university entry exams or their equivalent.
- Students who have passed higher vocational training studies (*Formation Professional*) or their equivalent.
- Those over 25 who are not holders of a *bachiller* (secondary school) degree or its equivalent, and who have passed a specific entry exam.
- Holders of a university degree or its equivalent.

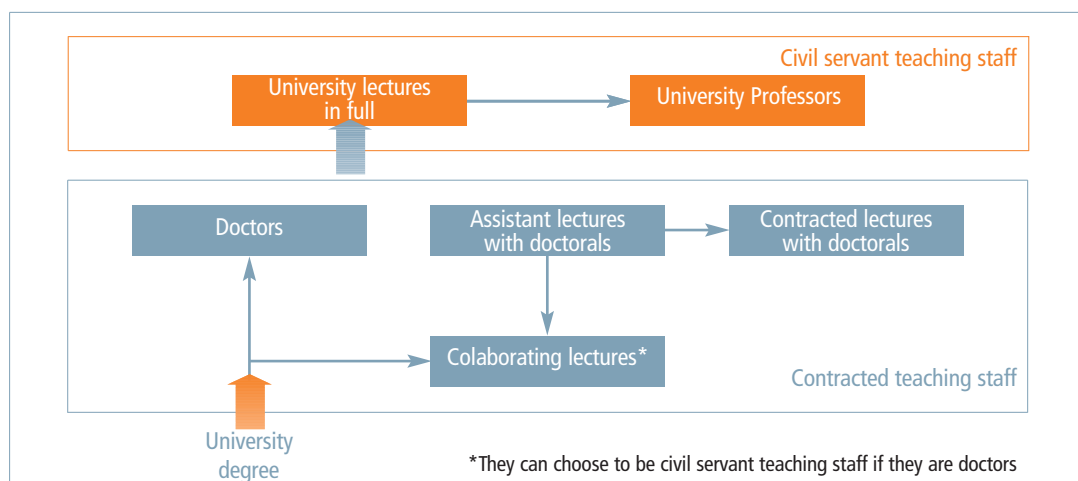
Most students wishing to gain admission to university are selected by the entry exam procedure. In the 2004-2005 academic year, 76.5% of all students who sat the entrance exams gained admission.

1.3.2.7 Teaching and research staff eligibility.

Teaching staff at public universities are classified into two main groups according to their professional relationship with the institution: civil servant teaching staff⁷ and contracted (non-civil servant) teaching staff⁸. Eligibility to the body of civil servant university teaching staff is regulated by a national system of certification, which is handled by the Coordinating Council of Spanish Universities and regulated under articles 57-67 of the Spanish Universities Act.

Recruitment to positions of contracted teaching staff requires the prior possession of a positive evaluation or favourable report on the applicant's education and teaching and research experience by ANECA or the corresponding external evaluation authority with legal jurisdiction in the respective Autonomous Community, for the position applied for, as stipulated in articles 50, 51 and 52 of the Spanish Universities Act.

In relation to teaching staff at private universities, the Spanish Universities Act lays down in section 2 of article 72 that at least 25 percent of all teaching staff must be holders of a Ph.D. degree and have obtained the positive evaluation of their teaching and research activity by ANECA or the corresponding external evaluation authority with legal jurisdiction in the respective Autonomous Community.



The University teaching staff career

⁷ University Professors, University lecturers in full, University School Professors, University School lecturers in full (Art. 56 of the Spanish University Law).

⁸ Assistants, Assistants lectures with doctorates, Collaborating lectures, Contracted lectures with doctorates, Associated lectures, Emeritus and Visiting lectures (Art. 47 - 54 of the Spanish University Act)

1.3.3. FIGURES OF THE SPANISH UNIVERSITY SYSTEM ⁹

The number of Spanish universities has increased over the years. During the 2005-2006 academic year, 73 universities carried out teaching activities, 70% of which were public and 30% private.

Type	1985	1998	2005
Public universities	30	46	50
Private universities	4	10	23
Total number of universities	34	56	73

Increase in the number of universities according to type

The number of officially recognised degree programmes in the official degree catalogue is 134. During the 2004-2005 academic year the total number of degree programmes offered by Spanish universities was 3,359, 83% of which were given in public universities.

In the 2005-06 academic year, the total number of registered students at university, excluding third cycle studies, was 1,443,811, 90% of which were studying at public universities and 10% in private universities. This figure for the total contrasts with the 691,456 students registered in the 1982-83 academic year and shows that, in the last twenty years, the number of university students has increased by 111%. Following a sharp increase in the number up to 2000, however, there has been a decrease of 7.5% in the last five years due to demographic factors.

Cycle and type of university	1994-1995	1999-2000	2004-2005
Total	1,501,740	1,650,777	1,535,626
Short cycle	491,761	579,873	571,329
Long cycle	954,711	1,009,600	891,568
Third cycle	55,268	61,304	72,729
Universidades públicas	1,448,302	1,546,325	1,397,670
First and second cycle	1,394,386	1,486,912	1,328,154
Third cycle	53,916	59,413	69,516
Universidades privadas	53,438	104,452	137,956
First and second cycle	52,086	102,561	134,743
Third cycle	1,352	1,891	3,213

Change in the number of university students according to university type and the cycle of studies

The total number of teaching staff in the 2004-2005 academic year was 98,710, with civil servant teaching staff accounting for 58% of the total. There is approximately half the number of administration and services staff in the universities compared to teaching staff, i.e. for every two teachers, there is one administration and services employee.

⁹ Sources:

- *Data and figures on the university system for the 2006/2007 academic year*. Ministry of Education and Science.
- *The Spanish university in figures 2006*. Steering Committee of Rectors at Spanish Universities (CRUE).
- *Education at a Glance*. OECD (2003 and 2004).

University	Teaching staff	Admin. and services staff.
Public	90,309	47,321
Civil servant	52,238	26,230
Hired	38,071	21,091
Private	8,401	4,207
Total	98,710	51,528

Teaching staff and administration and services staff
in the universities. 2004-2005 academic year

In relation to economic resources, public expenditure on university education has increased in recent years to 8,479 million euros, including grants for university education (2004).

Public expenditure	2002	2003	2004
Public expenditure on university education	6,702,432	7,375,954	8,479,640

Increase in public expenditure on university education (EUR thousands)

Public expenditure accounts for approximately 75% of total expenditure on university education. Public expenditure accounts for 1% of the national GDP and, together with private expenditure, total expenditure is 1.2% of the national GDP¹⁰.

1.3.4. DEVELOPMENT AND STRUCTURE OF QUALITY EVALUATION IN THE SPANISH UNIVERSITY SYSTEM

1.3.4.1 Origins and development

The first initiatives with regard to quality assurance in Spain emerged in 1992 with the Experimental Programme for Quality Evaluation of the university system, the objective of which was to validate a methodology for institutional assessment inspired by previous international experiences. Seventeen universities participated in the programme, which was followed by the Evaluation of Quality in Higher Education in 1994, a pilot project backed and funded by the European Commission. This project involved around fifty universities in Europe, including four Spanish ones. In 1995, through the enactment of Royal Order 1947/95, the National Evaluation Plan for Quality in the Universities (PNECU) was set in motion and developed between 1996 and 2000.

The aims of the PNECU were to promote institutional assessment, provide a homogenous and compatible methodology within the context of the European Union and provide objective information that could serve as the basis for decision-making by the different organisations within their scope of action.

When the PNECU came to an end, the Second Universities Quality Plan (PCU) was implemented through enactment of Royal Order 408/2001, which was in force from 2001 until 2003, when it was integrated into the programmes of ANECA and the regional agencies. This Plan continued to develop institutional

¹⁰ Source: Education at a Glance, OECD (2003 and 2004).

assessment, methodologies that were homogenous with existing ones in the European Union, and greater participation by the Autonomous Communities in developing and managing the Plan by helping to set up regional evaluation agencies.

The Coordinating Council of Spanish Universities, through its Secretariat General, was the authority responsible for managing the abovementioned quality plans. It had the assistance of a specifically set up Technical Coordinating Committee in this, and the collaboration of the regional agencies that carried out evaluation processes within their respective areas of jurisdiction.

From 2001 onwards, the Spanish Universities Act laid down that the National Agency for Quality Assessment and Accreditation of Spain (ANECA), in addition to the regional agencies¹¹, would be responsible for carrying out the work of evaluation, certification and accreditation of degree programmes, teaching, research and teaching staff management activities, and the services and management of the universities.

1.3.4.2 Structure of Quality Evaluation in the Spanish university system¹²

a) National agencies for quality assurance

■ National Agency for Quality Assessment and Accreditation of Spain (ANECA)

The Spanish Universities Act stipulates in Article 31 that the functions of evaluation and those leading to certification and accreditation are incumbent on ANECA and the evaluation bodies with the corresponding jurisdiction established by regional Autonomous legislation.

The main purpose of ANECA is to monitor, by way of evaluation, certification and accreditation, the performance of the public service of university education according to objective procedures and transparent processes, and to reinforce transparency and comparability as a means for the promotion and quality assurance of both public and private universities and their integration into the European Higher Education Area.

■ National Research Assessment Commission (CNEAI)

The CNEAI is a unit dependent on the Ministry of Education and Science. Its work consists of evaluating the research work of civil servant university teaching staff and the various grades of scientific personnel with the Higher Council for Scientific Research (*Consejo Superior de Investigaciones Científicas*, CSIC) for the recognition of productivity-based salary bonuses, awarded on a six-year basis (*sexenio*).

■ National Evaluation and Planning Agency (ANEP)

ANEP is a unit dependent on the Ministry of Education and Science. Its mission is to carry out, on an objective and independent basis, the scientific and technical evaluation of research proposals, teams of researchers and units requesting funding in order to participate in research and/or technology programmes and projects. It also follows up the results of actions that have been funded and evaluates all scientific and technical proposals entrusted to it. Furthermore, the ANEP carries out studies and prospective analyses on scientific research and technological development.

¹¹ There are currently regional agencies in the following Autonomous Communities: Andalusia, Aragon, Canary Islands, Castilla y León, Castilla-La Mancha, Catalonia, Madrid, Valencia, Galicia, Basque Country, and the Balaeric Islands. See table: Regional agencies for quality assurance, in this report.

¹² Source: *Report on Tertiary Education in Spain*. Ministry of Education and Science.

b) Regional Evaluation Agencies

The following table gives the year when the eleven regional agencies currently in existence in Spain were set up, and their functions:

Name of the Agency	Year set up	Functions
Agency for Quality Assurance in the Catalan University System (AQU)	1996	Quality evaluation, process certification and accreditation of degree programmes in the Catalan university system
Quality Unit of Andalusian Universities (UCUA) Andalusian Agency for the Evaluation of University Quality and Accreditation (AGAE)	1998 2003	Evaluation of quality in the public university service Inform on the running and quality of the Andalusian university system
Agency for Quality Assurance in the University System in Castilla/León (ACUCyL)	2001	Evaluation of the university system, analysis of its results and proposals for measures to improve the quality of the services
Agency for Quality Assurance in the Galician University System (ACSUG)	2001	Evaluation of the university system in Galicia, analysis of its results, and proposals to improve quality
Canary Islands Agency of Evaluation of University Quality and Accreditation (ACECAU)	2002	Systematic and independent evaluation of the university system and of the impact of policies carried out by the universities and the administration
Balearic Islands Agency of University Quality (AQUIB)	2002	Planning and management of evaluation plans in the university concerning teaching, research, cultural extension and services.
Commission for Accreditation and Quality Evaluation in the University System in Valencia (CVAEC)	2002	Propose the goals regarding quality for the university system in Valencia. Quality evaluation in the Valencia university system.
Quality, Accreditation and Planning Agency for the Universities in Madrid (ACAP)	2004	Promote improvements in the quality of teaching, research and management, as well as the increased efficiency of the universities in Madrid
Agency for the Evaluation of Quality and Accreditation in the Basque University System (UNIQUAL)	2004	Evaluation, accreditation and certification of quality in the Basque university system, within the European and international frameworks.
Agency for University Quality in Castilla-La Mancha (ACUM)	2005	Evaluation, accreditation and certification of the university system, analysis of its results and proposals for measures to improve the quality of the services
Agency for University Quality and Planning in Aragon	2005	Promote and spread the culture of quality in the university by contributing to reflection on the role of the university in relation to society, and encouraging exchanges with other university systems.

1.4. ANECA

ANECA is a state sector trust that was set up on 19 July 2002 by agreement of the Council of Ministers, in compliance with article 31 of the Spanish Universities Act. Its mission is to contribute to the improved quality of the higher education system by way of the evaluation, certification and accreditation of degree programmes, programmes, teaching staff and institutions.

In order to achieve its ends, the Agency's activities are carried out in an independent, transparent and objective way that ensures and promotes the participation of the Spanish and international university community.

ANECA has exclusive jurisdiction over the accreditation of degree programmes leading to the award of recognised undergraduate degrees; jurisdiction over the evaluation, accreditation and certification of postgraduate degree programmes, teaching staff and university services and management is shared with the existing regional agencies.

ANECA's scope of action is nationwide in Spain; its principles for action are the respect for university autonomy, cooperation with the regional Agencies and Administrations, and an attitude of mutual collaboration in all processes that lead to ensuring the quality and competitiveness of the Spanish university system.

The Agency's economic system is defined in Chapter Six of the Statutes. Its economic resources come from grants given, where applicable, by the State and other public entities, funding obtained from international bodies and private organisations within the scope of its objectives, as well as income from economic activities directly associated with its purpose.

The organisational structure of ANECA is shown in annex 3 of this report, and a detailed analysis of the Agency's staff is made in section 3.4.

The current Bill in Parliament whereby the Spanish Universities Act is being amended will transform ANECA and, instead of being an institution subject to private law as it is now, it will become subject to administrative law in accordance with Law 28/2006, of 18 July, concerning State Agencies and the Improvement of Public Services. This transformation will require the adaptation of ANECA's executive structure. An international committee has been set up for this purpose, which will issue a report to be used by the Agency as the basis to draw up the new statutes. These will ensure compliance by ANECA of the national and international requirements and standards for agencies involved in the external evaluation of quality assurance in higher education.

1.4.1. COURSE OF DEVELOPMENT

From the time it was set up until the present day, a series of internal and external changes have taken place in ANECA that have affected both the institution itself and the self-evaluation process and which need to be considered in order to understand the current context.

Over the years, ANECA has had three different management teams. The first focused on the setting up of the Agency and the setting in motion of its programmes. The second management team focused on consolidating the Agency's internal activity, in addition to reinforcing the institution's credibility with the universities and corresponding bodies in Europe. The Strategic Plan was developed, which defined the Agency's mission and vision, as well as its aims until 2010. At the present time, the third management team continues the line of consolidation mentioned above by strengthening the innovative approach to methodologies and relations with the regional agencies through joint programmes, and also through the adaptation of its programmes to the forthcoming legislative framework that will emerge from the process of reform of the Spanish Universities Act and the new organisation of university education.

The changes in the Agency's Management have not however influenced the institution's fundamental course of direction or its commitment with the ENQA in relation to external evaluation. They have, however, affected ANECA's internal work and the approach of some of its evaluation programmes although this has not prevented the Agency from over the years consolidating its staff with appropriate technical qualifications and a series of evaluators of renowned prestige to carry out the external

evaluation processes. ANECA's structure and human resources are dealt with in section 3.4 of this report.

ANECA's process of evaluation thus coincides with a key moment in terms of the adaptation to the European Higher Education Area and for the Agency itself in terms of its nature and functions.

1.4.2. STRATEGIC PLAN 2010

The Strategic Plan was conceived as an instrument for reflection and action that defined the strategic lines of action for ANECA until 2010. The preparation of this Strategic Plan involved an in-depth analysis of both ANECA and its context in order for strategic objectives regarding the optimum use of resources to be defined.

The Strategic Plan defines the path for the Agency to realise its vision of *being recognised as the national and international point of reference for quality assurance in the higher education system and of generating credibility and trust in terms of its usefulness, transparency, efficacy and agility.*

The measures carried out every year are defined in the corresponding action plan and are established so as to comply with the specific objectives given in the Strategic Plan 2010.

1.4.3. GOVERNING, ADVISORY, EVALUATION AND COORDINATING BODIES

The governing, advisory, evaluation and coordinating bodies of ANECA are as follows:

- Board of Trustees
- Board of Directors
- Advisory Board
- Technical Committee
- Internal Coordination Committee
- Evaluation Committees

The governing and representative body of ANECA is the **Board of Trustees**, which is chaired by the Minister for Education and Science. Its make-up is stipulated in Article 9 of the Agency's Statutes, with 40% being representatives of the General Administration, 27% corresponding to stakeholders from the Spanish university system and 33% who are personalities of renowned prestige appointed at the proposal of the Joint Committee of the Coordinating Council of Spanish Universities. The functions of the Board of Trustees, details of which are given in article 12 of ANECA Statutes, include the following:

- Approval of the action plan, which includes the activities to be carried out and the budget,
- Approval of statements and reports, including the economic balance sheet and the final annual accounts, and
- Appointment of the Director and confirmation, at the Director's proposal, of appointments to the management team. These appointments are for a period of four years.

The **Board of Directors** is the Agency's collegial decision-making body. It is made up of the Director of ANECA, the General Coordinator, the Innovation Coordinator, the General Administrator and the head of the

Director's Office, who acts as Secretary and has full rights except for the right to vote. The Board of Directors is the body that approves all of the executive decisions in relation to the Agency's programmes and actions, as well as policy for human resources. The Director is responsible for the development of the Agency's functions of governing, management, direction, execution and administration. He/she is also responsible for appointing the posts of managerial responsibility, which must be ratified by the Board of Trustees.

ANECA also has an **Advisory Board**, which in terms of organisation comes under ANECA director, and is made up of Spanish and foreign academics of renowned prestige (53% Spanish and 10% international) and professionals and individuals from the corporate world (5% Spanish and 32% international). Its main functions include informing about the Agency's actions and advising the director on appropriate matters on the basis of suggestions made by other agencies, universities and public and private institutions in relation to ANECA's actions. For these functions, the Advisory Board has the following organisational structure: a Chairperson, an Executive Secretary, a Plenary, a Standing Committee and Representative Committees.

The **Technical Committee** is the collegial, technical advisory body made up of the Director, the members of the Board of Directors, one technical expert from ANECA - who acts as secretary - and experts named by the Board according to the work to be carried out by this committee or its responsibility in the Agency's various evaluation programmes. Its mission is to provide expert advice and give the green light to the methodology used in ANECA's programmes, prior to their being sent to the Board of Directors for approval and then made public.

The **Internal Coordinating Committee** is the body in which the Board of Directors, the unit heads and technical personnel in charge of the Agency's different projects and programmes discuss and coordinate technical and/or specific information relative to issues concerning the internal running of the institution.

The **Evaluation Committees** are the bodies responsible for issuing evaluation reports on degree programmes, institutions, services and persons. They are made up of experts of renowned prestige who are selected by public procedure and appointed by the Direction.

1.4.4. THE EVALUATION PROGRAMMES

In accordance with its Statutes and Mission, ANECA carries out evaluation and other activities leading to certification and accreditation in order for public administrations and universities to have the necessary information to adopt appropriate decisions within their scope of jurisdiction.

This activity is channelled through procedures structured according to accreditation, certification and evaluation programmes for improvement. The evaluation activities carried out by ANECA are given below.

1.4.4.1 Evaluation programmes carried out by ANECA

The evaluation programmes currently being developed by the Agency are as follows:

- Institutional assessment programme
- Quality Label recognition programme for Ph.D. studies
- Recognised postgraduate programmes evaluation programme
- Library services evaluation programme
- Library services quality certification programme

- University services evaluation programme
- Teaching staff assessment programme for recruitment purposes
- Teaching activity assessment support programme (DOCENTIA)

Institutional Assessment Programme

The purpose of the Institutional Assessment Programme is to provide an assessment process to improve the quality of degree programmes leading to the award of nationally recognised degrees and, as such, is a diagnosis process of the strengths and weaknesses of these degree programmes.

Each degree programmes that is assessed is provided an improvement plan as a result of the diagnosis made of the degree programme as well as internal and external reflections, which enables the road map for making improvements in its quality to be established. When the reports are made public, information is provided on the strengths and weaknesses of the degree programme.

During the 2006 call for applications, certain changes in the methodology were made, including:

- The evaluation standards were reviewed in order to introduce aspects associated with the European Higher Education Area.
- The inclusion of foreign evaluators with the twofold aim of broadening the frame of reference of the degree programmes being evaluated and gradually introducing standards of good practice in the workings of external quality assurance established within the framework of the European Higher Education Area.

During the second half of 2006, two approaches were followed regarding the measures carried out in relation to this:

- A special call for applications for 2007 was made, in order to enable the universities to complete the consolidation of the evaluation culture and to guide them in successfully dealing with the new challenges existing within the European framework of higher education.
- The design and implementation of quality assurance systems that allow institutions, amongst other things, to establish follow-up procedures for improvement actions specified in the external evaluation reports.

The total number of evaluations made by ANECA in calls for applications made since 2003, including those anticipated for 2007 (139 degree programmes corresponding to 30 universities) comes to a total of 519 degree programmes.

IEP	2003/2004	2004/2005	2005/2006
No. evaluations ¹³	84	106	124
No. of degree programmes	87	123	170
No. of universities	35	37	42

¹³ Only one degree programme is evaluated in each evaluation. In certain cases, however, a group of degree programmes can be covered by the same evaluation.

Quality Label Programme for Ph.D. studies

The Quality Label signifies recognition of the scientific, technical and educational credibility of doctoral programmes, and of the groups and departments that carry out doctoral studies.

The process includes an annual call for applications, led by the Ministry of Education and Sciences, that provides for the award of the Quality Label to doctoral programmes, and renewal, where applicable, in cases where it has been granted in previous calls for applications.

Both the award of the Quality Label and renewal are based on an evaluation process carried out by ANECA in independent way.

In the 2005 call for applications, the report drawn up subsequent to its completion included, amongst other things, the results given in the following table:

Quality label/Ph.D. studies	2003	2004	2005	2006
No. of evaluations applied for	911	680	800	834
No. of new QLs awarded	239	166	184	113
No. of QLs renewed	0	232	381	499
Total no. of Quality Labels	239	398	565	612

A series of improvements to certain aspects was also identified in the report:

- Simplification of the procedure used in previous calls for applications.
- Less evaluation of the basic award and renewal processes, completed with the monitoring of how the Ph.D. programmes develop.

These improvements were reviewed by the Technical Committee and incorporated into the design of the 2006 call for applications. With the incorporation of periodic evaluations and procedures to monitor and improve the programmes, evaluation of the Quality Label in doctoral programmes complies with the standards established in this regard for quality assurance in the EHEA.

Evaluation programme of recognised postgraduate programmes

This programme carries out Royal Order 56/2005 in relation to the evaluation of proposals for recognised postgraduate degrees for subsequent authorisation. The programme is aimed at evaluating proposals for postgraduate degrees in universities in the Autonomous Communities that have no evaluation agency and universities that come under the Ministry of Education and Science.

During 2006, 18 proposals were evaluated within the framework of this programme. In the latter half of the year, the meta-evaluation was carried out of the actions undertaken during the first half of the year in order to review and improve the evaluation procedure in accordance with the standards and guidelines for quality assurance in the EHEA. The procedure developed as a result of this review enabled improvements to be made to various elements of the evaluation method and for it to be brought into line with the recommended standards of transparency and independence.

Following the incorporation of these improvements, a total of 73 new proposals for recognised postgraduate programmes have been evaluated in the first three months of 2007. When the process is

completed, the evaluation report on the programme will be drawn up so it can be again reviewed and improved.

Library Services Evaluation Programme

The programme entails a process of diagnosis of the strengths and weaknesses of the university library service and concludes with an improvement plan that, once implemented, allows for optimisation of the quality of the library being evaluated. Eight evaluations of university library services have been carried out so far within the framework of this programme.

Library Services Quality Certification Programme

This programme confers recognition of university library services through the evaluation of the services, structure, management and goals of university library services in Spain. A prerequisite to participate in the programme is to have carried out a prior evaluation process done by ANECA in independent way.

Library services quality certification	2003	2004	2005
No. of evaluations carried out	16	16	9
No. of positive evaluations	7	12	6

University Services Evaluation Programme

The programme seeks to provide the universities with an instrument to improve university services and management units based on the EFQM model (European Foundation for Quality Management), which will help put them on a comparable level with other organisations of international standing. This model has been adopted by the Ministry of Public Administration as a means to evaluate public administrations.

Teaching Staff Assessment Programme for recruitment purposes

Teaching staff assessment for recruitment is a comprehensive curriculum vitae evaluation process. Its purpose is to ensure the minimum standards to be fulfilled by persons who wish to apply for a position as contracted (non-civil servant) teaching staff at a public or private university.

Non-civil servant positions that this assessment can be requested for are: non-civil servant tenured lecturer, post-dissertation doctoral teaching assistant, non-civil servant non-Ph.D. lecturer, and lecturer at a private university, as regulated by the Spanish Universities Act.

The methodology consists of an evaluation of the applicant's curriculum vitae and merits, with assessment of all aspects associated with his/her research, teaching and professional experience and academic training, in a way that is weighted and adapted to the characteristics of the position being applied for.

The evaluation is made by one of five evaluation committees according to the field of knowledge (Humanities, Social Sciences and Law, Experimental Sciences, Health Sciences and Technical subject degree programmes) that makes decisions according to the agreement of all of the members.

Between 1 January and 31 December 2006, 8,802 evaluations were made through ANECA, of which 5,738 (65%) obtained a positive mark. Between 2003 and 2006, 32,061 applications were evaluated.

Teaching Activity Assessment Support Programme (DOCENTIA)

The aim of this programme is to create the conditions for the evaluation of teaching activity carried out in the universities and to enable this activity to be brought in line with the standards for the quality assurance of university degree programmes.

The DOCENTIA programme is carried out in coordination with the regional agencies and is a response to the requirements under prevailing legislation of the compulsory assessment of the teaching activities of university teaching staff. Compliance with standard 1.4 of the standards and guidelines for quality assurance in the EHEA¹⁴ is also expected through the development of this programme.

The DOCENTIA programme provides a model and guidance for the universities to design their own models and procedures for evaluating the teaching activity of their teaching staff. ANECA and the corresponding regional agencies subsequently verify that the procedures designed by the universities conform to the standards established by the DOCENTIA model. In a second stage, the universities implement the validated procedures and ultimately ANECA and the regional agencies certify the application of this procedure.

The first call for applications to the DOCENTIA programme was made in March 2007 and the signing of agreements with the regional agencies has already begun.

1.4.4.2 Evaluation programmes by the Agency in the design and development stage

Evaluation programmes that the Agency has begun to design are:

- Accreditation programme (ACREDITA)
- University studies quality assurance systems recognition programme (AUDIT)
- Undergraduate, Master's and Ph.D. degrees verification programme (VERIFICA).
- Support programme for the evaluation of teacher training plans (TRAINING)

Accreditation Programme (ACREDITA)

Accreditation is the ex-post evaluation process whereby ANECA guarantees that programmes leading to the award of nationally recognised degrees, when introduced, comply with the prerequisites for quality.

The goal of ANECA Accreditation Programme is to establish standards and guidelines for the accreditation of recognised undergraduate and Master's degrees. The proposed model articulates the accreditation of a recognised undergraduate or Master's degree programme on the basis of 9 quality criteria and 46 guidelines. The methodology applied provides for a self-evaluation stage, an external evaluation and the drawing up of an accreditation report.

¹⁴ Criterion 1.4 lays down that institutions must have the means to ensure that teaching staff are qualified and competent in order to carry out teaching and research activity.

University Studies Quality Assurance Systems Recognition Programme (AUDIT)

The purpose of this programme is to stimulate, through their recognition, the design of quality assurance systems for university studies in university institutions.

This initiative seeks, on the one hand, to provide guidance to institutions in designing quality assurance systems for university studies and, on the other, implement an evaluation procedure that leads to the recognition of the design. According to the guidelines established in the programme, institutions can use the experience gained in the quality assurance of their degrees by integrating all the activities implemented up until the present time in the design.

The AUDIT programme goes one step further towards the European Higher Education Area by providing the necessary support to the universities to comply with the standards and guidelines laid down by the ENQA for institutions of higher education.

Undergraduate, Master's and Ph.D. Degrees verification programme (VERIFICA)

The aim of this programme is to verify the conformity of proposals for new curricula with the guidelines that structure new undergraduate and Master's degrees.

This initiative also seeks to support the universities in this matter by providing guidelines to prepare new proposals established at the national level for undergraduate and Master's degrees in accordance with European standards and guidelines.

Support programme for the evaluation of teacher training plans (TRAINING)

The purpose of this programme is to provide a series of instruments and evaluation indicators for units in charge of teacher training plans that wish to be evaluated as a stimulus for improvement. The evaluation provides the universities with information to improve the management of their activities, thereby contributing to compliance with European standards and guidelines for internal quality assurance, more specifically standards 1.4 and 1.6.

Three teacher training pilot evaluations were carried out in 2006 in order to validate the design.

2. Self-evaluation of ANECA

2.1. BACKGROUND

At the end of 2005, ANECA's Management invited the Agency for Quality Assurance in the Catalan University System (AQU) to jointly develop the international evaluation project, as this institution had also shown interest in being evaluated according to the standards and guidelines for quality assurance in the EHEA.

Once this decision had been made, and as an initial step in the joint work of the two agencies, the Management of both agencies established that ANECA's Advisory Board and Quality Assessment Committee would be responsible for ensuring the smooth development of the process, establishing the norms for the internal evaluation guide manual, and defining the joint procedure of internal and external evaluation in each of the two agencies.

This joint project sets an example to be followed for the new way that the Agency works with the regional agencies which have joint jurisdiction over evaluation together with ANECA.

2.2. SELF-EVALUATION PROCESS

As a preliminary step to the external visit, ANECA developed a process of internal reflection led by the Board, the object of which was to obtain an overview of the current situation of the organisation relative to the standards and guidelines for quality assurance in the EHEA.

The scope of this process focused on the evaluation programmes developed up until the present time, and it will also include the programmes currently being incorporated in line with the new organisation for degree programmes in Spain that is being introduced.

The work plan prepared for this, which involves all of the stakeholders in the Agency's evaluation processes, can be summarised as follows:

1. Preparation of a self-evaluation guide (working sheets) using as reference the document prepared by the Advisory Board.

2. Set up the working group and the self-evaluation committee.
3. Analyse the criteria and possible evidence to be provided in each section (part 3, part 2 and part 1 of the standards and guidelines for quality assurance in the EHEA) and fill out the working sheets.
4. Analyse the working sheets handed in and draw up the draft self-evaluation report.
5. Review the self-evaluation report.
6. Assess the proposals for improvement made in the report and incorporate those that are necessary.
7. Approve the self-evaluation report.

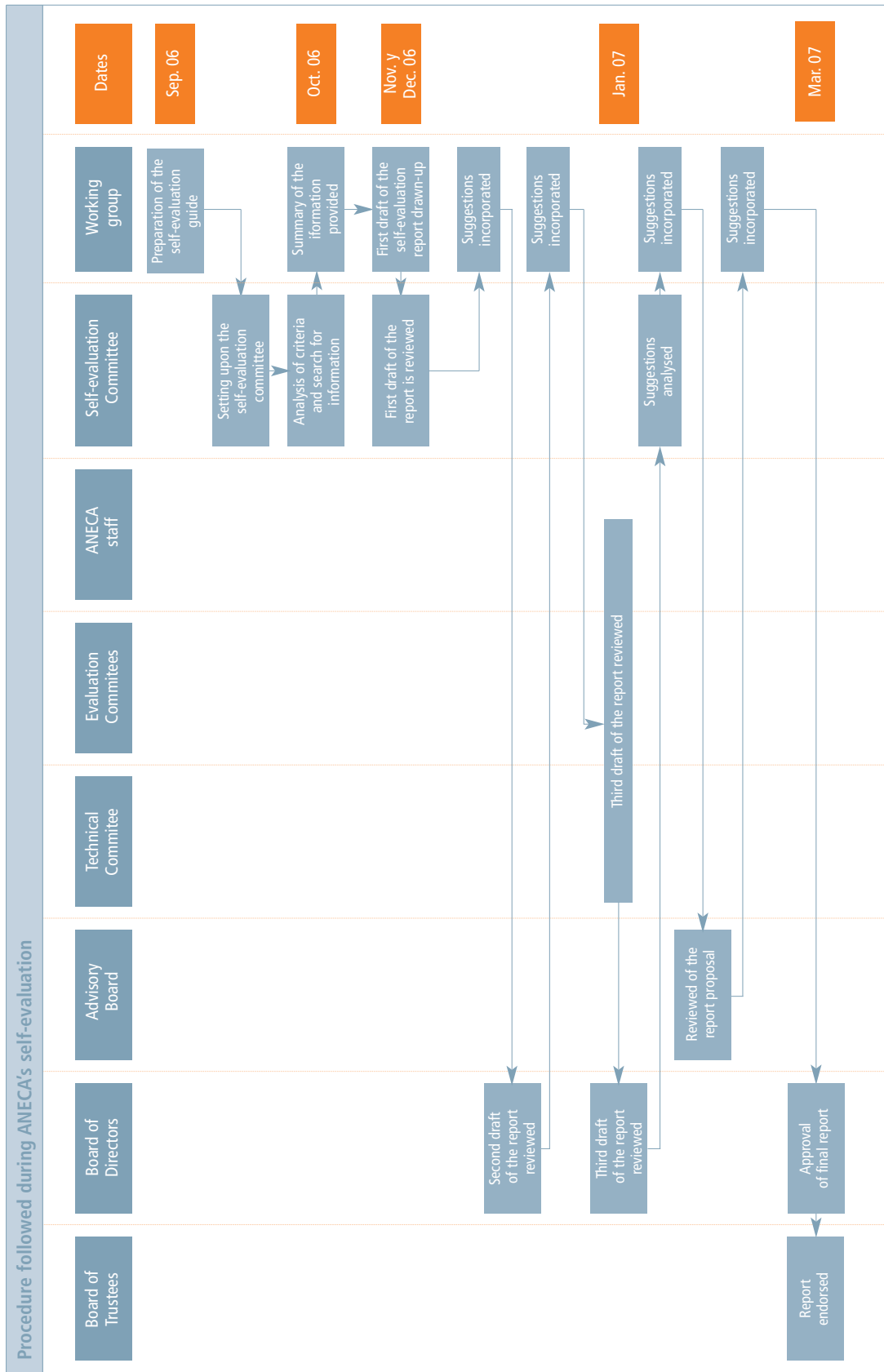
In order for all of this to be correctly carried out, the process required all of ANECA staff to be involved, and so working groups were set up with different roles within the self-evaluation process. It was thereby possible to consider the degree of conformity with the criteria and determine the strengths and areas where improvements could be made.

The self-evaluation committee, which included staff from different units and posts within ANECA, was in charge of analysing the criteria. For this, each member on the committee followed the guidelines in the self-evaluation guide which, as a work tool, helped in the interpreting of the criteria. The order established in the self-evaluation guide was the same as that proposed in the Advisory Board's document: first, part 3, then part 2, and lastly part 1 of the standards and guidelines. With the evaluation organised this way, a general analysis was first made followed by a specific, more in-depth analysis.

The working group prepared the self-evaluation guide, organised all the information and drew up this report, which describes the situation of ANECA now in relation to each requirement laid down in the standards and guidelines.

The self-evaluation report was prepared from the information provided by each member of the self-evaluation committee and from the numerous meetings held throughout the study and analysis of the different sections of work. Following its validation by the self-evaluation committee, it was reviewed by ANECA's staff, the Board of Directors, the Technical Committee and the Evaluation Committees, as well as the Advisory Board. Together with the suggestions and subsequent analysis of these by the working group, the report was approved by ANECA's Board of Directors and ratified by the Board of Trustees.

The following diagram shows the procedure followed during the self-evaluation process:



3. Analysis of the standards and guidelines

EUROPEAN STANDARDS AND GUIDELINES FOR EXTERNAL QUALITY ASSURANCE AGENCIES (PART 3)

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.

As this standard sets out the requirements that the Agency must comply with relative to the European standards and guidelines for the external evaluation of institutions and degree programmes, they are analysed in part 2 of this report where justification of compliance is included.

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

The National Agency for Quality Assessment and Accreditation of Spain (ANECA) is recognised by the Spanish State under article 32 of the Spanish Universities Act (2001). This law is the main framework for recognition of ANECA's official status as the national agency with responsibilities in the external quality assurance of the Spanish university system.

As the usual criteria for action by the agencies in this field are not explicitly stated in the abovementioned Law, ANECA has worked with the requirements deriving from the functions established in article 32 of the Spanish Universities Act and currently included in the draft amendment of this Law in article 32.2. These requirements are stated in the Agency's Statutes. Compliance with the requirements of independence, transparency and objectivity is analysed in detail in the sections referring to standards 3.6, 3.7 and 2.3, respectively.

In order to comply with Article 32 of the Spanish Universities Act, ANECA was set up as a public sector Trust, which limits its actions with regard to administrative procedure. The Ministry of Education and Science consequently promulgated legal rulings that formally incorporate and give validity to reports issued under public law; moreover, in addition to the reform of the Spanish Universities Act, it is anticipated that the Agency will be transformed into a public body subject to administrative law.

Evidence in support of compliance with the standard:

- E01** Organic Law 6/2001, of 21 December, on Universities (Article 32).
- E02** Bill amending the Organic Law 6/2001 on Universities (Article 32.2).
- E03** Agreement of the Council of Ministers, of 19 July 2002, whereby the National Agency for Quality Assessment and Accreditation of Spain was set up.
- E04** Order ECD/2368/2002, of 9 September, whereby the 'National Agency for Quality Assessment and Accreditation of Spain' was entered as a Trust in the Register of Trusts.
- E10** ANECA Statutes (Chapter I. Article 1.3 and Article 7).

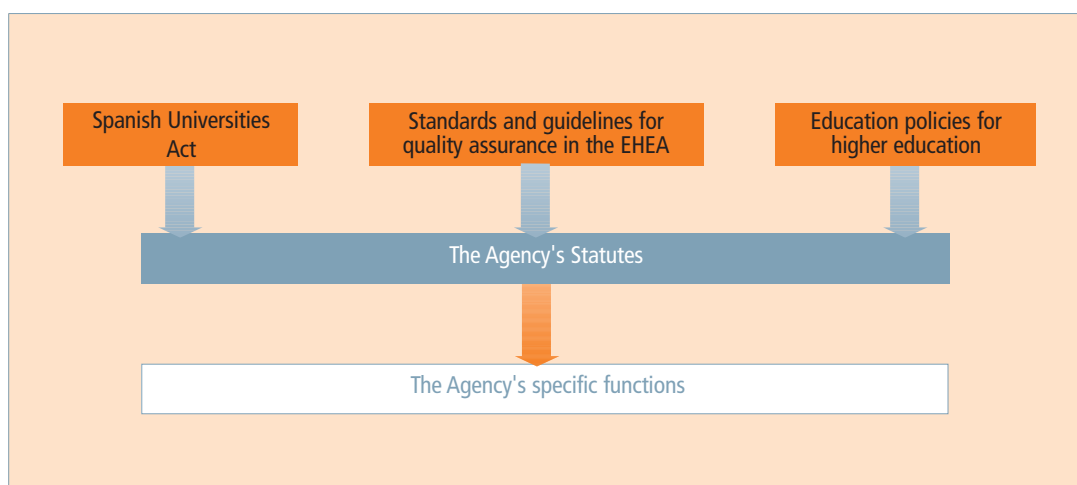
Standard 3.3

ACTIVITIES

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

Compliance with the standard

On the legal plane, the Agency's activities are set out in articles 31 and 35 of the Spanish Universities Act and in the regulations that expand on this. The Agency's activities are also set out in article 6 of the Trust's Statutes where it states that the Agency shall carry out evaluation, certification and accreditation activities.



In order to comply with the Statutes, ANECA developed a Strategic Plan at the beginning of 2005 that defined the Agency's general lines of action over the forthcoming years; the annual action plan, which stems from this plan, sets out the programmes and projects in external quality assurance that ANECA will concentrate on throughout the year.

At the same time, ANECA's process map establishes evaluation for improvement, certification and accreditation as being key processes. All of these are documented in the corresponding process sheets that form part of the quality management system.

The activities are organised according to the programmes described in section 1.4.4 of this report, "Evaluation programmes".

Evidence in support of compliance with the standard:

- E01** Organic Law 6/2001, of 21 December, on Universities (Article 31 and 35).
- E05** Royal Order 1052/2002, of 11 October, concerning regulation of the procedure by the National Agency for Quality Assessment and Accreditation of Spain to obtain evaluation and certification for the recruitment of university teaching and research staff.
- E06** Royal Order 56/2005, of 21 January, concerning regulation of recognised university postgraduate studies. Royal Order 1509/2005, of 16 December, which amended Royal Order 55/2005, of 21 January, and Royal Order 56/2005, of 21 January.
- E07** Resolution of 18 February 2005, of the Directorate General for Universities, which modified certain aspects of the procedure for submitting applications for evaluation or report of the National Agency for Quality Assessment and Accreditation of Spain.
- E08** Resolution of 10 October 2005, of the State Secretariat for Universities and Research, whereby the regulatory conditions were established and announcement made of the University Library Services Certificate of Quality and grants to improve library services in non-profit public and private universities.
- E09** Order ECI of 20 January 2006 whereby announcement was made of the award of the Quality Label recognition for Ph.D. studies at Spanish universities for the 2006-2007 academic year.

- E10 ANECA Statutes (Chapter II, Article 6).
- E11 ANECA Strategic Plan Horizon 2010.
- E14 Planning of activities 2006.
- E15 Action Plan 2007.
- E31 Activities report January - December 2005.
- E32 Activities report January - December 2006, pending approval by the Board of Trustees.
- E38 ANECA process map.
- E44 Key process sheets (FPC 01.01 - FPC 06.01).
- E55 Documentation and information associated with each of the programmes published on the website.
- E57 Call for applications for the Institutional assessment Programme 2007.
- E58 Call for applications for the Library Services Evaluation Programme 2005-2006

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.

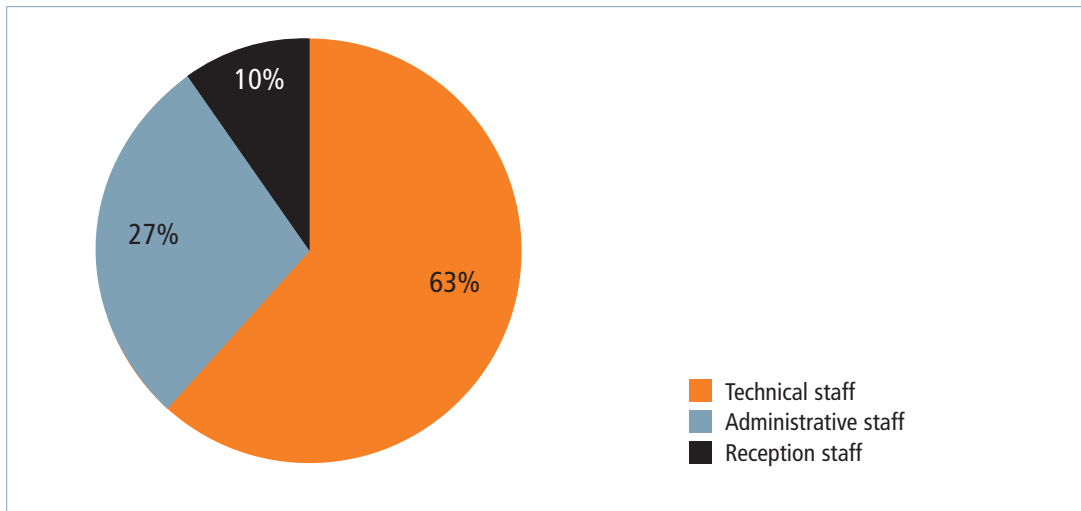
Compliance with the standard

Relative to human resources

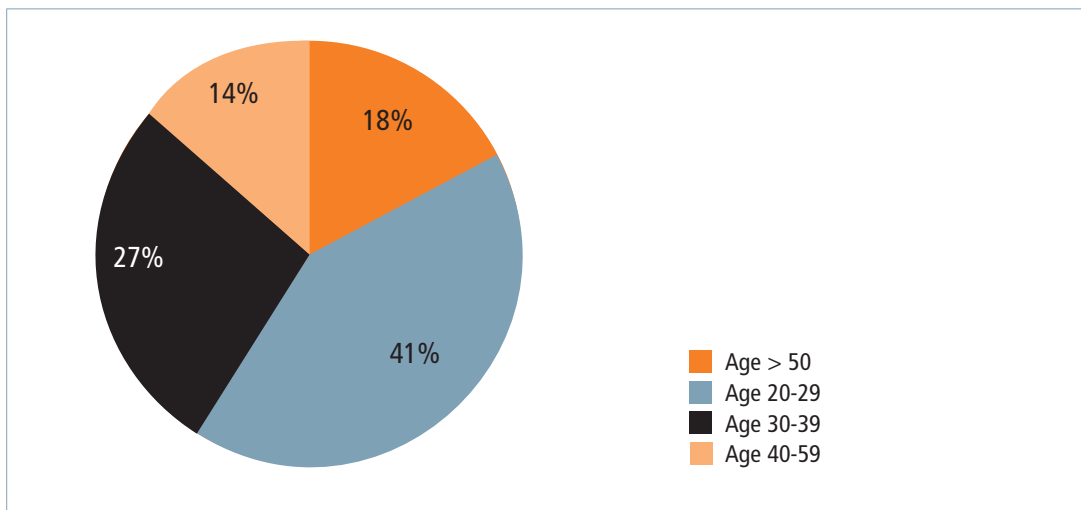
Point 5, article 17 of ANECA Statutes defines the positions of managerial responsibility on the Board of Directors.

ANECA staff consists of 59 employees and is structured in different units as shown in the organisational chart¹⁵ (see annex 3 of this report). This number of staff is adequate in terms of number and technical capability to efficiently and effectively carry out the Agency's external evaluation activities. To be a head of unit or technician a university degree is required.

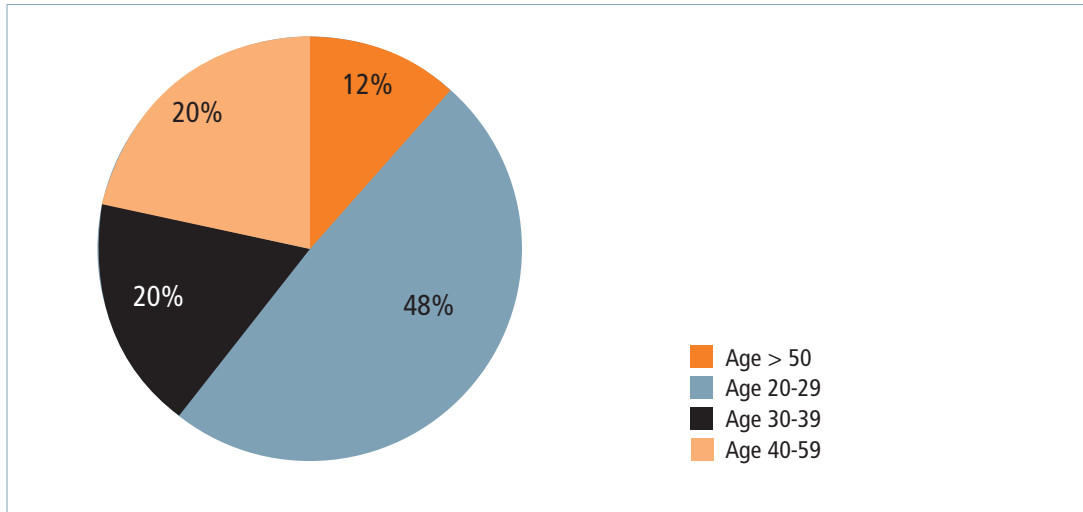
¹⁵ The Agency is currently adapting to the new organisational structure and different changes still have to be made, which will affect the staff structure



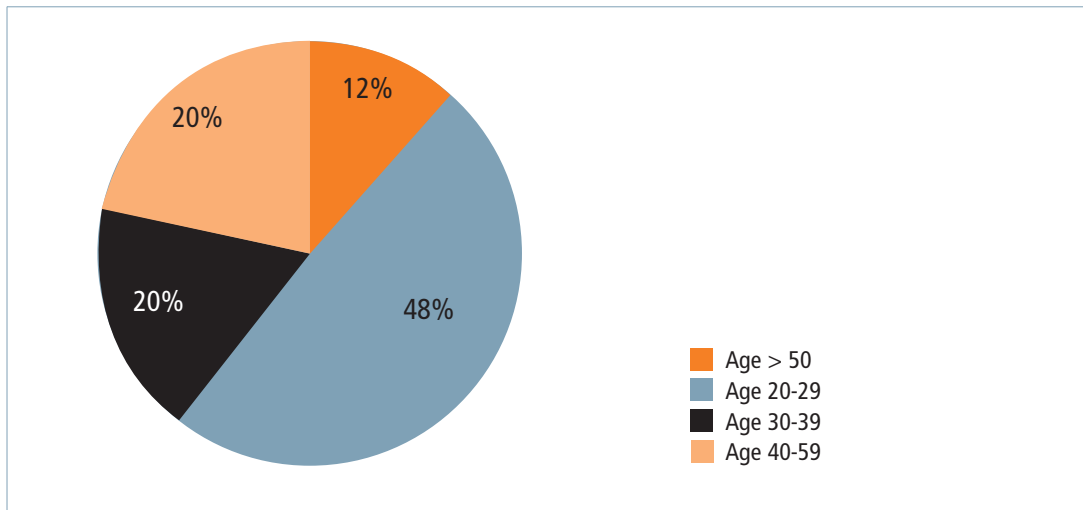
Graph 1. Staff distribution at ANECA, December 2006. Technical staff includes both unit heads and technical specialists.



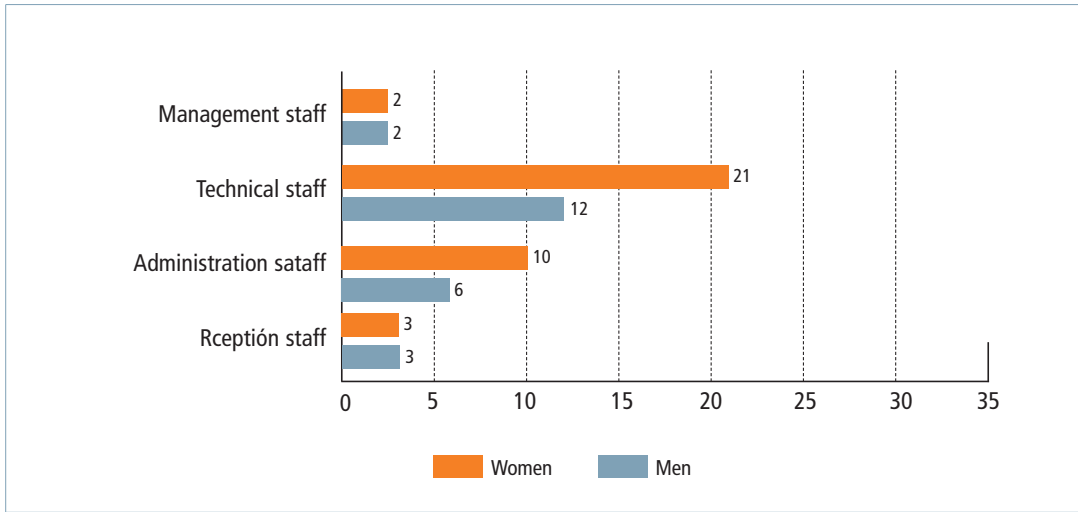
Graph 2. Administrative staff distribution according to the age (The Administrative staff includes reception staff and administrative staff)



Graph 3. Technical staff distribution according to the age (Technical staff includes both unit heads and technical specialists).



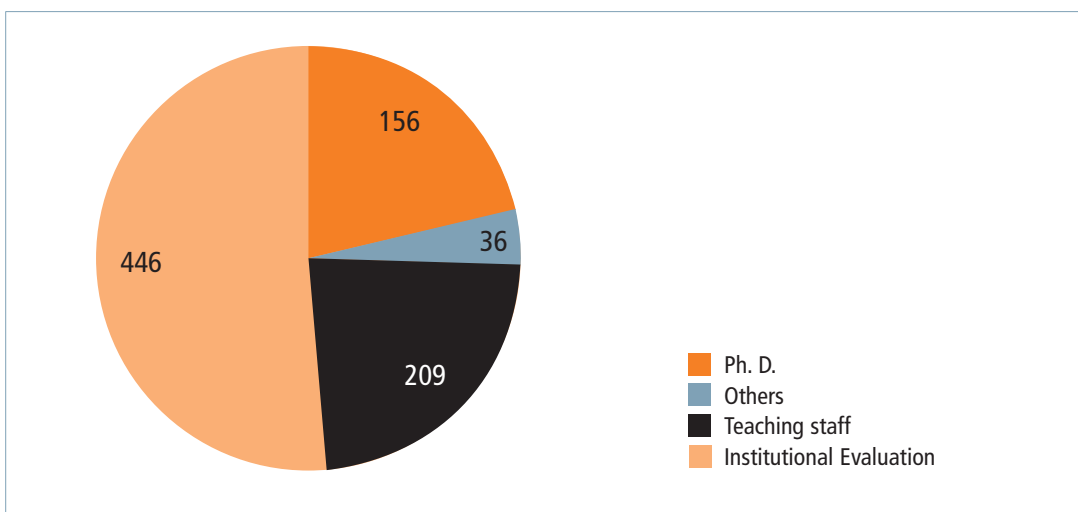
Graph 4. Staff distribution of ANECA staff according to age



Graph 5. Staff distribution at ANECA according to post and gender, December 2006.

ANECA, during the last 2 years, has developed a professional classification system that sets out the Agency's different posts and professional categories, together with the abilities, skills and know-how required in each. This system, which includes a professional development model that detects likely training requirements for the correct development of activities and fosters employee promotion, is defined in the documentation on the quality management system.

ANECA also has a considerable number of experts (see glossary, annex 1) who, with their professional experience and renowned prestige, collaborate in the smooth development of the external evaluation activities, providing support in the development of evaluation models and methodology guides, carrying out external evaluations, etc.



Graph 6. The number of experts per external evaluation programme (2005 and 2006). In the classification, "Others" includes the evaluators of the following programmes: recognised postgraduate programmes and services.

With regard to financial resources

The Agency receives annual funding directly from the General State Budget that enables it to carry out its activities in an efficient and effective way. The Trust's economic system is described in chapter four of ANECA Statutes. On the basis of this funding, the Agency prepares the overall annual budget that is itemised according to units for expenditure management to be more efficient. This division of the budget enables the cost of programmes and activities that are carried out to be controlled and also contributes to the idea of responsible expenditure.

Given the public nature of ANECA's budget, there is an obligation of accountability to the State and to society through the auditing of accounts by the State Administration's Office of the Comptroller (Ministry of Economy and Finance).

The budget of 2006 came to 9,711,000 €, in 2007 the figure reached 9,386,240 €

Details are given below of the part of the 2007 budget set aside for ANECA's evaluation activities. This represents 71% of the total budget:

Evaluation activities	2007
Evaluation of degree programmes	3,122,220 €
Evaluation of services	82,859 €
Evaluation of teaching staff	2,200,044 €
Training and management of the evaluators	337,669 €
Studies and long-range planning/forecasting	943,785 €
Total	6,686,577 €

With regard to material resources

ANECA has appropriate material resources for the smooth development of its work. An inventory is carried out twice a year in order to keep the database homogenous, reliable and updated. This provides ANECA with exact information and knowledge about its operations.

Staff efficiency is increased through use of the Agency's intranet, which provides a highly effective way of accessing required information and services, as well as ensuring that information is updated and the same for everybody. There is a library and various meeting rooms of different size with technical facilities for the Agency's various functions.

Evidence in support of compliance with the standard:

Human resources

- E10** ANECA Statutes (Chapter III. Article 17 point 5).
- E25** Documentation in relation to the functions and make up of the Technical Committee.
- E26** Organisational structure (chart).

- E27 Job specifications list and development model.
- E28 Performance evaluation model.
- E29 2005- 2006 training plan. 2005 training plan report
- E30 2007 training plan.
- E31 Activities report January - December 2005.
- E32 Activities report January - December 2006, pending approval by the Board of Trustees.
- E47 Process sheets of human resources management (FPS 02.01 - FPS 02.04).
- E48 Process sheet FPS 06.01 Appointment of the various evaluation committees.

Financial resources

- E10 ANECA Statutes (chapter IV).
- E16 Consolidated budget.
- E17 Budget project (itemised according to activities).
- E18 Quarterly budget reports.
- E19 Annual audit reports of the Ministry of Economy and Finance (2005-2006).
- E50 Process sheet FPS 09.02 Budget management

Material resources

- E20 ANECA's immovable property database.
- E21 Inventory.
- E22 ANECA website (www.aneca.es).
- E23 Intranet.
- E24 ANECA's library database.

Standard 3.5

MISSION STATEMENT

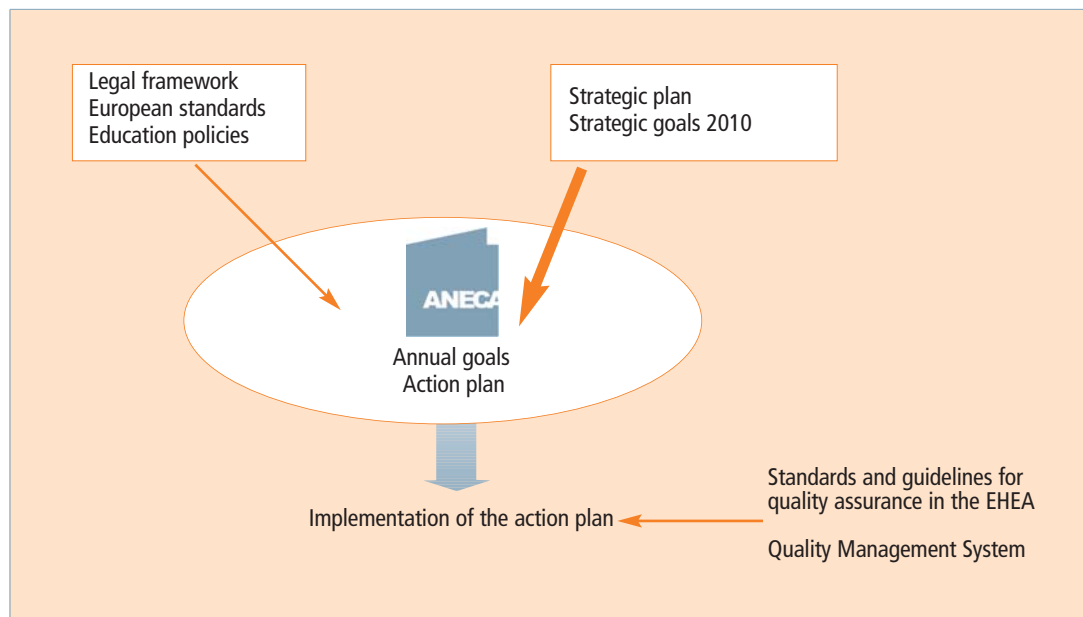
Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.

Compliance with the standard

ANECA's mission is to contribute to the improvement of the quality of the higher education system through the evaluation, certification and accreditation of degree programmes, teaching staff and institutions. A Strategic Plan has been established for this purpose that sets out the Agency's goals in a clear and explicit way¹⁶.

The preparation of the Strategic Plan Horizon 2010 was conducted by the Board of Directors with the participation of ANECA's staff and collaborators; the necessary guidelines for the correct development of the project were provided by outside consultants. This plan has been disseminated and made public as a declaration of intent and proof of the Agency's transparency.

The strategic objectives are implemented through specific objectives and goals that contribute to the achievement the Agency's mission. A planning is made every year of the activities to be carried out in relation to the evaluation programmes. The goals of each programmes are public and accessible on ANECA website. The responsibilities of the various stakeholders (Ministry of Education and Science, education authorities in the Autonomous Communities, universities, etc.) in the evaluation processes are defined either in the legislation or in the documentation for the programme itself.



Evidence in support of compliance with the standard:

- E10 ANECA Statutes (Chapter II).
- E11 ANECA Strategic Plan Horizon 2010.

¹⁶ The fact that there are regulations pending approval leaves certain fields open regarding definition of the Agency's goals and objective, as this is very much associated with the powers that will be conferred on it.

- E12 Mission published on ANECA website and in the Strategic Plan.
- E13 Strategic goals.
- E14 Planning of activities 2006.
- E15 Action plan 2007.
- E49 Process sheet FPE 01.01 Preparation and monitoring of the action plan.
- E60 Guides and manuals of the programmes published on the website.

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

ANECA's independence is recognised in the legislation whereby the Agency was set up¹⁷; point 5 of the explanatory preamble states that, "... the National Agency for Quality Assessment and Accreditation of Spain is established to independently carry out the evaluation activity of advanced university systems...". This recognition granted by the highest legal authority guarantees the autonomous development of its activity.

The independence stated in the Spanish Universities Act¹⁸ is reinforced in ANECA Statutes, article 7, which state: "In order to achieve its founding aims, the Trust shall carry out its activities independently and in a transparent and objective way...".

The defining and operation of the evaluation processes, the designation and appointment of experts, the internal management and the evaluation of programme results are carried out in the Agency according to strict technical standards and in an autonomous way, as explained in standard 3.7 and the standards in part 2 of this report.

In addition to being public and accessible, these aspects are the guarantee of ANECA's autonomy in relation to the Government, higher education institutions and other stakeholders.

¹⁷ Organic Law 6/2001, of 21 December, on Universities.

¹⁸ See section 1.4 ANECA of this report.

Evidence in support of compliance with the standard:

- E01 Spanish University Act 6/2001, of 21 December (Explanatory preamble, point 5).
- E10 ANECA Statutes (Article 7).
- E44 Key process sheets (FPC 01.01 - FPC 06.01).
- E45 Internal regulation NI-FPC 03.01/01 Management and training of external evaluators.
- E48 Process sheet FPS 06.01 Appointment of the various evaluation committees.
- E71 Code of ethics for evaluators.

Standard 3.7

EXTERNAL QUALITY ASSURANCE CRITERIA AND PROCESSES USED BY THE AGENCIES

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 evaluation processes, standards and procedures used by ANECA are defined prior to implementation. The Agency publishes this information on its website and other means of communication to inform the institutions and stakeholders in higher education. Standard 2.5 gives more details of the different situations for the evaluation reports.

All of ANECA's ex post evaluation processes provide for a self-evaluation, which is carried out internally by the institution, activity or person subject to the evaluation, and an external evaluation by evaluators selected beforehand in accordance with established criteria. The reports with the results are published and made available to the institution, activity or person subject to the evaluation. When the evaluation processes imply an obvious consequence for the evaluatee, ANECA has clear mechanisms for appeal.

Conclusions and decisions by the evaluators are based on the criteria set in the programmes. ANECA uses a control and monitoring procedure to ensure compliance of the work carried out by the experts.

Given the importance of appeal processes for the evaluatee, the Agency has decided to set up a new unit (Legal Security Unit) whose mission is to reinforce the handling of appeal processes.

Evidence in support of compliance with the standard:

- E44 Key process sheet (FPC 01.01 - FPC 06.01).
- E45 Internal regulation NI-FPC 03.01/01 Management and training of external evaluators.
- E48 Process sheet FPS 06.01 Appointment of the various evaluation committees.
- E60 Guides and manuals of the programmes published on the website.

Standard 3.8 ACCOUNTABILITY PROCEDURES

Agencies should have in place procedures for their own accountability.

Compliance with the standard

The frame of reference for ANECA's quality management system is UNE-IN ISO standard 9001:2000, the standards and guidelines for quality assurance in the EHEA, and the ECA's Code of Good Practices.

At the present time, ANECA is in the stage of finalising the documentation stage and beginning the implementation of the quality management system.

It is important to point out that the quality management system implemented in ANECA defines the procedures for feedback and internal and external reflection for the organisation's continuous improvement. With regard to mechanisms to ensure the quality of subcontracted services and materials, ANECA has:

- Procedures for the selection, evaluation and monitoring of experts that establish the actions to be carried out by ANECA to ensure that the service is provided according to the standards laid down by the Agency.
- A procedure for the evaluation and monitoring of suppliers and subcontractors which defines the activities to be carried out by ANECA for selection and evaluation according to their capacity to supply products and provide services in accordance with the Agency's requirements.
- A nomination of members from the various evaluation committees which initiates the relationship with ANECA's experts.
- A code of ethics that governs the relationship between the evaluator and the work to be carried out for ANECA, as well as ensuring that there is no conflict of interests in their work. The evaluators sign this code before they start to provide the service.

With regard to the internal feedback and internal reflection mechanisms, ANECA has, amongst other things:

- Means for continuous improvement in the quality management system.
- Means for internal communication.
- Means to gather information on the programmes.
 - Reports with the results of the programmes.
With regard to internal feedback and internal reflection mechanisms, ANECA carries out activities that respond to the needs of society and provide information that helps it to carry out its activities, design activities and know more about the context in which it is involved.
- Meetings with the Board of Trustees where information is presented on the activities developed by the Agency and suggestions made by the members. Two meetings are celebrated during the year, where the Board of Trustees approves, at least: the action plan, the annual report of activities and the budget.
- Meetings with:
 - The Steering Committee of Rectors at Spanish Universities (CRUE).
 - The stakeholders: Directors of the Agencies and/or Education Authorities in the Autonomous Communities, Social Councils and senior management of the Universities.
 - Representatives of students and organizations of students.
- Foro ANECA, concebido como una iniciativa a través de la cual escuchar, informar y debatir sobre diferentes temas estratégicos para el futuro de la Universidad. Este Foro se enmarca dentro de las actividades de prospectiva que la Agencia desarrolla para proporcionar información a quienes han de tomar decisiones en el campo de la enseñanza superior española.
- ANECA has set into motion a discussion forum. The forum has been conceived of as an initiative to encourage information exchange and debate about strategic topics for the current and future situation of the University. This forum aims to conduct research on the future situation and provide information to those in charge of making decisions on the Spanish higher education field.
- e.mail accounts according to programmes.
- Questionnaires to gather information from the external evaluators, evaluates and other stakeholders in the higher education system.
- Reports prepared by the Advisory Board that analyse the activity carried out by ANECA throughout the year.

With regard to the cyclical external review of the Agency's activities, ANECA will be evaluated at least once every five years following this evaluation.

Evidence in support of compliance with the standard:

- E33** Reports by the Advisory Board.

- E34** Current developments at ANECA.
- E35** Minutes (meetings of the CRUE, Agencies and regional Ministers of Education).
- E37** ANECA quality policy.
- E40** Process sheet FPE 02.02 Management of internal audits.
- E42** Process sheet FPE 02.04 Evaluation of client satisfaction.
- E43** Process sheet FPE 03.01 Review of the quality management system and setting of quality goals.
- E45** Internal regulation NI-FPC 03.01/01 Management and training of external evaluators.
- E48** Process sheet FPS 06.01 Appointment of the various evaluation committees.
- E49** Process sheet FPE 01.01 Preparation and monitoring of the action plan.
- E51** Process sheet FPS 06.02 Dealings with suppliers and subcontractors
- E71** Code of ethics - evaluators.
- E72** Satisfaction surveys of the programmes.
- E77** Overall report with the results of each programme.

3. Analysis of the standards and guidelines

EUROPEAN STANDARDS AND GUIDELINES FOR 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

This standard aims at verifying that the mechanisms for the external evaluation of the Agency take into account the standards and guidelines for quality assurance in the EHEA established in part 1 for higher education institutions.

The standards of ANECA's external evaluation programmes make it possible to analyse whether institutions comply with the requirements that refer to:

- Policy and procedures for quality assurance
- Approval, control and periodic review of programmes and degrees
- Student evaluation
- Quality assurance of teaching staff

- Learning and support resources for students
- Information systems
- Public information

The following table shows the correlation between the **criteria** of the different external evaluation programmes carried out by ANECA and the standards established in part 1 of the “Standards and Guidelines for Quality Assurance in the EHEA”¹⁹.

ANECA's external evaluation programmes /Standards for quality assurance in the EHEA (part 1)	Institutional assessment Programme	Quality Label Ph.D. Programme	Evaluation programme - Recognised postgraduate programmes	Evaluation programme - Services	Evaluation programme - Teaching staff / Support programme for teaching activity assessment (DOCENTIA)
	Standards numbered according to the corresponding ANECA programme (Evidence E60)				
1.1 Policy and procedures for quality assurance	2	8	5	*	*
1.2 Approval, monitoring and periodic review of programmes and awards	1, 2, 3, 4, 5 and 6	1, 4, 7 and 8	1, 2, 3 and 5		
1.3 Assessment of students	1 and 5	1	2		
1.4 Quality assurance of teaching staff	3 and 6	2 and 3	5		All standards
1.5 Learning resources and student support	3, 4 and 5		4 and 5	All standards	
1.6 Information systems	2 and 6	4 and 5	5		
1.7. Public information	1 and 2		5		

* Standard 1.1. is also provided for in the support programme for the assessment of teaching activity (DOCENTIA) and the university services assessment programme.

ANECA is currently in a programme design and development stage that will result in specific compliance with certain standards referred to above:

- In relation to policy and procedures for quality assurance (standard 1.1):
 - Undergraduate, Master's and Ph.D. degrees verification programme (VERIFICA).
 - Quality assurance recognition of university institutions programme (AUDIT).

¹⁹ European standards and guidelines for internal quality assurance in higher education institutions.

- In relation to the quality assurance of teaching staff (standard 1.4):
 - Support programme for the evaluation of teacher training plans (TRAINING).
- In relation to the learning resources and student support (standard 1.5):
 - Evaluation programme of university services.

Evidence in support of compliance with the standard:

- E59 Standards and guidelines for the accreditation of university degree programmes leading to recognised undergraduate and Master's degrees in Spain (1 May 2006).
- E60 Guides and manuals for the programmes published on the website.

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 Board of Directors defines the aims and purpose of programmes to be carried out by ANECA. Following approval by the Board, they are published and made available on the website.

ANECA uses a particular procedure to establish the steps to be followed in the design of evaluation processes that ensures fulfilment of the defined aims and purpose.

For the design of new programmes, the Board of Directors designates the working group, made up of technical staff in the Agency and experts in higher education, which carries out the planned design activities. All design work is reviewed and validated by the Technical Committee for subsequent approval by the Board.

A methodology has been defined whereby all programmes that are designed must have a validation stage, the purpose being to check that the aims and purposes established at the beginning have been fulfilled and that the methodology designed to carry out the programmes is appropriate and corresponds to the established needs.

When the design is completed, and prior to the programme being implemented, the relevant information (criteria, guides, manuals, etc.) is posted on the Agency's website.

Evidence in support of compliance with the standard:

- E44 Key process sheet (FPC 01.01 - FPC 06.01).
- E46 Process sheet FPC 06.01 Design and development of new projects.
- E56 Aims and purposes of the programmes published on ANECA website.
- E60 Programmes guides and manuals published on the website.
- E64 Documentation relative to the programmes in the design stage.

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

As mentioned in the section above, the criteria resulting from the design stage are published on ANECA website. This allows both the institution being evaluated and the external evaluator to know what the guidelines for decision-making are beforehand.

ANECA pays special attention to the continuous training of its evaluators in order to ensure that the criteria are used and interpreted correctly by the evaluators and that their decisions are based on evidence gathered throughout the evaluation process. Moreover, the fact that evaluations are carried out by teams, decisions are made according to vote, and the documentation to be used is published, further contributes to an impartial and reliable process for decision-making. In certification and accreditation programmes where different evaluation committees participate, consistency is provided by the evaluation committees.

Given the importance of these results in the universities, ANECA reviews the reports prepared by the evaluators in order to guarantee compliance with the standards and the established evaluation requirements.

Evidence in support of compliance with the standard:

- E45 Internal regulation NI-FPC 03.01/01 Management and training of external evaluators.
- E48 Process sheet FPS 06.01 Appointment of the various committees.
- E60 Guides and manuals of the programmes published on the website.
- E64 Documentation relative to the programmes in the design stage.

- E66 Evaluation teams involved in the programmes published on ANECA website.
- E70 Documentation given to evaluators for training purposes.
- E75 External evaluation reports of the programmes published on the website.

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

In addition to the methodology established by ANECA for design and development (see standard 2.2 of this report), the Agency also has a series of elements that ensure fulfilment of its aims and purposes, which are predefined and made public:

- *With regard to the evaluators.* Given that the evaluators' work is critical in order for external evaluation processes to be carried out, ANECA predefines its job profile requirements for each programme. The selection of the evaluators and the committees is made according to established qualification profiles and scientific and technical ability (see standard 3.8), as described in the evaluator selection process.

ANECA pays particular attention to the training of the evaluators (as mentioned in standard 2.3). This process provides training for both the initiate evaluator and updating for evaluators with experience.

Throughout 2006, ANECA included foreign experts on the external evaluation committees in the Institutional assessment Programme to give this programme a European dimension. These evaluators received specific training in matters associated with the Spanish university system and the evaluation tools for use during the process.

- *With regard to the students.* ANECA organised different activities during 2006 for the purpose of reflection on the participation of students in evaluation processes. As a result, students have been involved in the Agency's evaluation procedures and the specific objective, "Prioritising student participation", has been set for 2007, which has already been implemented in various different actions carried out so far this year.
- *With regard to ex post evaluation programmes.* ANECA's evaluation programmes include a self-evaluation, an external visit and the publication of a report on the results (see standard 3.7); this enables reliable decisions to be made that are based on evidence gathered throughout the process (see standards 2.2. and 2.3). The need for institutions to prepare their own improvements plan is also included in the evaluation for improvement.

- *With regard to continuous improvement.* Given its awareness of the importance of continuous improvement, the Board of Directors has incorporated the "implementation of the quality management system" (see Strategic Plan Horizon 2010 and Action Plan 2007) as a specific goal of the Strategic Plan. ANECA's defined process map identifies continuous improvement as a strategic process that includes the management of the different tools in the improvement system.

As a way of identifying opportunities for improvement, the Agency's evaluation programmes provide for different review mechanisms: surveys of the stakeholders, reports on the results, meetings with the universities that are being evaluated, etc. These reports are reviewed by the Technical Committee, which establishes whether improvements need to be made to the programme under study.

Evidence in support of compliance with the standard:

- E38 ANECA process map.
- E39 Process sheet FPE 02.01 Management of non-compliance, corrective and preventive actions.
- E40 Process sheet FPE 02.02 Management of internal audits.
- E41 Process sheet FPE 02.03 Management of indicators.
- E42 Process sheet FPE 02.04 Evaluation of client satisfaction.
- E43 Process sheet FPE 03.01 Review of the quality management system and establishing of quality goals.
- E45 Internal regulation NI-FPC 03.01/01 Management and training of external evaluators.
- E46 Process sheet FPC 06.01 Design and development of new projects.
- E48 Process sheet FPS 06.01. Appointment of the various committees.
- E52 Documentation of ANECA student representation working group (GTP).
- E53 Documentation ANECA Fourth Forum: "Students and quality policies".
- E54 Documentation on workshops and meetings between ANECA and the ENQA on quality assurance processes in the agencies.
- E60 Guides and manuals of the programmes published on the website.
- E65 Databases on the management of evaluators (Spanish and foreign).
- E66 Evaluation teams involved in the programmes published on ANECA website.
- E67 Call for applications for training as an evaluator.
- E68 Letter of invitation to the Spanish and foreign evaluators.
- E69 List of evaluators involved in training.
- E70 Documentation handed to evaluators for training purposes.

- E71 Code of ethics - evaluators.
- E72 Satisfaction surveys of the programmes.
- E73 Self-evaluation reports (institutional assessment programme).
- E74 Report with the results of the satisfaction surveys sent to the stakeholders (institutional assessment and Quality Label/Ph.D. programmes)
- E75 External evaluation reports of the programmes published on the website.

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 external report represents the means of information regarding the evaluation process for the evaluated as well as the Agency itself and society.

The structure of the evaluation reports is established in different protocols and codes of good practice defined by ANECA. These guidelines guarantee the homogeneity of the information provided in the reports. Generally speaking, the content of the reports includes a description and analysis of the aspect evaluated, conclusions and recommendations.

The evaluation programme reports for improvement contain recommendations regarding the same. In certification and accreditation processes, recommendations are made fundamentally in unfavourable reports. The reports are published on ANECA website and can be accessed by readers. Their publication is subject to authorisation by the evaluatee however or whoever requested the evaluation. For this reason, ANECA's Board reconsidered its policy regarding the publication of reports and established, from November 2006 onwards, that calls for applications made by the Agency to include specific mention of publication. In accordance with Organic Law 15/1999, of 13 December, concerning the Protection of Personal Data, teaching staff assessment reports are not published. When the evaluation process comes to an end, in order to establish the evaluatee's satisfaction in relation to the usefulness of the report, there are various means available to ANECA to gather information (surveys/polls, e.mail, meetings, etc.), which is analysed and contributes to improving the programmes.

Evidence in support of compliance with the standard:

- E36 Codes of good practice.

- E59** Standards and guidelines for the accreditation of university degree programmes leading to nationally recognised undergraduate and Master's degrees (1 May 2006).
- E60** Guides and manuals of the programmes published on the website.
- E61** Software packages (Ph.D. and teaching staff).
- E72** Satisfaction surveys of the programmes.
- E74** Report with the result of satisfaction surveys sent to the stakeholders (institutional assessment and Quality Label/Ph.D. programmes).
- E75** External evaluation reports of the programmes published on the website.

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

When the evaluation has been completed, the Institutional Assessment Programme makes it compulsory for the institution evaluated to prepare an improvements plan. The protocol for this improvements plan is published on ANECA website.

In the accreditation programme, the final stage of the process is monitoring to check whether the deficiencies encountered in the degree programme during the process have been corrected over time.

ANECA is aware however of the need to establish a systematic follow-up procedure that ensures the implementation of actions for improvement included in the recommendations of the reports for its other programmes.

Evidence in support of compliance with the standard:

- E59** Standards and guidelines for the accreditation of university degree programmes leading to nationally recognised undergraduate and Master's degrees (1 May 2006).
- E62** Protocol for preparing the improvements plan (institutional assessment programme).

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

The Quality Label certification for Ph.D. studies programme provides for the possibility of renewal of the QL. The process of renewal is clearly defined in the documentation relative to the programme and is publicly available on the website.

The design of the accreditation programme includes, as another part of the process, the carrying out of periodic evaluations in which progress made by degree programmes since the previous evaluation must be taken into account.

The system of periodic evaluations in certain cases has still not been defined however.

Evidence in support of compliance with the standard:

- E09** Order ECI of 20 January 2006 whereby announcement was made of the award of the Quality Label recognition for Ph.D. studies at Spanish universities for the 2006-2007 academic year.
- E59** Standards and guidelines for the accreditation of university degree programmes leading to nationally recognised undergraduate and Master's degrees (1 May 2006).
- E60** Guides and manuals of the programmes published on the website.

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

One of the strategic goals defined by ANECA is: To be the main source of information for society on the quality of the university system. A specific goal that has been defined is, "to provide useful information on the quality of the university system for decision-making purposes", which will enable ANECA to establish itself as a benchmark institution for the Ministry of Education and Science (Ministry of Education and Science), the

Autonomous Communities, institutions in the university system (universities, Directorate General for Universities, etc.) and society in general (employers, students, etc.).

In terms of the achievement of this strategic goal, ANECA generally produces overall reports with the results of its programmes, with information to analyse the Spanish higher education system and its development.

In addition to producing overall reports, ANECA carries out different forecast studies to explore and anticipate new trends in education.

Evidence in support of compliance with the standard:

- E63** Documentation relative to the project on information for society on the quality of university degree programmes.
- E76** Report on quality evaluation in Spanish universities. 19 September 2006.
- E77** Global report on the results of each programme.
- E78** Report on the REFLEX project.
- E79** Report on Tertiary Education in Spain.

4. Overall assessments

4.1. OVERALL ASSESSMENT

As a result of this self-evaluation process, the conclusion of ANECA is that the standards and guidelines for quality assurance in the EHEA are complied with satisfactorily, with particular mention of the following aspects:

- ANECA is recognised by law and by the corresponding institutions in the European Higher Education Area as an institution that contributes to the improvement of the quality of the higher education system through the evaluation, certification and accreditation of degree programmes, teaching staff and institutions.
- In spite of its short time in existence, ANECA has managed to consolidate itself and become a benchmark institution for the national system of higher education in Spain, developing activities in evaluation that are recognised at both national and international levels
- Public funding provides the Agency with appropriate resources that are proportional to the activity it carries out.
- The technical expertise of ANECA's staff and experts ensures that the processes of external evaluation are effectively and efficiently carried out.
- ANECA has mechanisms and procedures that can be modified according to changes in education policy through adaptation of the methodologies and criteria for evaluation established for the different programmes to the new regulatory requirements.
- ANECA is an active member of, and recognised as a quality assurance agency by various networks and associations (ENQA, ECA, RIACES e INQAAHE).

4.2. OPPORTUNITIES FOR IMPROVEMENT

This self-evaluation process has, in turn, led to the detection of the following opportunities for improvement:

- In order to improve ANECA's external evaluation processes, the following suggestions are made:
 1. Consolidate and extend the participation of international experts and students in external evaluation processes.
 2. Establish a systematic follow-up procedure that guarantees that institutions implement the actions for improvement defined according to the recommendations of the external reports.
- Implement and consolidate ANECA's quality management system.
- Improve the features of information published on the website and its accessibility.
- Improve the quality and increase the number of reports to better analyse the situation of the university system.

5.1. Annex 1:

Glossary

Accreditation: an ex post evaluation process that leads to a public, formal and independent decision on whether a degree programme complies with certain pre-established standards of quality; the process may lead to the loss of the right, for example, to offer a recognised degree.

Certification: the result of an evaluation process whereby ANECA verifies and documents the compliance with pre-established quality requirements, and grants public recognition to the evaluatee. This may refer to processes or persons.

Documents: series of ordered information that explains the project in the design and development process. The format may be on paper, electronic or a combination of both.

Evaluatee: university, university service, degree programme or teacher evaluated by one of ANECA programmes.

Evidence: Empirical information that endorses compliance with the standard established in the document, *Standards and Guidelines for quality assurance in the EHEA*.

Expert: a person with appropriate scientific and technical experience and an established professional career who collaborates with ANECA in activities stemming from evaluation programmes. The term **evaluator** designates experts who carry out evaluation functions in the strict sense of the word. Experts collaborate with ANECA on the Technical Committee, the Evaluator Commissions, the various evaluation committees, and the working group.

Guideline: guidance that contributes to a better comprehension of the standards defined in the document, *Standards and guidelines for quality assurance in the EHEA*.

Standard: principle or axiomatic basis defined in advance by persons involved in the professional practice of evaluation, on the basis of which an assessment can be given.

5.2. Annex 2:

List of evidence

- E01** Organic Law 6/2001, of 21 December, on Universities.
- E02** Bill amending the Organic Law 6/2001 on Universities.
- E03** Agreement of the Council of Ministers, of 19 July 2002, whereby the National Agency for Quality Assessment and Accreditation of Spain was established.
- E04** Order ECD/2368/2002, of 9 September, whereby the 'National Agency for Quality Assessment and Accreditation of Spain' was entered as a Trust in the Register of Trusts.
- E05** Royal Order 1052/2002, of 11 October, concerning regulation of the procedure by the National Agency for Quality Assessment and Accreditation of Spain to obtain evaluation and certification for the recruitment of university teaching and research staff.
- E06** Royal Order 56/2005, of 21 January, concerning regulation of recognised university postgraduate studies. Royal Order 1509/2005, of 16 December, which amended Royal Order 55/2005, of 21 January, and Royal Order 56/2005, of 21 January.
- E07** Resolution of 18 February 2005, of the Directorate General for Universities, which modified certain aspects of the procedure for submitting applications for evaluation or report of the National Agency for Quality Assessment and Accreditation of Spain.
- E08** Resolution of 10 October 2005, of the State Secretariat for Universities and Research, whereby the regulatory conditions were established and announcement made of the University Library Services Certificate of Quality and grants to improve library services in non-profit public and private universities.
- E09** Order ECI of 20 January 2006 whereby announcement was made of the award of the Quality Label recognition for Ph.D. studies at Spanish universities for the 2006-2007 academic year.

- E10 ANECA Statutes.
- E11 ANECA Strategic Plan Horizon 2010.
- E12 Mission published on ANECA website and Strategic Plan.
- E13 Strategic goals.
- E14 Planning of activities 2006.
- E15 Action plan 2007.
- E16 Overall budget.
- E17 Budget project (itemised according to activities).
- E18 Quarterly budget reports.
- E19 Reports on the annual audits of the Ministry of Economy and Finance.
- E20 Database on ANECA's immovable property.
- E21 Inventory.
- E22 ANECA website (www.aneca.es).
- E23 Intranet.
- E24 ANECA library database.
- E25 Documentation relative to the functions and make-up of the Technical Committee.
- E26 Organisational structure (chart).
- E27 Job specifications list and development model.
- E28 Performance evaluation model (self-evaluation questionnaires, evaluatee's manual, competences manual, evaluator's manual).
- E29 2005- 2006 training plan.
- E30 2007 training plan.
- E31 Activities report January - December 2005.
- E32 Activities report January - December 2006, pending approval by the Board of Trustees.
- E33 Reports by the Advisory Board.
- E34 Current developments at ANECA.
- E35 Minutes (meetings of the CRUE, Agencies and Ministries of Education).

- E36 Codes of good practice.
- E37 ANECA quality policy.
- E38 ANECA process map.
- E39 Process sheet FPE 02.01 Management of non-compliance, corrective and preventive actions.
- E40 Process sheet FPE 02.02 Management of internal audits.
- E41 Process sheet FPE 02.03 Management of indicators.
- E42 Process sheet FPE 02.04 Assessment of client satisfaction.
- E43 Process sheet FPE 03.01 Review of the quality management system and establishing of quality goals.
- E44 Key process sheet (FPC 01.01 - FPC 06.01).
- E45 Internal regulation NI-FPC 03.01/01 Management and training of external evaluators.
- E46 Process sheet FPC 06.01 Design and development of new projects.
- E47 Process sheets on human resources management (FPS 02.01 - FPS 02.04).
- E48 Process sheet FPS 06.01 Appointment of the various committees.
- E49 Process sheet FPE 01.01 Preparation and monitoring of the action plan.
- E50 Process sheet FPS 09.02 Budget management.
- E51 Process sheet FPS 06.02 Dealings with suppliers and subcontractors.
- E52 Documentation of ANECA student representation working group (GTP).
- E53 Documentation Fourth ANECA Forum, "Students and quality policies".
- E54 Documentation on workshops and meetings between ANECA and the ENQA on quality assurance processes in the agencies.
- E55 Documentation and information associated with each programme published on the website.
- E56 Aims and purposes of the programmes published on the website ANECA.
- E57 Call for applications for the Institutional Assessment Programme 2007.
- E58 Call for applications for the Library Services Evaluation Programme 05-06.
- E59 Standards and guidelines for the accreditation of university degree programmes leading to nationally recognised undergraduate and Master's degrees (1 May 2006).
- E60 Guides and manuals of the programmes published on the website.

- E61 Software packages (Ph.D. and teaching staff).
- E62 Protocol to prepare the improvements plan (Institutional Assessment Programme).
- E63 Documentation on the project on information for society on the quality of university degree programmes.
- E64 Documentation on programmes in the design stage.
- E65 Evaluator management database (Spanish and foreign).
- E66 Evaluation teams involved in the programmes published on ANECA website.
- E67 Call for applications for evaluator training.
- E68 Letter of invitation to the Spanish and foreign evaluators.
- E69 List of evaluators involved in training.
- E70 Documentation handed to evaluators for training purposes.
- E71 Code of ethics - evaluators.
- E72 Satisfaction surveys of the programmes.
- E73 Self-evaluation reports (institutional assessment programme).
- E74 Resulting report of the satisfaction surveys sent to the stakeholders (institutional assessment programme and Quality Label/Ph.D. programme).
- E75 External evaluation reports on the programmes published on the website.
- E76 Report on quality assessment in Spanish universities. 19 September 2006.
- E77 Global report on the results of each programme.
- E78 Report on the REFLEX project.
- E79 Report on Tertiary Education in Spain.

5.3. Annex 3: Organizational chart

