

University Alicante



Tempus

## INTERNAL ASSESSMENT AND EVALUATION OF COURSES AND PROGRAMMES

### *Programme Evaluation for Transparency and Recognition of Skills and Qualifications*

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***Programme Evaluation for Transparency and  
Recognition of Skills and Qualifications***

***National context?***

***International context?***

# The context for HEI: challenges to face

- Globalization
- knowledge society
- Rapid socio-economic changes, higher education is facing major challenges to its governance systems, curriculum, mission focus, external relations, research, and financing.
- Higher education institutions will need to address each of these challenges as they transform themselves to meet the demands of an increasingly complex and dynamic environment.

# Challenges to face

- Diversity
- Flexibility

# THE LHE

- Diversity, the LHE is highly diverse :
- *Strengths, Weaknesses, Opportunities, Threats ?*

*Is an Strength and Opportunity*

But how to manage the diversity?

QF

Linking Framework development with existing initiatives.

Links with International Frameworks.

***Programme Evaluation for Transparency and  
Recognition of Skills and Qualifications***

# QF

- A qualifications framework provides a systematic description of the full range of qualifications within a given education system, as well as the ways in which learners can navigate between them.
- Will simplify mobility, transparency and recognition between national systems.
- Provide information for end users: employers, parents, institutions, potential students, society in general, on the conditions for obtaining an award and the actual content of a qualification.

- Support international comparability of standards.
- Assist student choice by informing students about possible routes of progression also within the context of LLL.
- Give guidance to HEI in defining their own academic standards and **the external evaluation bodies in defining points of reference for conducting external evaluation.**

# QF

- Quality
- Workload
- Level profile
- Learning outcomes

- ***Quality : the level of accomplishment of the quality requirements established coherently with the needs and expectations of all the interested parties, ...***
- ***Quality assurance : the whole of the activities (processes) for the management of the educational service aimed at achieving the established educational objectives and then at 'ensuring trust' in meeting the quality requirements to all interested parties.***

- ***Quality is not a concept that can be isolated; it is an attitude and an approach that must infuse every activity carried out by an organisation. In that sense, we cannot strictly speak of «the objectives of a quality-assurance policy at the HEI», but rather of how quality is present in the overall policy of the university's Governing Team, and how this is incorporated into the university's master plan.***

- **Study-programme quality: *the level of achievement of the objectives established coherently with the needs and expectations of all the interested parties (stakeholders).***

- **The presence of a QA system is considered a necessary condition in order to make effective any evaluation system aimed at improving the quality and accreditation of SPs.**

# Internal assessment and evaluation of courses and programmes

- SCOPE

Rules and Procedures suggested by Erasmus + TLQAA+ project for

*Internal Evaluation of Academic Programmes*

# Internal assessment and evaluation of courses and programmes

- GUIDING PRINCIPLES AND CONCEPTS

Rules and Procedures takes into account:

- *ESG, 2015*
- *Principles from different international agencies (HCERES, 2017) (ANECA, 2016)*
- *Deliverables from TLQAA project*

# THE LOCAL CONTEXT

- A very diverse system.
- Existing experience in QA in some institutions and programmes with international agencies.
- Huge number of small private institutions with different histories while only one public large institution exists.
- Profile of HEI

# Programme context

- Study programme
  - Level of the qualifications to be awarded: defined on the basis of the national legislation or NQF if any.
  - Level descriptors (learning outcomes/competences)
  - What does level imply?
    - ✓ Generic competences
    - ✓ Subject specific competences
  - Higher level means better?

# Standards and Guidelines for internal QA in the EHEA

The definition of suitable academic strategies in order to promote SP quality can rely on the standards and guidelines for internal QA established in the document

***Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)***

- The **standards** be in **three parts**
- Part 1 - **Internal QA in Higher Education Institutions (HEIs),**
- Part 2 - **External QA of higher education (HE),**
- Part 3 - **QA agencies.**
- **Internal QA:** QA on the responsibility of the institutions
- **External QA:** QA on the responsibility of the agencies for QA

It should be kept in mind, however, that **the three parts are intrinsically interlinked** and together form the basis for a QA framework.

They **work on a complementary basis** in HEIs as well as in agencies and also work on the understanding that other stakeholders contribute to the framework.

**As a consequence, the three parts should be read as a whole.**

- **What to assess?**

- **How to assess?**

To complete the cycle of learning one must also look at how students' achievement of learning outcomes is assessed.

If the study programme is designed in terms of learning outcomes and competences ...

The assessment is said to be *formative*, because the students learn by doing the work and then having the lecturer comment on how well they have achieved it, where they have done less well, how to improve, and what steps might be taken to do this

In any programme of study, or parts of it, there is a need for *summative* assessment. Sometimes the coursework discussed above performs both a formative and a summative function.

In any programme of study, or parts of it, there is a need for *summative* assessment. Sometimes the coursework discussed above performs both a formative and a summative function.

Student assessment procedures are expected to:

Be designed to measure the achievement of the intended learning outcomes and other programme objectives.

Be appropriate for their purpose, whether diagnostic, formative or summative.

Have clear and published criteria for marking.

Be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification.

But,

How to assess learning outcomes and  
competences?

The ESG are based on the following four **principles** for quality assurance :

1. HEIs have **primary responsibility** for the quality of their provision and its assurance.
2. Quality assurance processes respond to the **diversity of HE systems**, institutions and programmes.
3. Quality assurance supports the **development of a quality culture**.
4. Quality assurance processes **involve stakeholders** and take into account the expectations of all stakeholders and society.

- Definition of the standards for QA of SPs.
- Identification of information and data for QA of SPs.
- Definition of the methodologies and procedures of documentation of the identified information and data

Definition of the responsibilities and facilities for documentation of the identified information and data.

Design and production ? of software for management documentation.

Implementation of responsibilities and facilities.

Here we are interested to the **Core standards and guidelines for internal QA within in SPs.**

**The standards set out agreed and accepted practice for QA in HE in the Lebanese context.**

**The standards are based on the analysis of both the Lebanese and international context**

# CORE STANDARD

1. Goals, Objectives and Governance
2. **Curriculum**
3. Student Services
4. **Assessment and Student Success**
5. **Faculty**
6. 6. Budget, Resources and Facilities
7. **Continuous Improvement**

*( the standards to be considered in the pilot evaluation)*

Is there an internal quality assurance system in the HEI?

How the HEI implement the assessment of courses and programmes?

Any monitoring follow-up system ?

## MONITORING AND CONTINUOUS IMPROVEMENT

- How the Centre defines its quality policy and goals.
  - How the Centre guarantees the quality of its educational programs.
  - How the Centre orientates its teaching towards the students
  - How the Centre ensures and improves the quality of its academic staff.
  - How the Centre manages and improves its material resources and services.
  - How the Centre analyses the results and takes them into account.
  - How the Centre publishes information about the qualifications.

## DOCUMENTATION AND REGISTRATION

In the part corresponding to the Centre, the **IQAS** includes a Documentation Control and Registration Procedure. Its aim is to “*establish the systematic for the management of documents and registrations generated as a consequence of starting the IQAS in the centres and services.*”

*For each of the documents forming part of the IQAS, the following aspects are noted:*

- *How it is prepared.*
- *Who prepares it.*
- *How it is checked and who by.*
- *How it is delivered and to whom.*
- *How it is annulled if it is necessary to change it, and who by.*
- *In this way, the systematic that all the centres at the university should follow is established.*

## ***Part 1: Standards and guidelines for internal quality assurance***

### **1.1 Policy for quality assurance**

Institutions should have a **policy** for quality assurance that is made public and forms part of their strategic management.

Internal stakeholders should develop and implement this policy through **appropriate structures and processes**, while involving external stakeholders.

**Stakeholders** are understood to cover all actors within an institution, including students and staff, as well as external stakeholders such as employers and external partners of an institution

## 1.2 Design and approval of programmes

Institutions should have **processes for the design and approval of their programmes.**

The programmes should be **designed so that they meet the objectives set for them**, including the intended learning outcomes.

The **qualification resulting from a programme should be clearly specified and communicated**, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the EHEA.

### 1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that **encourages students to take an active role in creating the learning process**, and that the assessment of students reflects this approach.

### 1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published **regulations covering all phases of the student “life cycle”**, e.g. student admission, progression, recognition and certification.

## 1.5 Teaching staff

Institutions should assure themselves of the **competence of their teachers**. They should apply fair and transparent processes for the recruitment and development of the staff.

## 1.6 Learning resources and student support

Institutions should have **appropriate funding** for learning and teaching activities and ensure that **adequate and readily accessible learning resources and student support** are provided.

## 1.7 Information management

Institutions should ensure that they **collect, analyse and use relevant information** for the effective management of their programmes and other activities.

## 1.8 Public information

Institutions should **publish information about their activities, including programmes**, which is clear, accurate, objective, up-to date and readily accessible.

## 1.9 On-going monitoring and periodic review of programmes

Institutions should monitor and **periodically review their programmes** to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

## 1.10 Cyclical external quality assurance

Institutions should **undergo external quality assurance** in line with the ESG on a cyclical basis.

Then the ENQA document associates each standard the **guidelines**, which **explain the importance of the standards and provide information to assist HEIs, agencies and governments in the implementation of the standards** in their individual context.

Although the guidelines are not part of the standards themselves, the standards should be considered in conjunction with them.

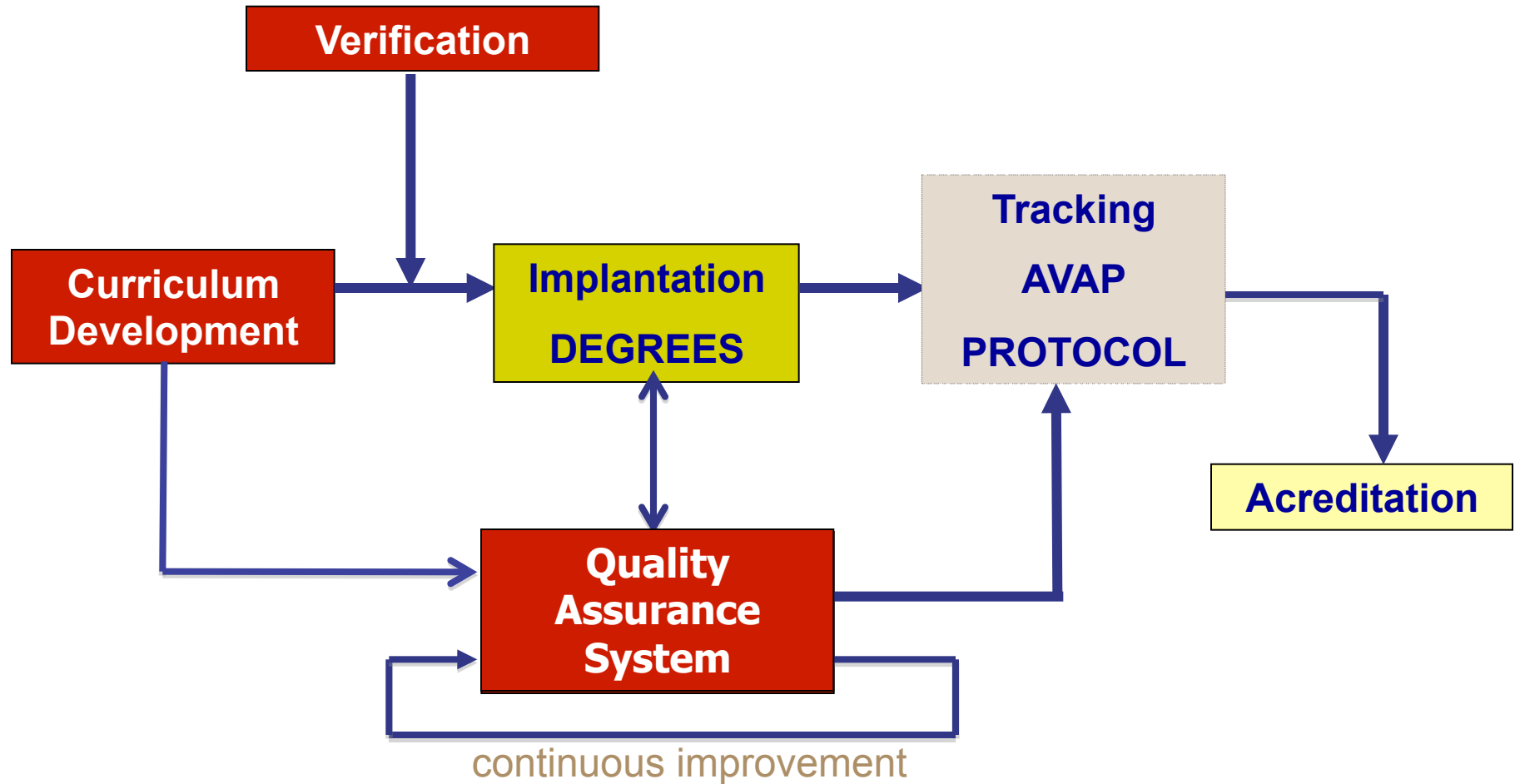
It is important to remark that **the purpose of these standards and guidelines is to provide a source of assistance and guidance to HEIs** in developing their own quality assurance system, as well as to contribute to a common frame of reference, which can be used by institutions.

**It is not the intention that these standards and guidelines should dictate practice or be interpreted as prescriptive or unchangeable.**

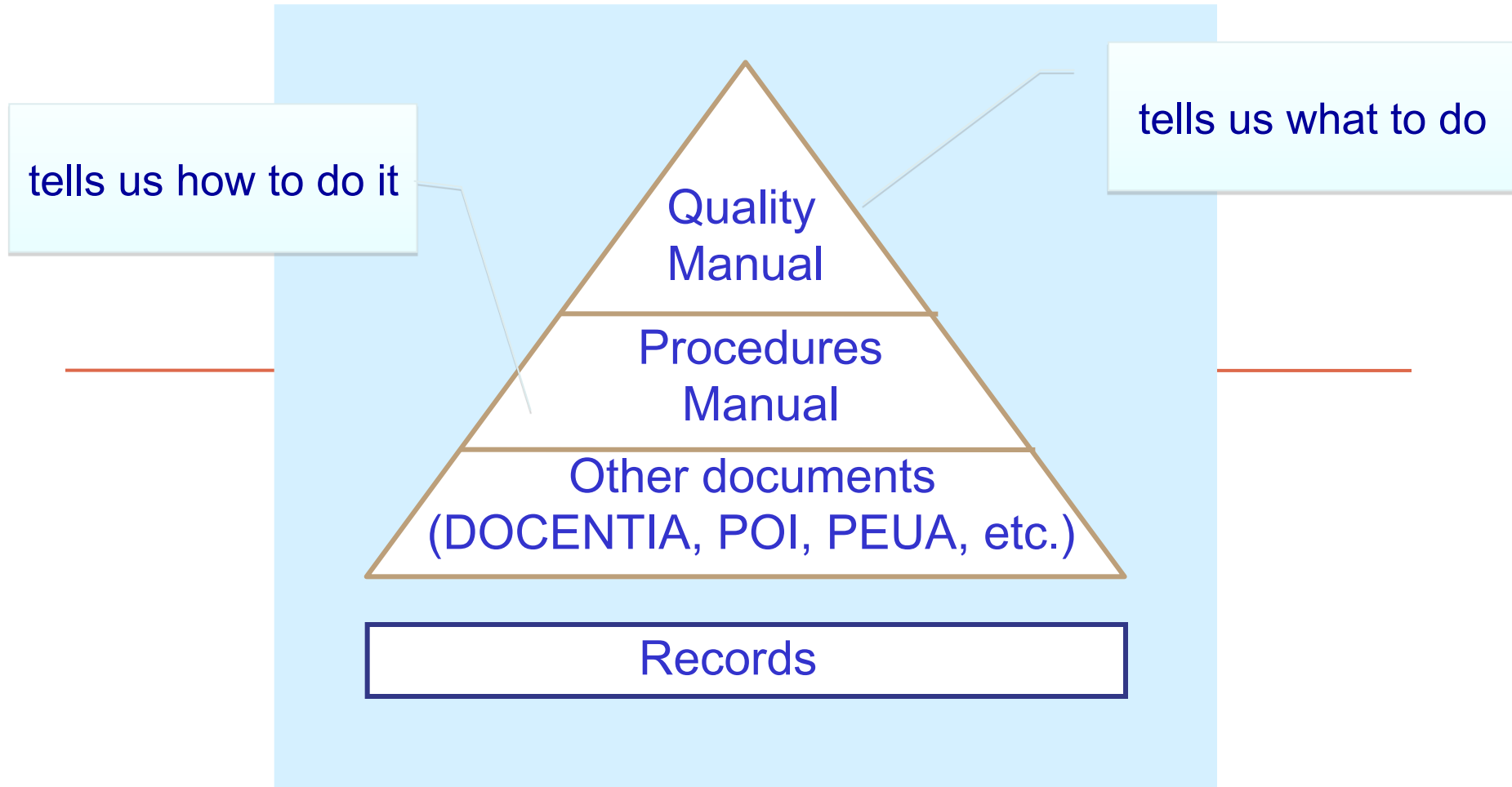
# Evaluation of study programmes in Spain

- EVALUATION EX-ANTE: VERIFICATION (VERIFICA)
- FOLLOW-UP PROCEDURE (MONITOR)
  - PUBLIC INFORMATION
  - OUTCOMES
  - INDICATORS
- ACCREDITATION (AFTER 4 OR 6 YEARS) (ACREDITA)
  - FULFILLMENT

# View of the process



# AUDIT Review



# AUDIT Review

## CONTENTS OF A QUALITY MANUAL

C1. SGIC	C6. Learning orientation
C2. Presentation of the center	C7. Academic and support staff
C3. Structure of the center for development SGIC	C8. Resources and services
C4. Quality policy and objectives	C9. Training results
C5. Quality assurance of training programs	C10. Public information

## STRATEGIC PROCESSES: PE

PE01. Establishment, review and updating of policy and quality objectives
PE02. Policy faculty and staff of the UA
PE03. Design of the training offer

# AUDIT

## KEY PROCESSES : PC

PC01. Degree training offer	PC02. Master degree training offer
PC03. Own degree training offer	PC04. PhD degree training offer
PC05. Review and improvement of qualifications	PC06. Defining income students profiles
PC07. Support and guidance of students	PC08. Development and evaluation of learning
PC09. Student mobility	PC10. External management practices
PC11. Occupational guidance	PC12. Analysis of academic results
PC13. Public information	

## SUPPORT PROCESSES : PA

PA01. Control and management of documentation and records	PA02. Degree suspension
PA03. Satisfaction of stakeholders	PA04. Treatment of complaints and suggestions
PA05. Management of academics and PAS	PA06. Management of material resources
PA07. Service Management	PA08. Admission, registration and records management

## MEASUREMENT PROCESSES : PM

PM01. Review, analysis and continuous improvement of the SGIC

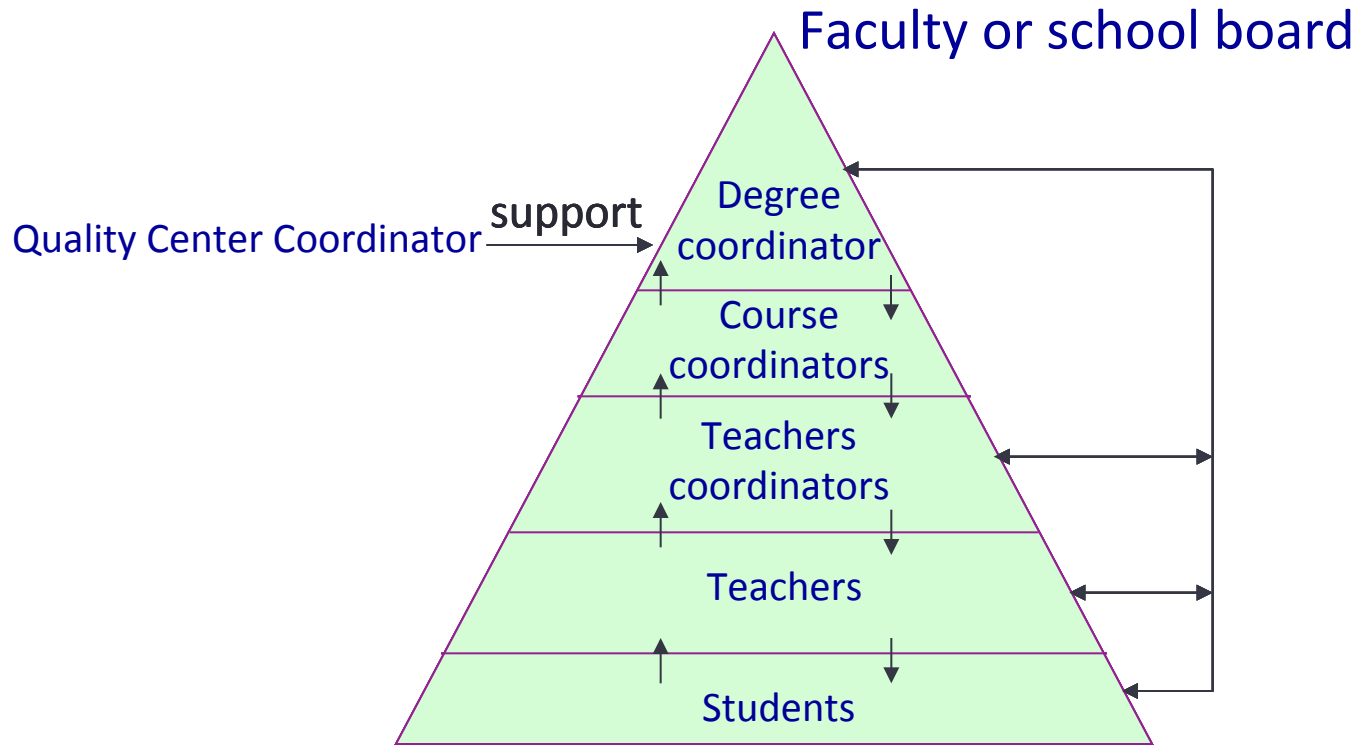
# Monitoring

Set the framework for quality of the centers, whose composition and functions are set out in Chapter 3 of SGIC:

- Center Management Team
- Faculty or School Board
- Quality Commission
- Quality Coordinator
- Improvement Groups
- **Qualification Commission** (Document support for application verification degrees in UA)

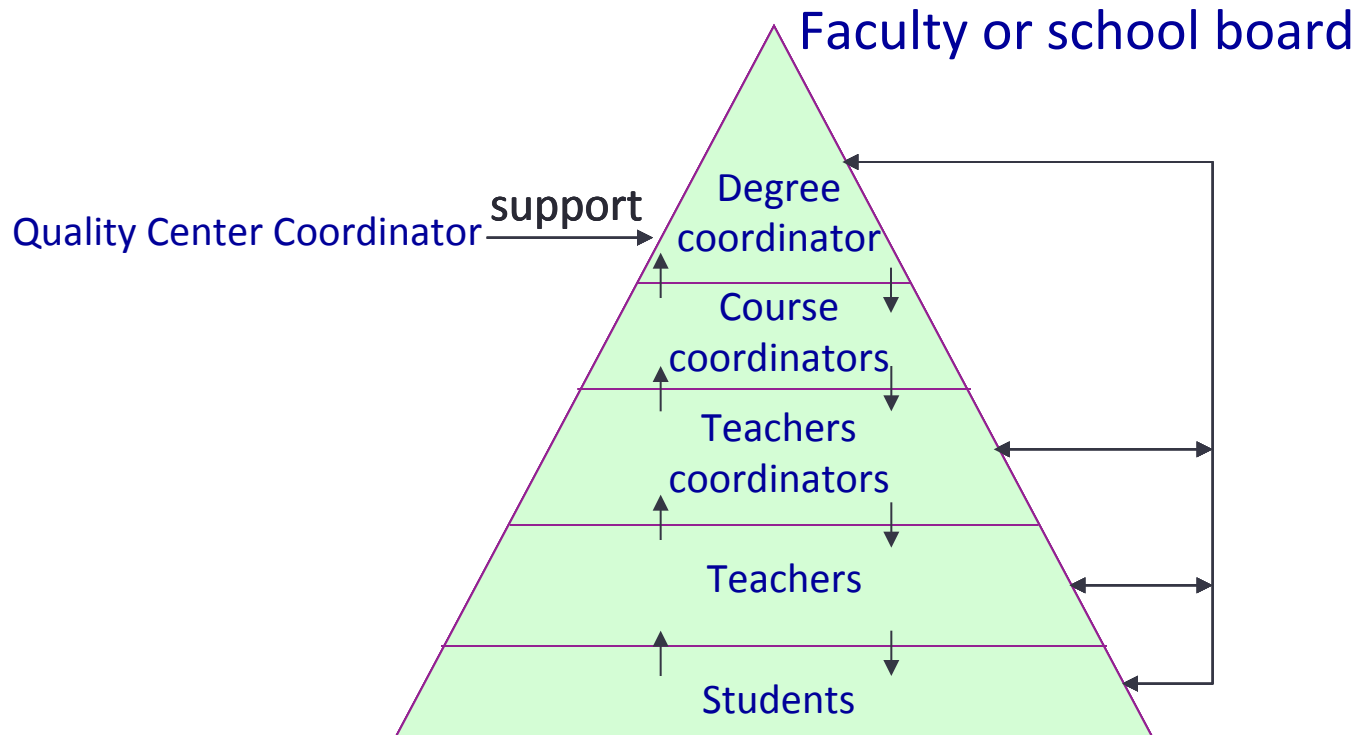
# SGIC (Internal Quality Assurance System)

They set different tasks related to monitoring, distributed among the different groups. The interaction between groups can be the quality assurance system.



# SGIC (Internal Quality Assurance System)

Degree coordinator, with the support of Quality Center Coordinator updated information is available on the website in beginning and during the academic year, and systematic tracks development of each training program as system procedures internal quality assurance, related in Memory verification of degrees, chapter 9.



# Accreditation System in Spain

## STAGE I Ex-ante accreditation

*Verificación*



To verify that the **design** of the study programme (universities propose) includes the criteria established by the Ministry whose interpretation and application is made by ANECA.

A public report is delivered by ANECA.

# Evaluation Procedures

Evaluation ex-ante (verification)

- Evaluations Commissions for Bachelor/Master/Doctorate and for the five thematic areas: *Arts and Humanities, Sciences, Health, Social Sciences and Law and Engineering and Architecture*.
- Global Commissions for Bachelor/Master/Doctorate
- Cooperation with regional agencies (those in ENQA)

# Evaluation Criteria

## 9. QUALITY ASSURANCE SYSTEM

*The degree design must include an internal quality assurance system that ensures the control, review and continuous enhancement of the programme.*

Specify the body or unit **in charge of the quality assurance system for the programme of study (structure and composition)**, together with the internal rules of procedure. Details must be provided in this section on how participation in this body by teaching staff, students, academic managers, support staff and external stakeholders is organized.

Establish how the development of the programme of study is to be **reviewed** (aims, competences, planning, etc.) through the application of adequate **mechanisms and procedures** applied periodically for gathering and analysing information on:

- The quality of the programme and the teaching staff.
- The quality of placement/work experience and mobility programmes.
- Graduate employment and degree satisfaction.
- The satisfaction of the different groups involved (students, academic staff and administration and services staff, etc.) and the attention paid to suggestions and complaints.

# AUDIT

# Evaluation Criteria

## QUALITY ASSURANCE SYSTEM

Have adequate and systematic mechanisms and procedures for decision-making that ensure the **enhancement of the programme of study**. These should include:

- The quality of the programme and the teaching staff.
- The quality of placement/work experience and mobility programmes.

These mechanisms and procedures must at least provide for who is in charge, the way that decisions are made and follow-up of decisions that are made.

Define the criteria that establish the limits whereby the degree is finally **suspended**. A procedure needs to be established beforehand that describes the system set up to define these criteria in the institution/university, together with its review, approval and periodic updating.

Establish mechanisms to **publish the information on the programme of study, its development and outcomes**, and for this to be sent to all those involved and/or interested (students, teaching staff, support staff, prospective students, external stakeholders, etc.).

# Accreditation System in Spain

## STAGE 2 Follow-up procedure

*Seguimiento*



To check, by non-intrusive means, that the institution is **implementing** the study programme according to the approved design.

# Accreditation System in Spain

## STAGE 3 Ex-post accreditation

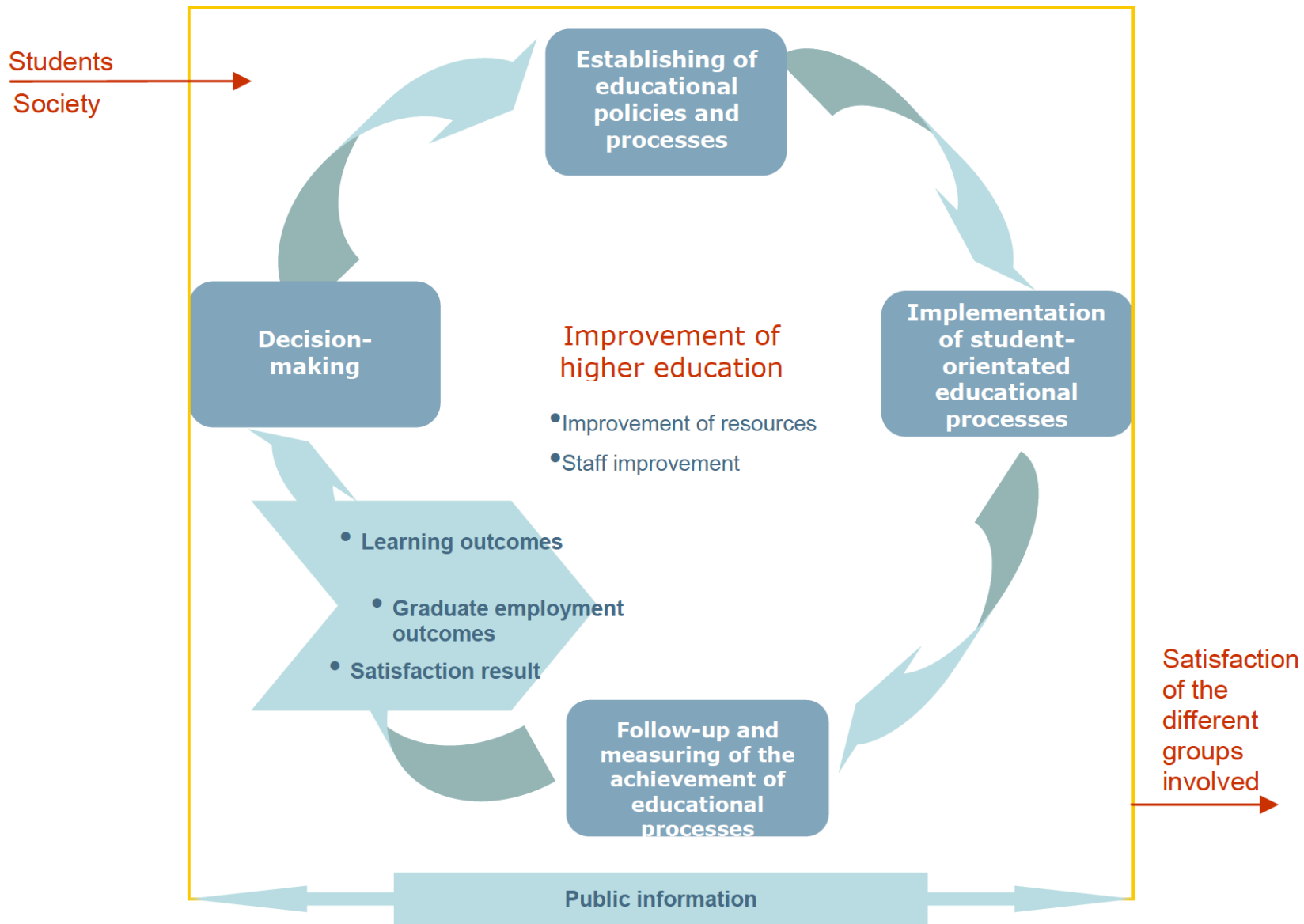


*Acreditación*

To certify that the programme has been accomplished according to the already approved conditions in the ex-ante accreditation process.

# Why AUDIT

- The development of an IQAS requires the methodological arrangement and structuring of any existing internal quality assurance systems in the universities that deal with the planning of degree programmes, the evaluation and review of their development, and decision making to improve learning
- Development of a solid system of internal QA requires a methodological planning
  - *Reuse/readapt what we already have*
  - *Create processes that are missing*



Continuous improvement cycle of university education

# AUDIT

- Created by:
  - ANECA (Spain)
  - AQU (Cataluña)
  - ASUG (Galicia)

# AUDIT

*aims*

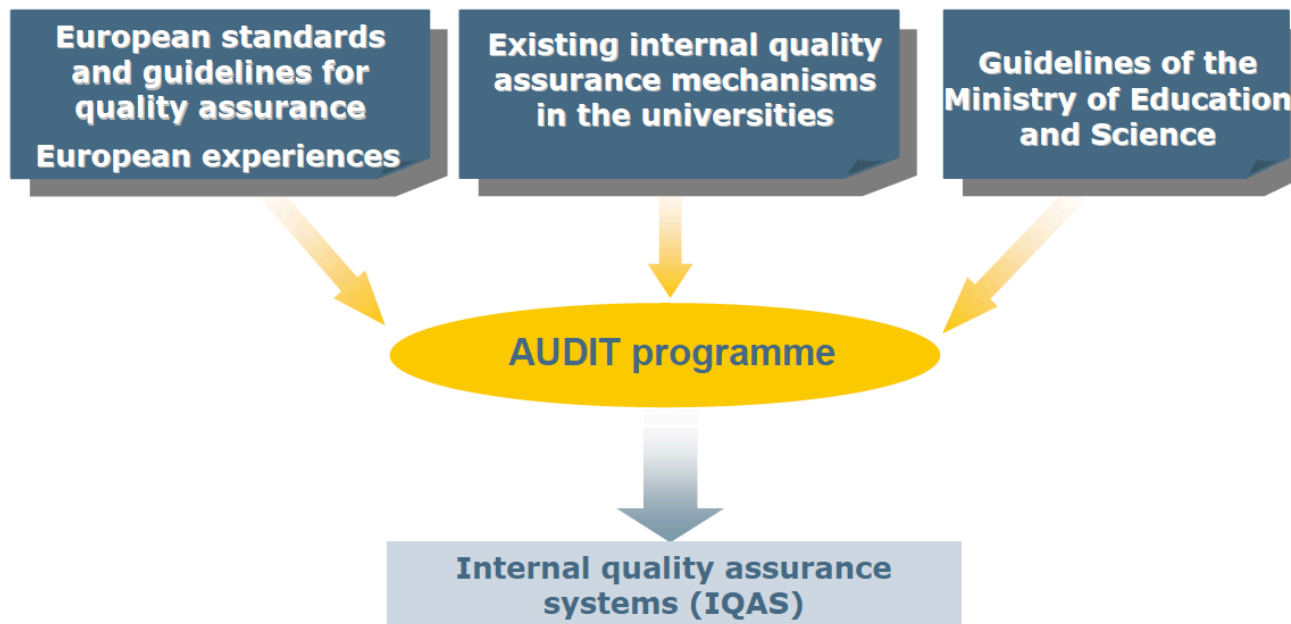
To provide HEIs with guidance for the design of internal quality assurance systems for degree programmes that they offer

To implement a procedure that leads to recognition of the design of these systems by QA agencies

# AUDIT

*elements that interact with*

The frame of reference



# AUDIT

*diagnosis*

- First AUDIT goal
- *Tool for the diagnosis* to carry out the analysis
- It has to be done according to guidelines
- To detect what you have and what should be improved or set up
  
- Importance on HOW and less to WHAT → methodology

## AUDIT *diagnosis*

- *The aim of the diagnosis stage is to clearly establish the starting point for the project of defining and implement an IQAS.*
- *During its development, the institution should try to obtain an accurate representation as possible of the degree to which process dealt with is defined and controlled.*

# *Guidelines for designing IQAS*

# 1.0 How the HEI defines its quality policy and goals

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

## The HEI

- 1.0.1. Make a public statement in writing that sets out its quality policy, together with its scope and goals.
- 1.0.2. State the interest groups involved in defining the quality policy.
- 1.0.3. Integrate different elements (bodies, procedures, processes, etc.) to establish a system whereby this quality policy can be implemented.
- 1.0.4. Establish actions to define, approve, review and improve the quality policy and goals.
- 1.0.5. Determine the accountability procedure (how, who, when) with the interest groups in relation to compliance with the quality policy and fulfilment of the quality goals.

# 1.1 How the HEI ensures the quality of its programmes

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

- 1.1.1. Determine the bodies, interest groups, and procedures involved in the design, control, planning, development and periodic review of qualifications, their goals and associated areas of competence.
- 1.1.2. Have systems to gather and analyse information (from both national and international sources) in order to be able to assess the maintenance, updating and renewal of its programmes.
- 1.1.3. Have mechanisms to regulate the decision-making process relative to its provision and the design of programmes and their goals.
- 1.1.4. Ensure that the necessary mechanisms are developed to implement improvements stemming from the periodic review of degree programmes.
- 1.1.5. Determine the way (how, who, when) to be accountable to the interest groups in relation to compliance with the quality policy and fulfilment of the quality goals.
- 1.1.6. Define the criteria for the eventual suspension of the programme

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

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

- 1.2.1. Have information systems that enable it to know and assess the HEI's requirements concerning:
  - Definition of entry/graduation profiles
  - Admission and registration
  - Pleas, appeals and suggestions
  - Student support and guidance for classroom activities
  - Teaching and evaluation of learning
  - Work experience and student mobility
  - Careers guidance
- 1.2.2 Be provided with mechanisms to obtain, assess and check information on the current development of the above mentioned processes.
- 1.2.3. Establish mechanisms to regulate the guidelines that affect students: regulations (examinations, disciplinary measures, requests for certificates, qualification endorsement, etc.), rules of use (facilities), schedules, timetables and benefits offered by the university.

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

- 1.2.4. Define how processes and actions associated with students are controlled, periodically reviewed and improved.
- 1.2.5. Determine the procedures it uses to regulate and assure decision-making processes associated with students.
- 1.2.6. Identify how interest groups participate in the design and development of processes associated with student learning.
- 1.2.7. State the procedure (how, who, when) used for the accountability of student learning outcomes.

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

- The HEI/university must have mechanisms to ensure that the recruitment, management and training of its academic staff and service and administration staff are carried out with appropriate safeguards in order for them to carry out their corresponding functions
  - 1.3.1. Be provided with procedures to gather and assess information on its academic staff requirements (job specifications, required competences, etc.), in accordance with its staff policy.
  - 1.3.2. Have the means to gather and analyse information relative to the abilities and current results of academic staff, with a view to recruitment, training, performance evaluation, promotion and recognition.
  - 1.3.3. Define the approach to control, periodically review and continuously enhance its policy and actions associated with academic staff.
  - 1.3.4. Determine its procedures to regulate and assure decision-making processes associated with recruitment, evaluation, promotion, training and recognition.
  - 1.3.5. Identify the way in which interest groups (especially teaching staff and auxiliary teaching staff) participate in defining and developing the staff policy.
  - 1.3.6 State the accountability procedure (how, who, when) concerning the results of its staff policy.

## 1.4 How HEI manages and improves its physical resources and services

- *The HEI/university must be provided with mechanisms so it can design, manage and improve its services and physical resources in order for student learning to develop appropriately*
  - 1.4.1. Have mechanisms to obtain and assess information on the requisites for the design, allocation, maintenance and management of physical resources and services (including aspects associated with security and the environment).
  - 1.4.2. Have procedures that provide information on its systems to maintain, manage and adapt physical resources and services.
  - 1.4.3. Define the system to control, periodically review and continuously improve its policy and actions concerning administration and services staff.
  - 1.4.5. Define how the control, periodic review and improvement of physical resources and services is carried out.
  - 1.4.6. Determine its procedures to regulate and assure the decision-making processes associated with physical resources and services.
  - 1.4.7. Establish the procedures to channel the different ways that interest groups participate in the management of physical resources and the provision of services.
  - 1.4.8. State the accountability procedure (how, who, when) for adapting physical resources and services to the learning of students and their level of use.

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

- *The HEI/university must be provided with procedures to ensure that outcomes (learning, graduate employment and the satisfaction of the different interest groups) are measured, analysed and used for decision-making and to enhance the quality of degree programmes*
- 1.5.1. Have mechanisms to obtain information on the needs and expectations of the different interest groups in relation to the quality of the programmes.
- 1.5.2. Have systems to gather information to provide data on learning outcomes, graduate employment and the satisfaction of interest groups.
- 1.5.3. Define how the control, periodic review and continuous enhancement of outcomes and data reliability is carried out.
- 1.5.4. Determine the strategies and approach for enhancing the outcomes.
- 1.5.5. Determine the various procedures to regulate and assure results-based decision-making processes.
- 1.5.6. Identify how interest groups are involved in the measurement, analysis and enhancement of outcomes.
- 1.5.7. State the accountability procedure (how, who, when) for outcomes (activities reports, outcome reports, etc.).

## 1.6 How the HEI information on degree programmes

*The HEI must be equipped with mechanisms to ensure that updated information on degrees and programmes is published periodically*

1.6.1. Have mechanisms to obtain information on the development of qualifications and programmes.

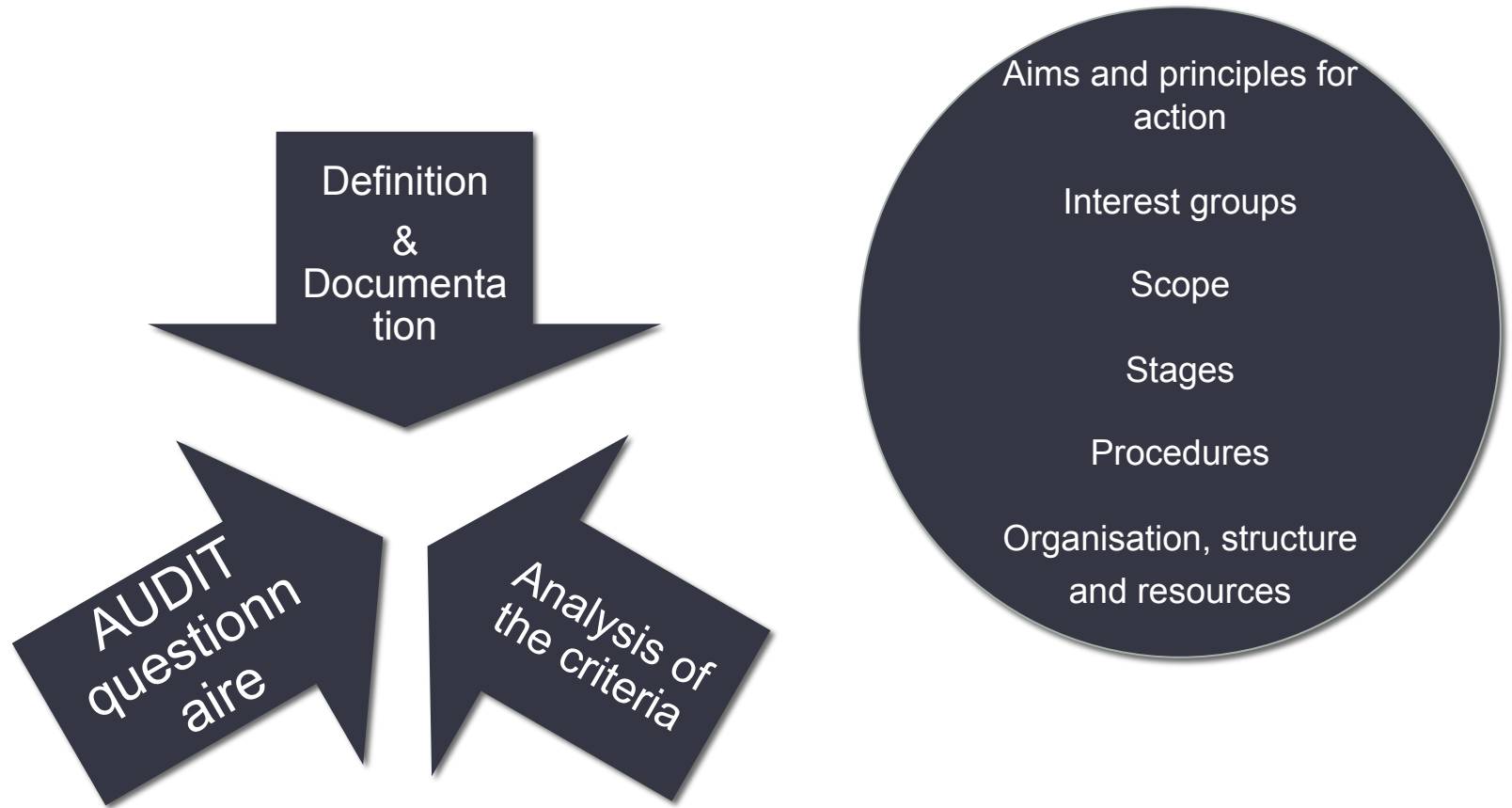
1.6.2. Determine the established procedure for informing interest groups (including the different levels of the HEI's organisational structure) about:

The programmes it offers  
Goals and planning of qualifications.  
Student admission and guidance policies.  
Teaching, learning and evaluation methodologies (including work experience).  
Mobility.  
Pleas, appeals and suggestions.  
Recruitment, evaluation, promotion and recognition of academic staff and administration and services staff.  
Services and the use of physical resources.  
Teaching outcomes (learning, graduate employment and satisfaction of the different interest groups).

## 1.6 How the HEI information on degree programmes

- 1.6.3. Define how the control, periodic review and continuous improvement of public information provided to interest groups is carried out.
- 1.6.4. Determine the procedures for regulating and assuring decision-making processes associated with the publishing of information on the programmes and qualifications offered by the HEI.

# Diagnosis



# AVAP Monitoring

## Information for the society and future students

### Aspects to evaluate

- a) Description of the title, general and specific skills.
- b) Training schedule.
- c) If present, specify the profession of the degree (only in the case of a degree linked to a regulated profession)
- d) Regulations for permanency.
- e) Rules of recognition and credit transfer.
- f) Admission Profile (access and admission requirements for the degree, special entrance tests)
- g) Pre-registration information (documents to be submitted, deadlines, etc.)
- h) ANECA verification report and AVAP report and recommendations.

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

Criterion 6

F03-PC05  
F04-PC05

# AVAP Monitoring

## Information on the development and operation of title Aspects to evaluate

F03-PC05  
F04-PC05

Criterion 1

**Criterion 2**

Criterion 3

Criterion 4

Criterion 5

Criterion 6

- a) Availability and adequacy of the guidelines
- b) Scheduling of teaching including the structure of the curriculum, schedules, classrooms.
- c) List of staff teaching subjects / courses indicating the teaching category.
- d) Form in which takes place the end of the old plan and the implementation of adaptive courses.
- e) External information practices and the end of work studies
- f) Student mobility (mobility organization by title, centers, exchange programs)
- g) Commitments to obtain title competence (qualification procedure in order to assess the progress and results of student learning).

# AVAP Monitoring

F03-PC05  
F04-PC05

Criterion 1

Criterion 2

**Criterion 3**

Criterion 4

Criterion 5

Criterion 6

## **Upgrades / modifications of the curriculum**

### Aspects to evaluate

- a) The amendments are based on objective and previously analyzed information by the management bodies of the title.
- b) The substantial changes that have occurred have been reported to the University Council for assessment.
- c) The information that changes as a result of the amendments to the title has been implemented in the corresponding website.

# AVAP Monitoring

F03-PC05  
F04-PC05

Criterion 1

Criterion 2

Criterion 3

**Criterion 4**

Criterion 5

Criterion 6

## **Recommendations made in the external evaluation reports**

### Aspects to evaluate

- a) Actions that have been developed with the recommendations proposed in the Verification Report and where issued, if the AVAP.
- b) Actions that follow the recommendations of the monitoring reports of AVAP.

# AVAP Monitoring

## Internal Rating System of Quality Assurance

### Aspects to evaluate

- a) SIGC Development, in relation to the qualification monitored and report submitted to the program
- b) Development of the mechanisms used to:
  - improving the quality of teaching and teachers.
  - internships and mobility programs.
  - measuring the labor market and the satisfaction of graduates.
  - measure the satisfaction of the various stakeholders involved in the title.
  - attention to suggestions and complaints.
- c) Compliance with the criteria for termination of title.
- d) Improvement actions developed from the analysis of the results.
- e) Making decisions on curriculum development based on SGIC.

F03-PC05  
F04-PC05

Criterion 1

Criterion 2

Criterion 3

Criterion 4

**Criterion 5**

Criterion 6

# AVAP Monitoring

F03-PC05  
F04-PC05

Criterion 1

Criterion 2

Criterion 3

Criterion 4

Criterion 5

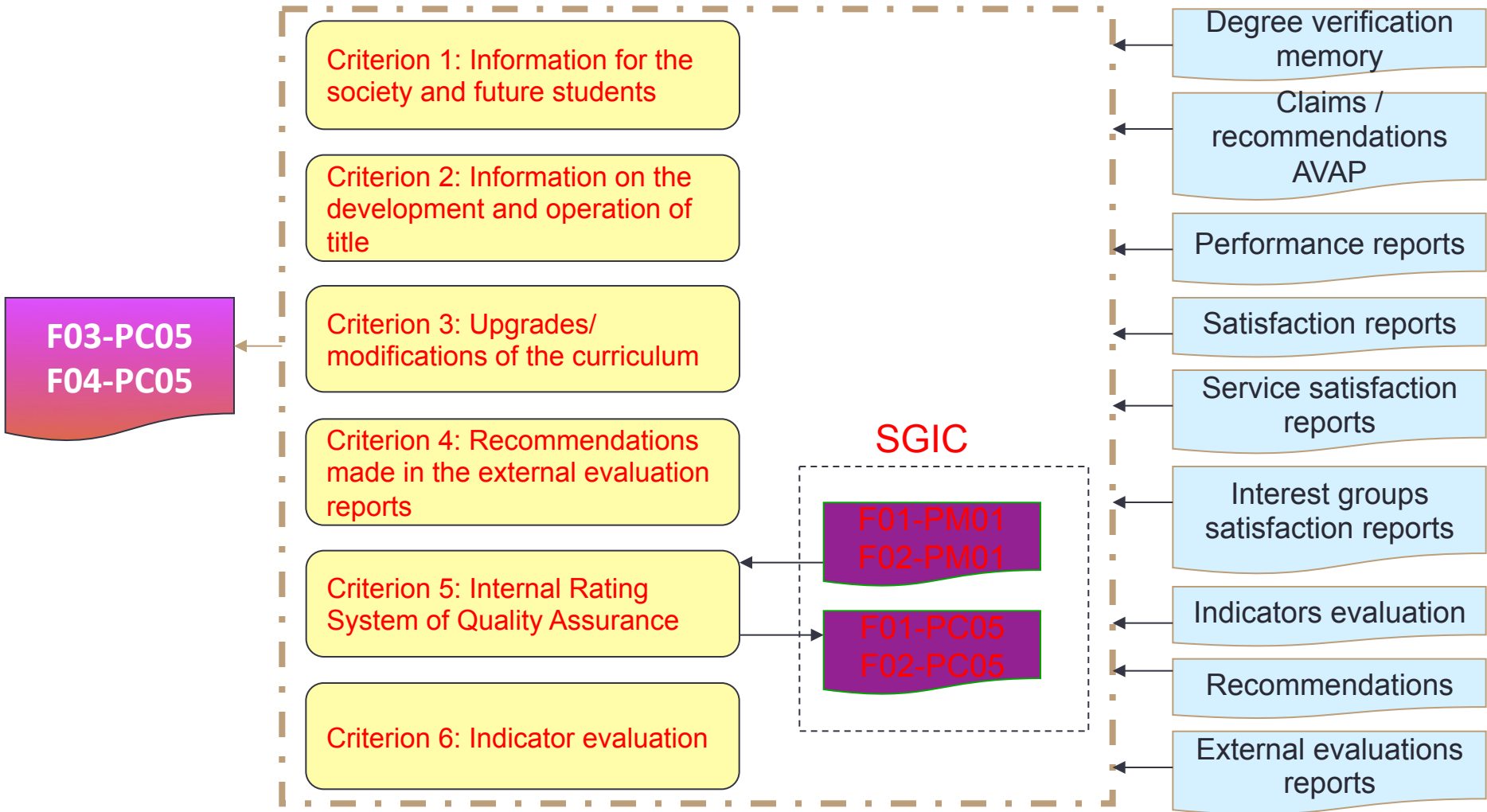
**Criterion 6**

## Indicator evaluation

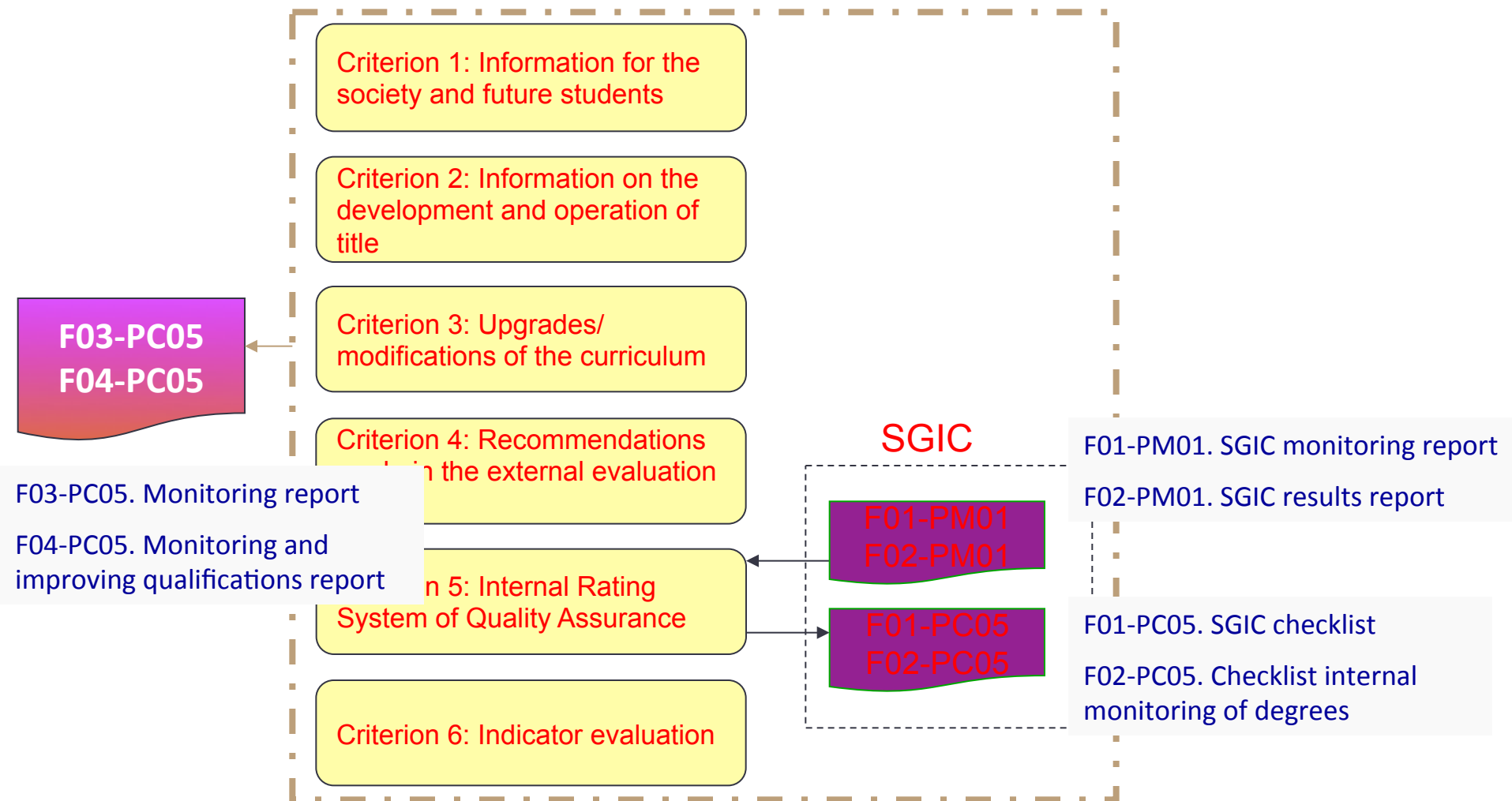
### Aspects to evaluate

- a) Rate of Return of Title (CURSA)
- b) Title Dropout rate (CURSA)
- c) Efficiency rate of graduates (CURSA)
- d) Graduation rate title (CURSA)
- e) Enrollment ratio (AVAP)
- f) Rate of supply and demand (AVAP)
- g) PDI rate with a doctoral degree (AVAP)
- h) Full time PDI Rate (AVAP)

# AVAP Criterion Monitoring



# AVAP Monitoring



# AVAP Monitoring

## STRUCTURE OF PROCEDURE:

- Universities elaborate an **annual report** tracking each new title implanted.
- AVAP constitutes evaluation committees (integrated by renowned academics, EHEA experts and university students) to analyze the reports and other public information.
- AVAP issues individual reports (**biennial**) to be sent to the universities.
- Universities, if necessary, claim for interim reports.
- AVAP issues **final reports** tracking each title to be sent to the universities, Ministry and University Council.
- AVAP will publish a **global report** of the total qualifications tracking and universities of the Valencian Community
- AVAP new Title accreditation (or not) every 6, and 4 years for the Masters.

# OUTLINE

1. Boundary conditions: Framework, procedure, etc.
2. Monitoring the degree: Goals
- ~~3. AVAP monitoring~~
- 4. SGIC (Internal Quality Assurance System)**
5. Web implementation
6. References

# **SGIC.** at the end of each semester

## **Teachers coordinators**

- Detailed guide of the subjects
- Monitoring records of the subjects

## **Course coordinators**

- Monitoring records of the course and records of the matter (in the same and different course)
- The information that changes as a result of the amendments to the title has been implemented in the corresponding website.
- Availability and adequacy of the guidelines

# SGIC. at the end of each semester

## Degree coordinator

- Analysis of academic results (for all subjects and course) (PC012)
- Review, analysis and continuous improvement of the SGIC (F01-PM01, F02-PM01)
- SGIC checklist (F01-PC05)
- Satisfaction of stakeholders (PA03)
- Review and improvement of qualifications (PC05)

PC05. Review and improvement of qualifications

PC012. Analysis of academic results

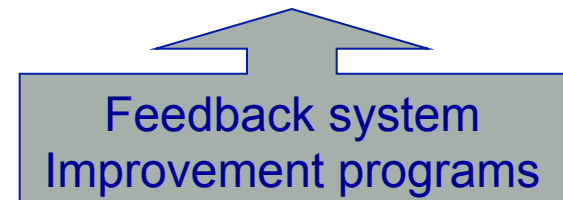
PA03. Satisfaction of stakeholders (opinion polls)

F01-PM01, F02-PM01 (feedback). Made by **Center**

**Management Team**

The documents are approved in:

- **Degree Commission**
- **Quality center commission**
- **School Commission**



# SGIC. at the end of each course

## Degree coordinator

- Checklist internal monitoring of degrees (F02-PC05)
- Monitoring report (F03-PC05)

The documents are approved in:

- Degree Commission
- Quality center commission
- School Commission



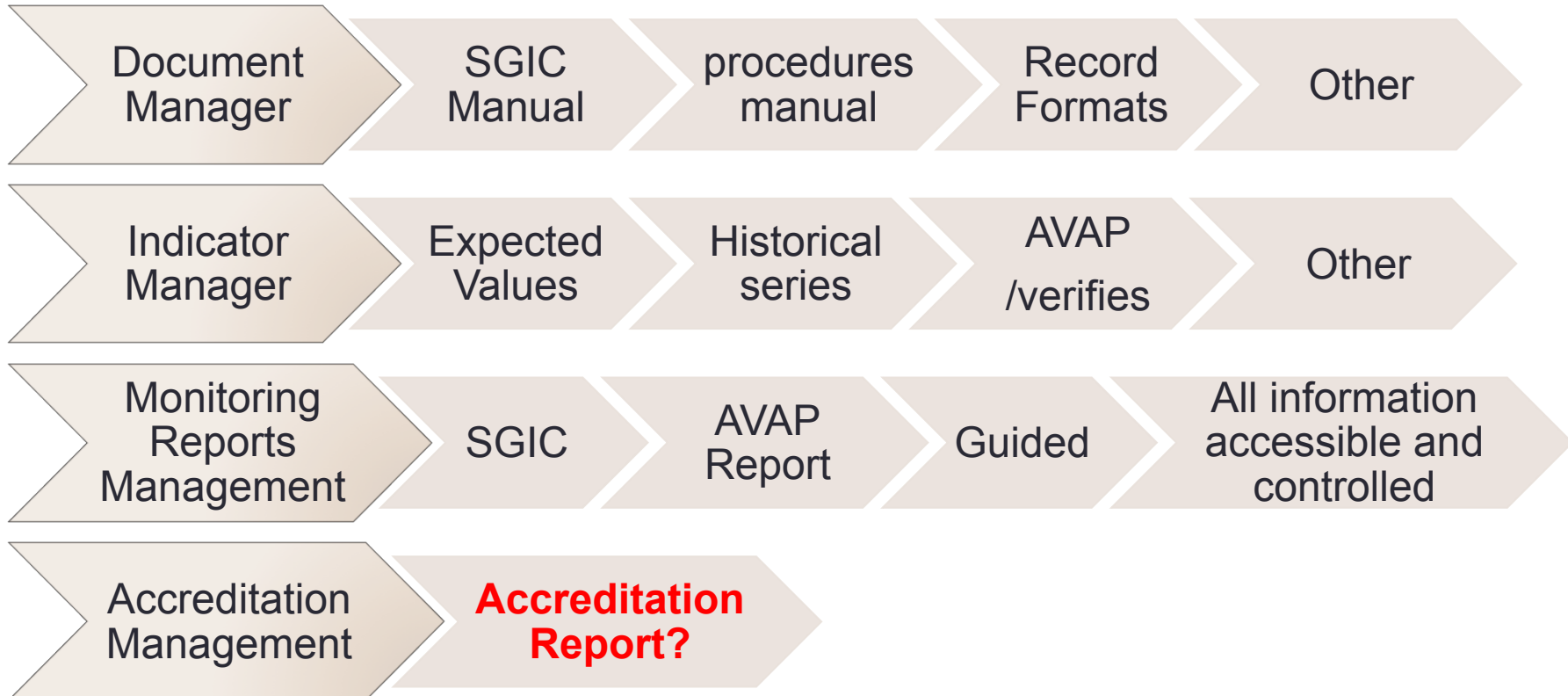
Feedback system  
Improvement programs

- Vice President with responsibility for Quality in university
  - Governing Council
  - AVAP (established by monitoring protocol)

# OUTLINE

1. Boundary conditions: Framework, procedure, etc.
2. Monitoring the degree: Goals
- ~~3. AVAP monitoring~~
4. SGIC (Internal Quality Assurance System)
- 5. Web implementation**
6. References

# Web implementation:Monitoring. AstUA



# OUTLINE

1. Boundary conditions: Framework, procedure, etc.
2. Monitoring the degree: Goals
- ~~3. AVAP monitoring~~
4. SGIC (Internal Quality Assurance System)
5. Web implementation
- 6. References**

# Materials / References

- **Design guides Internal Quality Assurance System. ANECA.**
- **Monitoring protocol official university degrees. AVAP**
- **AUDIT School Center of Alicante University**

## TO BE AVOID!!!!

- *Bureaucratization: the new evaluation processes requires an excess of documentation and evidences that applicants have to provide and to a long process that include too many administrative steps*
- **SUSTAINABILTY OF THE SYSTEM!!!**

**Thanks! For your attention**