



## QUALITY ASSESSMENT AND ACREDITATION



## QUALITY ASSESSMENT AND ACREDITATION

*It will correspond to the Agency, in matters of the Andalusian System of Knowledge, the following functions related to evaluation and accreditation:*

- a) Exercise the Evaluation and Accreditation functions of the university institutions and the teaching staff, as well as other related activities.*
- b) Assessment and Evaluation of the Research activities and of the persons within the Andalusian System of Knowledge.*
- c) Establish the criteria, standards, indicators, assessment methodologies and the quality improvement of the Andalusian System of Knowledge.*
- d) Promote the introduction, in an objective and independent way, of monitoring, quality and excellence control systems of research activities.*
- e) Evaluation and accreditation of the RDI programmes, establishing, where applicable, mechanisms of mutual recognition with other quality assurance agencies registered in the international reference registries.*

The Direction of Evaluation and Accreditation (DEVA), dependent on the Governing Board, is a body which will enjoy independence exercising the functions of direction, coordination and management of the following areas:

- University Evaluation and Accreditation Area.
- Research, Development and Innovation Evaluation Area (RDI).



# 1. Evaluation of University Institutions

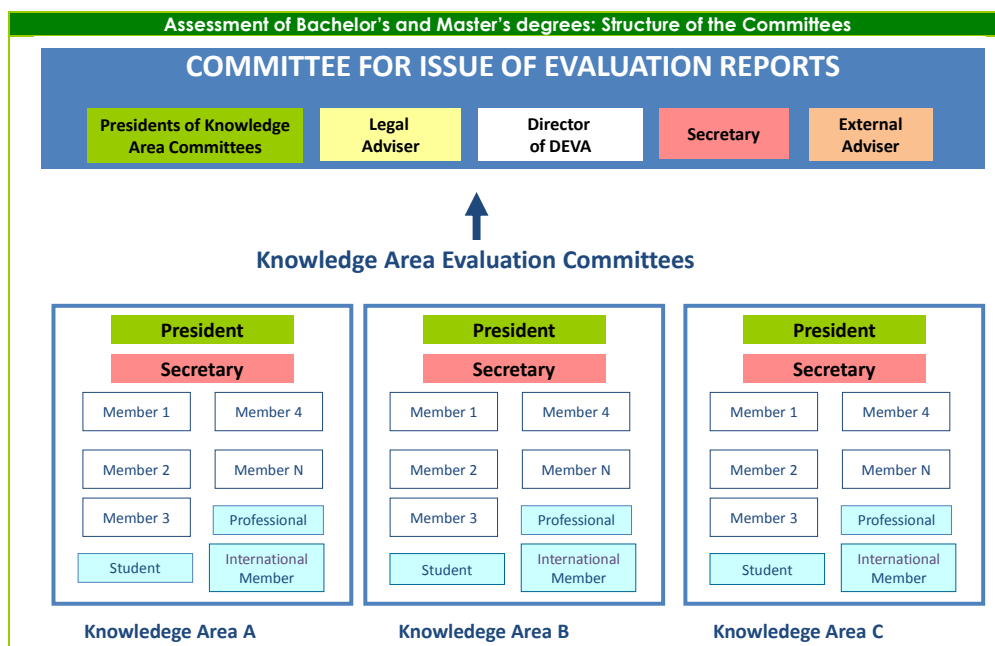
## 1.1. Bachelor's and Master's Degrees in the Andalusian Public Universities

### 1.1.1. Verifications

As part of the novelties introduced<sup>1</sup> in the planning of official university education, the activities of verification, monitoring and accreditation are extended to the regional Evaluation Agencies enjoying full membership of the **European Association for Quality Assurance in Higher Education (ENQA)**, as it is the case of the DEVA within the Andalusian Agency of Knowledge (AAC). The AAC has performed during 2012 the assessment of the bachelor's and master's degrees presented by Andalusian universities for their verification. For this purpose, there are a number of **Evaluation Committees (per Knowledge Area)** appointed at the start of the process in 2009, in the following areas: Art and Humanities; Science; Health Sciences; Economic and Business Sciences; Legal Sciences; Social and Education Sciences, and Engineering and Architecture.

Members of the Knowledge Area Evaluation Committees are independent, national or international evaluators, having their professional practice outside Andalusia and with an appropriate professional and/or academic experience to perform their duties. The Evaluation Committees have the task of drafting the interim reports on the proposed university degrees for their later consideration by the Committee in charge of Issuing Evaluation Reports.

The figure shows the structure and composition of each Knowledge Area Evaluation Committee and of the Evaluation Reports Committee.



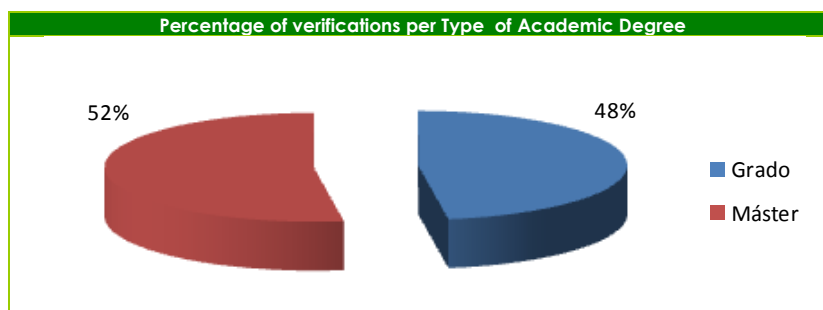
<sup>1</sup> Royal Decree 861/2010, of July 2, modifying Royal Decree 1393/2007, October 29, establishing the planning of official university education.

The *Evaluation Committees* as well as the *Evaluation Reports Committee* participate in both phases of the process:

- **Assessment:** In relation to the proposals of academic degrees, to draft an interim evaluation report to be sent to the universities.
- **Arguments:** Reception and consideration of the comments sent by the universities and issue the final evaluation report for the Universities' Council.

Once the final evaluation reports are issued, and upon reception of the verification resolution from the Ministry, the universities have the possibility to appeal this decision in case of receiving a negative assessment report. During this reporting period DEVA has received no appeals.

During 2012 DEVA has received and assessed a total of **130** academic degree verification proposals, 62 of which were for Bachelor's degrees and 68 for Master's degrees.

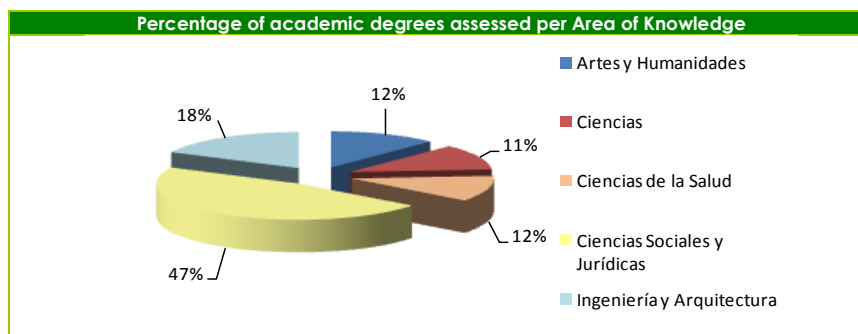


The universities of Jaen and Granada have requested the higher number of academic degree verifications, with 37 and 30 Bachelor's and Master's Degrees, respectively, followed by the University Loyola Andalucía with 12 academic degrees. The remaining universities have requested between 3 and 11 academic degree verifications.

University	Academic degrees assessed
University of Almeria	6
University of Cadiz	3
University of Córdoba	9
University of Granada	30
University of Huelva	9
University of Jaen	37
University of Malaga	5
University of Seville	11
International University of Andalucía	3
University Pablo de Olavide	5
University Loyola Andalucía	12
<b>Total</b>	<b>130</b>

Regarding the academic degree assessment proposals in each area of knowledge, the highest number of requests corresponded to Social and Legal Sciences with a total of 61. The area of knowledge of Engineering and Architecture had a total of 23 academic degree verifications, followed by the areas of Art and Humanities with 16, and Health Sciences and Sciences with 15 each, being the latest the areas with the lowest verification requests during 2012, with approximately 11% of total academic degrees verified.

Area of Knowledge	Academic degrees assessed
Art and Humanities	16
Sciences	15
Health Sciences	15
Social and Legal Sciences	61
Engineering and Architecture	23
<b>Total</b>	<b>130</b>



The procedure, the guide and the assessment protocol are published in the following website: <http://www.agae.es/evaluacion/index.asp?pagina=verificacion>.

### 1.1.2. Modification proposals

Modifications approved by the universities in the curricula leading to the award of an official university degree, which modify the register entries relating to official academic degrees recorded in the University Registry of Centres and Degrees (RUCT), are subject to assessment<sup>2</sup>.

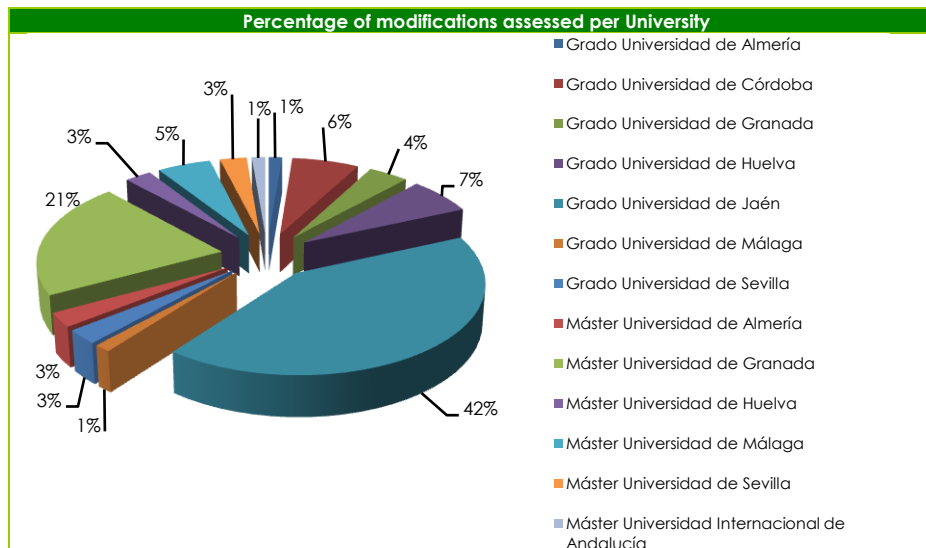
In the case of modifications affecting the register entries of an official academic degree, universities shall present a modification request to the Universities Council through the computer application designed for that purpose. Once the Universities' Council sends the requests, the AAC will assess the modification proposals presented by the universities.

The assessment of the modifications of the curricula will be carried out by the Evaluation Committees designated for the verification of official academic degrees, as stated in the "Procedure for the verification of official academic degrees".

In 2012 DEVA has received and assessed a total of **76** modification proposals for verified academic degrees, **49** for Bachelor's and **27** for Master's degrees, with a result of 57 positive decisions and 19 negative.

<sup>2</sup> Art. 28 of Royal Decree 861/2010, of July 2, modifying Royal Decree 1393/2007, of October 29, establishing the planning of official university education.

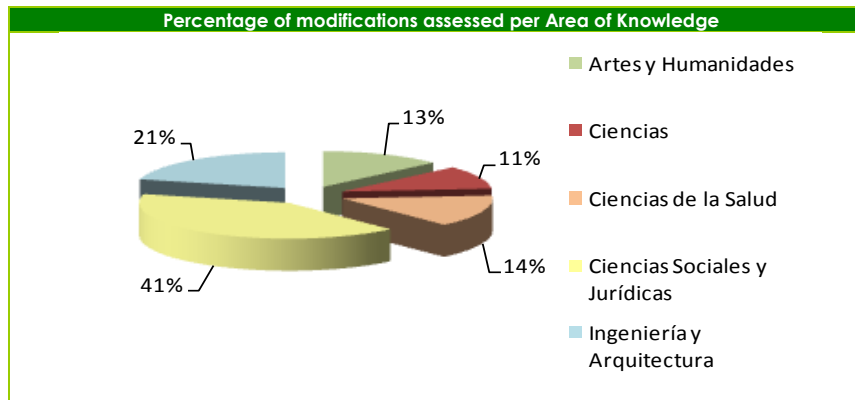
University	Modifications		
	Bachelor's	Master's	Total
University of Almería	1	2	3
University of Cadiz	0	0	0
University of Córdoba	5	0	5
University of Granada	3	16	19
University of Huelva	5	2	7
University of e Jaen	32	0	32
University of Malaga	1	4	5
University of Seville	2	2	4
International University of Andalucía	0	1	1
University Pablo de Olavide	0	0	0
<b>Total</b>	<b>49</b>	<b>27</b>	<b>76</b>



Regarding the number of modifications in each area of knowledge, the area of Social and Legal Sciences has the highest number with a total of **31** assessments. It is followed by the area of Engineering and Architecture with 16 academic degrees with modifications, the area of Health Sciences with 11, Arts and Humanities with 10 and, finally, the area of Sciences with modifications in 8 academic degrees. The areas of knowledge with the lowest modification proposals in 2012 are Sciences and Art and Humanities, with 11% and 13%, respectively.

Area of Knowledge	Modifications		
	Bachelor's	Master's	Total
Arts and Humanities	8	2	10
Sciences	4	4	8
Health Sciences	5	6	11
Social and Legal Sciences	17	14	31
Engineering and Architecture	15	1	16
<b>Total</b>	<b>49</b>	<b>27</b>	<b>76</b>





### 1.1.3. Follow-Up

According to the provisions under the relevant decree<sup>3</sup> and taking as reference the “Protocol for the follow-up and renewal of accreditation of official university degrees”; compiled by the University Committee for the Regulation of Monitoring and Accreditation (CURSA), the DEVA has established its own programme for university degrees in Andalusia.

The framework on which follow-up is based is supported by three basic principles underlying the development of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (EHEA):

- To serve the interests of the students, the employers, the employees and society for a good quality higher education.
- Acknowledge the importance of institutional autonomy and the responsibilities associated with it.
- Acknowledge that the responsibility for quality assurance lies primarily with the university institutions.

The university degrees follow-up process has been performed through a computer platform designed for that purpose by the AAC. This platform serves a dual function; first, it facilitates and speeds up processing of and accessing the information necessary for implementing the follow-up and information exchange with universities; second, it serves as internal management tool for the assessment processes. One of the functions of the platform is to archive the information necessary for the follow-up of official university degrees in Andalusia, with the exception of the verification memorandum and the modifications registered in the platform of the Ministry of Education.

The DEVA has established three parallel action lines, however interacting with each other, for the implementation of this procedure.

- **Analysis of public information available through the academic degrees website.** Two analyses are performed on the websites:
  - On one hand, the DEVA examines if the content meets the needs of information of the university community and society in general;
  - On the other hand, the DEVA checks the correspondence of the information available on the website and the information included in the last official report on the academic degree (verification report or report with subsequent approved modifications).

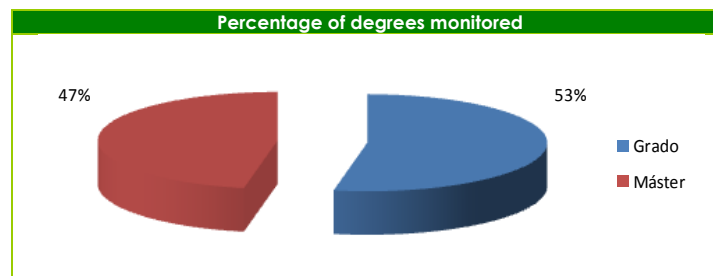
<sup>3</sup> Art. 27 of Royal Decree 861/2010, of July 2, modifying Royal Decree 1393/2007, of October 29, establishing the planning of official university education.

The assessment checks if the academic degree's website contains the public information available, if this information is updated, if the website structure allows easy access to it and if the information corresponds to that included in the last official report on the academic degree.

- **Analysis of the monitoring self-reports that should be included in the website:** the evaluators of the self-reports should ensure that these include information in relation to:
  - The results regarding the academic degree and its Quality Assurance Systems (SGC),
  - The results regarding the indicators, both the ones established by CURSA and the ones established by the academic degree SGC,
  - The improvement measures performed in response to the academic degree evaluation analysis, with specific reference to the processing of the recommendations contained in the verification report, as well as in previous modifications reports, if there are any.
- **Writing Follow-Up reports.** The coordinator writes the report making use of the information gathered during the two evaluation processes previously described. Apart from taking into account the information received, the academic degree self-evaluation report also takes in consideration any transversal information gathered by the university.

Each section of the follow-up report includes a valuation as *satisfactory*, *improvable* or *insufficient*, and contains an analysis of the information received by the university, identifying possible areas for improvement. These areas could become recommendations in order to adequately complete the implementation of the academic degree curriculum.

The total number of academic degrees monitored have been **759**, 400 Bachelor's and 359 Master's.



In 2012 the DEVA has monitored the different official academic degrees imparted by Andalusian universities.

Academic degrees per University			
University	Bachelor's	Master's	Total
University of Almeria	27	23	50
University of Cadiz	49	27	76
University of Córdoba	33	30	63
University of Granada	75	78	153
University of Huelva	27	25	52
University of e Jaen	36	16	52
University of Malaga	59	43	102
University of Seville	76	77	153
International University of Andalucía	0	8	8
University Pablo de Olavide	18	32	50
<b>Total</b>	<b>400</b>	<b>359</b>	<b>759</b>
Academic degrees per Area of Knowledge			

Area	Bachelor's	Master's	Total
Arts and Humanities	64	56	120
Sciences	44	59	103
Health Sciences	54	58	112
Social and Legal Sciences	146	128	274
Engineering and Architecture	92	58	150
<b>Total</b>	<b>400</b>	<b>359</b>	<b>759</b>

#### 1.1.4. Doctoral Programme

The entry into force of the Royal Decree<sup>4</sup> that regulates the official doctoral studies has prompted the commissioning of a new verification programme. As stated in the relevant regulations, the agencies responsible for the verification of these programmes are the “ANECA and the assessment bodies determined by the Autonomous Communities legislation that meet the criteria and quality standards established by the EU, by passing an external evaluation that allows their full membership of the European Association for Quality Assurance in Higher Education (ENQA), as well as being registered in the European Quality Assurance Register (EQAR) “.

Insofar the DEVA from the AAC meets the aforementioned conditions; it has assumed the verification process for the new doctoral programmes.

In order to facilitate the writing of the verification report, the agency has elaborated the Support Guide for the elaboration of the official doctoral programmes verification report<sup>5</sup>.

Along with the guide, the agency has developed the Evaluation Protocol for verification of official doctoral studies, which will be the tool used by evaluators in the verification process.

The person responsible for university Evaluation and Accreditation in the DEVA has held briefings with the academic heads and directors of doctoral programmes from different Andalusian universities, in order to disseminate the guide and the evaluation protocol.

During October 2012 it was constituted the committee of academics, professionals and students that were going to participate in the verification of the doctoral programmes. Two training sessions were held in November 2012.

#### 1.2. Support to the Evaluation and Training of Professors (DOCENTIA)

There is a cooperation agreement between the AAC and ANECA for the implementation of the DOCENTIA programme for supporting the Evaluation of Teaching Activities of University Professors.

Each university is starting the implementation of the DOCENTIA programme, with limited calls for a small number of professors. According to the programme that is finally implemented, the AAC will start the monitoring and assessment process for their subsequent accreditation.

In addition, the regional agencies, in collaboration with ANECA, have produced a document for the Accreditation of the DOCENTIA programme in those universities currently implementing this procedure for the assessment of teaching activities.

#### 1.3. Establishment of Private Universities

The committee formed by Mr. José M. Vega Piqueres PhD, Ms. Soledad Rubio Bravo PhD, Mr. Manuel Galán Vallejo PhD and Mr. Eduardo Jiménez García PhD established the protocol of

<sup>4</sup> Royal Decree 99/2011, of January 28, regulating official doctoral studies.

<sup>5</sup> [http://www.agae.es/include/files/institucional/titulos/verificacion/Guia\\_para%20doctorado02\\_091112.pdf](http://www.agae.es/include/files/institucional/titulos/verificacion/Guia_para%20doctorado02_091112.pdf)



action for these assessments. The following applications for the establishment of Private Universities for the exercise of their activity in Andalusia were assessed according to the criteria set up in the protocol:

1. Universidad San Pablo CEU – Andalucía.
2. Universidad Europea de Andalucía.

Each application was assessed by two independent experts and the results were sent to the SGUIT, indicating the strengths and weaknesses of each university project.

## 2. Evaluation of teaching staff

### 2.1. Evaluation of Teaching, Research and Management Activities

In accordance with the applicable legislation<sup>6</sup>, the Governing Council of the *Junta de Andalucía* endorses the agreement to establish a regional salary supplement, aiming to promote and encourage the teaching, research and management activities of the Teaching and Research Staff of the Andalusian Public Universities.

The AAC is responsible for managing the evaluation process of the merits presented by the faculty of Andalusian universities.

The latest applicable legislation<sup>7</sup> established the procedure for the assessment of the teaching, research and management merits of the Andalusian Teaching and Research Staff for the years 2006, 2007 and 2008. In 2012 there has not been a call regulating the evaluation procedure of the teaching, research and management merits of the Andalusian Teaching and Research Staff.

The total number of applications assessed was in excess of **12.000** in all the calls.

### 2.2. Accreditation of Hired Teaching Staff

The Andalusian Universities Act (LAU) states in its Title V, among other functions, the evaluation of teaching and research activities of faculty, with the purpose of issuing the compulsory reports for their recruitment by Andalusian universities.

In 2012, the DEVA continued to develop the evaluation process for the accreditation of the faculty for the positions provided for in the aforementioned Act: Senior Lecturer (SL); Lecturer (L); Assistant Professor (AP); Private University Lecturer (PUL). It was also established, together with the Health Quality Agency, the accreditation for the position of Senior Lecturer with Clinical Link to the Andalusian Health Service (SLAHS). The general and specific assessment criteria were defined for this new position, and both the application form and CV format were published. The following tables show no statistical information because there were no formal applications in 2012.

The accreditation applications received for *SL*, *L*, *AP* and *PUL* were grouped in 8 general fields of knowledge: Experimental Sciences, Life Sciences, Health and Medical Sciences, Engineering and Architecture, Social Sciences, Legal Sciences, Economic and Business Sciences, and Humanities.

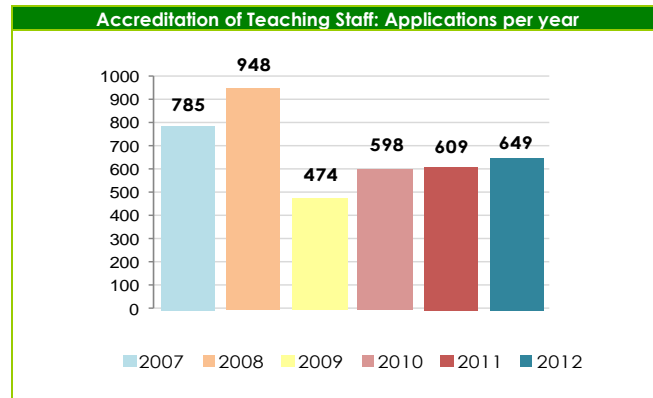
<sup>6</sup> Universities Act 6/2001 of December 21.

<sup>7</sup> Order of May 26, 2006, BOJA of June 13, 2006.

One Evaluation Committee has been established for each field of knowledge, formed by renowned evaluators from outside the Autonomous Community of Andalusia.

A total of **649** applicants requested to be evaluated during 2012.

There has been no substantial increase in the applications received in relation to 2011 (649 applicants in 2012 vs. 609 applicants in 2011), although the upward trend observed in the last four years is maintained, as shown in the following chart.

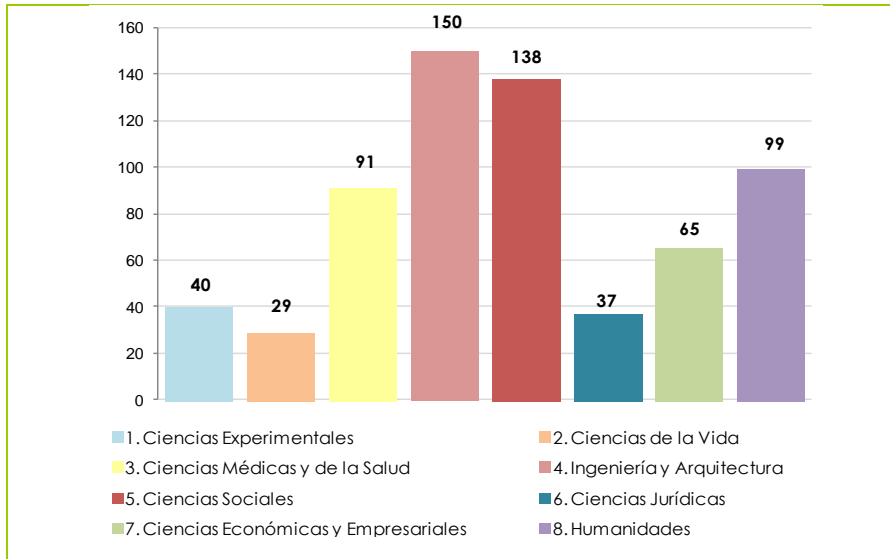


The table below shows the distribution of applicants in each field of knowledge, as well as the distribution by gender.

Number of Applicants for Accreditation of Teaching Staff			
Field	Male	Female	Total
Experimental Sciences	20	20	40
Life Sciences	14	15	29
Health and Medical Sciences	55	36	91
Engineering and Architecture	90	60	150
Social Sciences	66	72	138
Legal Sciences	20	17	37
Economic and Business Sciences	24	41	65
Humanities	45	54	99
<b>TOTAL</b>	<b>334</b>	<b>315</b>	<b>649</b>

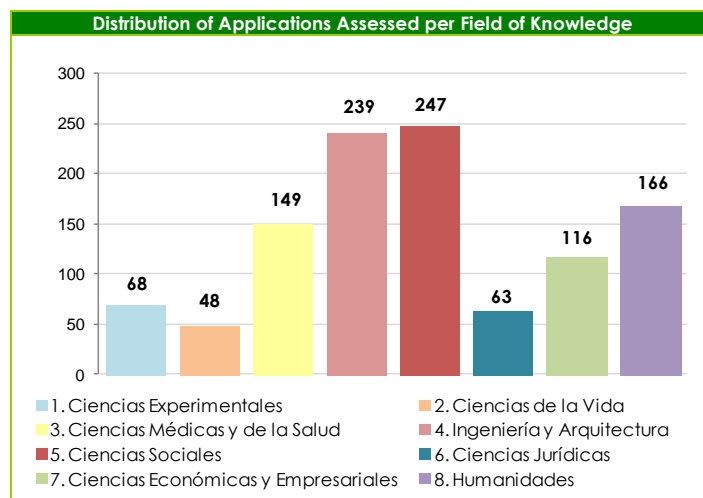
The following chart, based on the previous table, shows that there are two fields of knowledge with a significantly higher number of applications, such as Social Sciences and Engineering and Architecture.

**Distribution of Applicants per Field of Knowledge**



The following table shows the total number of applications received, grouped per field of knowledge and by gender.

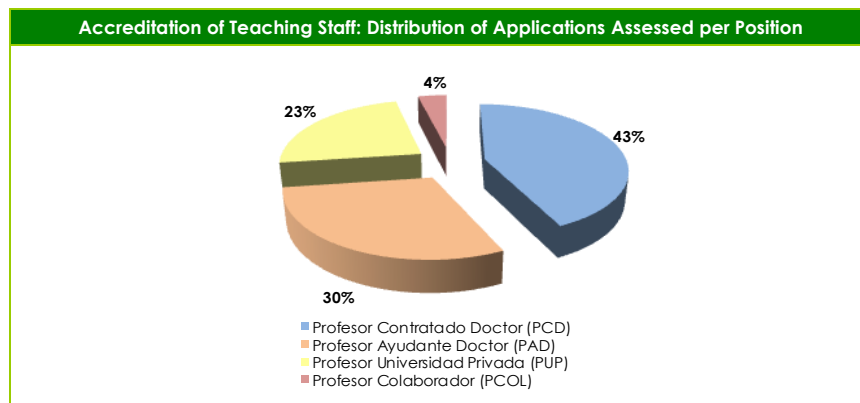
Number of Applications Assessed for Accreditation of Teaching Staff			
Field	Male	Female	Total
Experimental Sciences	33	35	68
Life Sciences	22	26	48
Health and Medical Sciences	98	51	149
Engineering and Architecture	147	92	239
Social Sciences	121	126	247
Legal Sciences	33	30	63
Economic and Business Sciences	44	72	115
Humanities	73	93	166
<b>TOTAL</b>	<b>571</b>	<b>525</b>	<b>1096</b>



The distribution of applications according to the different positions is shown in the following table. The highest number of assessments requested corresponded to the position for SL, and the lowest

to AP, as the latest position is limited to applicants holding a diploma, or a technical engineering or technical architecture degree.

Number of Applications Assessed for Accreditation of Teaching Staff			
Position	Male	Female	Total
Senior Lecturer (SL)	245	226	471
Lecturer (L)	168	159	327
Private University Lecturer (PUL)	132	124	256
Assistant Professor (AP)	26	16	42
<b>TOTAL</b>	<b>571</b>	<b>525</b>	<b>1.096</b>



Applications Assessed in each Call in Andalusian Public Universities								
FIELD	SL		L		PUL		AP	
	Male	Female	Male	Female	Male	Female	Male	Female
Experimental Sciences	16	17	8	11	9	7	0	0
Life Sciences	8	7	10	13	4	6	0	0
Health and Medical Sciences	46	24	28	15	22	9	2	3
Engineering and Architecture	64	44	37	23	34	20	12	5
Social Sciences	44	54	42	40	27	30	8	2
Legal Sciences	16	13	9	9	8	8	0	0
Economic and Business Sciences	19	29	9	19	13	20	3	4
Humanities	32	38	25	29	15	24	1	2
<b>TOTAL</b>	<b>245</b>	<b>226</b>	<b>168</b>	<b>159</b>	<b>132</b>	<b>124</b>	<b>26</b>	<b>16</b>

### 2.2.1. Evaluation for the Accreditation of Teaching Staff

Once processed the applications presented, the relevant Committee proceeded with the evaluation, which produced the following results:

Results of the Assessment for the Accreditation of Teaching Staff								
FIELD	Applications Assessed		POSITIVE		NEGATIVE		POSITIVE RATE (%)	
	Male	Female	Male	Female	Male	Female	Male	Female
Experimental Sciences	33	35	23	25	10	10	70%	71%
Life Sciences	22	26	12	21	10	5	55%	81%
Health and Medical Sciences	98	51	54	30	44	21	55%	59%
Engineering and Architecture	147	92	95	63	52	29	65%	68%
Social Sciences	121	126	81	74	40	52	67%	59%
Legal Sciences	33	30	21	14	12	16	64%	47%
Economic and Business Sciences	44	72	14	25	30	47	32%	35%
Humanities	73	93	49	60	24	33	67%	65%
<b>TOTALS</b>	<b>571</b>	<b>525</b>	<b>349</b>	<b>312</b>	<b>222</b>	<b>213</b>	<b>61%</b>	<b>59%</b>

Depending on the field of knowledge, the rate of positive evaluations is variable between the genders, although this rate remains similar when considering the total positive evaluations in all fields.

The following tables show the distribution of applications assessed according to the field of knowledge and position.

Results of the Assessment for the Accreditation- Senior Lecturer								
FIELD	Applications Assessed		POSITIVE		NEGATIVE		POSITIVE RATE (%)	
	Male	Female	Male	Female	Male	Female	Male	Female
Experimental Sciences	16	17	12	11	4	6	75%	65%
Life Sciences	8	7	3	4	5	3	38%	57%
Health and Medical Sciences	46	24	23	12	23	12	50%	50%
Engineering and Architecture	64	44	35	29	29	15	55%	66%
Social Sciences	44	54	32	31	12	23	73%	57%
Legal Sciences	16	13	12	6	4	7	75%	46%
Economic and Business Sciences	19	29	4	7	15	22	21%	24%
Humanities	32	38	23	25	9	13	72%	66%
<b>TOTALS</b>	<b>245</b>	<b>226</b>	<b>144</b>	<b>125</b>	<b>101</b>	<b>101</b>	<b>59%</b>	<b>55%</b>

Results of the Assessment for the Accreditation- Lecturer								
FIELD	Applications Assessed		POSITIVE		NEGATIVE		POSITIVE RATE (%)	
	Male	Female	Male	Female	Male	Female	Male	Female
Experimental Sciences	8	11	5	10	3	1	63%	91%
Life Sciences	10	13	8	13	2	0	80%	100%
Health and Medical Sciences	28	15	22	11	6	4	79%	73%
Engineering and Architecture	37	23	29	19	8	4	78%	83%
Social Sciences	42	40	27	25	15	15	64%	63%
Legal Sciences	9	9	4	5	5	4	0%	56%
Economic and Business Sciences	9	19	6	10	3	9	67%	53%
Humanities	25	29	16	20	9	9	64%	69%
<b>TOTALS</b>	<b>168</b>	<b>159</b>	<b>117</b>	<b>113</b>	<b>51</b>	<b>46</b>	<b>70%</b>	<b>71%</b>

Results of the Assessment for the Accreditation- Assistant Professor								
FIELD	Applications Assessed		POSITIVE		NEGATIVE		POSITIVE RATE (%)	
	Male	Female	Male	Female	Male	Female	Male	Female
Experimental Sciences	0	0	0	0	0	0		
Life Sciences	0	0	0	0	0	0		
Health and Medical Sciences	2	3	1	3	1	0	50%	100%
Engineering and Architecture	12	5	10	4	2	1	83%	80%
Social Sciences	8	2	6	0	2	2	75%	0%
Legal Sciences	0	0	0	0	0	0		
Economic and Business Sciences	3	4	0	3	3	1	0%	75%
Humanities	1	2	0	1	1	1	0%	50%
<b>TOTALS</b>	<b>26</b>	<b>16</b>	<b>17</b>	<b>11</b>	<b>9</b>	<b>5</b>	<b>65%</b>	<b>69%</b>

Results of the Assessment for the Accreditation- Private University Lecturer								
FIELD	Applications Assessed		POSITIVE		NEGATIVE		POSITIVE RATE (%)	
	Male	Female	Male	Female	Male	Female	Male	Female
Experimental Sciences	9	7	6	4	3	3	67%	57%
Life Sciences	4	6	1	4	3	2	25%	67%
Health and Medical Sciences	22	9	8	4	14	5	36%	44%
Engineering and Architecture	34	20	21	11	13	9	62%	55%
Social Sciences	27	30	16	18	11	12	59%	60%
Legal Sciences	8	8	5	3	3	5	0%	38%
Economic and Business Sciences	13	20	4	5	9	15	31%	25%
Humanities	15	24	10	14	5	10	67%	58%
<b>TOTALS</b>	<b>132</b>	<b>124</b>	<b>71</b>	<b>63</b>	<b>61</b>	<b>61</b>	<b>54%</b>	<b>51%</b>

## 2.2.2. Technical Evaluation Committees and External Evaluators



The Technical Evaluation Committees are provided in the evaluation procedure<sup>8</sup> and modified by different subsequent resolutions<sup>9</sup>.

The Committees counted on a renowned external expert, from outside the Andalusian Autonomous Community, to carry out their assessment tasks.

The composition of the different Technical Evaluation Committees is shown in the following table:

Members of the Technical Evaluation Committees			
Field of Knowledge	Members of Technical Committee	University	Role
Experimental Sciences and Life Sciences	Ms. Jorgina Satrustegui Gil-Delgado PhD	Univ. Autónoma de Madrid	President
	Mr. Carlos Palacio Orcajo PhD	Univ. Autónoma de Madrid	Member
	Mr. Javier Loidi Arregui PhD	Univ. del País Vasco	Member
Health and Medical Sciences	Mr. Pedro L. Fernández Ruiz PhD	Univ. de Barcelona	President
	Mr. Manuel Pera Román PhD	Univ. Autónoma de Barcelona	Member
	Mr. Camil Casteló-Branco Flores PhD	Hospital Clinic de Barcelona	Member
Engineering and Architecture	Mr. Alberto Losada Villasante PhD	Univ. Politécnica de Madrid	President
	Mr. Juan Ignacio Cuadrado Iglesias PhD	Univ. Politécnica de Valencia	Member
	Mr. José Ramón Montejo Garai PhD	Univ. Politécnica de Madrid	Member
Social Sciences	Mr. Joaquín García Carrasco PhD	Univ. de Salamanca	President
	Ms. María Clemente Linuesa PhD	Univ. de Salamanca	Member
	Mr. Carlos Prieto Rodríguez PhD	Univ. Complutense de Madrid	Member
Legal Sciences	Mr. Jose Miguel Embid Irujo PhD	Univ. de Valencia	President
	Mr. Edorta Cobreros Mendazona PhD	Univ. del País Vasco	Member
	Mr. Juan Antonio Garcia Amado PhD	Univ. de León	Member
Economic and Business Sciences	Mr. Jose Luis Fernandez-Cavada Lavat PhD	Univ. Politécnica de Madrid	President
	Ms. Aurelia Modrego Rico PhD	Univ. Carlos III de Madrid	Member
	Ms. Isabel Suárez Gonzalez PhD	Univ. de Salamanca	Member
Humanities	Mr. Juan Fernando Galván Reula PhD	Univ. Autónoma de Alcalá	President
	Mr. Juan Santos Yanguas PhD	Univ. del País Vasco	Member
	Ms. María Ángeles Álvarez Martínez PhD	Univ. de Alcalá de Henares	Member

### 2.2.3. Accreditation Appeals Committee

The Accreditation Appeals Committee was constituted in 2006 to resolve the appeals presented against the decisions of the Technical Evaluation Committees.

This Committee is formed by four renowned Professors in different fields of knowledge:

PRESIDENT:

- Mr. Luis Cosculluela Montaner PhD. Full Professor of Administrative Law. Universidad Complutense de Madrid.

<sup>8</sup> Resolution of December 15, 2005, establishing the assessment procedure for the teaching staff positions in the Andalusian University System (BOJA December 28, 2005).

<sup>9</sup> Resolutions of April 3, 2006; December 14, 2006; March 19, 2007; February 1, 2008; October 1, 2009; and April 27, 2010, of the Andalusian Agency for the Assessment of Quality and University Accreditation, publishing the designated members of the technical committees for the assessment of the teaching staff positions of the Andalusian University System.

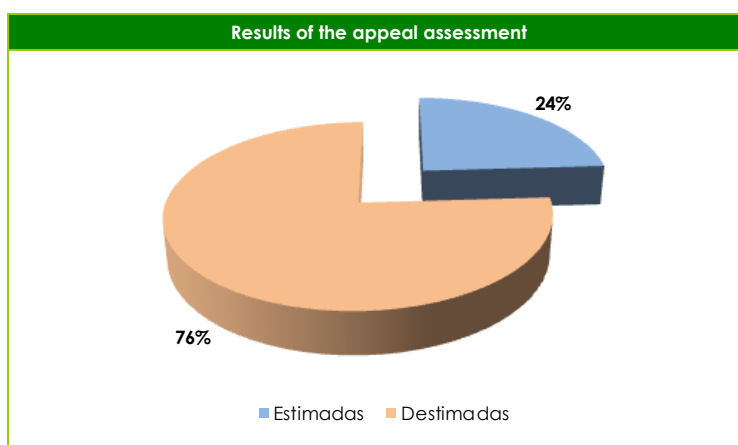
MEMBERS:

- Ms. Maitena Etxebarria Aróstegui PhD. Full Professor of Linguistics. Universidad del País Vasco.
- Mr. Jordi Mañes y Vinuesa PhD. Full Professor of Nutrition and Food Science. Universidad de Valencia.
- Ms. Elena Escudero Hernández PhD. Associate Professor in Animal Physiology. Universidad Autónoma de Madrid.

The Appeals Committee met on 19 and 20 June 2012. During the sessions a total of **54** appeals were revised, corresponding to **39** appellants who received negative position evaluations from the evaluation committees for Accreditation.

The number of appeals assessed in the different fields of knowledge is shown in the following table:

Appeals assessed in each area of knowledge								
FIELD	Total appeals		POSITIVE		NEGATIVE		POSITIVE RATE (%)	
	Male	Female	Male	Female	Male	Female	Male	Female
Experimental Sciences	0	1	--	0	--	1	--	0,00%
Life Sciences	0	0	--	--	--	--	--	--
Health and Medical Sciences	1	2	0	1	1	1	0,00%	50,00%
Engineering and Architecture	11	3	1	1	10	2	9,09%	33,33%
Social Sciences	4	3	1	0	3	3	25,00%	0,00%
Legal Sciences	0	3	--	3	--	0	--	100,00%
Economic and Business Sciences	8	8	1	3	7	5	12,50%	37,50%
Humanities	3	7	1	1	2	6	33,33%	14,29%
<b>TOTALS</b>	<b>27</b>	<b>27</b>	<b>4</b>	<b>9</b>	<b>23</b>	<b>18</b>	<b>14,81%</b>	<b>33,33%</b>



### 2.3. Evaluation of Applications for Hiring Emeritus Professors

In accordance with the current legislation<sup>10</sup>, the AAC assumes the assessment of the professional activities developed by the teaching staff applying to be hired or renewed as Emeritus Professor.

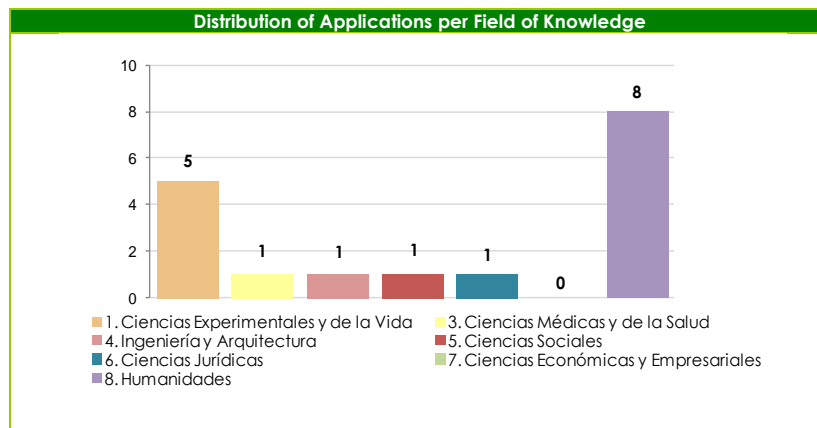
The evaluation procedure for the position of emeritus professor, as established by the AAC, starts with an application from the university supported by the *Curriculum Vitae* (CV) of the proposed professor. In 2012, Andalusian universities sent to the AAC a total of **17** CVs of professors for their evaluation. The peer review process was carried out by experts in the field of knowledge relevant to the professor profile assessed.

<sup>10</sup> Act 12/2011, of December 16, modifying the Andalusian Universities Act.

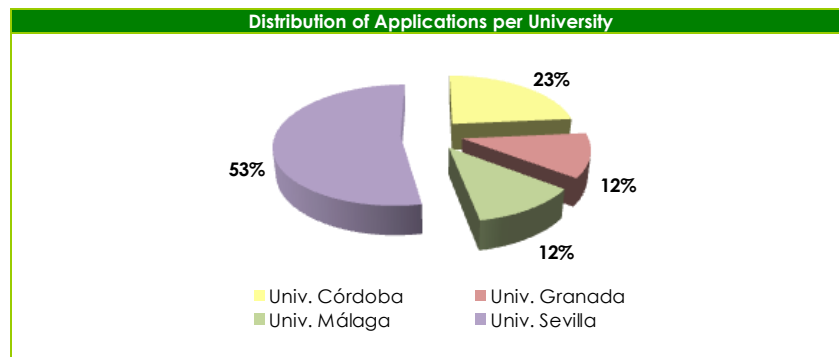
There is no egalitarian distribution of applications by gender, since there was only one woman applying.

From 17 CVs received, **16** were evaluated positively. The following table shows the distribution in each field of knowledge.

Number of Applications Assessed – Professor Emeritus		
Field of Knowledge	Applications	Positive evaluations
Experimental and Life Sciences	5	5
Health and Medical Sciences	1	1
Engineering and Architecture	1	1
Social Sciences	1	1
Legal Sciences	1	0
Economic and Business Sciences	0	--
Humanities	8	8
<b>TOTAL</b>	<b>17</b>	<b>16</b>



From the total 17 applications to obtain the position of professor emeritus, **9** were sent by the University of Seville, **4** by the University of Cordoba, **2** by the University of Granada and **2** from the University of Malaga. The following chart shows the distribution in percentage.



## 3. Evaluation of Research

### 3.1. Evaluation Committees (per Knowledge Area)

The AAC's DEVA is responsible for the assessment of the applications regarding the following calls:

- (A) Incentive Programme for the Agents of the Andalusian System of Knowledge<sup>11</sup>.
- (B) Year-on-year activity of Research Groups<sup>12</sup>.
- (C) Creation or modification of University Research Institutes<sup>13</sup>.
- (D) Incentives funded by other Autonomous Communities.
- (E) Dissemination activities.

To perform these activities, the Area of Evaluation of RDI of the DEVA has one Area Manager and 16 Committees covering the 9 scientific and technical areas described in the data base of the System of Scientific Information of Andalusia (SICA): "Agri-food" (AGR), "Biology and Biotechnology" (BIO), "Health Science and Technology" (CTS), "Physics, Chemistry and Mathematics" (FQM), "Humanities" (HUM), "Natural Resources and Environment" (RNM), "Social, Economic and Legal Sciences" (SEJ), "Production Technologies" (TEP) and "Information and Communication Technology" (TIC).

In order to achieve an accurate assessment, some of the SICA areas are divided until completing the 16 Committees. Therefore, the area "AGR" is divided in two subareas, "Agronomy" (AGRO) and "Food" (ALI); "FQM" is divided in three, "Physics" (FIS), "Chemistry" (QUI) and "Mathematics" (MAT); "HUM" is also divided in three, "Psychology and Education" (EDU), "Philology, Linguistics and Literature" (FLL) and "Geography and History" (GEOEHIST); "SEJ" is divided in two, "Social and Legal Sciences" (SJ) and "Economic and Business Sciences" (EE); and, finally, "TIC" is divided in two, "Telecommunication" (TEC) and "Computer Technology" (TIN).

Each Committee is formed by a coordinator and between 3 and 4 prominent researchers from non-Andalusian universities or institutes. These experts's mission is to contribute with their knowledge in the area to lead, guide and control all the assessments related to their area of research. This group constitutes a representative team of experts that gives support to the AAC in decision making in a number of issues, like in all evaluation processes; in the recruitment of expert evaluators from outside Andalusia; in the realisation, when needed, of summaries and assessments of specific applications; and in any other activity requiring an expert opinion in their area of knowledge.

The evaluators were selected from over 15,000 experts currently included in the AAC's own data base and in the data base of the National Evaluation and Foresight Agency (ANEP). All the evaluators for the Andalusian incentives system come from agencies outside Andalusia, and their experience and knowledge of the corresponding area are taken into account during the selection process. The following chart shows the 16 Knowledge Area Evaluation Committees.

<sup>11</sup> Order of December 11, 2007, and Order of December 18, 2009.

<sup>12</sup> Order of September 3, 2007, and Order of December 18, 2009.

<sup>13</sup> Agreement of December 20, 2005, of the Andalusian Universities Council, BOJA June 13, 2006.

Knowledge Area Evaluation Committees			
SICA AREAS	COMMITTEES		
AGR	AGRO	ALI	
BIO			
CTS			
FQM	FIS	QUI	MAT
HUM	GEO E HIS	EDU	FLL
RNM			
SEJ	SJ	EE	
TEP			
TIC	TEC	TIN	

In 2012, the acting Area Manager for RDI of the DEVA has been Dr. Soledad Rubio Bravo, Full Professor of Analytical Chemistry at the University of Cordoba. A total of **15** scientists have coordinated the different Scientific and Technical Areas. The following list shows their names, university of origin and scientific areas:

- Mr. Francisco Miguel Cánovas Ramos PhD. University of Malaga. Biology and Biotechnology.
- Mr. Juan Bautista Martínez Rodríguez PhD. University of Granada. Psychology and Education.
- Mr. Bernabé Escobar Pérez PhD. University of Seville. Economic and Business Sciences.
- Ms. Iluminada Baturone Castillo PhD. Spanish National Research Council (CSIC). Physics and Mathematics.
- Mr. Rafael Fernández Chacón PhD. University of Seville. Health Science and Technology.
- Ms. Rosario Fernández Fernández PhD. University of Seville. Chemistry.
- Ms. Lidia Fuentes Fernández PhD. University of Malaga. Computer Technology.
- Mr. Luis María Gómez Canseco PhD. University of Huelva. Philology, Linguistics and Literature.
- Ms. Emilia María Guadix Escobar PhD. University of Huelva. Food.
- Mr. Juan López Martínez PhD. University of Granada. Social and Legal Sciences.
- Ms. Juana Mayo Núñez PhD. University of Seville. Mechanical Engineering.
- Mr. José Lucas Pérez Llorens PhD. University of Cadiz. Natural Resources and Environment.
- Mr. Enrique Quesada Moraga PhD. University of Cordoba. Agronomy.
- Mr. Juan Manuel Campos Carrasco PhD (University of Huelva) and Ms. Carmen Riquez Cuenca PhD (University of Jaen). Geography and History.
- Mr. Juan Gonzalo Wangüermert Pérez PhD. University of Malaga. Telecommunications.

### 3.2. Incentive Programme for the Agents of the Andalusian System of Knowledge

The Incentive Programme for the Agents of the Andalusian System includes three types of action:

- (A) *Research Projects*.
  - (A1) Excellence.
  - (A2) Ex-post project evaluation.
  - (A3) International.
- (B) *Scientific and Technical Activities*: Publications, Organization of Congresses/Seminars, stays of visiting researchers, stays at institutions outside Andalusia.
- (C) *Human Resources*: Programme for Attraction of Knowledge to Andalusia.

Detailed results obtained for each of the incentives are shown below.

#### (A1) Research Projects of Excellence in Research Teams

The AAC was responsible for the evaluation process of the 2012 call for Incentives for Research Projects of Excellence in Research Teams<sup>14</sup>. However, it has not been possible to complete the evaluations corresponding to this call because the application EVALUA, a new platform developed by the CEICE for the management and evaluation of projects, was not operational, and also because of the lack of *Curriculum Vitae* data from the researchers that should have been provided by the new version of SICCA. Both drawbacks have been remedied and the evaluation corresponding to that call will be carried out in 2013, following the peer assessment system used in previous calls.

#### (A2) Evaluation and Monitoring of Research Projects

AREA	Number of Monitoring Reports for Projects of Excellence by Type and Gender									
	Reports Assessed		1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year		Final Report	
	PI Male	PI Female	PI Male	PI Female	PI Male	PI Female	PI Male	PI Female	PI Male	PI Female
AGRO	35	9	8	3	11	-	12	5	4	1
ALI	22	17	6	8	7	4	7	4	2	1
BIO	66	37	13	8	15	11	32	16	6	2
CTS	88	21	30	8	34	10	16	2	8	1
FIS	39	5	11	-	8	3	18	1	2	1
QUI	59	21	12	8	14	4	28	7	5	2
MAT	22	4	9	1	4	-	7	2	2	1
FLL	25	12	5	3	3	2	8	5	9	2
GEOEHIS	27	9	5	2	2	1	19	6	1	-
EDU	32	15	5	1	5	2	18	10	4	2
RNM	87	25	30	5	16	10	27	8	14	2
EE	33	7	6	3	10	2	13	2	4	-
SJ	26	10	7	2	9	6	8	1	2	1
TEP	56	9	22	5	19	1	13	3	2	-
TEC	36	12	8	1	5	4	22	7	1	-
TIN	61	9	13	1	19	5	21	1	8	2
<b>Total</b>	<b>714</b>	<b>222</b>	<b>190</b>	<b>59</b>	<b>181</b>	<b>65</b>	<b>269</b>	<b>80</b>	<b>74</b>	<b>18</b>

PI\* = Principal Investigator

It has also been evaluated the execution and follow-up of Research Projects funded between 2005 y 2009. The monitoring reports presented by the principal investigators of each project were distributed among the 16 areas of knowledge.

The assessment of these reports was carried out by the external committees based on the criteria published in the aforementioned Order. The total number of reports assessed during 2012 was **936**.

<sup>14</sup> Order of December 11, 2007, BOJA n. 4.

### (A3) International Research Projects

In 2012, the Area of evaluation of RDI of the DEVA received a total of 27 projects for evaluation within this call. It was not possible to complete the evaluation due to the lack of *Curriculum Vitae* data from the researchers, which should have been provided by the SICA.

### (B) Support for Scientific and Technical Activities

The Order published for the period 2008-2013 includes the following types of incentives for these activities:

- Stays at institutions of research excellence located outside Andalusia.
- Stays of teaching and research staff from institutions outside Andalusia in Andalusian research institutions.
- Organisation of congresses, seminars and meetings.
- Scientific and technical publications.

An experts committee was created under the chairmanship of Dr. Soledad Rubio Bravo and the 15 area coordinators. This committee evaluated these applications, received in the calls of September 2011 and January, May and September 2012, following the criteria established in the aforementioned Order and the additional criteria added by the AAC. The secretary of this committee was Mr. Javier Bajo Chacón.

The following table shows the applications assessed for each type of incentive and average score according to the applicant gender.

Number of Applications Assessed and Average Score for each Type of Incentive [Calls: January, May and September 2012]		
Type of Incentive	Applications assessed	
	Male	Female
Stays at institutions outside Andalusia	596	519
Stays of external research staff	93	27
Organisation of congress, seminars, meetings	237	103
Scientific and technical publications	147	119
<b>Total</b>	<b>1073</b>	<b>768</b>
<b>Percentage</b>	<b>58%</b>	<b>42%</b>

From the total number of applications, 58% corresponded to male applicants and 42% to female.

### (C) Programme for Attraction of Knowledge to Andalusia

The applications for the Programme for Attraction of Knowledge to Andalusia in the 2012 call<sup>15</sup> were evaluated by an experts committee composed of Dr. José M<sup>a</sup> Vega Piqueres, Dr. Soledad Rubio Bravo PhD and the 15 area coordinators, following the criteria established in the Order. A total of four applications have been assessed in this call, which have obtained the following scores: 83, 78, 97 and 97. The results of these assessments were sent to the General Secretariat for Universities, Research and Technology (SGUIT).

<sup>15</sup> Order of December 11, 2007, BOJA n. 4.

### 3.3. Year-on-year activity of Research and Technological Development Groups

As has been the case with other incentives for the agents of the Andalusian System of Knowledge, the AAC has not been able to complete the evaluation of the activity of Andalusian research and technological development groups from Public Universities and Research Institutions of Andalusia<sup>16</sup> corresponding to call 2012, as the *Curriculum Vitae* data of research groups provided by SICA was not available. The evaluation will be carried out in 2013.

### 3.4. University Research Institutes

The applications presented in this chapter have been assessed against the institution objectives, the quality of the research groups integrated in it as well as the integration and coordination between them, activity plan, internal structure of the centre, etc.

The possible outcomes of the evaluation are (1) *highly recommended*; (2) *acceptable*; (3) *recommended with reservations* (in this case it is necessary to modify/improve the negative aspects exposed in the assessment and submit the application for a new evaluation) and (4) *not recommended*.

In 2012, the DEVA has carried out the peer evaluation of the **Institute of Iberian Archaeology** from the University of Jaen, which was rated as highly recommended, and the report was sent to the SGUIT.

### 3.5. Researchers of Excellence in Research Centres and University Institutes of Extremadura

In the context of the services that the AAC can offer to other Autonomous Communities, by request of the Regional Ministry of Employment, Enterprise and Innovation of the government of Extremadura, the AAC took charge of the evaluation of the convening of two posts for researchers of excellence in research centres and university institutes of Extremadura.

The assessment of the **10** applications was carried out using the system previously described of peer evaluation, and the results were sent to the petitioner Regional Ministry.

### 3.6. Training Activities for the Evaluation of Research

Among the training activities carried out by DEVA to publicise the processes and evaluation criteria applied in the evaluation process of incentives for the agents of the Andalusian knowledge system, Ms. Soledad Rubio PhD was invited to take part in a roundtable on research evaluation at regional, national and European level, within a course on Training for University Teaching staff organised by the University of Cordoba.

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<sup>16</sup> Order of December 11, 2007, BOJA n.4, and Order of March 15, 2010, BOJA n.66.



## 4. Evaluation of University Teaching Innovation

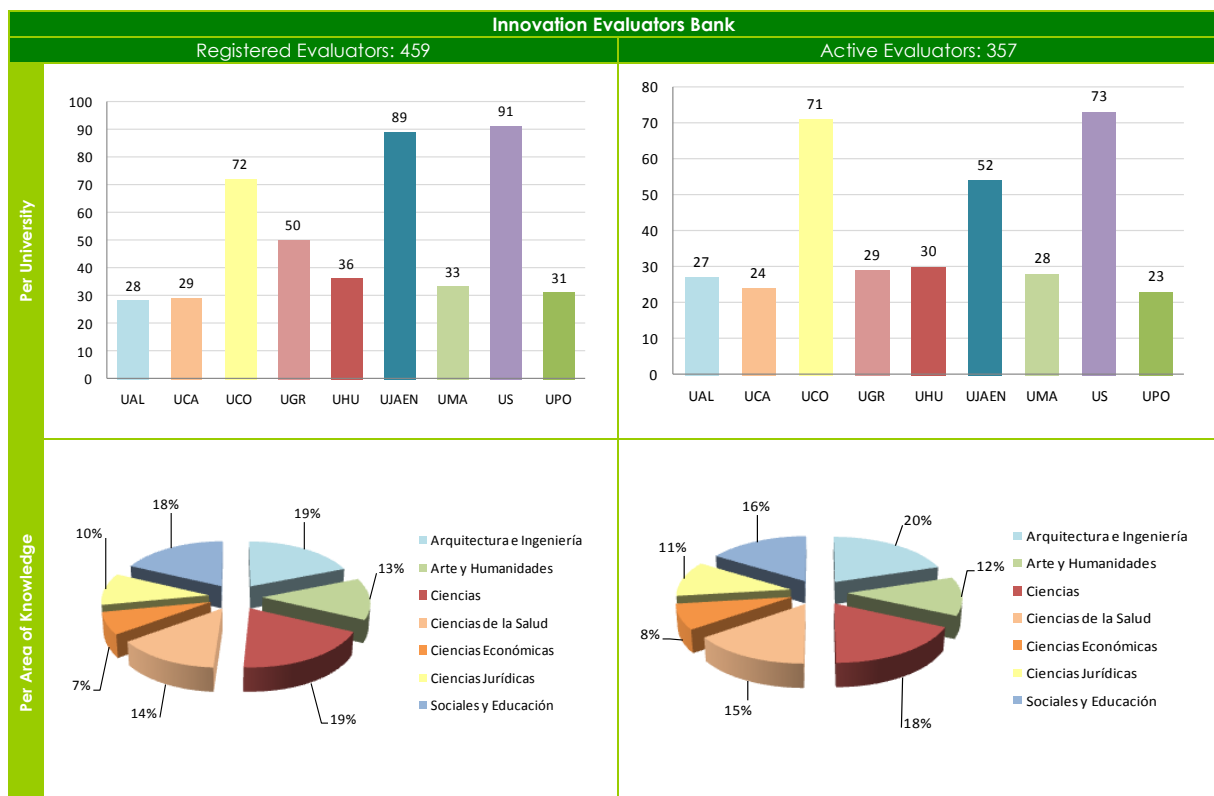
The Andalusian universities area commission for innovation, in collaboration with the AAC, started to dynamise an "Innovation Evaluators' Bank". The purpose of this innovation database is to support the innovation evaluation processes carried out by Andalusian universities. The database contains information on suitable evaluators from Andalusia, so as to be used by the universities in their internal evaluation calls for projects, prizes, etc.

The "Innovation Evaluators' Bank" main users are the persons responsible for innovation at the Andalusian universities.

Each university registers potential evaluators in the bank. The AAC validates their *Curriculum Vitae*, taking into account their teaching and research merits and, primarily, their experience as participant or coordinator of teaching innovation projects.

From the total 459 evaluators, registered in the "Innovation Evaluators Bank", **357** are active in the application. The causes for not obtaining the validation are:

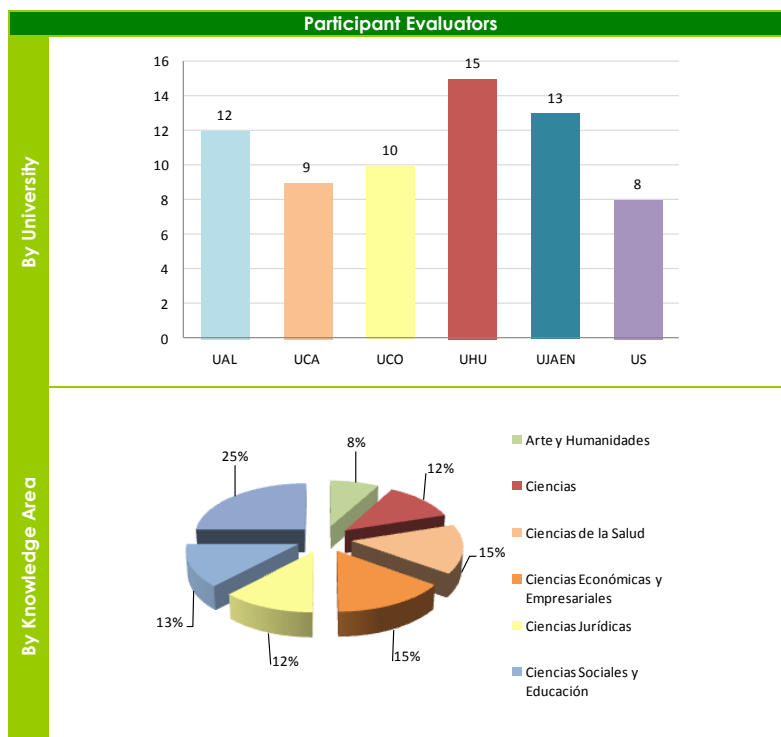
- Not being registered in the Evaluators Bank (12).
- Not handing over the data to the Evaluators Bank (35).
- Not meeting the requirements (28).
- Not requesting to renew their participation in the Bank (27).



The criteria used for the validation of the evaluators were approved by the Andalusian universities area commission for innovation, which also established as a condition for the selection of evaluators among teaching staff to have at least 5 of the following merits:

- Stability: Professional body to which he/she belongs.
- Results of the teaching staff satisfaction survey.
- Coordination of Innovation projects.
- Participation in Innovation projects.
- Experience in teacher training.
- Experience in project related to the implementation of the EHEA.
- Experience in evaluation.
- Teaching publications.
- Productivity bonuses ("Research periods" / "Six-year periods").
- Experience in management.

The persons responsible for innovation in the universities can access the "Evaluators' Bank", where they can select evaluators from other universities, ranked by university of origin and area of knowledge. Once the evaluators are chosen, the university contacts them in order to give instructions and inform about the procedure. When the process is completed, the university has to update in the application all the data related to the evaluations performed.



In 2012, a total of **67** evaluators have participated in the assessment of innovation projects in Andalusian universities.

The AAC certifies the collaboration of the evaluators once the call is closed. In the calls corresponding to 2012, a total of **67** certificates have been issued.

## 5. Evaluation of Talentia Grants

In accordance with the Order<sup>17</sup> establishing the regulatory bases for granting incentives intended for the enrolment in Post-graduate Programmes in foreign universities or higher education institutions (Talentia grants), the Committee for Evaluation and Selection of candidates may involve external institutions and experts in this process. As it has been customary since its inception, the DEVA has actively collaborated with the Committee for Evaluation and Selection in 2012.

## 6. Activities as Member of the *European Association for Quality Assurance in Higher Education (ENQA)*

The AAC's DEVA is recognised as full member of ENQA, and it participates and collaborates with the European institution in its annual activities.

The activities related to cooperation and dissemination in the areas of evaluation and accreditation carried out in 2012 are described below.

### 6.1. ENQA Members Forum

The annual ENQA members Forum was held in Paris on April 23 and 24, and it was focused on two main issues:

#### **Impact of quality in higher education**

ENQA raised the question of how the stimulation of quality affects higher education in different countries. An international work group was set up in order to study and analyse the information, in which the AAC was included. The work group, being aware of the heterogeneous conditions in different European countries, sought for reliable indicators allowing for the measurement of the impact of teaching excellence on higher education.

Members from the different participating countries were distributed in three groups to discuss the following issues:

- Which indicators, if any, are used by the different agencies present in order to measure the impact of quality in higher education? It is proposed that each country analyses what the Bologna Process has brought, in terms of improvement, to higher education.
- What education policies could be implemented in each country in order to improve higher education? It is proposed to consider the creation of higher education Centres of Excellence.

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<sup>17</sup> Order of Regional Ministry for Innovation, Science and Enterprise of November 14, 2007, modifying Order of November 23, 2006.

### Independency of quality assurance agencies

ENQA was interested in the main challenges that quality agencies in each country are facing to maintain their independence, which is a pre-requisite for their credibility and mutual trust, as well as how the relationship between the agencies and the political and institutional (universities) powers is harmonised.

The debate between the groups was focused in the following aspects:

- Define what true independence of the agencies is and the main threats to it.
- How this independence is assured by public authorities, institutions and decision-making centres.
- Where the red line is between the dialogue with public authorities and institutions, and their interference with the agencies activities.

As with the previous issue, the variety of circumstances faced by the different agencies was confirmed. It was agreed that in ENQA's future evaluations of its member agencies, the independence of the agency when performing its duties will take precedence over other criteria.

Ms. Soledad Rubio Bravo PhD and Mr. José María Vega Piqueres PhD participated in this forum representing the DEVA.

### 6.2. 6th ENQA Training for Evaluators

ENQA and DEVA jointly organized in Cordoba, on May 10 and 11, an ENQA training session for evaluators for the analysis of European agencies. The meeting was attended by around thirty delegates from the different European evaluation agencies, and the agenda focused on the search of standards and common indicators allowing for the measurement and comparison of quality of European higher education. Current indexes and indicators in use for the measurement of quality in the various European university systems were analysed, as well as the possibilities for their standardisation and the establishment of protocols for the comparison between teaching institutions after the implementation of the EHEA.

The conference took place in the Cordoba Center Hotel and it was opened by Francisco Andrés Triguero Ruiz, General Secretary for Universities, Research and Technology of the *Junta de Andalucía* and vice-president of the AAC, and by Fiona Crozier, vice-president of ENQA, who also gave the opening lecture.

The importance of the event is evidenced by the recognition at European level attributed to agencies becoming full members of ENQA, allowing them to elaborate reliable evaluation reports requested by any organization in the EU. This is the case of the AAC, which is included in the European Quality Assurance Register in Higher Education (EQAR) since 2009. In order to obtain this recognition, the AAC was subjected to an external evaluation process to guarantee the solvency and independency of its work, ensuring its credibility and the trust placed in the agency by the Andalusian universities.

### 6.3. ENQA General Assembly

ENQA's General Assembly took place in Basel, Switzerland, on October 18 and 19, and it was open to all ENQA members, affiliates and invited guests. A total of 109 persons attended from 33 different countries, representing 40 quality evaluation and accreditation agencies. The Spanish delegation consisted of 5 agencies: ANECA (National), AQU (Catalonia), ACSUG (Galicia), ACSUCYL (Castile and Leon) and DEVA-AAC (Andalusia). It was confirmed a dramatic increase in the number of evaluation agencies in Europe. Ms. Nieves Pascual Soler PhD and Mr. José María Vega Piqueres PhD participated in the General Assembly representing the DEVA.

The Assembly motto was: **Promoting quality to a European dimension.**

During the first day, attendants were informed about the resolutions adopted in the Bucharest Communiqué of August 2012 and three issues were highlighted:

- Quality assurance at international level: agencies accredited by ENQA are currently evaluating higher education institutions outside their home country.
- Professionalization of quality assurance. This issue started a debate among members in relation to the economic competitiveness of agencies.
- Review of the European Standard and Guidelines (ESG) to adapt them to the new needs of the agencies. This review started with a project participated by various members of ENQA in September 2012 and is due to end in February 2014.

On the base of quality for all, employment and mobility, the debate was focused on the development of:

- Coherent policies.
- Structural reforms.
- Immediate objectives for the EHEA.

In order to facilitate the debate, attendants were distributed in three workshops:

- Internationalisation: protocols that national agencies should follow to operate at international level.
- Evaluation experts training at higher education institutions and agencies.
- New strategies for quality assurance.

AAC delegates joined the latest group where new ICT tools and the possibility of organising virtual meetings were discussed. ENQA also informed of a cooperation project with quality agencies from the Balkans and Central Asia.

The second day started with an agency managers meeting focused on the mechanisms to assure quality and independence at a time of economic crisis. Mr. José M. Vega PhD attended this meeting and each delegate presented their current funding sources and their degree of independence in the evaluation and issuing of reports. The DEVA informed of the public origin of its funding, from the *Junta de Andalucía*, as well as of the current restructuring process in which the agency is engaged due to the economic crisis, ensuring that this has not diminished the quality of DEVA's activities nor it has affected its functioning. The meeting served to confirm that some of the agencies also have private funding, as a consequence of the external evaluations carried out for institutions of different countries.

ENQA's Assembly continued with the voting of issues included in the agenda:

- Admission and confirmation of new members and affiliates from October 2011.
  - New full members:
    - **SKVC**: Centre for Quality Assessment in Higher Education, Lithuania.
  - Full members confirmed after evaluation:
    - **ASIIN**: Accreditation agency specialized in accrediting degree programmes in engineering, Informatics, the Natural Sciences and Mathematics, Germany.
    - **FIBAA**: Foundation for international business administration accreditation, Germany.
    - **AQU Catalonia**: Catalan university quality assurance agency, Spain.
    - **ACQUIN**: Accreditation, certification and quality assurance institute, Germany.
  - Full members under review:
    - **HSV**: National agency for higher education, Sweden.
  - Affiliates:
    - **CIEP**: Centre International d'études pédagogiques, Sevres, France.
    - **IAAR**: Independent for accreditation and rating. Astana, Kazakhstan.

- **ELIA:** European league of the institutes of the arts. Amsterdam. The Nederland.
  - **AQUA:** Higher education quality assurance agency. Andorra.
  - **Hobéon:** Consultancy and certification services. The Hague. The Nederland.
- Re-election of members of ENQA Board of Directors. Rafael Llavoris representing ANECA was elected in the voting, together with three more members. He joined Josep Grifols, from AQU, in the Board.
  - Reports from the President and the Director of ENQA
  - Election of ENQA's Vice-presidents: Ms. Helka Kekäläinen PhD and Ms. Fiona Crozier PhD.
  - Work Plan for 2013.
  - Budget and expenses for 2011; financial strategy for the period 2012-2015. ENQA's approved budget for 2013 was 694,388 euro.
  - Location of next assembly in 2013. The vote between the bids from Ireland and Lithuania gave as a result the election of Lithuania.

In the issues concerning the AAC, the following was requested from the direction:

- A timeline for the forthcoming reassessment of the AAC in 2013.
- Information about the seminar to be held in Paris in January 2013 for agencies with a pending reassessment (as it is the case for the AAC).

#### 6.4. Study of the Impact of Quality in Higher Education in Europe

Since 2012 the DEVA participates in a work group on the impact of quality assurance, formed by 23 quality agencies. The aim of this group is to assist other agencies and higher education institutions with new measurement procedures and strategies. There have been three meetings to date, with the DEVA participating in two of them. The first meeting was held in Brussels on 28 September 2012, at ENQA's headquarters, and it was focused on setting and defining the different impact areas on which they needed to work: learning, institution, national education system, and quality agency. The agencies agreed to work on these impact areas and jointly prepare an initial report for ENQA.

The third work group meeting took place on December 13 in Oslo, at the premises of the Norwegian Agency for Quality Assurance in Education. The group restructured the impact areas matrix, and also discussed the initial report and new perspectives were suggested. The preparation of a project proposal for European programmes was as well considered. The group agreed on organizing the next work meeting in April/May 2013, in order to discuss the last draft of the report and to suggest the procedures for the *European Survey on Quality Assurance*.