EUROPEAN CONFERENCE QAA
Assurance European Agencies in higher education & accreditation standards for academic staffing.

DIRECTOR:

Dra. Eva Andrés Aucejo.

(Director of "Education and Law Review“)

Professor of Tax Law. University of Barcelona

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- **Education and Law Review QAA**

Revista de Educación y Derecho
EDUCATION AND LAW REVIEW

UNIVERSITAT DE BARCELONA

Faculty of Law/Facultad de Derecho

UNIVERSITAT DE BARCELONA

FACULTATDEDRET

Universitat de Barcelona

DEAN/DECANO: Dr. X. Pons i Rafols

- **TECHNICAL SECRETARY/SECRETARIO TÉCNICO:**

RAMÓN GALINDO

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Education and Law Review

Revista de Educación y Derecho
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Assistance certification will be delivered by the University of Barcelona / Los asistentes al acto recibirán un certificado de la Universidad de Barcelona por su participación en la *European Conference QAA/2016: Assurance european agencies in higher education & accreditation standarts for academic staffing*.
A tal fin, se precisa inscribirse en la siguiente dirección de correo electrónico:
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www.ub.edu/dret/escolapostgrau

UNIVERSITAT DE BARCELONA

EUROPEAN CONFERENCE QAA

ASSURANCE EUROPEAN AGENCIES IN HIGHER EDUCATION & ACCREDITATION STANDARDS FOR ACADEMIC STAFFING

AGENCIAS EUROPEAS DE GARANTÍA DE CALIDAD UNIVERSITARIA Y ESTÁNDARES DE ACREDITACIÓN DEL PERSONAL ACADÉMICO

Thursday 13th OF OCTOBER, 2016

9:20 to 17:30 h.

Salón de grados. Faculty of Law. University of Barcelona.
Avenue Diagonal 684, Barcelona 08034.

DIRECTOR:
Dra. Eva Andrés Aucejo.

Education and Law Review 2016 Conference Programme

09:20 09:30	**REGISTRATION / INSCRIPCIÓN**
09:30 10:30	**WELCOME / BIENVENIDA**
	Ricardo Piqueras. Vice Chancellor of the University of Barcelona **Josep Joan Moreso.** President of "AQU Catalunya". LINK **Ernest Pons** Director of Quality Agency of UB **Tomàs Font.** Director of the Department of Administrative Law, Procedural Law, History of Law, and Financial and Tax Law **Xavier Pons.** Dean of the Faculty of Law. University of Barcelona
10:30 12:30	**European Agencies Associations for quality assurance of High Education and models of European Agencies for quality assurance of High Education** Asociaciones de Agencias Europeas de Garantía de Calidad Universitaria y modelos de Agencias Europeas de Garantía de Calidad
	ENQA - Teresa Sánchez. ENQA board membre. Chargée de mission aux affaires internationales CTI. The European Association for Quality Assurance in Higher Education (ENQA). LINK **ENAEE - Joan Claude Arditti.** CTI - Commission des Titres d'Ingénieurs. European Network for the Accreditation of Engineering Education, ENAEE, (France). LINK
	FRANCE - Michelle Houppe. Chargée de projet. Haut conseil de l'évaluation de la recherche et de l'enseignement supérieur. "The High Council for evaluation of research and higher education France". LINK **NETHERLANDS NVAO – Paul Zevenvergen.** Secretary Managing Director / Board NVAO. "The Accreditation Organisation of the Netherlands and Flanders". LINK **UNITED KINGDOM. Andrew Francis**. Professor of Law. University of Leeds. "The Quality Assurance Agency for Higher Education (QAA) of UK". LINK
	GERMANY- **Ronny Heintze.** Senior-Referent / Senior-Consultant. Commissioner for International Affairs. "The general framework of the accreditation system for higher education in Germany". LINK **MODER.: Olga Pujolras** (Head of the Quality Service UB)
13:00 14:30	Break / Lunch
15:00 17:00	**The Quality Assurance Agencies for the Spanish University System: accreditation standards for academic staffing** Las Agencias de Garantía de Calidad para el Sistema Universitario Español: estándares de acreditación del personal académico
	CATALUNYA (AQU) - Martí Casadesús. Director de AQU Catalunya. "L'agència per a la Qualitat del sistema universitari de Catalunya". LINK **CASTILLA Y LEON (ACSUCYL) - Salvador Rus.** Director de la Agencia para la calidad del Sistema Universitario de CyL. "La agencia para la calidad del sistema universitario de Castilla y Leon". LINK **PAÍS VASCO (UNIBASQ) - Aitor Zurimendi.** Director adjunto UNIVASQ. "La Agencia de Calidad del Sistema Universitario Vasco (Unibasq)". LINK **VALENCIA (AVAP) - Salvador Palazón Ferrando.** Director general AVAP. "L'Agència Valenciana d'Avaluació y Prospectiva (AVAP)". LINK **Ramón Galindo. "**Última modificación del sistema de acreditación del profesorado de la Agencia Nacional de Evaluación de la Calidad y Acreditación **(ANECA)**". LINK **MODER.: Eva Andrés Aucejo.** Director of Education and Law Review. Professor of Tax Law.
15:00 17:00	**Closing ceremony/Ceremonia de clausura** **Mar Campins**. Vice Dean of Research and International Relations. Faculty of Law. University of Barcelona. **Enriqueta Expósito**. Vide Dean of Academic Affairs. Faculty of Law. University of Barcelona.

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The European Association for QA in Higher Education (ENQA) and the European Standards and Guidelines for QA in HE (ESG)

Teresa Sánchez Chaparro

European Association for Quality Assurance in Higher Education (ENQA)

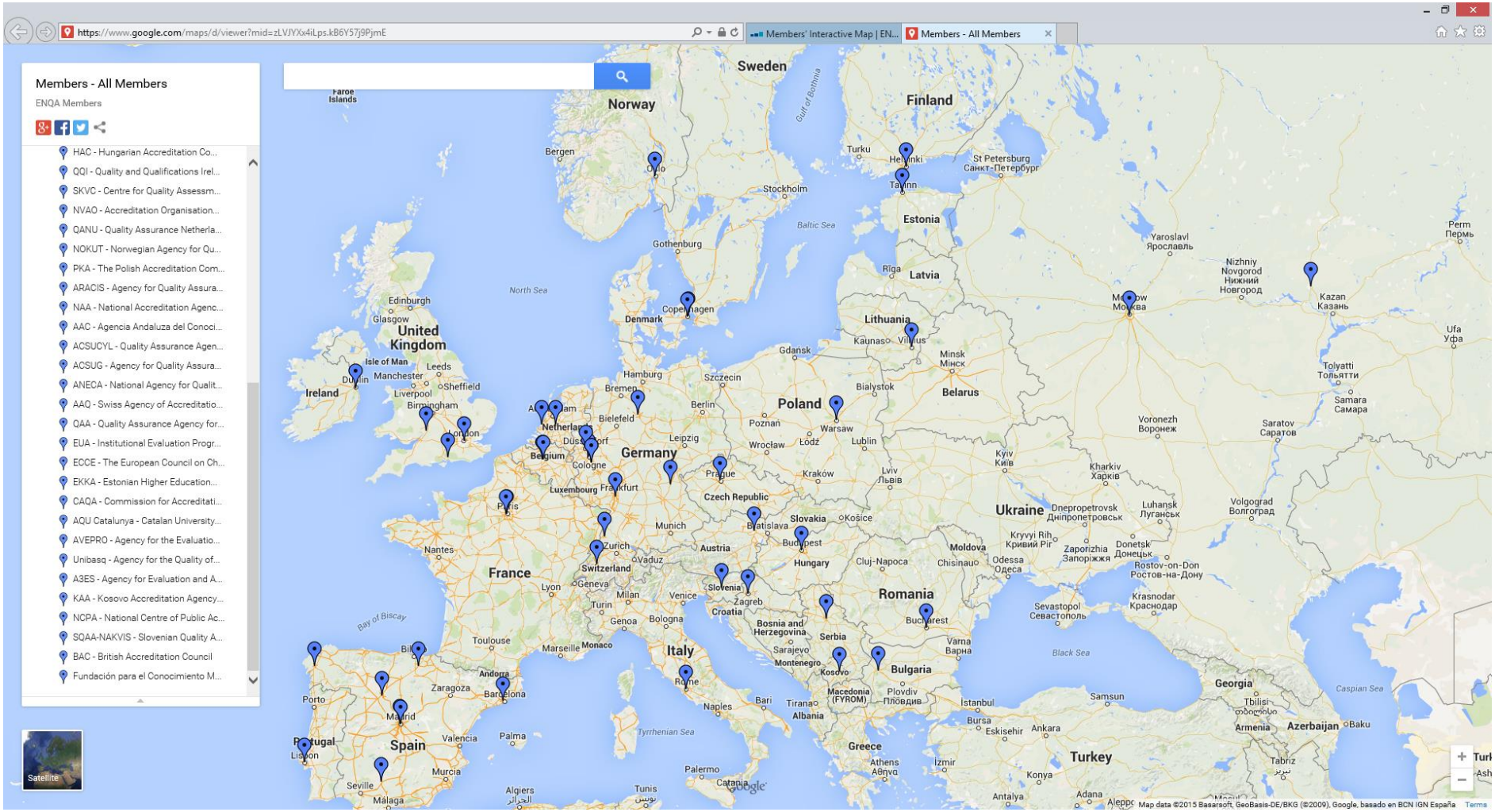
Commission des Titres d'Ingénieurs (CTI)

ENQA- Mission and activities

- First established as the European Network for Quality Assurance in Higher Education in **2000**, following the 1998 Recommendation of the Council on European co-operation in quality assurance in higher education (Council of Europe, 1998) and the Bologna Declaration of 1999.
- In 2004 it became the European Association for Quality Assurance in Higher Education.
- ENQA is currently a **membership association**
- ENQA members are quality assurance organizations from the European Higher Education Area (EHEA) that operate in the field of higher education, AKA **quality assurance agencies**

ENQA – member agencies

49 member agencies



ENQA Members in Spain

- AAC-DEVA - Andalusian Agency of Knowledge, Department of Evaluation and Accreditation, Córdoba
- ACSUCYL - Quality Assurance Agency for the University System in Castilla y León, Valladolid
- ACPUA- - Quality Assurance Agency for the University System in Aragón, Zaragoza
- ACSUG - Agency for Quality Assurance in the Galician University System, Santiago de Compostela
- ANECA - National Agency for Quality Assessment and Accreditation of Spain, Madrid
- AQU Catalunya - Catalan University Quality Assurance Agency, Barcelona
- FCM - Madrimasd Knowledge Foundation, Madrid
- Unibasq - Agency for the Quality of the Basque University System, Vitoria-Gasteiz

ENQA membership and ESG compliance

- Following the adoption of the 2005 ESG by the Ministers, ENQA agreed that a finding of **substantial compliance with the ESG** by a quality assurance agency following an external review would become the *de facto* membership criteria for the association

ENQA - affiliates

- 48 affiliates from a further 15 EHEA member countries so ENQA is now representative of 41 of the 48 members of the EHEA

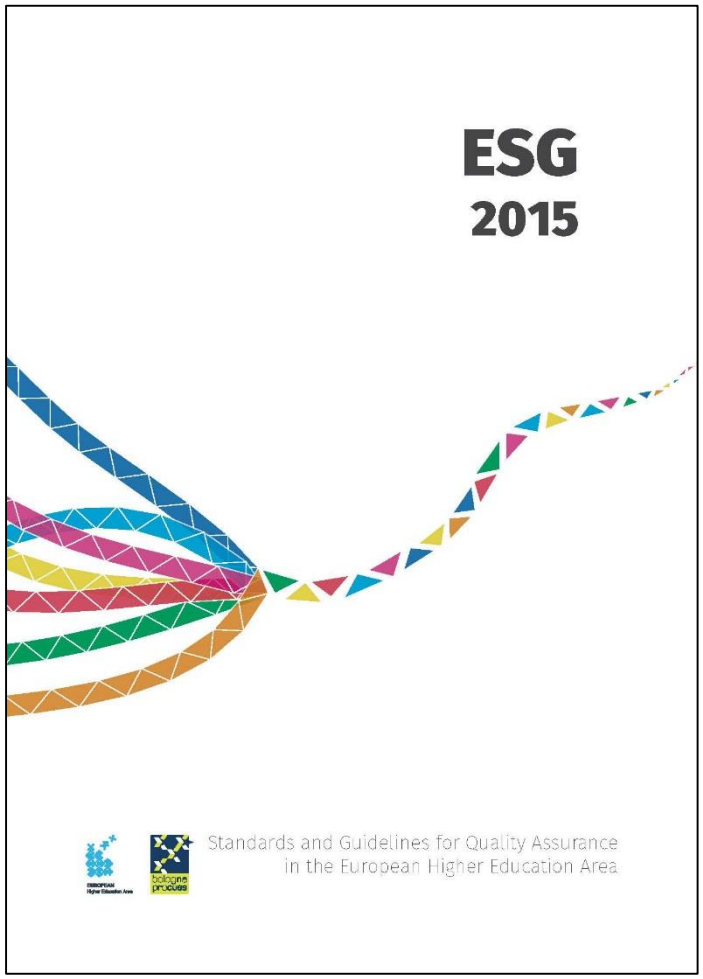
- Affiliates in the USA, Ecuador, Hong Kong, Israel and Jordan

Mission

The mission of ENQA is to drive the development of quality assurance in higher education by **representing** agencies internationally, **supporting** them nationally and providing them with comprehensive **services** and **networking** opportunities.

At the core of ENQA's activities is the promotion of the **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)**

Les ESG- Key dates



2005 Adoption of ESG by the Ministers and publication of ESG par ENQA in collaboration with EUA, EURASHE and ESIB (Communiqué de Bergen)

2012 Revision of ESG in **2012** for improving clarity, applicability and usefulness by E4 in cooperation with Education International, BUSINESSEUROPE et EQAR

2015 Adoption of ESG **2015** and publication by E4 in cooperation with EI, BUSINESSEUROPE et EQAR (Yerevan)

Scope and concepts

- The ESG are not standards for quality, **nor do they prescribe** how the quality assurance processes are implemented, but **they provide guidance**, covering the areas which are vital for successful quality provision and learning environments in higher education.

Scope and concepts

The focus of the ESG is on quality assurance related to **learning and teaching** in higher education, including the learning environment and relevant links to research and innovation.

Scope and concepts

- The ESG apply to all higher education offered in the EHEA:
  - regardless of the mode of study and place of delivery
  - including transnational and cross-border provision

Scope and concepts

- Philosophy **« fit for purpose »**

Quality, whilst not easy to define, is mainly a result of the interaction between teachers, students and the institutional learning environment. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose.

Objectives established in concertation with stakeholders

- Internal: students, teaching staff
- External: employers, external stakeholders

Objectives

- ✓ They set a **common framework** for quality assurance systems for learning and teaching at European, national and institutional level;
- ✓ They enable **the assurance and improvement of quality** of higher education in the European higher education area;
- ✓ They **support mutual trust**, thus facilitating recognition and mobility within and across national borders;
- ✓ They **provide information on quality** assurance in the EHEA.

Principles

Higher education institutions **have primary responsibility f**or the quality of their provision and its assurance

Principles

Quality assurance responds to the **diversity** of higher education systems, institutions, programmes and students

Principles

Quality assurance takes into account the **needs and expectations of students**, all other stakeholders and society

Structure

Divided in three closely linked parts:

- **Part 1:** Internal **quality assurance (HEI)**
- **Part 2:** External **quality assurance (QAA)**
- **Part 3:** **Quality assurance agencies (QAA)**

Structure

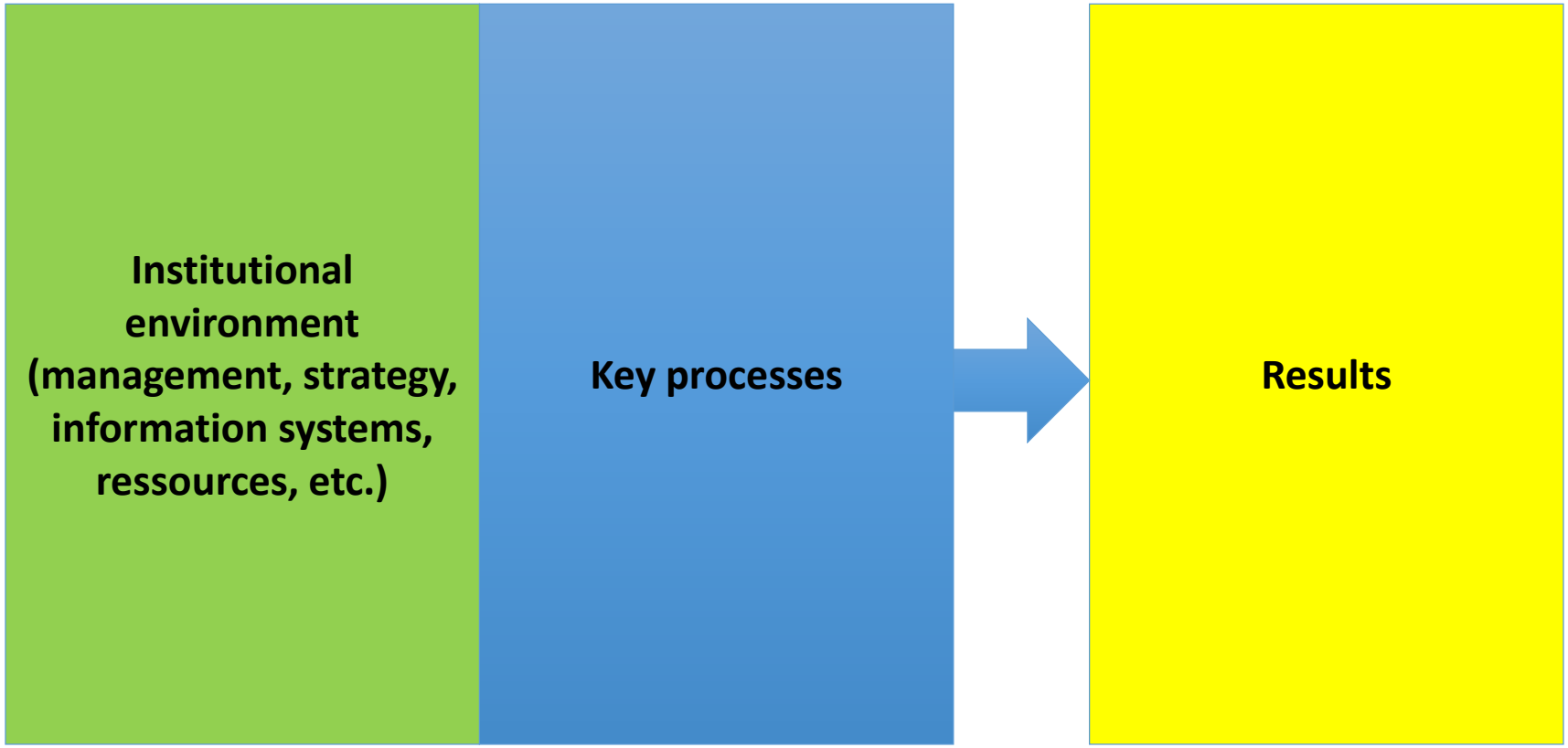
Standards: The standards set out agreed and accepted practice for quality assurance in higher education in the EHEA and should, therefore, be taken account of and adhered to by those concerned.

Guidelines: explain why the standard is important and describe how standards might be implemented. They set out **good practice** in the relevant area for consideration by the actors involved in quality assurance. Implementation will vary depending on different contexts.

Part 1: Internal quality assurance (HEI)

1.1 Policy for quality assurance
1.2 Design and approval of programmes
1.3 Student centred learning, teaching and assessment
1.4 Student admission, progression, recognition, certification
1.5 Teaching staff
1.6 Learning ressources and student support
1.7 Information management
1.8 Public information
1.9 On-going monitoring and periodic review of programmes
1.10 Cyclical external quality assurance

Model

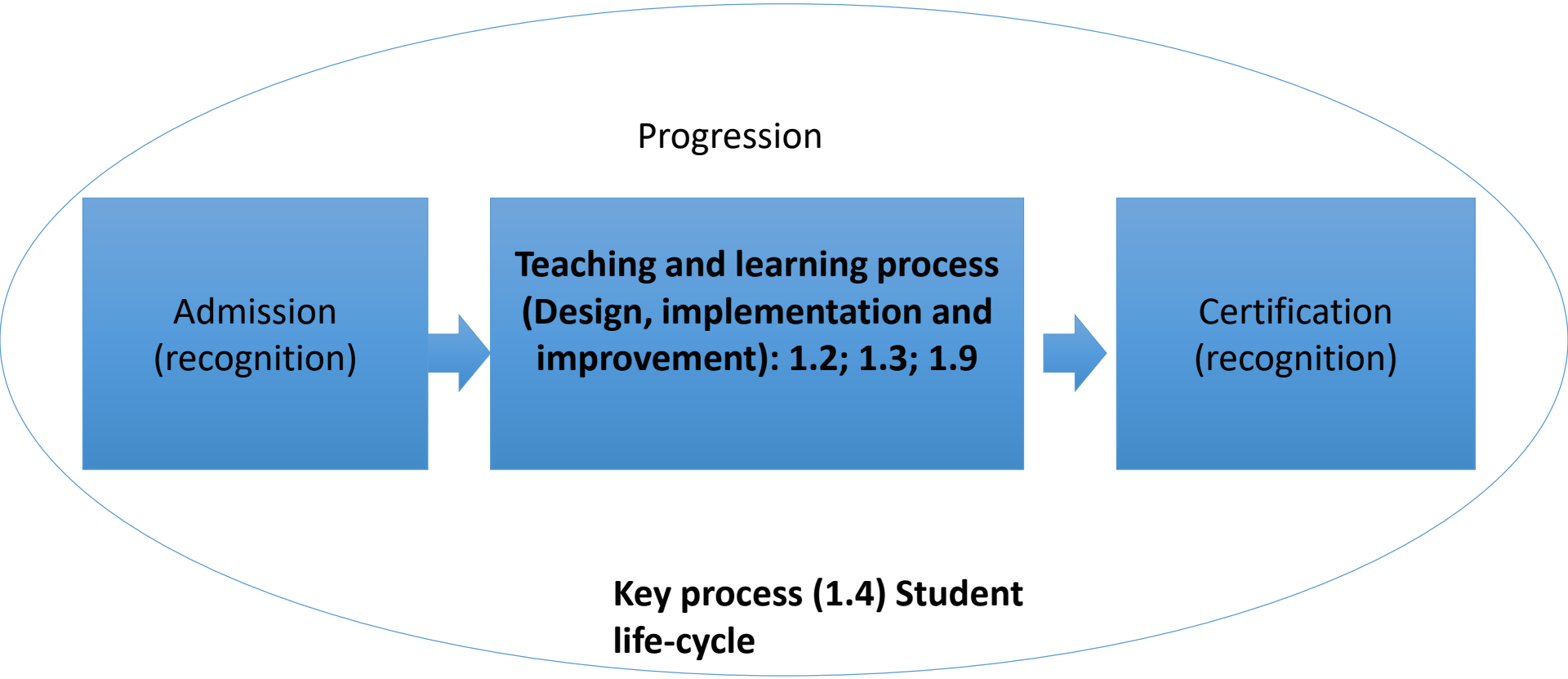

Institutional environment (management, strategy, information systems, ressources, etc.)
Key processes
Results

Part 1: Internal quality assurance (HEI)

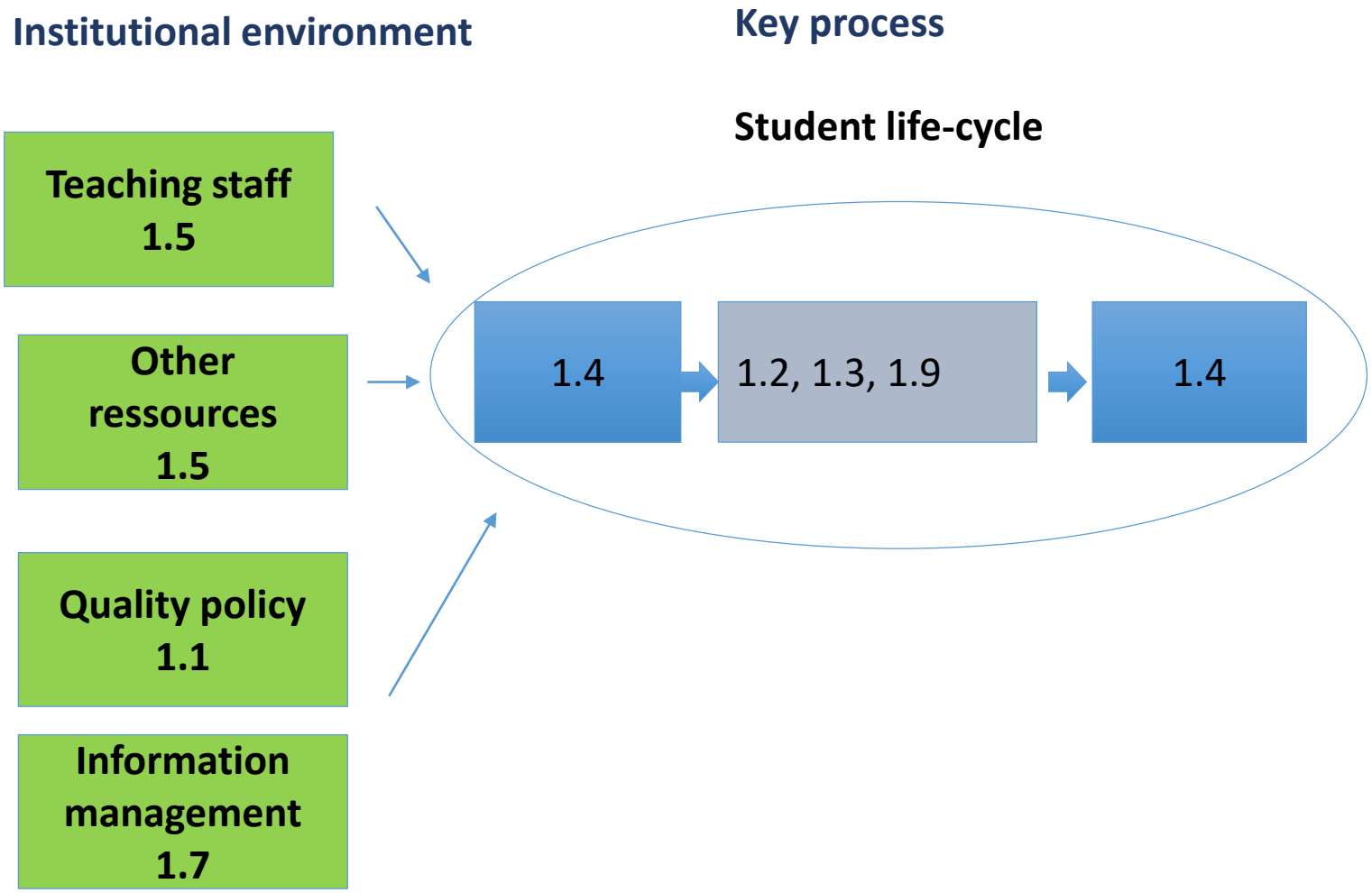
Teaching and learning process (Design, implementation and improvement): 1.2; 1.3; 1.9

- **Fit for purpose**
- **Concertation with stakeholders**
- **Student centred**
- **Respect European Framework**
- **Revised periodically**

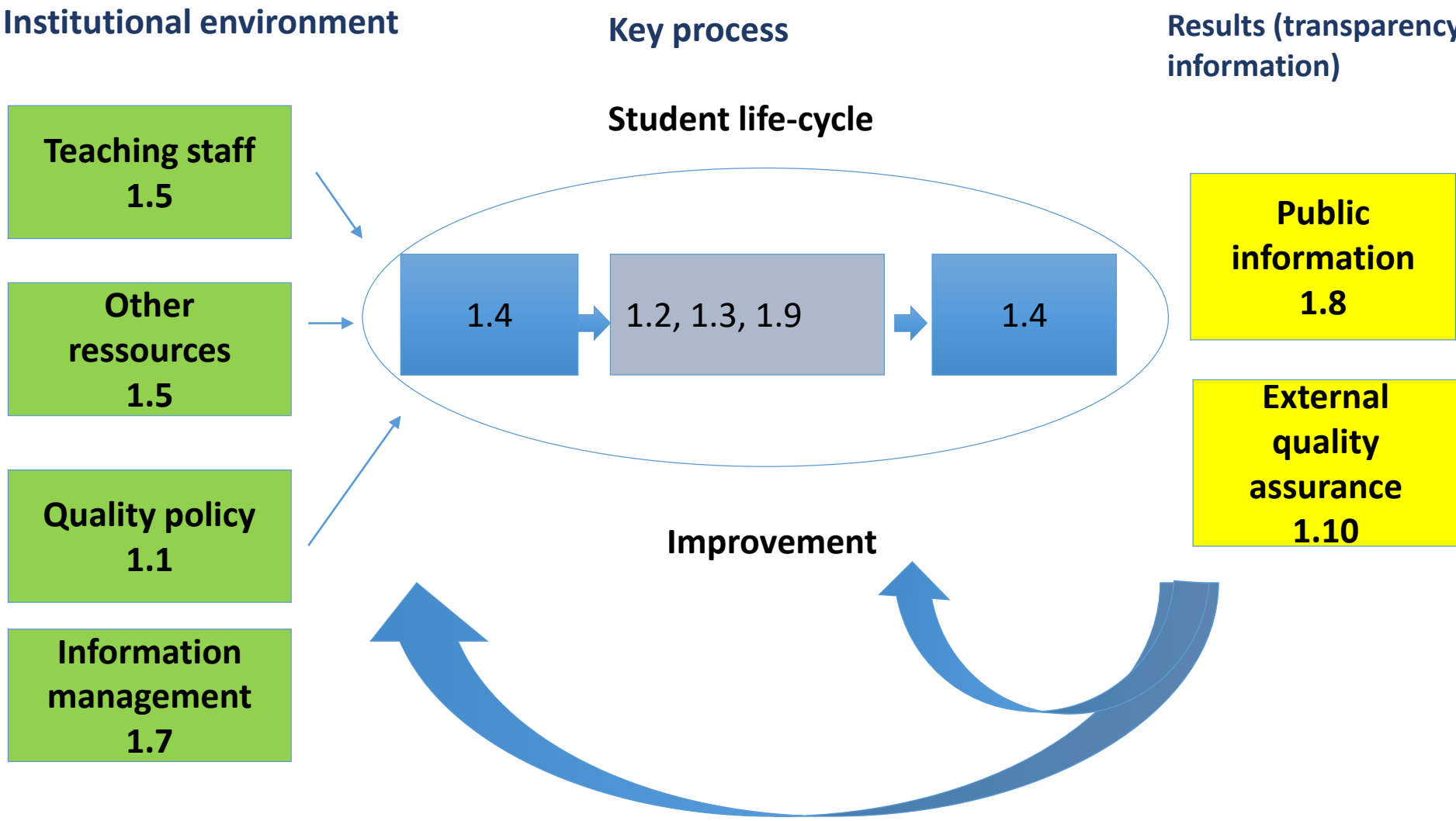
Part 1: Internal quality assurance (HEI)



Part 1: Internal quality assurance (HEI)



Part 1: Internal quality assurance (HEI)

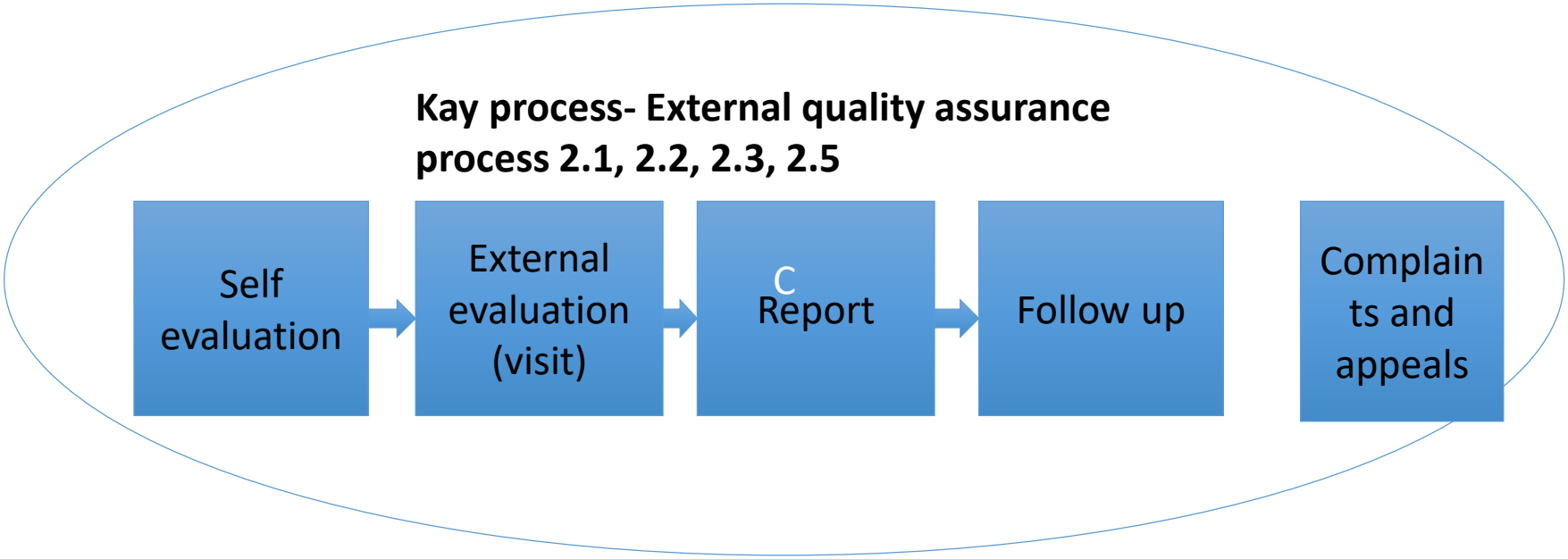


Part 2: External quality assurance

2.1 Consideration of internal quality assurance
2.2 Designing methodologies fit-for-purpose
2.3 Implementing processes
2.4 Peer-review experts
2.5 Criteria for outcomes
2.6. Reporting
2.7 Complaints and appeals

Part 2: External quality assurance

- **Consideration of IQA**
- **Fit for purpose**
- **Concertation with stakeholders**
- **Fair and consistent**

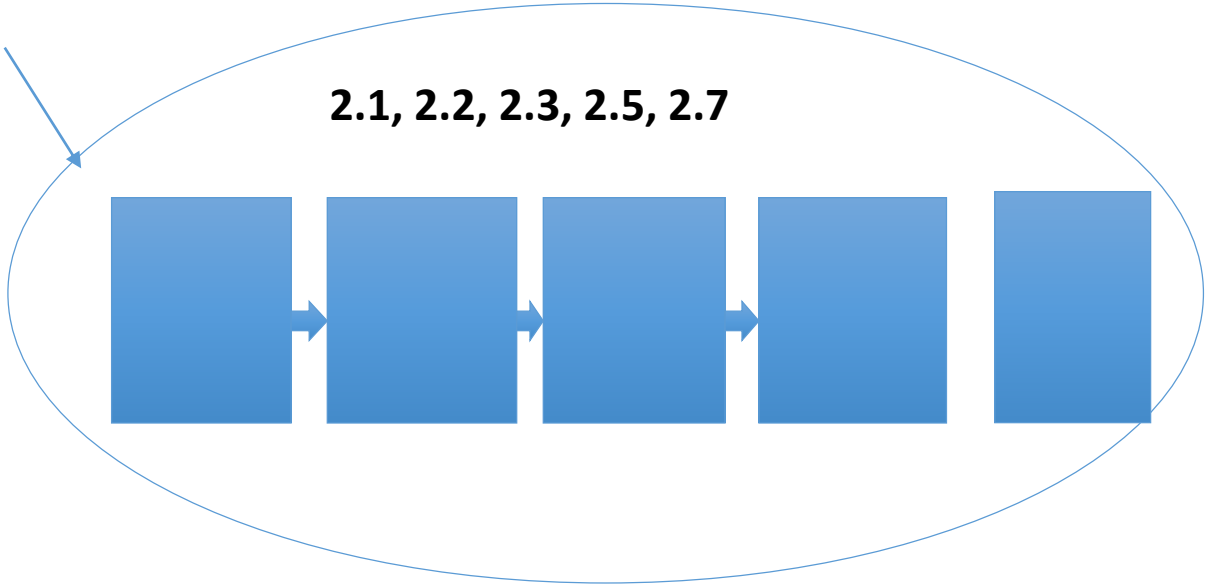


Part 2: External quality assurance

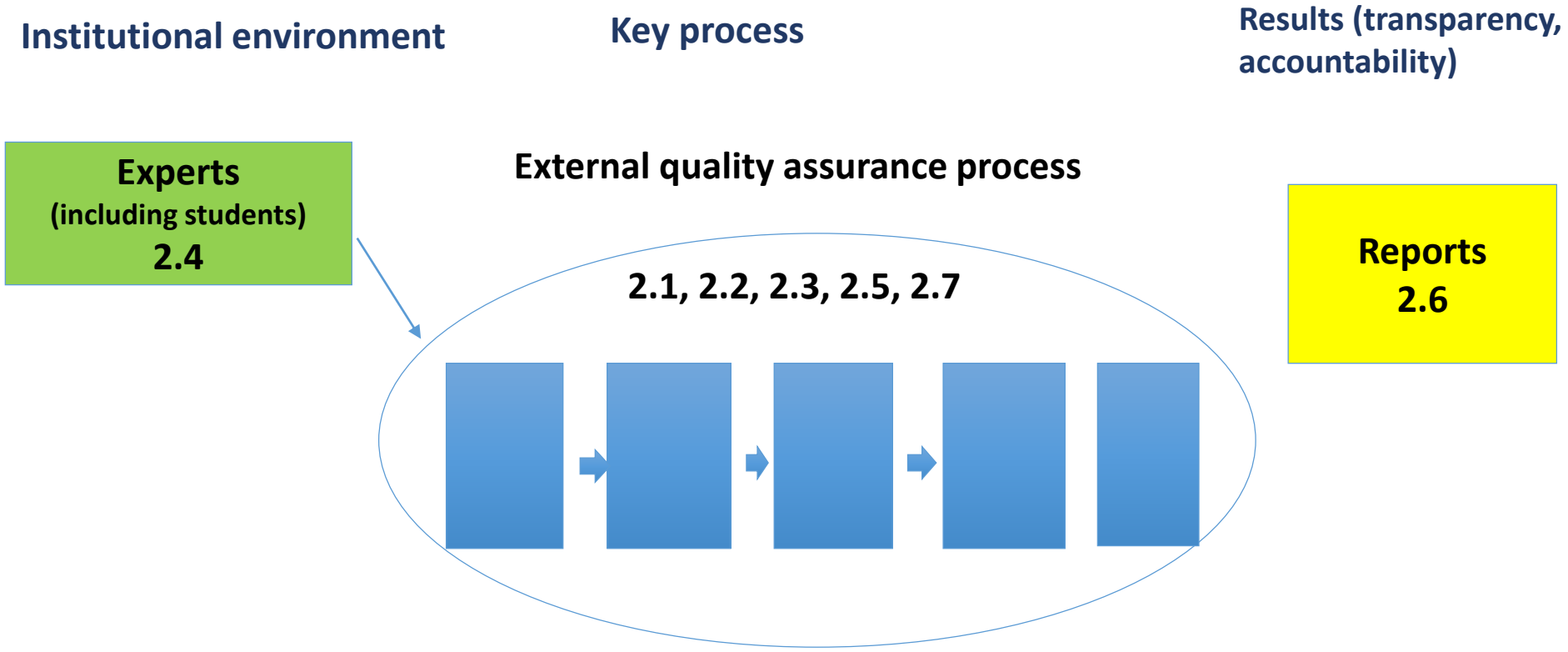
Institutional environment

Experts
(including students)
2.4

Key process (external quality assurance process)



Part 2: External quality assurance



Part 3: Quality assurance of agencies

3.1 Activities, policy and processes for quality assurance
3.2 Official status
3.3 Independence
3.4 Thematic analysis
3.5 Ressources
3.6 Internal quality assurance and professional conduct
3.7 Cyclical external review of agencies

Part 3: Quality assurance of agencies

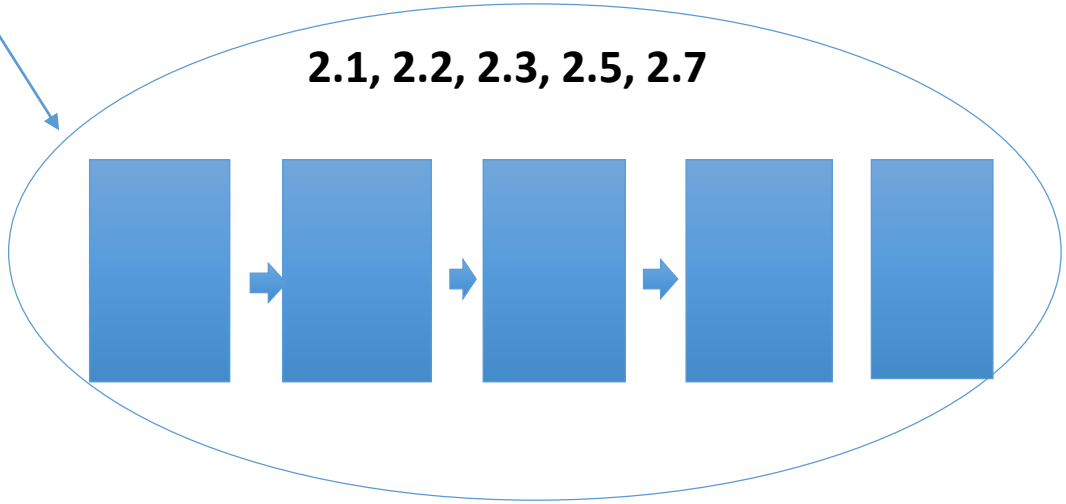
Institutional environment

Key processes

Results (transparency and accountability)

Experts
(including students)
2.4

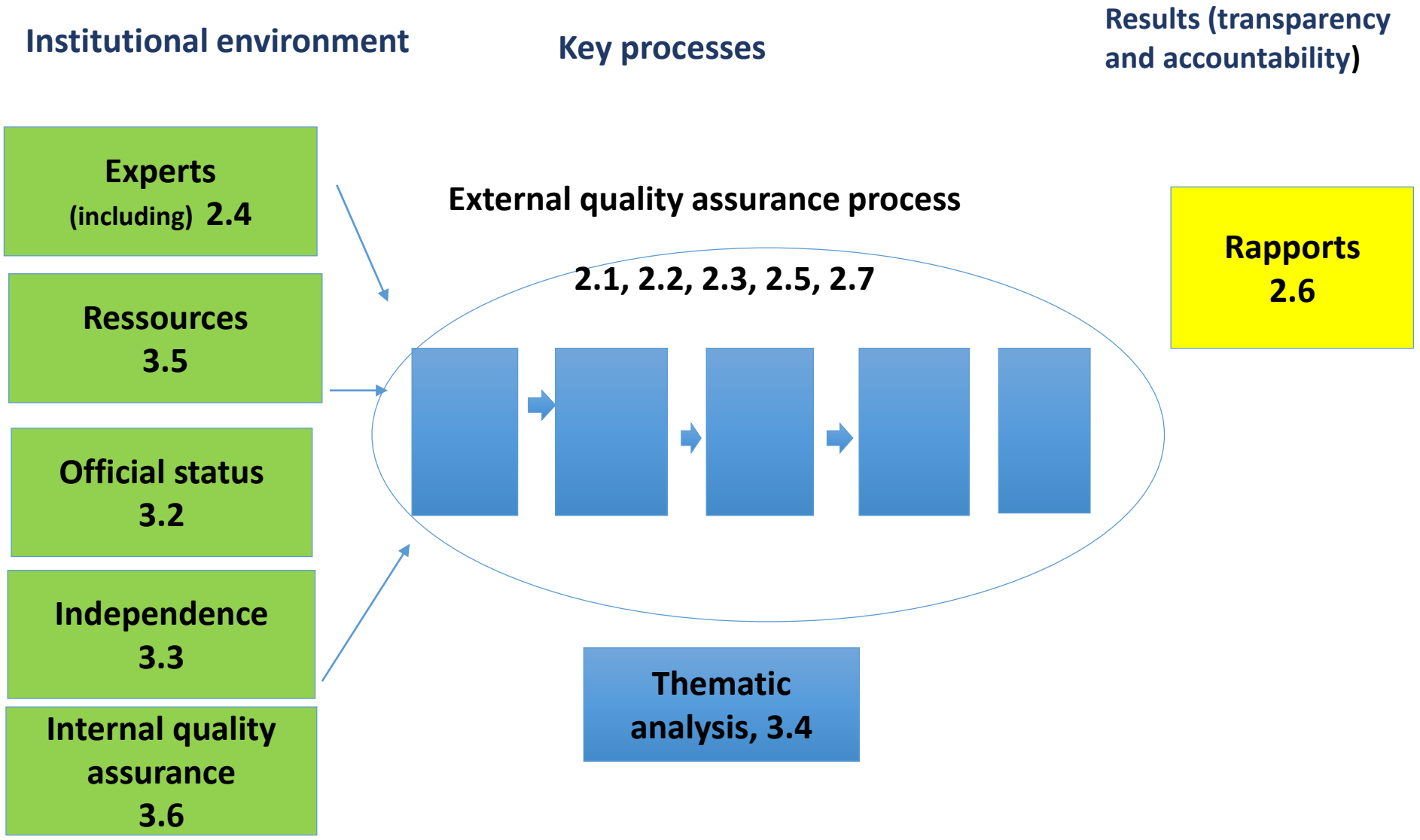
External quality assurance process



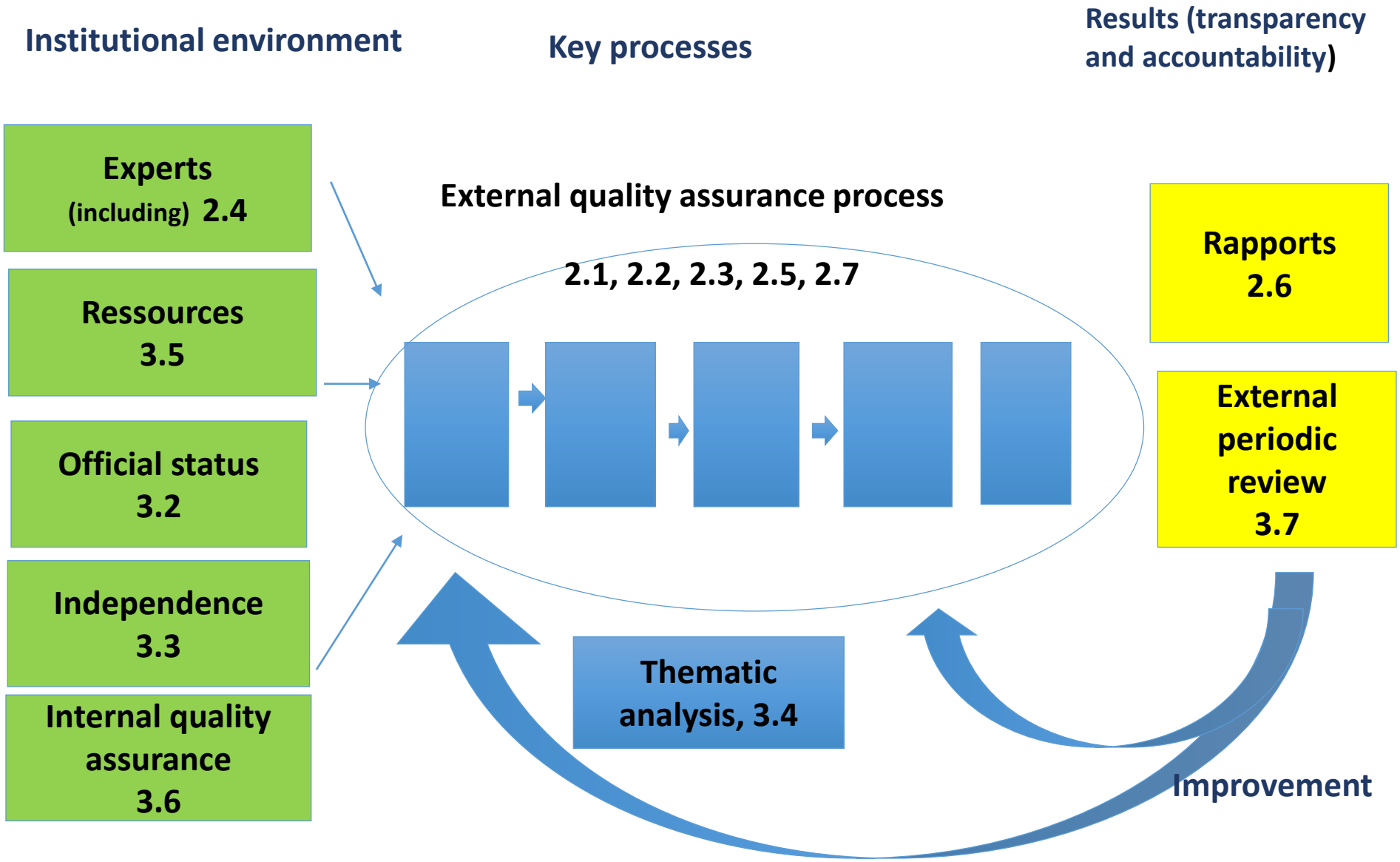
Rapports
2.6

Thematic analysis 3.4

Part 3: Quality assurance of agencies



Part 3: Quality assurance of agencies



Diversity

Quality assurance responds to the **diversity** of higher education systems, institutions, programmes and students

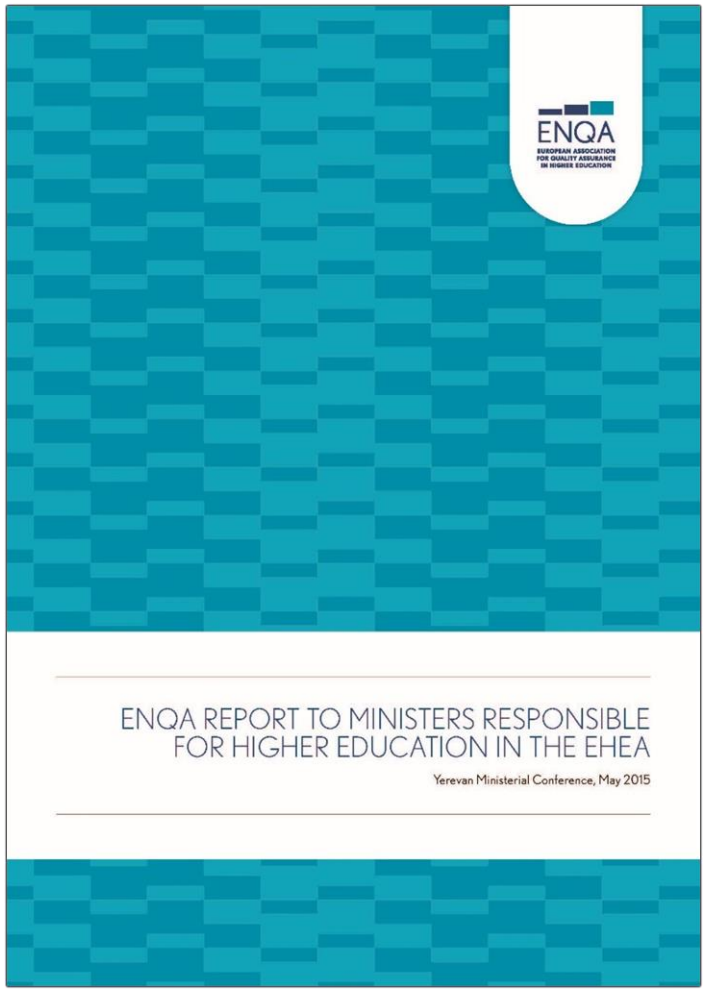
Diversity of ENQA members

ENQA members include:

- Monopoly national evaluation agencies (e.g. QQI, Ireland)
- Pan-European evaluation agencies (e.g. EUA IEP)
- Pan-European discipline-specific agencies (e.g. ECCE)
- Monopoly national comprehensive accreditation agencies (e.g. A3ES, Portugal)
- Monopoly national discipline-specific agencies (CTI, France)
- Monopoly regional agencies (e.g. ACSUG, Spain)
- National/international comprehensive agencies competing in a regulated market (e.g. evalag, Germany)
- National/international discipline-specific agencies competing in a regulated market (e.g. ASIIN, Germany)

ENQA Report to Ministerial Conference (Yerevan 2015)

QA in the EHEA - Priorities for the future



- Internationalisation of Quality Assurance and the Revised ESG
- Benefits and Risks of Cross Border Quality Assurance Services
- Transparency and Availability of Quality Assurance Reports
- Independence of Quality Assurance Agencies

Discussion

Example 1- Spain (ANECA)

Environnement institutionnel

Pairs
Professionnels
Étudiant
International

60 permanents

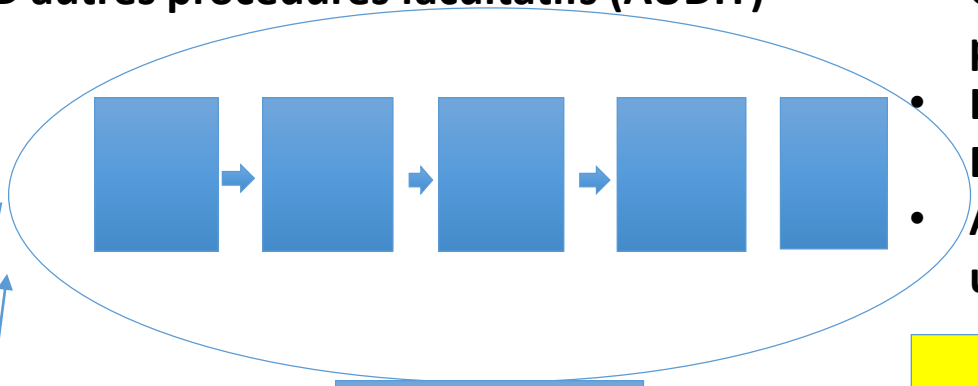
Agence ministérielle

Indépendance: décret, reglement intérieur

Assurance qualité interne

Processus clé

Accréditation de programmes
Toutes disciplines
Dans quelques régions Espagne
D'autres procedures facultatifs (AUDIT)



Analyse, thématique,

Accréditation des professeurs

Résultats (transparence rédition de comptes)

- **Diplôme officielle**
- **Compétences professionnelles**
- **Label EUR-ACE, EUROINF**
- **Accés carrière universitaire**

Membre ENQA
EQAR
ENAEE,EUROINF

Décision
Rapport d'évaluation

Example 1- Belgique Francophone

Environnement institutionnel

Pairs
Professionnels
Étudiant
Qualité

12 permanents
Pool experts

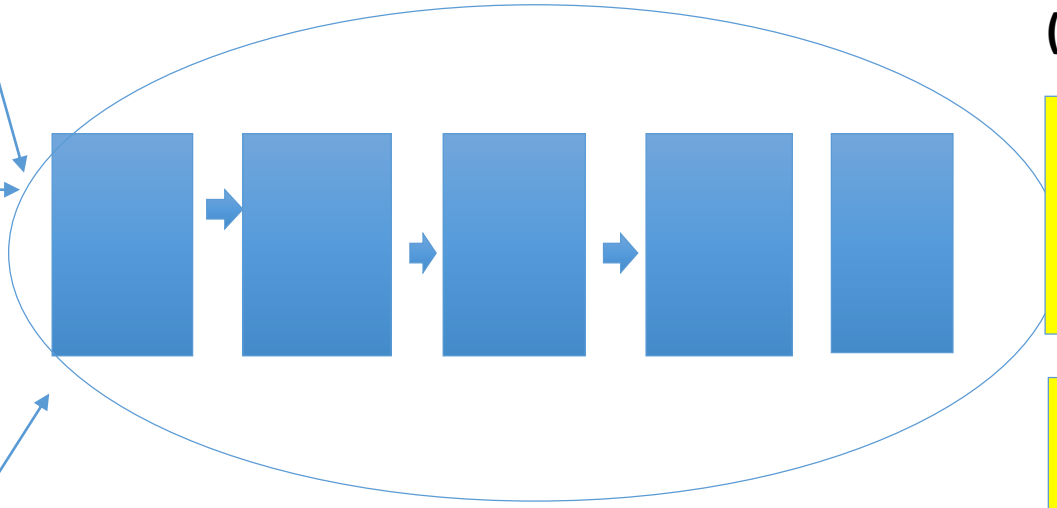
Service autonome du Ministère

Indépendance: décret, comité de gestión

Assurance qualité interne

Processus clé

Évaluation des programmes
Toutes disciplines
En Belgique Francophone



Analyse, thématique,

Résultats (transparence rédition de comptes)

Pas de décision officielle (amélioration)

Membre
ENQA
EQAR

Rapports
Analyse transversale

Example 2- France (ingénieurs)

Environnement institutionnel

Pairs
Professionnels
Étudiant
International

6 permanents
Membres élus
Pool expert

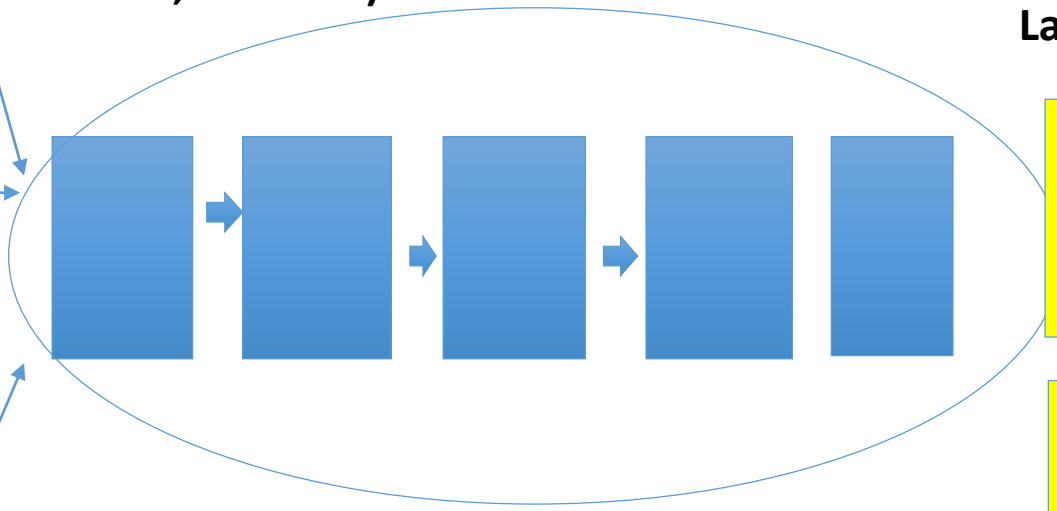
Association privée d'intêret public

Indépendance: équilibre, financement,

Assurance qualité interne

Processus clé

Accréditation de programmes
En ingénierie
En France et ailleurs (Belgique, Suisse, Afrique, Chine, Vietnam)



Analyse, thématique,

Résultats (transparence rédition de comptes)

Titre d'ingénieur français
Label EUR-ACE

Membre
ENQA
EQAR
ENAEE

Avis
Rapport d'évaluation

Thank you!

Communiqué de Berlin (2003)

- Les Ministres de l'ES s'engagent à soutenir le développement de l'assurance qualité au niveau institutionnel, national et européen. Ils soulignent la nécessité d'élaborer des **critères et des méthodologies communs sur l'assurance qualité**.

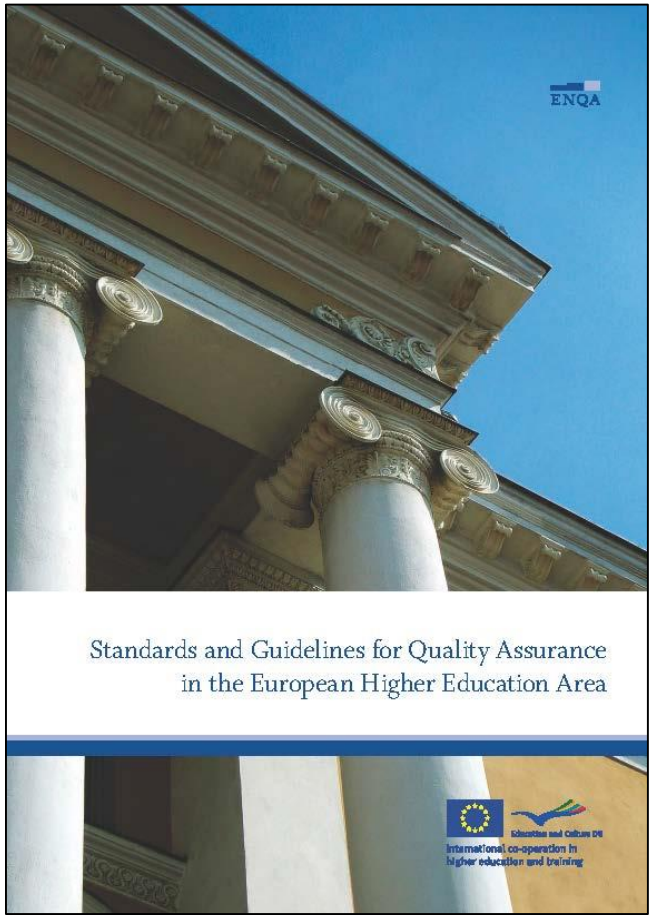
- Conformément au principe de **l'autonomie institutionnelle**, la responsabilité première de l'assurance qualité dans l'enseignement supérieur incombe à chaque institution

- Pour 2005 les systèmes nationaux de garantie de la qualité devraient inclure :
  - une définition des responsabilités des organismes et institutions concernés
  - une évaluation des programmes ou des établissements, qui inclue l'évaluation interne, l'examen externe, la participation des étudiants et la publication des résultats
  - un système d'accréditation, de certification ou de procédures comparables
  - la participation, la coopération et la mise en réseau internationales.

Communiqué de Berlin (2003)

- Les Ministres demandent **à l'ENQA, en coopération avec l'EUA, l'EURASHE et l'ESIB**, de mettre au point une série de références, de procédures et de lignes d'orientation pour la garantie de la qualité qui fassent l'objet d'un consensus, d'explorer les moyens d'assurer un système adéquat d'examen par les pairs pour la garantie de la qualité et/ou pour les agences ou organismes chargés de l'accréditation, et d'en faire rapport aux Ministres en 2005 par l'intermédiaire du groupe de suivi.

Communiqué de Bergen (2005)



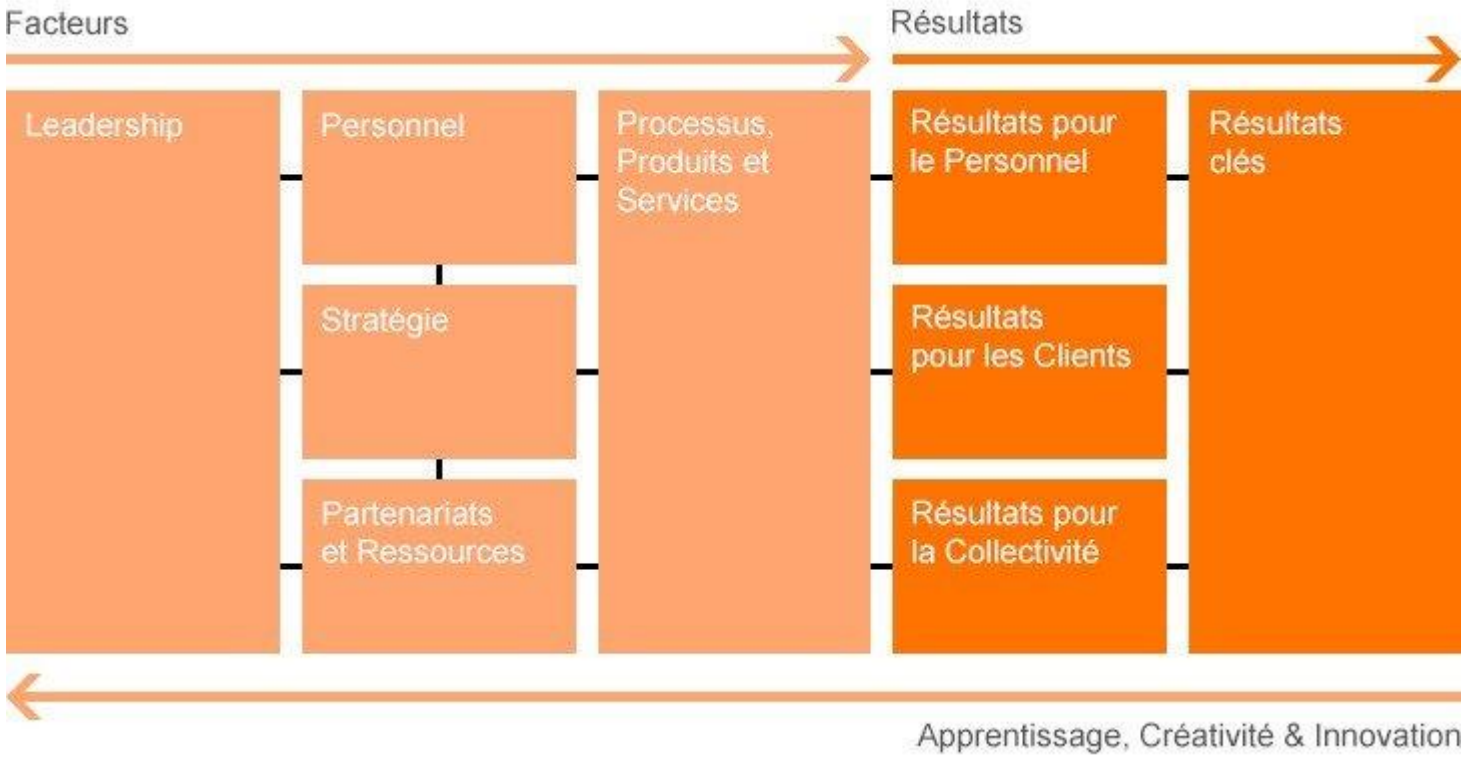
- Nous adoptons les **references et lignes directrices pour l'assurance qualité dans l'espace européen de l'enseignement supérieur** tel que proposé par l'ENQA. Nous nous engageons à introduire le modèle d'évaluation proposé à **niveau national.**

- ESG 2005 a été publié par l'ENQA, avec la collaboration d'EUA, EURASHE et ESIB (ESU)

- Nous accueillons favorablement le principe d'un **registre européen d'agences chargées de la garantie de la qualité** fondé sur une évaluation nationale. Nous demandons que les modalités d'application soient davantage développées par l'ENQA en coopération avec l'EUA, l'EURASHE et l'ESIB

Partie 1: Références pour l'assurance qualité interne

EFQM



Partie 1: Références pour l'assurance qualité interne

1.1 Politique d’assurance qualité
1.2 Elaboration et approbation des programmes
1.3 Apprentissage, enseignement et évaluation centres sur l’étudiant
1.4 Admission, progression, reconnaissance et certification
1.5 Personnel enseignant
1.6 Ressources pour l’apprentissage et accompagnement des étudiants
1.7 Gestion de l’information
1.8. Information au public
1.9 Suivi continu et évaluation périodique des programmes
1.10 Processus d’assurance qualité externe périodiques

Partie 1: Références pour l'assurance qualité interne

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1.2 Elaboration et approbation des programmes
1.3 Apprentissage, enseignement et évaluation centres sur l’étudiant
1.4 Admission, progression, reconnaissance et certification
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European Network for the Accreditation of Engineering Education

Coping with diversity within a common framework for accreditation of engineering education

Jean-Claude ARDITTI, Label Committee ENAEE

Barcelona, October 2016

The **EUR-ACE® label**,
listed by the European Commission among the "**European Quality Labels**",

guarantees the quality of an engineering degree programme and its suitability as an *an*

entry route to the engineering profession

(pre-professional accreditation)

While at the same time assuring:

- scientific and academic quality: MS may lead to PhD
- relevance for the "engineering"professions

Revised EUR-ACE standards (March 2015)

The EAFSG provides a set of standards which assure the quality of engineering degree programmes in both Europe and internationally, through the EUR-ACE® labelling system.

The EAFSG are structured under two headings as follows:

A. PROGRAMMES	B. AGENCIES
1. Student Workload Requirements 2. Programme Outcomes 3. Programme Management	1. Programme Evaluation and Accreditation 2. Quality Assurance of the Accrediting Agency

Revised EUR-ACE standards (March 2015)

- The Programme Outcomes are described separately for both Bachelor and Master Degree programmes in terms of Learning Outcomes i.e. statements of what a learner knows, understands and is able to do on completion of a learning process. They are defined in terms of knowledge, skills and/or competences with reference to the following eight areas:
  - Knowledge and understanding;
  - Engineering Analysis;
  - Engineering Design;
  - Investigations;
  - Engineering Practice;
  - Making Judgments;
  - Communication and Team-working;
  - Lifelong Learning.

List of Authorized Agencies (June 2015)

13+2 applicants

FRANCE CTI – Commission des Titres d'Ingénieur - www.cti-commission.fr.

GERMANY ASIIN – Fachakkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften, und der Mathematik e.V. - www.asiin.de

IRELAND Engineers Ireland– www.engineersireland.ie

ITALY QUACING – Agenzia per la Certificazione di Qualità e l' Accreditamento EUR-ACE dei Corsi di Studio in Ingegneria – www.quacing.it

POLAND KAUT - Komisja Akredytacyjna Uczelni Technicznych [Accreditation Commission of universities of Technology] – www.kaut.agh.edu.pl

PORTUGAL Ordem dos Engenheiros – www.ordemengenheiros.pt

RUSSIA AEER – Association for Engineering Education in Russia - www.aeer.ru.

ROMANIA ARACIS – The Romanian Agency for Quality Assurance in Higher Education - www.aracis.ro

TURKEY MÜDEK – Association for Evaluation and Accreditation of Engineering Programmes - www.mudek.tr

UK Engineering Council – www.engc.org.uk

SWITZERLAND AAQ - Swiss Agency for Accreditation and Quality Assurance in Higher Education- www.aaq.ch

FINLAND FINHEEC - Finnish Higher Education Evaluation Council – www.finheec.fi

SPAIN ANECA – Agencia Nacional de Evaluation de la Calidad y Acreditation, www.aneca.es jointly with IIE – Instituto de la Ingenierìa de España, www.iies.es

ENAEE experience

Mission of the Label Committee :

Audit Agencies - *Against the EAFSG standards on Programmes and on Agencies* -seeking to be authorized to deliver the EUR-ACE label.

Regular re-audit of agencies already authorized.

Audit Process:

Creation of a Review Team for each application. RT report. Discussion and vote in a LC meeting.

Make recommendations to the AC on the Agencies' applications.

The AC cannot change the advice of the LC but can send back the application to the LC for reappraisal.

ENAEE experience : Diversity of practices

As already said:

13 Agencies currently authorized – among them 6 reauthorized - , 2 applicants: **21 authorization processes completed or in process.**

A broad base of authorization experience :

Evidentiates a diversity of practices, in the framework of a common set of sandards and guidelines for accreditation.

-**The LC launched in May 2015 a systematic investigation on this diversity of practices.**

-**How to cope with diversity** : The existence of differences in practices was found in itself acceptable but further discussion is in process to decide whether some practices should become generalized/mandatory in the future.

ENAEE experience; Diversity of practices

-**Is diversity an issue?** The main objective of the ENAEE approach is to enhance mutual trust between the agencies and- more generally among all stakeholders of Engineering Education within the EHEA and beyond.

-See for instance the MRA –EUR-ACE Accord - , the joint ENAEE and IEA document on Best Practices in Engineering Programme Accreditation.

Observations: Congruence or diversity of practices were observed as follows:

- **Students** included in audit panels: some agencies include students some do not: ARACIS, AEER, EI, EngC and OE. It was noted that in some countries where the EUR-ACE authorized agencies do not include students, QA agencies will include students in their panel: e.g. QAA in the UK.

ENAEE experience : Diversity of practices

- Meetings with employers during site visits: this is being done systematically by all agencies but ASIIN: ASIIN does it rarely e.g. for sandwich type programmes
- Meetings with alumni during site visits: this is being done systematically by all agencies but ASIIN, if not all the time then as often as possible. ASIIN does it rarely.

ENAEE experience; Diversity of practices

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- **Publication of decisions**: this being done in all cases when decisions are positive. CTI publishes decisions even if negative.
- **Publication of audit reports**: most agencies generally do not publish the full audit reports; many however publish a kind of "executive summary". It was overall considered that the full report should not be published. Often it would not be national practice/lawful, would contain sensitive/personal data or harm the quality of recommendations.
- *Compare with ENQA's specifications & requirements on report publications for information. Note that ENQA would however target a different scope than EUR-ACE accreditations which looks into achievement of specified programme outcomes/standards.*

Diversity of practices
Legal implication of accreditation in different countries

- **Legal status of accreditation:** In most countries :
- a system is in place to assess and authorize higher education programmes leading to an officially recognized degree. Managed by official agency or a ministry : similar to an accreditation process but may be based solely or mostly on academic criteria.
- engineering degrees are concerned by this general national authorizatio system for academic degrees but there are no mandatory specific requirements for them. In this situation a specific accreditation of engineering degrees is optional: UK, in Spain or in Italy for instance
- in some countries agreements between the body in charge of the "national" accreditation and the local EUR-ACE authorized agency, by which a programme obtaining the label will "more easily" or even automatically obtain the national accreditation

Diversity of practices
Legal implication of accreditation in different countries

- **Access to the engineering profession**: In some countries
- engineering profession is **“regulated”,** totally or partially: Spain, Portugal, the UK, Italy. Access to engineering profession restricted to individuals registered as members of an “Order” of Engineers. Only registered engineers can sign certain technical documents. In some of these countries the engineers working for a company - as opposed to engineers engaged in independent practice - are not requested to be “registered” but in some others all engineers must be “registered”.
- In other countries access to the engineering profession **not regulated** at all. Ex. France, Germany**.** However, in France the academic title “ingénieur diplômé” is protected and restricted to graduates of programmes accredited by the CTI. But the access to engineering profession is not legally restricted to those graduates.

ENAEE experience: Programme Outcomes that are difficult to assess

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- Some of the Programme Outcomes, in other terms some of the skills or competences that are required from graduates are often difficult to assess for the HEIs. Correlatively it is difficult for Agencies auditing programmes to ascertain that students do possess those skills upon completion of the programme.

ENAEE experience: Programme Outcomes that are difficult to assess

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- **Examples** *from EAFSG* **:**
- ability to engage in independent life-long learning;
- ability to manage complex technical or professional activities or projects that can require new strategic approaches, taking responsibility for decision making
- **Other examples** *: Leadership*

Challenges for the future

1 - Skills are often defined in very general terms.

Some skills are defined in “objective” operational terms –observable behaviors/facts : ex. Keeping a time limit, Respect of a template, Naming the units for Physical quantities.

Most of the time in observed practice it is not attempted to define “scientifically” the skill and how to assess the level displayed by the student.

2 -How to assess specific competences acquired by individual students in pedagogical activities such that Group, Projects, Distance Learning,

Challenges for the future

2 - Many assessors and even Instructional Designers, from HEI's and companies, are poorly trained in assessment techniques and not aware of Bloom's taxonomy, of learning theories: behaviorism, cognitivism, constructivism, etc..

However it "works" when the assessments reflect a sort of common understanding of expectations within a community: E.g. Phrases s.t. "did the student meet your expectations" are subjective on purpose: they use the language used in companies.

Challenges for the future

3 - How to assess specific competences acquired by *individual* students in pedagogical activities such that Group, Projects, Distance Learning, MOOCs etc

Need for novel assessment methods. New opportunities though learning analytics, new interactions btw teacher and learners, self and peer assessment.

Enhance interest for leaning theories by Teachers, Assessors, Instructional Designers.

Promote knowledge of assessments methods used in industry to academics

Challenges for the future

- 4 – Implementation of the EU Directive on Recognition of Professional Qualifications throughout the European Union.
- Recently, in April 2016, the ECEC, European Council of Engineers Chambers started an EU funded project aiming at establishing Common Training Principles for Engineers. In the last project team meeting it was decided to refer to the EUR-ACE Framework Standards and Guidelines (EAFSG) Programme Outcomes for Bachelor – respectively Master - Degree as an orientation of the required contents of the programmes leading to a degree in engineering.

Challenges for the future

5 – Debate on Programme accreditation vs. Institutional accreditation

6- Attempts to substitute Peer reviews of Programmes (that include site visits) – by « scientific » assessment of the level of achievement of the expected competencies by the graduates e.g. automated testing of graduates .

October 13th, 2016

French High Council for the evaluation of Research and Higher Education

HCERES

Haut conseil de l'évaluation de la recherche
et de l'enseignement supérieur

HCERES: status and organisation

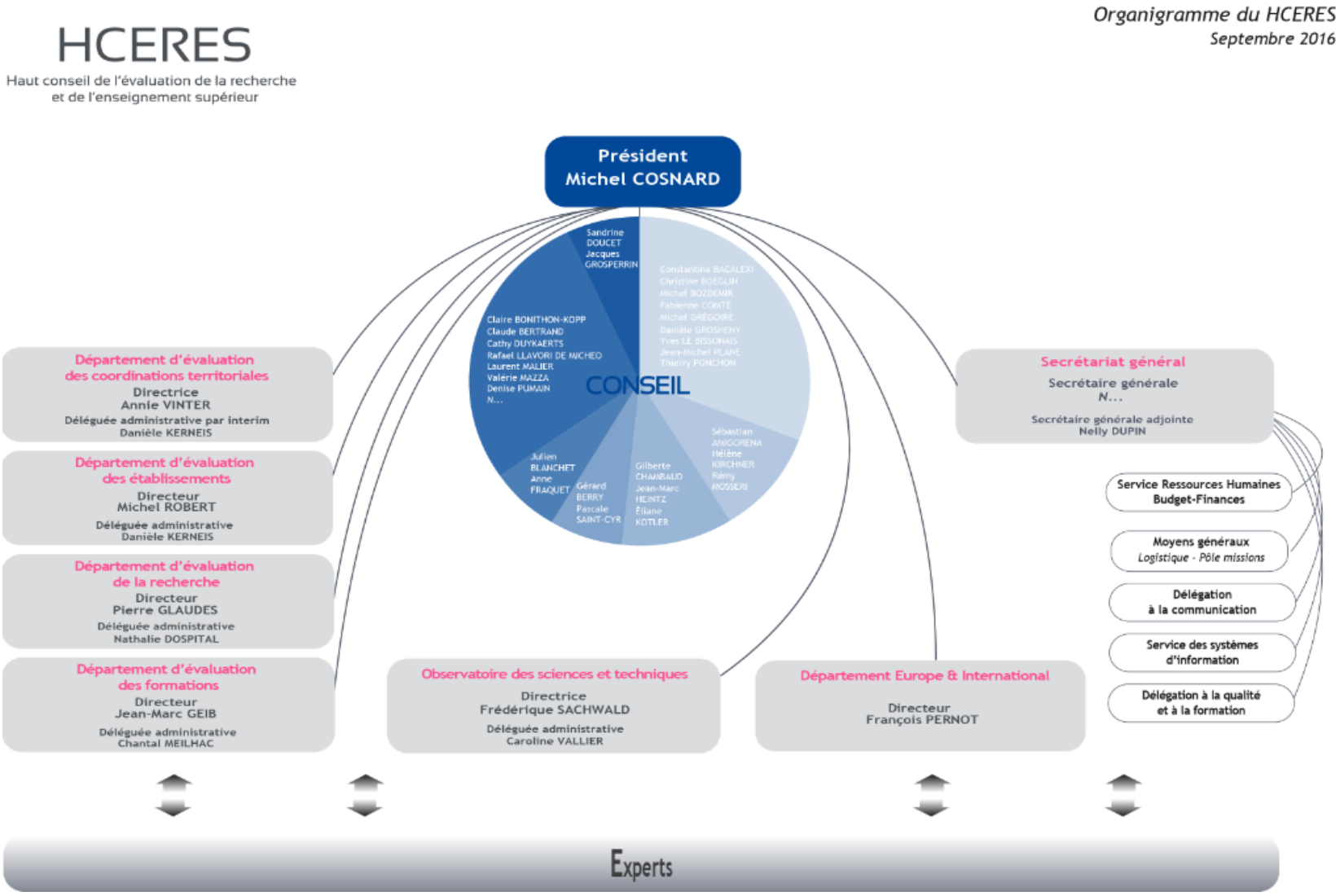
HCERES: status and organisation

•Status: Independent Administrative Authority, created by law in 2013, replacing the previous AERES, created in 2006. It is directly funded by Parliamentary vote.

•Organisation

- President, member of the board he chairs
- High Council Board: 30 members representing all stakeholders
- 4 evaluation departments:
  - ✓Institutions,
  - ✓Research units,
  - ✓Study programmes and degrees,
  - ✓Territorial cluster policies
- Europe and International Department
- Observatory of Science and Technologies: studies and statistical analysis
- Support services (General Secretariat)

HCERES: status and organisation



HCERES: status and organisation

- **Scientific organisation**
  - 115 part-time scientific delegates (professors and researchers) for a 4-year period
  - A pool of 4,500 experts on average called every year, including 20% outside France (peer-review)

- **"Support" administrative organisation**
  - 102 full-time administrative and technical staff

- **Budget in 2016:** 18.2 M Euros

HCERES: core missions and objectives

HCERES core missions

•Evaluating:

- HE & R institutions (universities, schools and research bodies), taking into account all their missions and activities
- Research activity in such institutions' laboratories and units on request or, where applicable, validating research unit evaluation procedures
- Study programmes and degrees in the French higher education system (L/M/D)
- New territorial coordination groupings, emerging from the progressive restructuring of the HER system, inforced by the 2013 act.

•And developing international activities

HCERES: missions and objectives

- Assisting evaluated entities in the continuous improvement of their practices
- Delivering analysis and findings about HER in France
- Providing clarification for decision-makers:
  - ✓ The State (financing, recognition of qualifications)
  - ✓ Research bodies (certification of laboratories)
  - ✓ Others (stakeholders: local Authorities, companies, families)

Scope of work

•Extensive and expanding scope of work:

- French HEIs are divided into 5 batches according to the 5-year contract each institution signs mostly with the Higher Education & Research Ministry.
- More sectors are now concerned:
  - ✓ Architecture and art schools,
  - ✓ Agronomic and environment science engineering schools
  - ✓ health programmes
- Expanding request from international environment

International activities

- 5 strategic areas:

- Evaluate foreign institutions or programmes:
  - ✓ simple evaluation,
  - ✓ or evaluation for accreditation purposes and then delivery of HCERES label
- Evaluate the activities carried out abroad by French institutions and research organisations (including cross border education and joint degrees)
- Provide expertise to foreign quality assurance agencies in creation or development
- Actively participate in European and international networks (ENQA, INQAAHE, G8 research, EUA) and develop a network of cooperation with equivalent foreign agencies
- Provide our quality assurance with a European and international benchmarking in the field of in higher education and research, including internationalisation processes, and learn to improve French practices.

Founding Principles

Founding Principles

•Our founding principles comply with the 2015 European Standards and Guidelines

•Independence:

•Its status as an independent administrative authority enables HCERES to carry out its missions without coming under pressure from:

- government authorities,
- entities evaluated,
- or any other stakeholders.

•HCERES does its utmost to guarantee compliance with the rules of ethics, in particular those concerning conflicts of interests.

Founding Principles

- Professionalism of experts and transparency of procedures
- Quality of evaluation rests on:
  - the experts' skills and correct matching their profile with the entity evaluated,
  - a methodology and procedures guaranteeing equality of treatment,
  - the HCERES quality management system.

- Transparency of evaluation rests on (website) publication of :
  - criteria for and methods of evaluation
  - the list of experts and their positions,
  - all evaluation reports.

Methodological principles

Methodological principles

•The criteria defined and procedures implemented by the High council take into account:

- the diversity of the natures and missions of the evaluated entities
- along with the diversity of disciplinary fields
- while respecting the principle of equality of treatment.

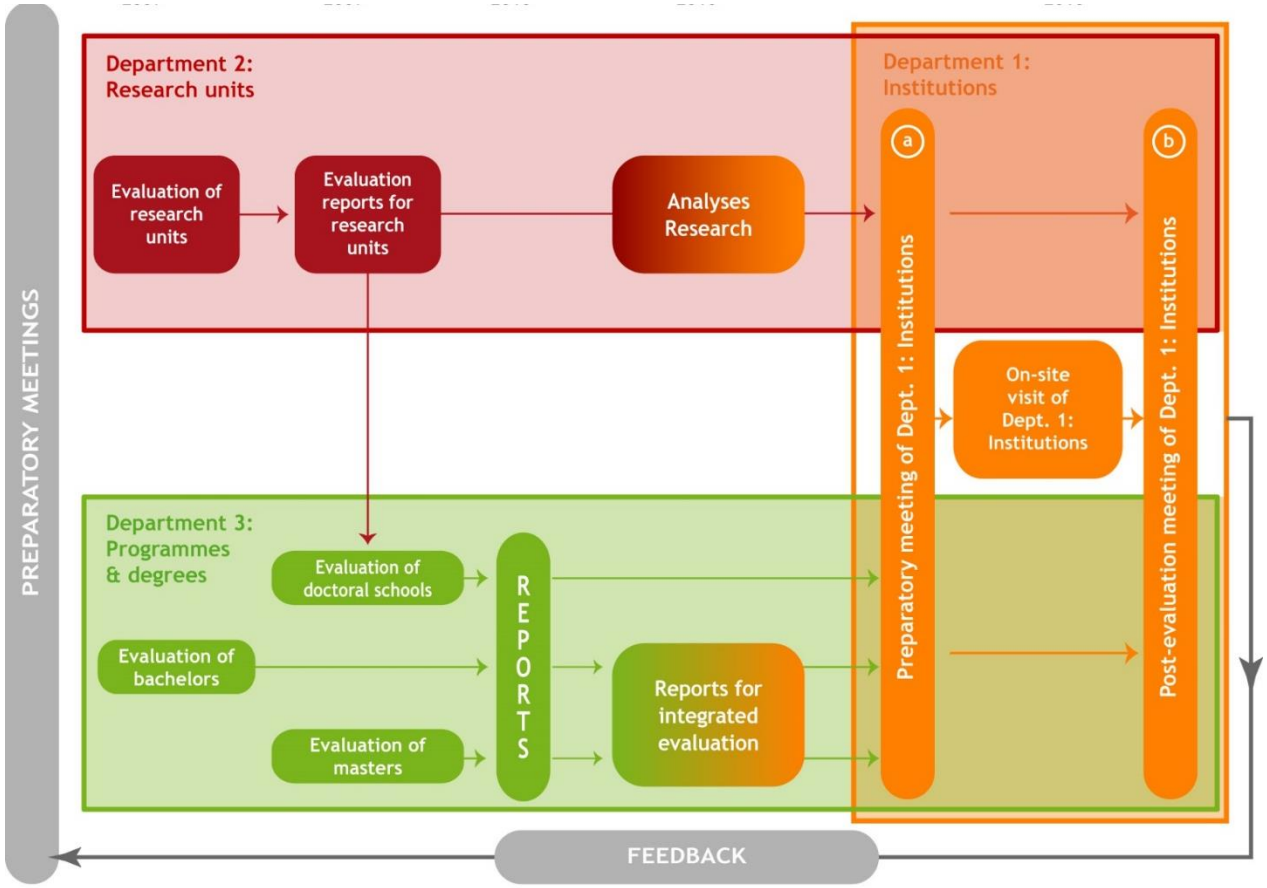
•Aims and content of the evaluation in France:

- is oriented towards improvement of the organisation evaluated, in the context of a territorial positioning
- combines the quantitative (warning signals) with the qualitative (impact, size, risk-taking, etc.)

Methodology used

- Each evaluation is based on a self-evaluation prior to the assessment of the entity by the HCERES (institution, research body or unit and study programme) in a global process of “integrated evaluation” at the scale of the territorial grouping.
- All assessments are based on public Standards framework, peer-review system (including students) for qualitative evaluation completed by analysis of quantitative data and use of indicators with an on-site visit.
- Each entity is evaluated every 5 years. All reports are made public.
- Assessments aim to identify strengths, weaknesses and recommendations for the improvement of Higher Education and Research.

Integrated evaluation



(a) Presentation of research analyses, doctoral schools' evaluation reports, bachelors' reports and masters' reports by the scientific delegates of departments 2 and 3, for integrated evaluation.

(b) Discussions with the scientific delegates of departments 2 and 3 who took part in the preparatory meeting.

Recognition at European level

Recognition at European level

- September 2010: AERES' full membership of the ENQA, the European Association for Quality Assurance in HE

- May 2011: AERES was listed in EQAR, the European Quality Assurance Register for Higher Education.

- March 2015: ENQA and EQAR transfer AERES's European recognition to HCERES

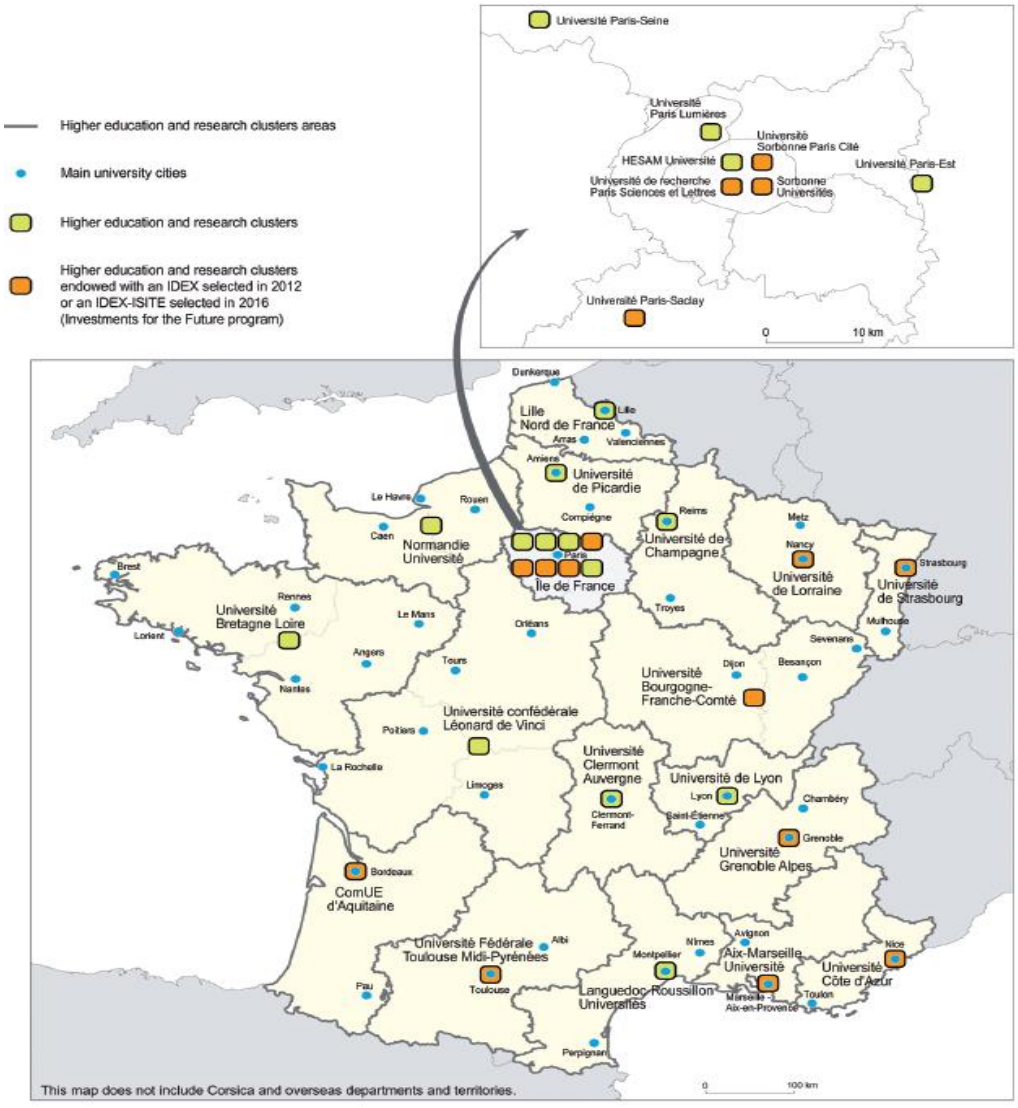
- July 2016: new external evaluation of HCERES by ENQA.

Scope of work: some figures and examples

Scope of work: some figures

	Total	Average per year
Public and private HEI and research bodies	310	60
Research units	2,873	575
Study programmes (Bachelor, Vocational bachelor, Master, art and health programmes)	5,293	1,000
Doctoral schools	262	50
Territorial coordination policies (cluster of HEIs and research bodies)	25	5-6

Higher education and research clusters in France (2016)



Source : MENESR - DGRI - SPFCO • Réalisation : MENESR - DGESIP/DGRI - SIES

Février 2016

International activities – 1 -

•Evaluation and accreditation foreign institutions and programmes:

•Mainly with Francophonie partners and countries with longlasting partnership like Armenia, Sub-Saharan Africa, Vietnam…

•For example in Armenia: institutional evaluation of UNACA (Université nationale d'architecture et de construction d'Arménie) et UNPA (Université Nationale Polytechnique d'Arménie) together with Aneca (Spanish Evaluation & Accreditation Agency) and ANQA (local Quality Agency)

•Technical assistance for setting up Quality assurance agencies :

•Sénégal: ANAQ-SUP (Autorité nationale d'Assurance Qualité de l'Enseignement supérieur),

•Angola: INAARES (Institut national pour l'évaluation, l'accréditation et la reconnaissance des études de l'enseignement supérieur),

•Mali: AMAQ-Sup (Agence malienne d'assurance qualité)

International activities – 2 -

- Participation to workshops, forums and working groups of the different international networks and organisations:
  - ENQA (European Association for Quality Assurance in Higher Education)
  - ECA (European Consortium for Accreditation in higher education)
  - INQAAHE (International Network for Quality Assurance Agencies in Higher Education)
  - EQAF (European Quality Assurance forum)
  - EUA (European University Association)
- And to European projects:
  - Tempus Liban TLQAA (Towards the Lebanese Quality Assurance Agency);
  - TLQAA+ Liban (developing the culture of programmes' evaluation and matching against national qualifications framework
  - CEQUINT (Certificat for the Quality of Internationalisation);
  - QACHE (Quality Assurance of Cross-border higher Education)
  - 3CQA (PhD Quality Assurance in Armenia, Georgia, Iran, Kazakhstan, …)

HCERES challenges

•Significant transformations in French HER (2007 & 2013 acts):

- Increased autonomy of HEIs, more strategic positioning and sounder management practices
- Territorial coordination bodies.

•Challenges:

- ✓ How to deal with integrated evaluation ?
- ✓ What scale & depth of evaluation to adopt ?
- ✓ How to support this new territorial policy ?
- ✓ How to adapt our organisation to manage this new dimension ?

NVAO's external quality assurance & accreditation

in fifteen minutes (and Law school specific?)

Paul Zevenbergen
(member of the board)

Barcelona,
October 13th 2016

nvao
nederlands- vlaamse accreditatieorganisatie

Who is NVAO?

NVAO is the independent bi-national accreditation organisation in The Netherlands and Flanders (Federal State in Belgium), founded on the Accreditation Treaty between NL and FL.

Our task is to assure that student's education, acquired knowledge and competences are up to national and international standards, academic and professional.

NVAO provides objective expert judgement on the quality of higher education in The Netherlands and Flanders.

NVAO aims to be in the front of external quality assurance in international/European perspective.

nvao
nederlands - vlaamse accreditatieorganisatie

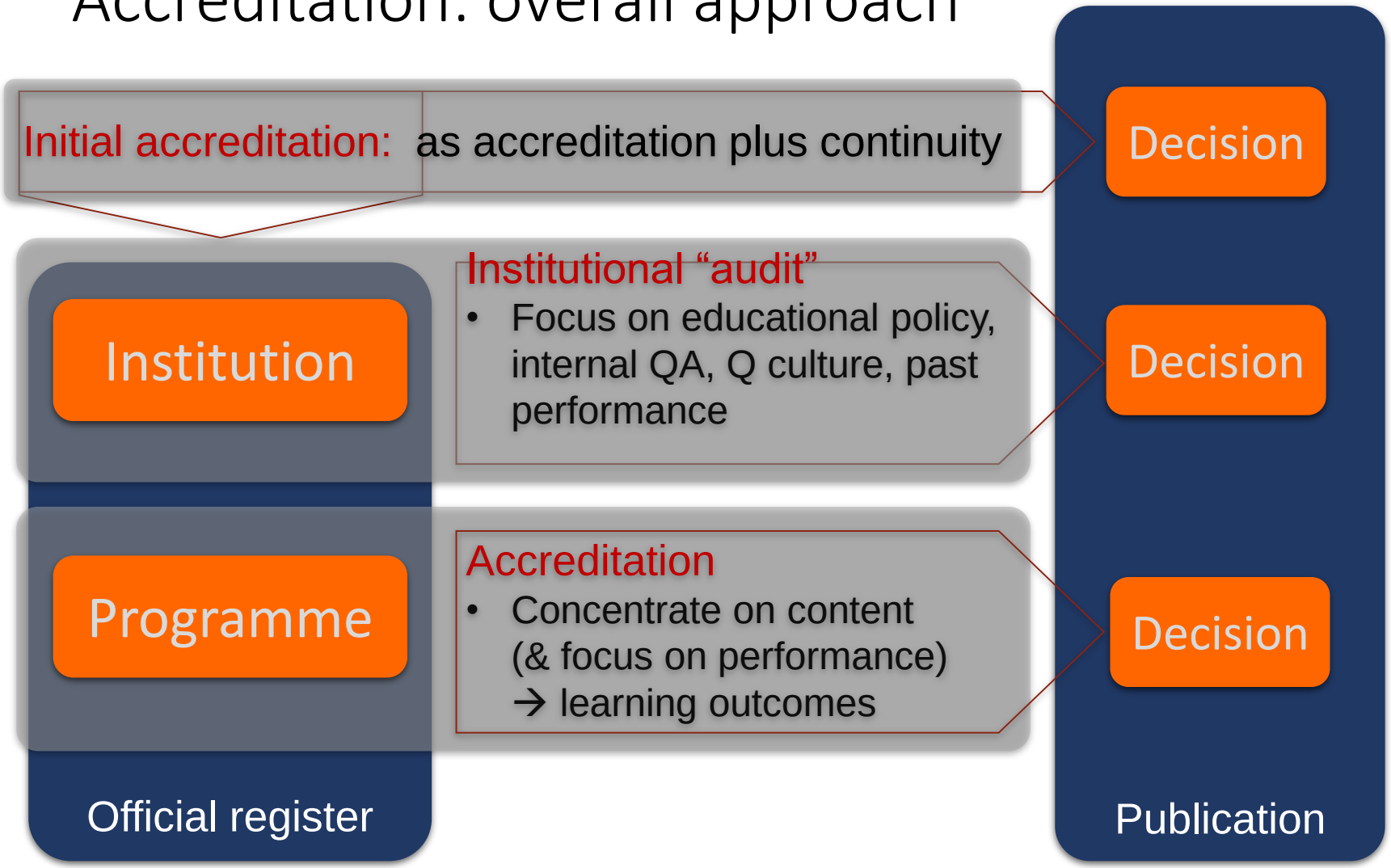
What are our core values?

- Independence
- Clarity
- Transparancy
- Respect
- Trust

Accreditation in The Netherlands and Flanders

- Safeguards for independence
  - Legal framework
  - ESG compliant; EQAR registered
- Publicly funded
  - Pre-funded by the Netherlands & Flanders (60/40)
  - HEIs pay for procedures
- Accountable
  - Committee of ministers
  - Respective parliaments
- Organisation
  - Executive Board, General Board – Advisory Board

Accreditation: overall approach



Purpose of NVAO's system (1/2)

- To balance accountability and enhancement
  - Respect institutional autonomy
    - → Generic, descriptive standards
    - → Start from intentions formulated by HEI/programm – vision & policy)
  - Reward earned trust
    - → Positive institutional audit, then limited programme assessment
  - Stimulate HE to aim above threshold
    - → Accredit as good or excellent
    - → Distinctive (quality) features, e.g. internationalisation, sustainable development, entrepreneurship, …
- Ownership by HEI of assessments

"It's about quality , not quality assurance."

Purpose of NVAO's system (2/2)

Accountability & Enhancement

- Public demonstration of quality
  - Public reports
- External quality assurance
  - Obligatory
  - Grants status for fixed periods
  - Linked to recognition & funding
- Increase transparency
  - Public register of quality assured, accredited higher education

- Stimulate quality culture
  - Functioning of (internal) QA system with respect to teaching & learning
    → institutional audit
- Commit professionals / academic ownership
  - Focus on content; and not procedures
    → programme assessment
  - Dissemination: analyses, conferences, publications, stakeholder involvement

"Quality requires a quality *culture*."

Assessment methodology

- Peer review (knowledge/experience: domain specific, education, international, world of work, student)
- Generic, descriptive, 'open' standards
  - → Room for judgement calls (Dutch: "carpenters' eye")
  - → Broad acceptance
- Focus on *what* should be done (fitness of purpose), not *how*
- Focus on teaching & learning (education, fitness for purpose)
  - Including academic standards (not equal to research)
  - Including professional orientation
- Judgements: unsatisfactory, satisfactory, goc
- Compliant with European Standards and Guidelines

"Higher education is international, or it is not."

Programme assessment

1 Intended learning outcomes

2 Teaching and learning

3 Achieved learning outcomes

Programme	Module x	Module y	Module z	…	
Intended LOs			✘		Achieved?
Intended LOs	✘	✘			Achieved?
Intended LOs		✘	✘		Achieved?
Intended LOs	✘				Achieved?
…					…
	(C. &) LOs	**(C. &) LOs**	**(C. &) LOs**		
	Assessment	**Assessment**	**Assessment**	**…**	

Aim? Act? Achieve?

Institutional audit

Further development and points of attention: education in law

- Alignment with professional field: LLM versus license to practice law (minority!)
- Education in national law amidst increasing international orientation of higher education
- NVAO collaborates with academic and professional community:
  - External QA fit for purpose and relevant
  - But: collaboration vis-à-vis independent assessment
- “Managing the masses”: lots of students in law schools; MOOC’s?

Further development and points of attention: internationalization

Ongoing internationalization of higher education:

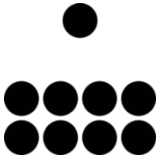
- European context and cooperation: ENQA, EQAR
- Assessment of joint degrees and joint programmes (‘MULTRA’)
- Internationalization of external quality assurance @Home
- Collaboration agreements of NVAO with international accrediting bodies, academic and professional (business administration/economics, public administration, medicine, engineering, hospitality & tourism, veterinary, et cetera)

THANK YOU FOR YOUR ATTENTION

p.zevenbergen@nvao.net - @rpzevenbergen

www.nvao.net

Expert panels



Independent

Experts in the relevant domain

Experts in education

Experts in the relevant world of work

Internationally oriented experts

- Pool of peers: 800 experts
  - International database of experts
- A student in every expert panel
- Training/briefing by NVAO
- Panel composition requires NVAO approval

nvao
nederlands - vlaamse accreditatieorganisatie

Amount of accreditations per year

Table 1: Total number of processed applications from the Netherlands and Flanders as of 31 December 2014

	Final total	The Netherlands		Flanders		
		Existing programmes (accreditation)	Institutional audit	New programmes (initial accreditation)	Existing programmes (accreditation))	New programmes (initial accreditation))
2014	807	646[1]	15	60	74	12
2013	801	515	24	50	206	6
2012	578	339	5	55	166	13

School of Law

FACULTY OF EDUCATION, SOCIAL SCIENCES AND LAW

UNIVERSITY OF LEEDS

Quality Assurance of Higher Education in the UK: Regulatory Change and Market Competition – the Case of Law

Andrew Francis and Nick Taylor, Centre for Innovation and Research in Legal Education (CIRLE), School of Law, University of Leeds, UK

Structure of the Paper

UNIVERSITY OF LEEDS

- Current QA structure, including the role of QAA in leading on quality assurance in the sector.
- Changes proposed by the new Higher Education and Research Bill
- Increased accreditation of academics within the UK
- Relationship of the legal regulators to undergraduate legal education

Quality Code

UNIVERSITY OF LEEDS

- The Role of the Quality Code
- safeguard the academic standards of UK higher education;
- assure the academic quality of learning opportunities that UK higher education offers;
- promote continuous and systematic improvement in UK higher education;
- ensure that information about UK higher education is fit for purpose, accessible and trustworthy (QAA, 2015: 2).

QA – Institutional Review

UNIVERSITY OF LEEDS

- **Stage 1**
- The first stage is a desk-based analysis of information provided by the institution, including a self-evaluation document. Students from the institution being reviewed can also participate in the process by making their own submission and meeting the review team. In submitting material for the desk based review relevant national datasets (e.g. www.unistats.com) may inform the submission.
- **Stage 2**
- Visit to the institution. The Review team meets students and staff and other relevant actors. The duration and scope of the visit is largely determined by the conclusions reached as a result of the desk based exercise. The review team will also identify good practice and make recommendations for action where appropriate.
- If an institution has experienced two successful reviews (including the last one) then the interval between reviews will be six years. When this is not the case the period is likely to be four years.

QA – Key Reference points

UNIVERSITY OF LEEDS

- **Benchmark statements** take into account professional requirements where appropriate and are drawn up by subject specialists and reviewed periodically.
- These are minimum / threshold standards, but context is also provided. For example, “degree-level study in law also instils ways of thinking that are intrinsic to the subject, while being no less transferable. These include an appreciation of the complexity of legal concepts, ethics, rules and principles, a respect for context and evidence, and a greater awareness of the importance of the principles of justice and the rule of law to the foundations of society.”
- **FHEQ** - Framework for Higher Education Qualifications (FHEQ). Establishes robust framework for achievement at different level of study.

Higher Education and Research Bill

UNIVERSITY OF LEEDS

- Driven by a belief that in "introducing more competition and informed choice into higher education, we will deliver better outcomes and value for students, employers and the taxpayers who underwrite the system" (BiS, 2016:8).
- **Key Aims**:
- generate greater competition, through making it easier for new entrants to enter the marketplace, assume degree award making powers and university titles, more quickly than previously.
- Regulatory simplification is also proposed through the establishment of a new Office for Students to replace a number of existing bodies.
- Teaching Excellence Framework (TEF) will be established – and universities' TEF performance linked to fee levels.
- The Research Funding Councils will also now fall within the oversight of a single UK Funding Council
-

Risk Based Regulation and New Providers:

UNIVERSITY OF LEEDS

- **The new Office for Students will assume all regulatory powers in relation to teaching related activities within Higher Education (clause 1 of the Bill**), including:
- establishing and maintaining 'baseline regulatory conditions',
- 'post-probation and established provider assurances',
- 'degree-award making powers', 'university title' and,
- with a range of stakeholders including a Quality Body, sector and student representatives, 'Governance of baseline quality and standards requirements', with reference to the expectations of Quality Code and Frameworks for Higher Education Qualifications.'
- Different categories of provider could include: providers of Higher Education, Degree Award Making Powers, Award of University title (awarded after a successful probationary period with degree award making powers and a number of other metrics, including, for example, at least 55% of the students studying undergraduate degrees.)

Quality Assurance, Information and Student Choice

UNIVERSITY OF LEEDS

- **OfS** will appoint a designated Quality Body, which will be responsible for discharging the two key elements of the quality assessment framework "a) regular and routine monitoring through Annual Provider Review and (b) in-depth review visits where these are considered necessary." (Department for Education, 2016a: 14).

- **Annual assessments** will include a range of metrics, e.g. student numbers, entry requirements, NSS results, degree outcomes, graduate destinations and TEF scores" (Department for Education, 2016a: 15).

- **Teaching Excellence Framework (TEF)** – Will include increasingly intensive use of key metrics including **National Student Survey results; retention rates of students, and student destinations,** potentially including elements of subject level review, and elements of teaching contact hours and teaching intensity (BIS, 2016a: 44. Gold, Silver and Bronze institutions.

Assessing and Accrediting the Quality of Individual Academics

UNIVERSITY OF LEEDS

- UK does not currently operate a formal national framework to ensure the assessment and accreditation of the competence of those who teach and research in its public universities
- **BUT** "quantitative information relating to the qualification, experience and contractual basis of staff who teach" (BIS, 2016b: 30) may be offered by an institution in its contextual submission for its TEF assessment
- The Higher Education Academy is "the national body which champions teaching quality in the sector"
    - Fellow
    - Senior Fellow
    - Principal Fellow
- Fellowship of the HEA is the most common qualification held by those whose qualifications were reported to HESA by their institution – 14% of responses (HEFCE, 2015)

Promotion Processes in UK Higher Education

UNIVERSITY OF LEEDS

- Promotion processes within the UK to some degree reflects differences in university mission, not-withstanding the 1992 Act (Parker, 2008).
- Post-92 promotion linked to a particular role;
- Pre-92 linked to personal achievement and performance (Lecturer, Senior Lecturer, Reader, Professor)
- Historically, Research has dominated criteria, but greater recognition now being given to Education focused activities
- There remain concerns about the experiences of women, particularly in terms of reward and remuneration within HE, for example, nationally we find only 23% Female Professors (HESA, 2016).

HE's relationship to Professional Bodies – the case of Law

UNIVERSITY OF LEEDS

- The relationship between legal education and the legal profession has been difficult at times in its history (Cownie and Cocks, 2009)
- LETR concluded in broad terms that the current system worked well (2013: ix),
- Solicitor Regulation Authority's most recent proposals (October 2016)
- In order to be admitted as a solicitor, individuals would need
- to hold a degree, apprenticeship, or equivalent;
- pass stages 1 and 2 of the SQE;
- have undertaken a requisite period of workplace training;
- and meet our character and suitability requirements

- SQE will consist of computer based assessments and skills sessions. No exemptions will be permitted. No regulation over the preparatory training. It is for the candidate to determine (on the basis of information available from providers) whether they are ready. To assist them, information about past performance by students on the SQE (by educational institution) will be published.

UNIVERSITY OF LEEDS

- Andrew Francis and Nick Taylor
- **CIRLE**
  - Centre for Innovation and Research in Legal Education
  - a.m.francis@leeds.ac.uk

The German Approach towards external QA in HE

University of Barcelona, 13. October 2016

Content

1. **The German Accreditation System**
2. Standards for Programme Accreditation
3. Standards for System Accreditation

Higher Education in Germany

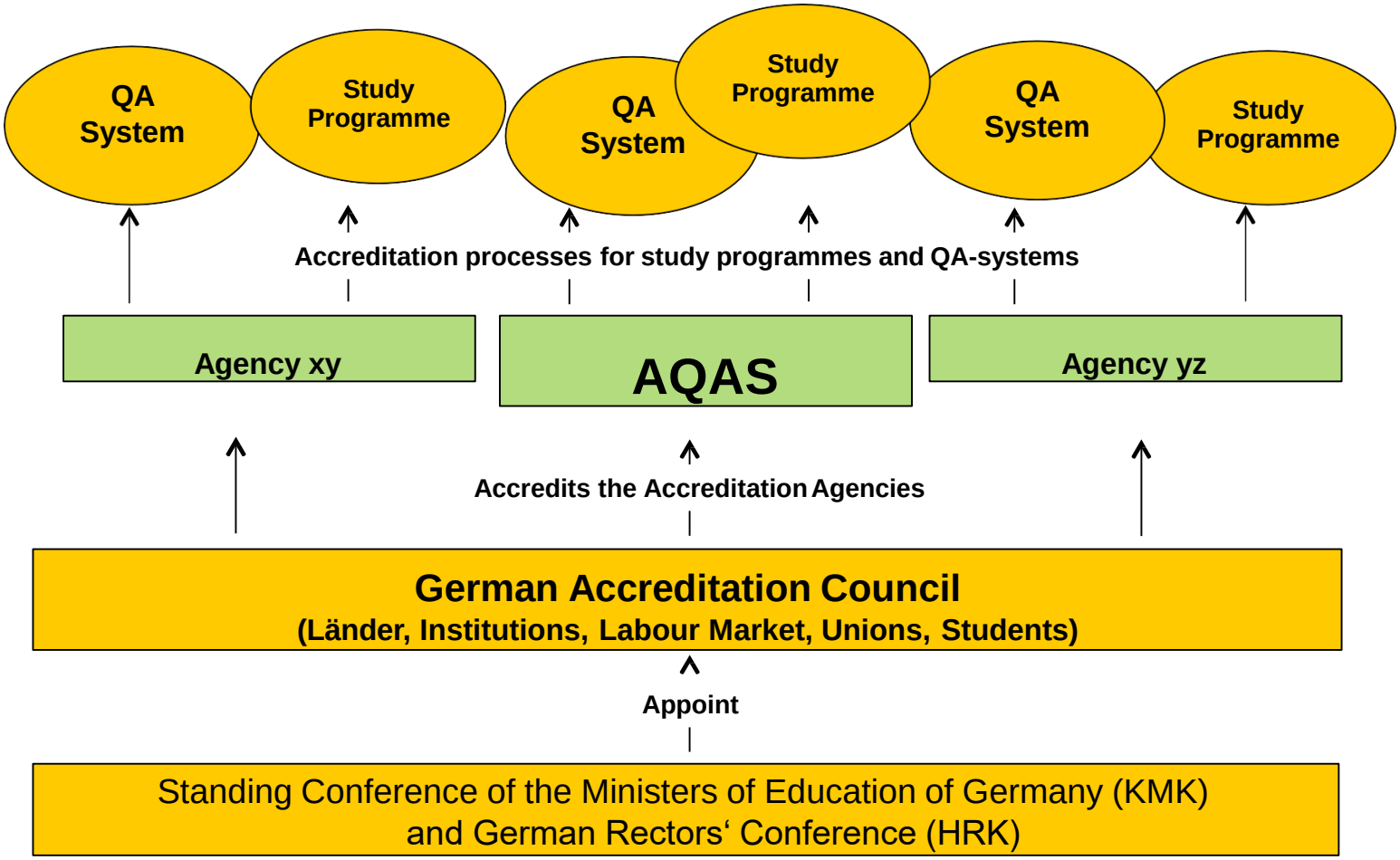
The Context of external QA in Germany :

- Education is governed by the 16 federal states / Länder
- Education is funded by the state (federal states / Länder)
- Generally students don‘t pay for their studies
  (besides for further education & at private institution)
- HEI are in every region in Germany (short distances, structural differences)
- Quality differences between institutions exist but are not fundamental
- Private institutions play a minor role (little number of students)
- Professors are civil servants (limited possibilities to force changes)
- Nearly 17,000 study programmes are offered – one agency couldn‘t accredit them all.

Division of tasks

- Standing Conference of Ministers
  - Sets general / structural rules for study programmes in Germany
- German Accreditation Council
  - Sets rules for Accreditation of Programmes and Accreditation of QA systems
  - Accredits & monitors work of the agency
- Agencies
  - Run Accreditation procedures and decide on accreditation

AQAS within the Accreditation System



Scope of the system

- The accreditation system only covers Higher Education (no VET, no schools).
- The accreditation system does not license new Higher Education Institutions (different ways for new private / state institutions)
- Agencies do not assess the academic qualifications of staff beyond their role for a programme
- Agencies are not financed by the state – costs are covered by institutions
- Institutions are free to chose an agency – competition between agencies
- HEI can either undergo Programme Accreditation or have their internal QA system accredited in System Accreditation

Content

1. The German Accreditation System
2. **Standards for Programme Accreditation**
3. Standards for System Accreditation

Programme Accreditation Procedure

The Accreditation Procedure follows the 4 main steps that are internationally comparable:

1. HEI writes an application based on standards
2. a peer review with a panel of experts takes place and a report is written
3. the AQAS accreditation commission takes a decision based on this report
4. follow-up

The procedure is repeated after five or seven years.

Programme Accreditation I

Standards for Programme Accreditation

- Qualification Objectives of the Study Programme Concept
- Conceptual Integration of the Study Programme in the System of Studies
- Study Programme Concept
- Academic Feasibility
- Examination System

Programme Accreditation II

- Programme-related Co-operations
- Facilities
  Quality and Quantity of equipment / room / staff
- Transparency and Documentation
- Quality Assurance and Further Development
- Study Programmes with a Special Profile Demand
- Gender Justice and Equal Opportunities

Programme Accreditation III

Decisions in programme accreditation can be:

- Positive (with recommendations)
- Positive with conditions (and recommendations)
- Suspension of procedure (up to 18 months)
- Negative

Accreditation is valid for five / seven years.

Content

1. The German Accreditation System
2. Standards for Programme Accreditation
3. **Standards for System Accreditation**

System Accreditation I

- Since 2009 HEI can choose to undergo System Accreditation
- Once HEI is in this process, there is no longer a need for EXTERNAL programme accreditation
- System Accreditation is a much more complex and extensive procedure

System Accreditation II

Standards for System Accreditation

- Qualification Objectives
- Internal Management in Teaching and Learning (Standards of programme accreditation)
- Internal Quality Assurance (ESG)
- Reporting System and Data Collection
- Responsibilities
- Documentation
- Cooperation

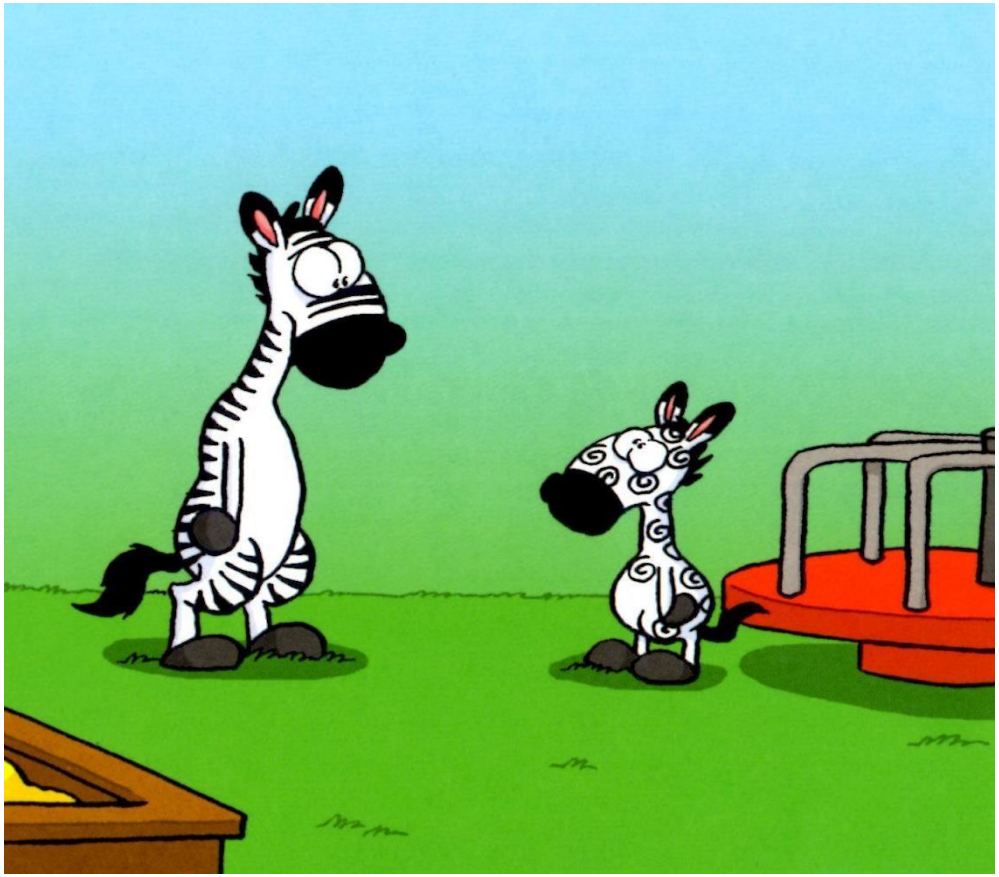
System Accreditation III

Decisions in programme accreditation can be:

- Positive (with recommendations)
- Positive with conditions (and recommendations)
- Suspension of procedure (12 up to 24 months)
- Negative

Accreditation is valid for six / eight years.

Any questions?



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EVALUACIÓN DEL PROFESORADO
Derecho

European Conference QAA

13 october 2016

ENQA eqar//// ISO 9001 ISO 27001

Formación expertos evaluación de profesorado: índice

- AQU Catalunya y del programa de evaluación del profesorado
- Características de la investigación en Derecho
- El perfil del profesorado acreditado en AQU

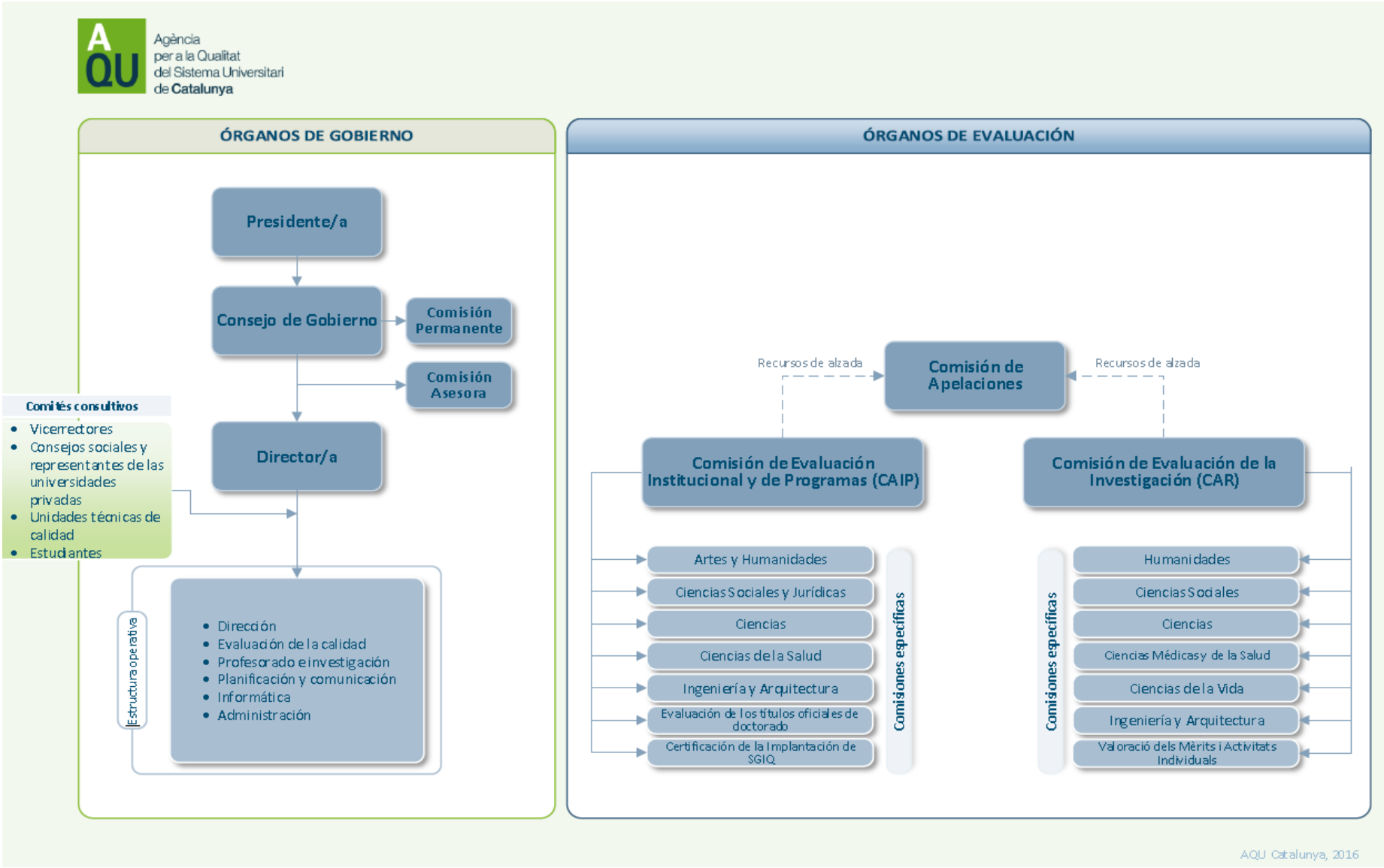
Objetivo:

La evaluación, la acreditación y la certificación de la calidad en el ámbito de las universidades y centros de enseñanza superior de Cataluña.

Funciones:

- La evaluación, acreditación y certificación de:
  - Titulaciones.
  - Centros docentes.
  - Sistemas y procedimientos de evaluación de la calidad de las universidades.
  - Actividades, programas, servicios y gestión de las universidades y de los centros de enseñanza superior.
  - **Profesorado: evaluación méritos (investigación, docencia, gestión); acreditaciones investigación.**

AQU CATALUNYA Y DEL PROGRAMA DE EVALUACIÓN DEL PROFESORADO: ESTRUCTURA



AQU CATALUNYA Y DEL PROGRAMA DE EVALUACIÓN DEL PROFESORADO: FIGURAS

- Lector:
  - Ayudante Doctor. Fase inicial carrera profesional
  - Dedicación a tiempo completo máx. 5 años
  - Edad media 34 años

- Agregado:
  - Contratado doctor. Probada capacidad docente y investigadora
  - Contrato indefinido
  - Edad media 40 años

- Catedrático:
  - Contratado doctor. Probada capacidad docente y investigadora
  - Contrato indefinido
  - Edad media 46 años

AQU CATALUNYA Y DEL PROGRAMA DE EVALUACIÓN DEL PROFESORADO: CARACTERÍSTICAS

- Objetivo: garantizar un **nivel mínimo** para cada figura
- Evaluación:
  - individual
  - no presencial
  - secundaria
- Ámbito catalán
- Comisiones formadas por expertos en agrupaciones de áreas de conocimiento
- Acreditaciones genéricas (Humanidades, Ingeniería, etc.)
- 2 expertos del campo de conocimiento
- Decisión binaria
- 2 convocatorias anuales
- Calidad vs. cantidad
- Evaluación no integral:
  - Investigación y docencia (lector)
  - Investigación (agregado y catedrático)

CARACTERÍSTICAS DE LA INVESTIGACIÓN EN DERECHO

- Definida por la existencia de sistemas jurídicos autónomos
- Amplio abanico de clases de publicaciones: monografías, recensiones, comentarios, artículos,…
- Un indicio de calidad añadido: las reseñas y comentarios sobre las publicaciones del autor
- Mínimo indispensable de publicaciones de un lector: una monografía
- La investigación continúa siendo esencialmente individual

CARACTERÍSTICAS DE LA INVESTIGACIÓN EN DERECHO: Los criterios de evaluación_LECTOR

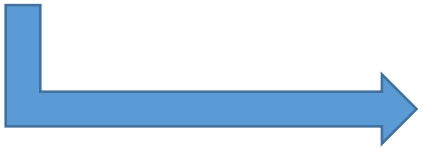
Ponderación de cada apartado del CV

a) Experiencia investigadora	**60%**
Publicaciones	50%
Proyectos de investigación	5%
Congresos	5%
b) Formación académica	**15%**
Formación predoctoral	5%
Formación doctoral y posdoctoral	10%
c) Experiencia docente	**25%**
Trayectoria docente	15%
Innovación docente y formación para la docencia	10%

En cuanto a **publicaciones (50%)**: mínimo 2 publicaciones en revistas:

- De ámbito internacional, indexadas (máxima calidad)
- Los libros (incluidas editoriales de prestigio nacionales), valorados en función de la calidad de la editorial en que se publica, se podrán asimilar a los artículos

Ponderación de cada apartado del CV



Publicaciones y transferencia de los resultados de investigación	70%
Proyectos	15%
Actividad formativa	7,5%
Otros méritos	7,5%

- En cuanto a **publicaciones (70%)**: mínimo 10 publicaciones, de las cuales 4 en revistas de tipo "A o B":
  - A) Revista de ámbito internacional, del máximo nivel de calidad en su disciplina, situada en los índices internacionales con los coeficientes de impacto más altos.
  - B) Revista de ámbito internacional, situada en los índices internacionales con un coeficiente de impacto inferior a las del grupo A.
  - B) Revista no indexada del máximo nivel de calidad en su ámbito, de alcance internacional, con un sistema de evaluación de originales riguroso y un comité científico internacional.

  → Los libros, valorados en función de la calidad de la editorial en que se publica, se podrán asimilar a los artículos

CARACTERÍSTICAS DE LA INVESTIGACIÓN EN DERECHO: Los criterios de evaluación_SEXENIOS

APORTACIONES VÁLIDAS
Libros y capítulos de libro
Publicaciones en revistas indexadas o de reconocido prestigio: •Artículos •Comentarios de legislación o de jurisprudencia •Notas •Recensiones de obras jurídicas
Monografías

APORTACIONES NO VÁLIDAS
Material docente
Ediciones o traducciones
Recopilaciones legislativas
Comentarios que sean meros resúmenes de sentencias
Dictámenes y proyectos que no sean públicos

CARACTERÍSTICAS DE LA INVESTIGACIÓN EN DERECHO: Principales editoriales

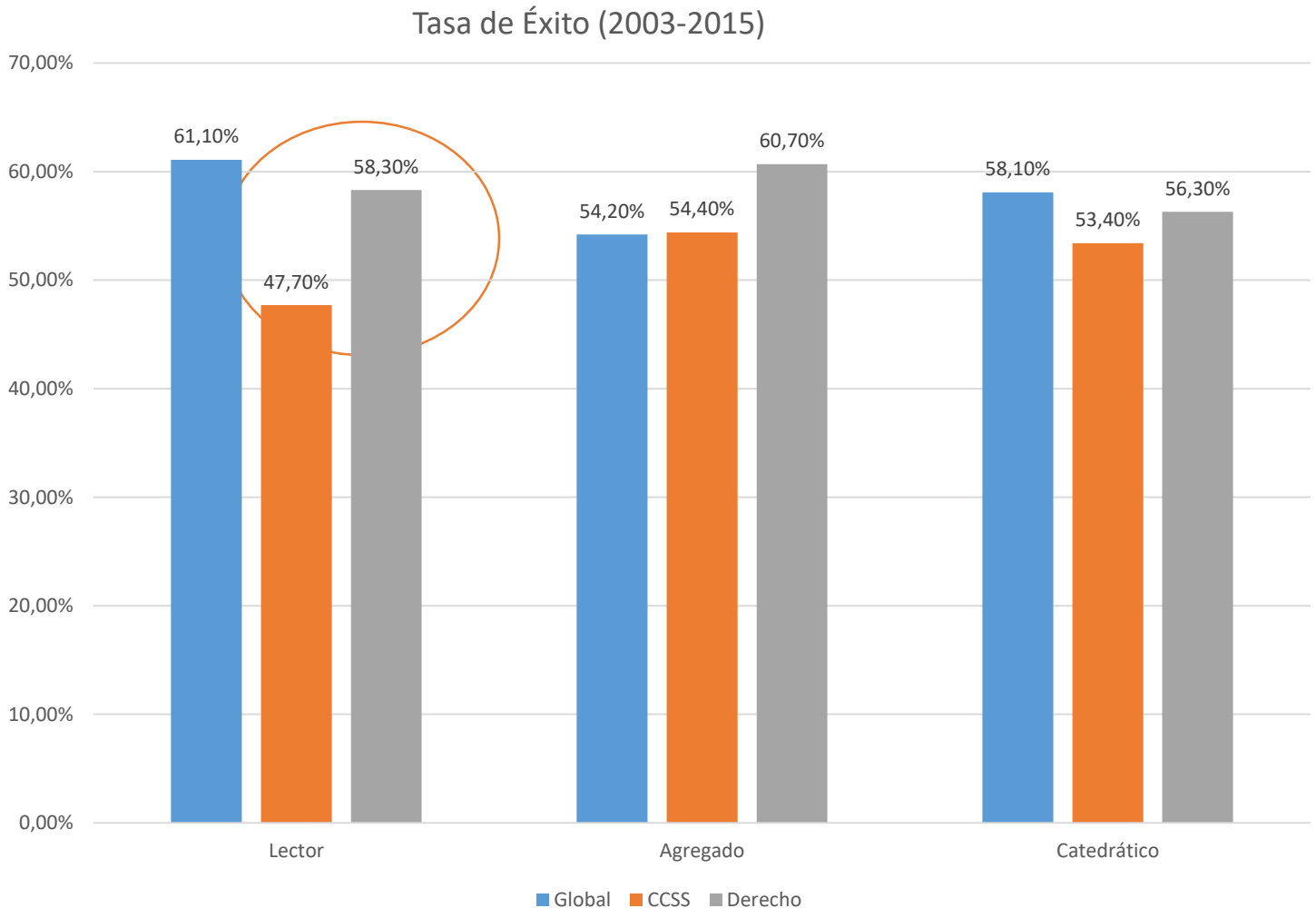
- Ránking de las editoriales más valoradas en el ámbito del derecho según Scholarly Publishers Indicators (2014)
  - Editoriales españolas

Posición	Editorial	ICEE
1	Tirant Lo Blanch	31.563
2	Aranzadi (Thomson Reuters)	22.805
3	Marcial Pons	17.166
4	Tecnos (Grupo Anaya, Hachette Livre)	16.387
5	Comares	9.601

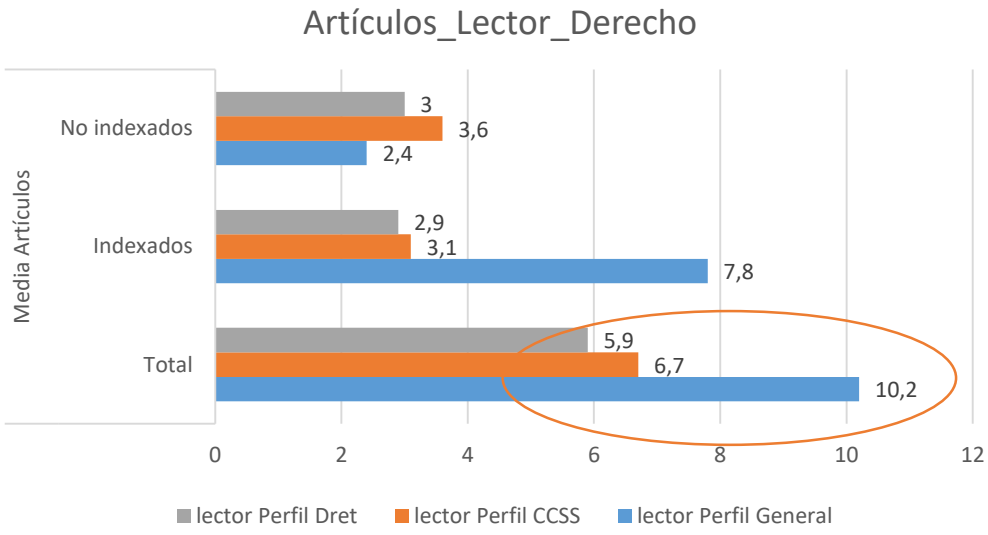
- Edi

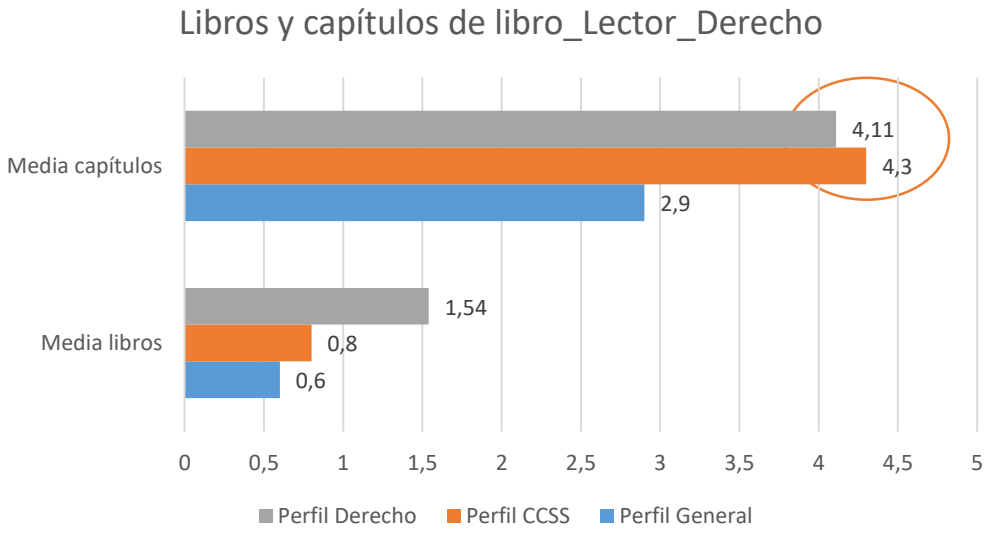
Posición	Editorial	ICEE
1	Thomson Reuters	11.932
2	Oxford University Press	6.194
3	Cambridge University Press	4.853
4	Wolters Kluwer	3.934
5	Giuffre	2.945

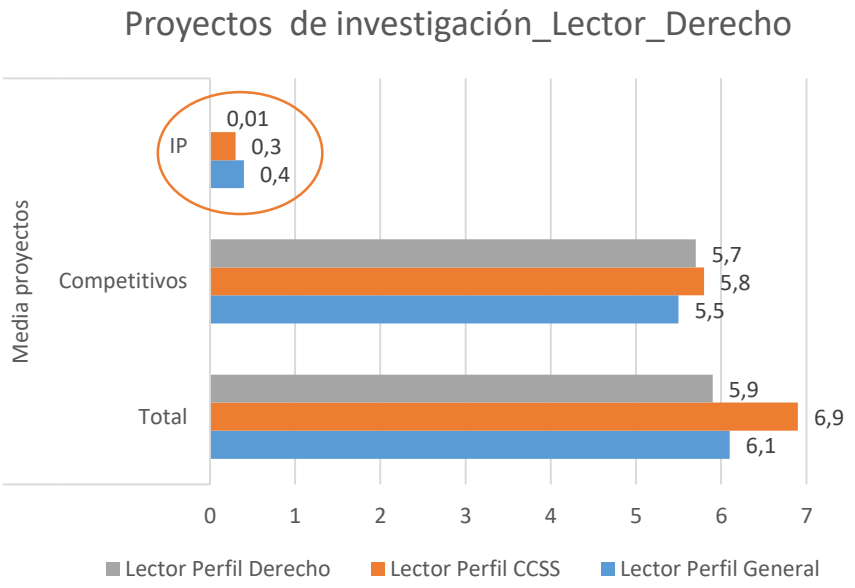
EL PERFIL DEL PROFESORADO: RESULTADOS



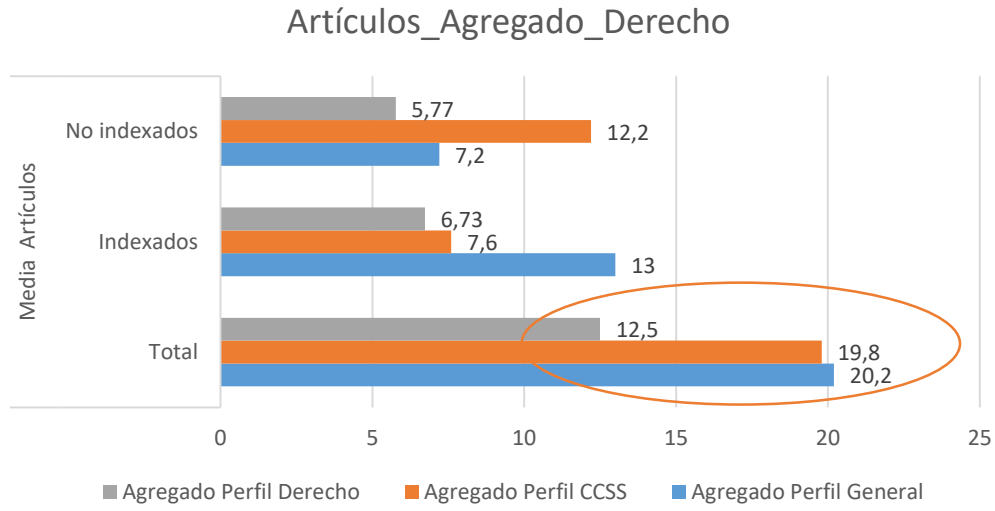
EL PERFIL DEL PROFESORADO ACREDITADO: RESULTADOS LECTORES

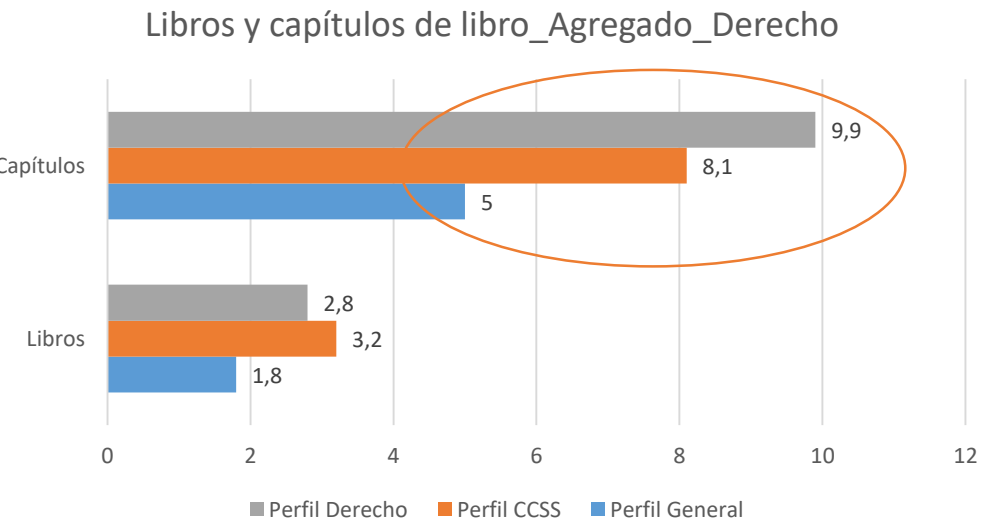


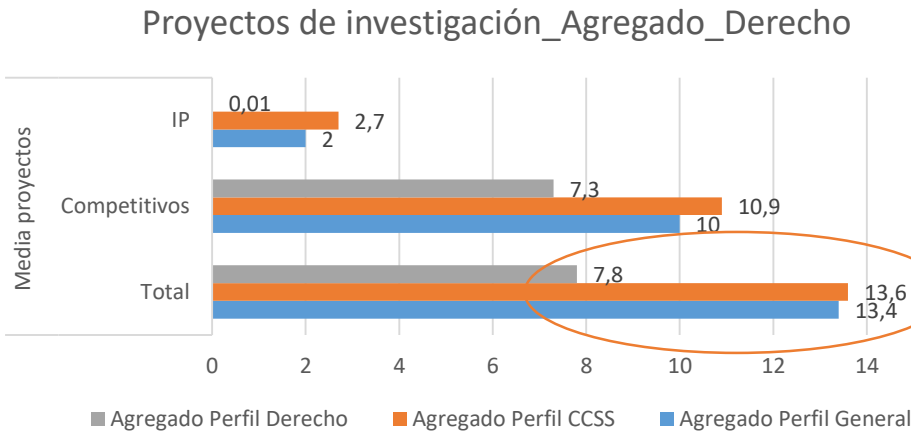




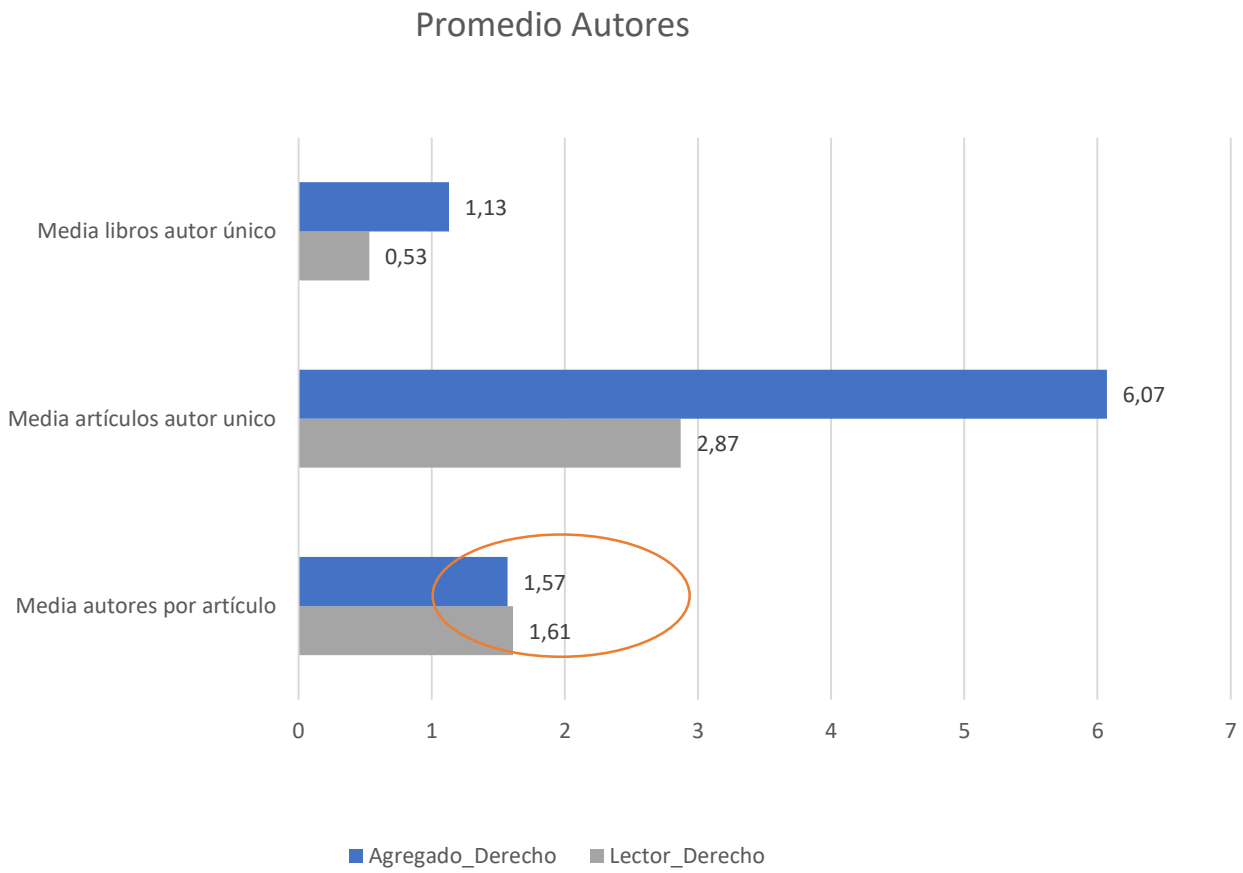
EL PERFIL DEL PROFESORADO ACREDITADO: RESULTADOS AGREGADO







EL PERFIL DEL PROFESORADO: RESULTADOS



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LAS AGENCIAS DE GARANTÍA DE CALIDAD PARA EL SISTEMA UNIVERSITARIO ESPAÑOL: ESTÁNDARES DE ACREDITACIÓN DEL PERSONAL ACADÉMICO

AITOR ZURIMENDI
DIRECTOR ADJUNTO DE UNIBASQ

EUROPEAN CONFERENCE QAA
BARCELONA, 13 DE OCTUBRE DE 2016

ÍNDICE

- LA AGENCIA
- EL SISTEMA UNIVERSITARIO VASCO (SUV)
- PROGRAMA EGIAZTAPENA, DE ACREDITACIÓN DEL PERSONAL DOCENTE E INVESTIGADOR

LA AGENCIA
Creación y evolución

- **Creación** en 2004 en la ley 3/2004 del sistema universitario vasco. UNIQUAL.

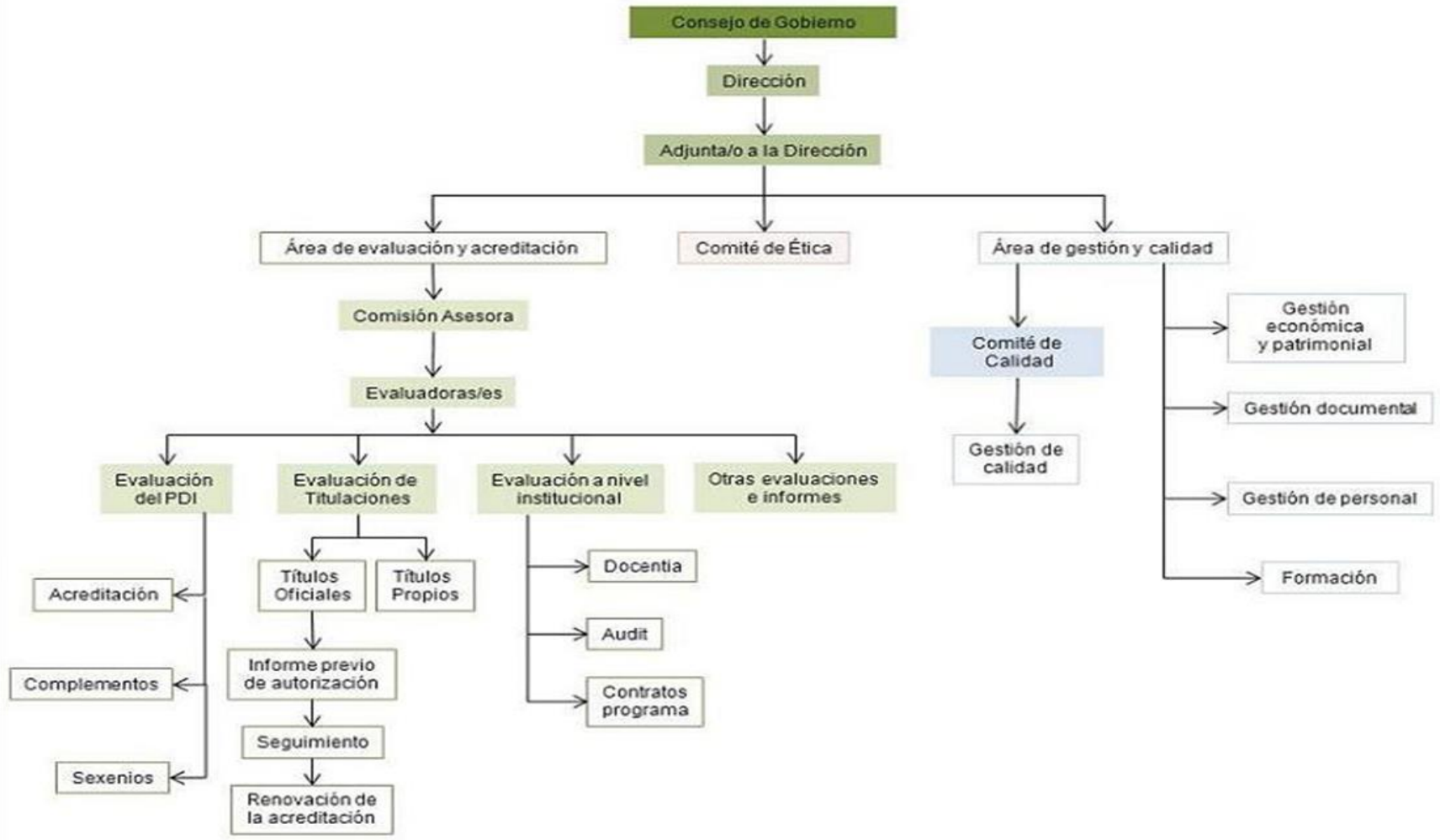
- Inicio del proceso de **adaptación** a los Estándares y Directrices para lograr la entrada en **ENQA y EQAR**: Nueva ley de la Agencia 2012. Cambio de estructura, estatutos, denominación- Unibasq.

  Nuevo estatus jurídico: ente autónomo de derecho privado.

- Presentación del Autoinforme de evaluación a ENQA:20 de noviembre de 2013. Visita evaluación por pares febrero de 2014.

Incorporación como miembro de pleno derecho en ENQA septiembre de 2014. Registro en EQAR. Participación en foros europeos e internacionales.

LA AGENCIA


Consejo de Gobierno
Dirección
Adjunta/o a la Dirección
Área de evaluación y acreditación
Comité de Ética
Área de gestión y calidad
Comisión Asesora
Evaluadoras/es
Comité de Calidad
Gestión de calidad
Gestión económica y patrimonial
Gestión documental
Gestión de personal
Formación
Evaluación del PDI
Evaluación de Titulaciones
Evaluación a nivel institucional
Otras evaluaciones e informes
Acreditación
Complementos
Sexenios
Títulos Oficiales
Títulos Propios
Informe previo de autorización
Seguimiento
Renovación de la acreditación
Docentia
Audit
Contratos programa

LA AGENCIA
Actividades

UNIBASQ desarrolla su actividad de evaluación, acreditación y certificación a través de los siguientes actuaciones:

- **Acreditación** del personal docente e investigador para el acceso a las plazas de contrato laboral y de profesor doctor de universidad privada del sistema universitario vasco.

- Evaluación del personal docente e investigador de la UPV/EHU para la consecución de los **Complementos Retributivos** autonómicos.

- Evaluación del personal docente e investigador laboral permanente de la UPV/EHU para la consecución de los complementos de investigación (**Sexenios**).

LA AGENCIA

Actividades

- Verificación- autorización de las propuestas de Títulos de Grado, Máster y Doctorado de las universidades del Sistema Universitario Vasco.

- Seguimiento de la implantación de las Titulaciones de Grado, Máster y Doctorado de las universidades del Sistema Universitario Vasco.

- Renovación de la acreditación de las Titulaciones de Grado, Máster y Doctorado de las universidades del Sistema Universitario Vasco.

- Evaluación de los contratos-programa firmados entre el Departamento de Educación, Universidades e Investigación y las universidades del Sistema Universitario Vasco.

- Asesoramiento al Gobierno Vasco y a las universidades vascas.

- Evaluación de titulaciones de universidades extranjeras que lo soliciten.

LA AGENCIA
Actividades

Evaluación institucional:

- AUDIT – Evaluación y Certificación de los Sistemas de Garantía Interna de Calidad de los centros universitarios del Sistema Universitario Vasco.

- DOCENTIA – Apoyo a las universidades para el diseño de procedimientos propios para la evaluación de la actividad docente de su profesorado.

EL SUV
Universidades

Universidad		Año de creación del primer centro	Año de fundación	Tipo
Universidad del País Vasco / Euskal Herriko Unibertsitatea		1739	1980	Pública
Universidad de Deusto / Deustuko Univertsitatea		1881	1886	Privada, sin ánimo de lucro, Iglesia
Mondragon Unibertsitatea		1943	1997	Privada, sin ánimo de lucro, cooperativa

EL SUV
Titulaciones

Universidad		Grado	Máster	Doctorado	Total
Universidad del País Vasco / Euskal Herriko Unibertsitatea		69	106	81	**256**
Universidad de Deusto / Deustuko Univertsitatea		19	31	10	**60**
Mondragon Unibertsitatea		15	13	3	**31**
Total		**104**	**140**	**84**	**347**

EL SUV
Estudiantes

Universidad		Grado	Máster	Doctorado	Total
Universidad del País Vasco / Euskal Herriko Unibertsitatea		18.569	2.341	2.741	**23.651**
Universidad de Deusto / Deustuko Univertsitatea		4.852	1.058	548	**6.458**
Mondragon Unibertsitatea		2.748	478	98	**3.324**
Total		**26.169**	**3.877**	**3.387**	**33.523**

EL SUV
Profesorado

Universidad		Profesorado
Universidad del País Vasco / Euskal Herriko Unibertsitatea		4.418
Universidad de Deusto / Deustuko Univertsitatea		633
Mondragon Unibertsitatea		322
Total		**5.337**

EGIAZTAPENA

Marco normativo

Ley Orgánica de Universidades (2001: reformas). Permite personal contratado temporal y permanente.

Ley 3/2004, del Sistema Universitario Vasco.

Personal

- Personal docente e investigador contratado de la Universidad del País Vasco / Euskal Herriko Unibertsitatea
- Profesorado doctor de las universidades privadas con sede en Euskadi

Objetivo

Poder optar a una plaza de esa categoría. Fijar unos mínimos para optar a cada figura. Pero la universidad es responsable de sus criterios de selección.

EGIAZTAPENA

Figuras de contratación		
Profesorado		
UNIBASQ	**ANECA**	**FUNCIONARIADO**
Pleno		Catedrático
Agregado	Contratado Doctor	Titular
Adjunto	Ayudante Doctor	
Colaborador	Colaborador	
Doctor de Universidad Privada	Universidad Privada	
Investigación		
Personal Doctor Investigador		
Profesorado de Investigación		

EGIAZTAPENA

PARTICULARIDAD IMPORTANTE EN EUSKADI ES LA EXISTENCIA DE UN DECRETO DEL GOBIERNO VASO.

Decreto 228/2011, de 18 de noviembre, que aprueba los criterios a utilizar por Unibasq en la evaluación y acreditación del PDI contratado de la UPV/EHU y del profesorado de las universidades privadas. Hasta ahora los cinco Comités de evaluación los desarrollaban directamente.

- Características del Decreto:
  1. Apartados de evaluación y puntuación de cada uno de ellos preestablecida. Mínimo investigador y/o de docencia en varias figuras.
  2. Menciona méritos a incluir en cada uno de los apartados.
  3. No incluye pautas ni cuantitativas ni cualitativas para evaluar cada mérito. Esto lo hacía directamente hasta ahora cada Comité de Evaluación.

REFLEXIÓN: ¿DISPARIDAD INHABITUAL EN RESULTADOS POR CADA COMITÉ?.

ANEXO I AL DECRETO 228/2011, DE 8 DE NOVIEMBRE CRITERIOS PARA LA EVALUACIÓN DE LA ACTIVIDAD DOCENTE E INVESTIGADORA DEL PROFESORADO PLENO

Para conseguir la acreditación es requisito imprescindible:

- Obtener al menos 80 puntos, y además un mínimo de 50 puntos en el apartado 1 y de 25 puntos en el apartado 2.
- Acreditar méritos equiparables a tres periodos de actividad investigadora reconocidos de acuerdo con las previsiones del Real Decreto 1086/1989, de 28 de agosto, de retribuciones del profesorado universitario y con las modificaciones que se han realizado del mismo. Esto no será una condición suficiente, pero si imprescindible para obtener la acreditación positiva.
- Haber dirigido al menos dos tesis doctorales o haber sido investigador principal de al menos dos proyectos de investigación o haber realizado una estancia postdoctoral en una universidad extranjera de seis meses. Esto no será una condición suficiente, pero si imprescindible para obtener la acreditación positiva.

APARTADOS	**PUNTUACIÓN MÁXIMA QUE SE PUEDE OBTENER POR APARTADO**	**PUNTUACIÓN MÍNIMA PARA CONSEGUIR LA ACREDITACIÓN**
1.- Actividad Investigadora y Transferencia de Conocimiento	70 puntos	50 puntos
2.- Actividad Docente y Experiencia Profesional	35 puntos	25 puntos
3.- Actividades de Gestión	5 puntos	
TOTAL	110	80 puntos

ANEXO II AL DECRETO 228/2011, DE 8 DE NOVIEMBRE
CRITERIOS PARA LA EVALUACIÓN DE LA ACTIVIDAD DOCENTE E INVESTIGADORA DEL PROFESORADO AGREGADO

Para conseguir la acreditación se necesita:

-Obtener al menos 65 puntos, y además un mínimo de 35 puntos en el apartado 2 y de 10 puntos en el apartado 3.

-Acreditar méritos equiparables a un periodo de actividad investigadora reconocido de acuerdo con las previsiones del Real Decreto 1086/1989, de 28 de agosto, de retribuciones del profesorado universitario y con las modificaciones que se han realizado del mismo. Esto no será una condición suficiente, pero si imprescindible para obtener la acreditación positiva

APARTADOS	**PUNTUACIÓN MÁXIMA QUE SE PUEDE OBTENER POR APARTADO**	**PUNTUACIÓN MÍNIMA PARA CONSEGUIR LA ACREDITACIÓN**
1.- Formación Académica e Investigadora	10 puntos	
2.- Actividad Investigadora y Transferencia de Conocimiento	65 puntos	35 puntos
3.- Actividad Docente y Experiencia Profesional	30 puntos	10 puntos
4.- Actividades de Gestión	5 puntos	
TOTAL	110	65 puntos

ANEXO III AL DECRETO 228/2011, DE 8 DE NOVIEMBRE CRITERIOS PARA LA EVALUACIÓN DE LA ACTIVIDAD DOCENTE E INVESTIGADORA DEL PROFESORADO ADJUNTO

Para conseguir la acreditación se necesita:

-Obtener al menos 55 puntos en total y además un mínimo de 25 puntos en el apartado 2.

-En el apartado de publicaciones se deberá acreditar la publicación de al menos dos contribuciones de alta calidad (JCR o equivalente) en el campo de conocimiento del solicitante. Esto no será una condición suficiente, pero si imprescindible para obtener la acreditación positiva.

APARTADOS	**PUNTUACIÓN <u>MÁXIMA</u> QUE SE PUEDE OBTENER POR APARTADO**	**PUNTUACIÓN <u>MÍNIMA</u> PARA CONSEGUIR LA ACREDITACIÓN**
1.- Formación Académica e Investigadora	15 puntos	
2.- Actividad Investigadora y Transferencia de Conocimiento	65 puntos	25 puntos
3.- Actividad Docente y Experiencia Profesional	25 puntos	
4.- Actividades de Gestión	5 puntos	
TOTAL	110	55 puntos

ANEXO V AL DECRETO 228/2011, DE 8 DE NOVIEMBRE CRITERIOS PARA LA EVALUACIÓN DELA ACTIVIDAD DOCENTE E INVESTIGADORA DEL PERSONAL INVESTIGADOR CONTRATADO (PERSONAL DOCTOR INVESTIGADOR)

Para conseguir la acreditación se necesita:

- Obtener al menos 85 puntos y además un mínimo de 70 puntos en el apartado 2.
- Acreditar méritos equiparables a dos periodos de actividad investigadora reconocidos de acuerdo con las previsiones del Real Decreto 1086/1989, de 28 de agosto, de retribuciones del profesorado universitario y con las modificaciones que se han realizado del mismo. Esto no será una condición suficiente, pero si imprescindible para obtener la acreditación positiva.

APARTADOS	**PUNTUACIÓN MÁXIMA QUE SE PUEDE OBTENER POR APARTADO**	**PUNTUACIÓN MÍNIMA PARA CONSEGUIR LA ACREDITACIÓN**
1.- Formación Académica e Investigadora	10 puntos	
2.- Actividad Investigadora y Transferencia de Conocimiento	85 puntos	70 puntos
3.- Actividad Docente y Experiencia Profesional	10 puntos	
4.- Actividades de Gestión	5 puntos	
TOTAL	110	85 puntos

ANEXO VIII AL DECRETO 228/2011, DE 8 DE NOVIEMBRE CRITERIOS PARA LA EVALUACIÓN DE LA ACTIVIDAD DOCENTE E INVESTIGADORA DEL PROFESORADO EN POSESIÓN DEL TÍTULO DE DOCTOR O DOCTORA DE LAS UNIVERSIDADES PRIVADAS

Para conseguir la acreditación se necesita obtener al menos 60 puntos, y además un mínimo de 25 puntos en el apartado 2 y de 20 puntos en el apartado 3

APARTADOS	**PUNTUACIÓN MÁXIMA QUE SE PUEDE OBTENER POR APARTADO**	**PUNTUACIÓN MÍNIMA PARA CONSEGUIR LA ACREDITACIÓN**
1.- Formación Académica e Investigadora	15 puntos	
2.- Actividad Investigadora y Transferencia del Conocimiento	60 puntos	25 puntos
3.- Actividad Docente y Experiencia Profesional	30 puntos	20 puntos
4.- Actividades de Gestión	5 puntos	
TOTAL	110	60 puntos

EGIAZTAPENA

TOTALES

Ciencias Experimentales	2011	2012	2013	2014	2014E	2015	2016
Personal Doctor Investigador	0	57	48	23		23	30
Adjunto	43	29	38	12	30	12	45
Agregado	17	17	18	4	15	4	21
Doctor Universidad Privada	9	12	11	6		4	26
Pleno	1	1	2	2		4	3
TOTAL	**70**	**116**	**117**	**47**	**45**	**47**	**125**

Ciencias Médicas y de la Salud	2011	2012	2013	2014	2014E	2015	2016
Personal Doctor Investigador	0	14	13	8		7	20
Adjunto	59	21	30	15	13	9	33
Agregado	66	13	29	9	13	6	48
Doctor Universidad Privada	6	7	7	2		5	12
Pleno	4	0	7	1		0	2
TOTAL	**135**	**55**	**86**	**35**	**26**	**27**	**115**

C. Sociales, Jurídicas y Econ.	2011	2012	2013	2014	2014E	2015	2016
Personal Doctor Investigador	0	12	16	4		10	9
Adjunto	64	23	48	30	48	37	67
Agregado	44	12	39	13	46	27	56
Doctor Universidad Privada	28	16	34	19		27	39
Pleno	5	1	1	2		2	4
TOTAL	**141**	**64**	**138**	**68**	**94**	**103**	**175**

Enseñanzas Técnicas	2011	2012	2013	2014	2014E	2015	2016
Personal Doctor Investigador	0	13	21	8		14	15
Adjunto	27	10	50	24	46	22	45
Agregado	27	11	27	9	41	10	38
Doctor Universidad Privada	17	6	8	9		19	33
Pleno	4	1	21	0		3	10
TOTAL	**75**	**41**	**127**	**50**	**87**	**68**	**141**

Humanidades	2011	2012	2013	2014	2014E	2015	2016
Personal Doctor Investigador	0	13	12	1		4	14
Adjunto	21	13	21	6	20	10	33
Agregado	16	8	15	7	19	3	21
Doctor Universidad Privada	6	8	10	5		11	20
Pleno	0	0	2	0		0	0
TOTAL	**43**	**42**	**60**	**19**	**39**	**28**	**88**

EGIAZTAPENA

FAVORABLES

Ciencias experimentales	2011		2012		2013		2014		2014E		2015		2016	
Personal Doctor Investigador	0		15	26%	14	29%	4	17%			14	61%	11	37%
Adjunto	27	63%	21	72%	23	61%	8	67%	17	57%	9	75%	32	71%
Agregado	7	41%	7	41%	9	50%	1	25%	4	27%	3	75%	10	48%
Doctor Universidad Privada	1	11%	2	17%	1	9%	1	17%			1	25%	6	23%
Pleno	1	100%	1	100%	1	50%	1	50%			3	75%	3	100%
	36	**51%**	**46**	**40%**	**48**	**41%**	**15**	**32%**			**30**	**64%**	**62**	**50%**

Ciencias Médicas y de la Salud	2011		2012		2013		2014		2014E		2015		2016	
Personal Doctor Investigador	0		4	29%	3	23%	5	63%			5	71%	6	30%
Adjunto	34	58%	17	81%	20	67%	11	73%	8	62%	6	67%	15	45%
Agregado	35	53%	9	69%	18	62%	4	44%	4	31%	2	33%	15	31%
Doctor Universidad Privada	4	67%	2	29%	2	29%	1	50%			0		5	42%
Pleno	4	100%	0		7	100%	1	100%			0		2	100%
	77	**57%**	**32**	**58%**	**50**	**58%**	**22**	**63%**			**13**	**48%**	**43**	**37%**

C. Sociales, Jurídicas y Econ.	2011		2012		2013		2014		2014E		2015		2016	
Personal Doctor Investigador			1	8%	0		0				1	10%	2	22%
Adjunto	27	42%	11	48%	23	48%	20	67%	26	54%	18	49%	27	40%
Agregado	9	20%	5	42%	9	23%	3	23%	12	26%	7	26%	13	23%
Doctor Universidad Privada	6	21%	2	13%	6	18%	2	11%			7	26%	19	49%
Pleno	3	60%	1	100%	0		1	50%			0		4	100%
	45	**32%**	**20**	**31%**	**38**	**28%**	**26**	**38%**			**33**	**32%**	**65**	**37%**

Enseñanzas Técnicas	2011		2012		2013		2014		2014E		2015		2016	
Personal Doctor Investigador			0		1	5%	3	38%			3	21%	4	27%
Adjunto	14	52%	8	80%	19	38%	11	46%	21	46%	13	59%	19	42%
Agregado	12	44%	3	27%	6	22%	2	22%	10	24%	3	30%	14	37%
Doctor Universidad Privada	1	6%	3	50%	8	100%	1	11%			10	53%	11	33%
Pleno	2	50%	1	100%	4	19%	0				3	100%	8	80%
	29	**39%**	**15**	**37%**	**38**	**30%**	**17**	**34%**			**32**	**47%**	**56**	**40%**

Humanidades	2011		2012		2013		2014		2014E		2015		2016	
Personal Doctor Investigador			1	8%	0		0				2	50%	2	14%
Adjunto	9	43%	6	46%	14	67%	4	67%	10	50%	7	70%	17	52%
Agregado	4	25%	4	50%	4	27%	4	57%	12	63%	3	100%	13	62%
Doctor Universidad Privada	1	17%	1	13%	1	10%	2	40%			9	82%	7	35%
Pleno	0		0		1	50%	0				0		0	
	14	**33%**	**12**	**29%**	**20**	**33%**	**10**	**53%**			**21**	**75%**	**39**	44%

EGIAZTAPENA

DESFAVORABLES

Ciencias experimentales	2011		2012		2013		2014		2014E		2015		2016	
Personal Doctor Investigador	0		42	74%	34	71%	19	83%			9	39%	19	63%
Adjunto	16	37%	8	28%	15	39%	4	33%	13	43%	3	25%	13	29%
Agregado	10	59%	10	59%	9	50%	3	75%	11	73%	1	25%	11	52%
Doctor Universidad Privada	8	89%	10	83%	10	91%	5	83%			3	75%	20	77%
Pleno	0		0		1	50%	1	50%			1	25%	0	
	34	**49%**	**70**	**60%**	**69**	**59%**	**32**	**68%**			**17**	**36%**	**63**	**50%**

Ciencias Médicas y de la Salud	2011		2012		2013		2014		2014E		2015		2016	
Personal Doctor Investigador	0		10	71%	10	77%	3	38%			2	29%	14	70%
Adjunto	25	42%	4	19%	10	33%	4	27%	5	38%	3	33%	18	55%
Agregado	31	47%	4	31%	11	38%	5	56%	9	69%	4	67%	33	69%
Doctor Universidad Privada	2	33%	5	71%	5	71%	1	50%			5	100%	7	58%
Pleno	0		0		0		0				0		0	
	58	**43%**	**23**	**42%**	**36**	**42%**	**13**	**37%**			**14**	**52%**	**72**	**63%**

C. Sociales, Jurídicas y Econ.	2011		2012		2013		2014		2014E		2015		2016	
Personal Doctor Investigador			11	92%	16	100%	4	100%			9	90%	7	78%
Adjunto	37	58%	12	52%	25	52%	10	33%	20	42%	19	51%	40	60%
Agregado	35	80%	7	58%	30	77%	10	77%	36	78%	20	74%	43	77%
Doctor Universidad Privada	22	79%	14	88%	28	82%	17	89%			20	74%	20	51%
Pleno	2	40%	0		1	100%	1	50%			2	100%	0	
	96	**68%**	**44**	**69%**	**100**	**72%**	**42**	**62%**			**70**	**68%**	**110**	**63%**

Enseñanzas Técnicas	2011		2012		2013		2014		2014E		2015		2016	
Personal Doctor Investigador			13	100%	20	95%	5	63%			11	79%	11	73%
Adjunto	13	48%	2	20%	31	62%	13	54%	25	54%	9	41%	26	58%
Agregado	15	56%	8	73%	21	78%	7	78%	31	76%	7	70%	24	63%
Doctor Universidad Privada	16	94%	3	50%	0		8	89%			9	47%	22	67%
Pleno	2	50%	0		17	81%	0				0		2	20%
	46	**61%**	**26**	**63%**	**89**	**70%**	**33**	**66%**			**36**	**53%**	**85**	**60%**

Humanidades	2011		2012		2013		2014		2014E		2015		2016	
Personal Doctor Investigador			12	92%	12	100%	1	100%			2	50%	12	86%
Adjunto	12	57%	7	54%	7	33%	2	33%	10	50%	3	30%	16	48%
Agregado	12	75%	4	50%	11	73%	3	43%	7	37%	0		8	38%
Doctor Universidad Privada	5	83%	7	88%	9	90%	3	60%			2	18%	13	65%
Pleno	0		0		1	50%	0				0		0	
	29	**67%**	**30**	**71%**	**40**	**67%**	**9**	**47%**			**7**	**25%**	**49**	**56%**

EGIAZTAPENA

- **NUEVO PROTOCOLO EGIAZTAPENA APROBADO POR COMISIÓN ASESORA**

OBJETIVOS:

1.- Reforzar la transparencia e información al PDI sobre los criterios de evaluación.

2.- Desarrollar el Decreto perfilando las figuras contractuales y aclarando qué nivel o méritos mínimos son exigibles en cada una de ellas.

3.- Garantizar que haya una valoración razonablemente homogénea a los méritos similares entre los distintos Comités (especialmente en casos de docencia y gestión resulta imprescindible).

EGIAZTAPENA

CRITERIOS COMUNES PARA TODAS LAS FIGURAS:

1.- Conexión con otros programas de evaluación: Sexenios (o número de aportaciones equivalentes a criterio del Comité), Docentia.

2.- Se establecen parámetros objetivos y orientativos (no excluyentes) para obtener el máximo de puntuación en cada apartado o el mínimo exigible en el Decreto, en su caso. Por ejemplo, sexenios o aportaciones equivalentes, proyectos de investigación, becas pre y postdoctorales, número de ponencias en Congresos, etc. Se concretan así los parámetros cuantitativos y cualitativos de valoración de cada partido que no están en el Decreto.

3.- En la evaluación de la docencia no centrarse exclusivamente en la experiencia docente o número de créditos. Se divide en tres: docencia oficial impartida, dirección de TFG y TFM, y acreditación de calidad docente (evaluaciones positivas de actividad y formación docente).

4.- Dentro de los anteriores parámetros más o menos objetivables, cada Comité desarrollará los criterios y los adaptará a sus áreas de conocimiento.

ESKERRIK ASKO

MOLTES GRÁCIES

MUCHAS GRACIAS

THANK YOU VERY MUCH

EUROPEAN CONFERENCE QAA

ASSURANCE EUROPEAN AGENCIES IN HIGHER EDUCATION &
ACCREDITATION STANDARDS FOR ACADEMIC STAFFING

ESTÁNDARES DE ACREDITACIÓN DE PERSONAL ACADÉMICO EN LA COMUNITAT VALENCIANA

ACCREDITATION STANDARDS FOR ACADEMIC STAFFING IN THE REGION OF VALENCIA

Valencian Agency for Strategic Assessment and Forecasting

La Agencia evalúa el acceso a las figuras de Profesorado Contratado Doctor, Profesorado de Universidad Privada y Profesorado Ayudante Doctor para las universidades valencianas.

The Agency evaluates access to the figures of Associate Professor, Professor of Private University and Assistant Professor Doctor to Valencian universities.

Una única convocatoria anual

A single annual call

Num. 7740 / 14.03.2016 DIARI OFICIAL DE LA COMUNITAT VALENCIANA 5768

Agència Valenciana d'Avaluació i Prospectiva

RESOLUCIÓ d'1 de març de 2016, del president de l'Agència Valenciana d'Avaluació i Prospectiva, per la qual s'aprova la convocatòria, corresponent a l'any 2016, d'avaluació per a la contractació de professorat en les universitats valencianes, en les figures de professora o professor contractat doctor, professora o professor ajudant doctor i professora o professor d'universitat privada. [2016/1787]

Agència Valenciana d'Avaluació i Prospectiva

RESOLUCIÓN de 1 de marzo de 2016, del presidente de la Agència Valenciana d'Avaluació i Prospectiva, por la que se aprueba la convocatoria, correspondiente al año 2016, de evaluación para la contratación de profesorado en las universidades valencianas, en las figuras de profesora o profesor contratado doctor, profesora o profesor ayudante doctor y profesora o profesor de universidad privada. [2016/1787]

En ella se hacen públicos los procedimientos y el método de evaluación de los méritos individuales.

Making public the procedures and assessment method for individual merits.

CRITERIOS DE EVALUACIÓN

EVALUATION CRITERIA

Méritos a valorar *Merits to value*	PCD / PUP *AP / PPU*	PAD *APD*
Formación académica y experiencia profesional *Academic training and professional experience*	12	20
Experiencia investigadora *Research experience*	55	55
Experiencia docente *Teaching experience*	30	22
Otros *Other*	3	3
Puntuación total *Total score*	100	100

Para obtener la acreditación como Profesora o profesor contratado doctor Profesora o profesor de universidad privada

- Obtener al menos una puntuación total de 55 puntos.
- Además alcanzar una puntuación mínima de:
  - 20 puntos en experiencia investigadora.
  - 15 puntos en experiencia docente.

For accreditation as Associate Professor or Professor of private university

- Get at least a total score of 55 points.
- Plus a minimum score of:
  - 20 points in research experience.
  - 15 points in teaching experience.

Para obtener la acreditación como Profesora o profesor ayudante doctor

- Obtener al menos una puntuación total de 50 puntos.
- Además alcanzar una puntuación mínima de 15 puntos en experiencia investigadora.

For accreditation as Assistant Professor Doctor

- Get at least a total score of 50 points.
- Plus a minimum score of 15 points in research experience.

EXPERIENCIA INVESTIGADORA
RESEARCH EXPERIENCE

Méritos a valorar *Merits to value*	**Puntuación** *Score*
Publicaciones, documentos científicos y técnicos *Publications, scientific and technical documents*	**31 - 39**
Proyectos y contratos de investigación *R&D projects and contracts*	**5 - 11**
Registros de la propiedad intelectual e industrial *Industrial and intellectual property*	**1 - 6**
Dirección de tesis doctorales y trabajos académicos *Experience supervising doctoral thesis and/or final year projects*	**4**
Contribuciones en congresos nacionales o internacionales *Works submitted to national or international conferences*	**2 - 5**
Premios y otras distinciones *Prizes and another distinctions*	**1**
Puntuación total *Total score*	**55**

Experiencia docente
Teaching experience

	PCD / PUP *AP / PPU*	PAD *APD*
Méritos a valorar *Merits to value*	**Puntuación** *Score*	**Puntuación** *Score*
Docencia universitaria *University teaching*	21	14
Docencia no universitaria *University no teaching*	3	2
Proyectos de innovación docente *Innovative teaching projects*	2	2
Publicaciones docentes *Educational publications*	2	2
Cusos y seminarios impartidos *Taught courses and seminars*	2	2
Puntuación total *Total score*	30	22

Cinco comités de evaluación

- Ciencias Sociales y Jurídicas
- Ciencias Experimentales
- Ciencias de la Salud
- Enseñanzas Técnicas
- Humanidades

Five Committees for the Assessment of Individual Merits

- *Social Sciences*
- *Sciences*
- *Medical Sciences*
- *Engineering and Architecture*
- *Humanities*

El nuevo sistema de acreditación para el acceso a los cuerpos de profesorado universitario

Ramon Galindo Caldés

European Conference QAA

Barcelona, 13 de Octubre de 2016

Normativa

Ley Orgánica 6/2001, de 21 de diciembre, de Universidades (LOU)

Habilitación

- Prueba presencial
- Condicionado al número de plazas
- Acreditación y concurso

Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades (LOMLOU)

Acreditación

Sistema de acreditación

Real Decreto 1312/2007, de 5 de octubre, por el que se establece la acreditación nacional para el acceso a los cuerpos docentes universitarios

- Presentación de méritos
- No condicionado al número de plazas de profesorado disponibles
- Separación de las fases de acreditación y concurso
- Certificación de que el candidato cumple con unos estándares mínimos que le permiten optar a una plaza

Programas de acreditación de profesorado ANECA

Programa de Evaluación del Profesorado para la contratación *(**PEP**)*

Acceso a las figuras de profesor universitario contratado:

- Profesor contratado doctor
- Profesor ayudante doctor
- Profesor de universidad privada

Programa de Acreditación nacional para el acceso a los cuerpos docentes universitarios (**ACADEMIA**)

- Catedrático de Universidad
- Profesor Titular de Universidad

Nuevo sistema de acreditación

Real Decreto 415/2015, de 29 de mayo, de modificación del Real Decreto 1312/2007, de 5 de octubre

Objetivos

- Simplificación normativa
- Mejora regulatoria de los procedimientos de acreditación
- Garantizar mayor objetividad

Disposición Final 4ª. Entrada en vigor:

Real Decreto 1112/2015, de 11 de diciembre, por el que se aprueba el Estatuto del Organismo Autónomo Agencia Nacional de Evaluación de la Calidad y Acreditación.

Principales novedades

- Nuevas comisiones de acreditación
- Supresión de la acreditación universal
- Eliminación de los informes externos
- Procedimiento de revisión de las resoluciones de acreditación
- Valoración de los méritos en el nuevo sistema
- Méritos de investigación
- Nuevos baremos

Nuevas comisiones de acreditación

5 (cuerpo de TU) / 5 (cuerpo de CU)

1 DA 1ª y DA 3ª del RD 1312/2007

→ 11 Comisiones

Nuevo sistema → 21 Comisiones

A. Ciencias	**C. Ingeniería y Arquitectura**	**D. Ciencias Sociales y Jurídicas**
A1. Matemáticas	**C9. Ingeniería Química, de los Materiales y del Medio Natural**	**D14. Derecho**
A2. Física	**C10. Ingeniería Mecánica y de la Navegación**	**D15. Ciencias Económicas y Empresariales**
A3. Química	**C11. Ingeniería Eléctrica y de Telecomunicaciones**	**D16. Ciencias de la Educación**
A4. Ciencias	**C12. Ingeniería Informática**	**D17. Ciencias del Comportamiento**
A5. Biología Celular y Molecular	**C13. Arquitectura, Ingeniería Civil, Construcción y Urbanismo**	**D18. Ciencias Sociales**
B. Ciencias de Salud		**E. Arte y Humanidades**
B6. Ciencias Biomédicas		**E19. Historia y Filosofía**
B7. Medicina Clínica y Especialidades Clínicas		**E20. Filología y Lingüística**
B8. Especialidades Sanitarias		**E21. Historia del Arte y Expresión Artística**

Nuevas comisiones de acreditación

- 7-13 miembros
- Compuestas de forma mayoritaria por CU (2/3)
- Presidentes nombrados por ANECA

Otros cambios

Supresión de la acreditación universal

(Efectos en una de las cinco ramas de conocimiento previstas: Artes y Humanidades, Ciencias, Ciencias de la Salud, Ciencias Sociales y Jurídicas, e Ingeniería y Arquitectura"

Eliminación de los informes externos

- Decisiones adoptadas de forma colegiada, a partir de dos ponencias elaboradas por dos miembros de la Comisión
- Si discrepancia, informe a un experto externo (excepcional y no vinculante)

Procedimiento de revisión de las resoluciones de acreditación (5 nuevas **Comisiones de Revisión**)

Valoración de los méritos en el nuevo sistema

Méritos obligatorios de investigación y docencia

- Número mínimo de contribuciones
- Cuatro contribuciones más relevantes
- Número de años de experiencia docente y una valoración positiva de la misma
- Aportar indicios significativos de una trayectoria de liderazgo y reconocimiento externo (CU)

Méritos

- Actividad investigadora
- Actividad docente
- Formación académica
- **Transferencia de conocimiento y experiencia profesional**
- Experiencia en gestión y administración

Nuevos baremos

Baremación para la acreditación para el cuerpo de CU

	Investigación	Docencia	Transf./Act. profes.	Gestión
Calificación mínima	B	B		
	A	C, E		
	B	C	B	
	B	C		B
	C	B	A	
	C	B		A

Baremación para la acreditación para el cuerpo de TU

	Investigación	Docencia	Transf./Act. prof.	Gestión	Formación
Calificación mínima	B	B			
	A	C, E			B
	B	C	B		B
	B	C		B	B
	C	B	A		B

Entrada en funcionamiento del nuevo sistema

- Alto volumen de solicitudes antes del 31/12/2015
- Resoluciones con el anterior sistema no concluidas
- Aplicación informática en funcionamiento (Academia 3.0)

(No integrada en la Sede Electrónica del MECD)

- No criterios específicos
- Imposibilidad de presentar nuevas solicitudes desde el 1 de enero de 2016
- Entrada en funcionamiento?