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CONSEJERÍA DE CONOCIMIENTO, INVESTIGACIÓN Y UNIVERSIDAD

Andalusian Agency of Knowledge (AAC)
Direction for Evaluation and Accreditation (DEVA)
SELF-ASSESSMENT REPORT
2014-2018

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For ENQA external review of AAC-DEVA full membership renewal within the European Association for Quality Assurance in Higher Education

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Glossary

AAC	Andalusian Agency of Knowledge
AGAE	Andalusian Agency for University Quality Assurance and Evaluation
CASEUA	Andalusian University Students Advisory Council
CAU	Andalusian University Council
CTEyA	Technical Committee for Evaluation and Accreditation
CU	University Professor
DEVA	Direction for Evaluation and Accreditation
DGU	General Direction for Universities
ECTS	European Credit Transfer System
ENQA	European Association for Quality Assurance in Higher Education
EQAR	European Quality Assurance Register
ESG	European Standards and Guidelines
IQAS	Internal Quality Assurance System
SAR	Self-Assessment Report
MCERL	Common European Framework of Reference for Languages
PAS	Administration and Services Staff
PDI	Teaching and Research Staff
PTU	University Associate Teacher
R&D&I	Research, Development and Innovation
REACU	Spanish Network for Quality Assurance in Higher Education
RIACES	Ibero-American Network for Quality Assurance in Higher Education
RUCT	Register for Universities, Centres and Degrees
QAS	Quality Assurance System
SUA	Andalusian University System
SUE	Spanish University System
SUPA	Andalusian Public Universities System
ToR	Terms of Reference
UAL	University of Almería
UCA	University of Cádiz
UCO	University of Córdoba
UCUA	Andalusian Universities Unit for Quality Assurance
UGR	University of Granada
UHU	University of Huelva
UJA	University of Jaén
ULA	University Loyola Andalusia
UMA	University of Málaga
UNIA	Andalusian International University
UPO	University Pablo de Olavide
US	University of Seville

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1. Introduction

This self-assessment report (SAR) is prepared for the third external review of the Andalusian Agency of Knowledge-Direction for Evaluation and Accreditation (AAC-DEVA) by ENQA (European Association for Quality Assurance in Higher Education). Detailed information is provided on the activities conducted by the AAC-DEVA in compliance with the new European Standards and Guidelines for Quality Assurance in the European Higher Education Area approved in 2015 (ESG2015). The development of this self-assessment report (SAR) has encouraged a deep reflection and self-critique of AAC-DEVA activities as well as the revision of the Action Plan 2016-2020 with the participation of different stakeholders. This SAR, plus the recommendations made by the ENQA expert panel during the last review in 2014 (with follow-up in 2016) and the expected recommendations of the expert panel in 2019, will significantly contribute to the continuous improvement of the AAC-DEVA assessment activities.

The most important milestones of AAC-DEVA evaluation activities in accordance with the ESG since the last favourable ENQA external review in 2014 are:

2015

- Agreement with the quality assurance agency AKKORK for the assessment of Master degrees at Peoples' Friendship University of Russia.
- Co-organisation of the 5th annual ENQA Forum held in Córdoba in April, 16-17.

2016

- Public call for the AAC-DEVA director provision, and designation of D. Francisco Gracia Navarro as AAC-DEVA Director by the Governing Board.
- 2016-2020 AAC Strategic Plan development and approval.
- 2016-2020 AAC-DEVA Action Plan development and approval by the Technical Committee for Evaluation and Accreditation (CTEyA).
- Adaptation of the Guides for Verification and Accreditation Renewal of official university degrees (Bachelor´s and Master´s) to ESG2015.

2017

- Organisation of the session "Analysis and evaluation of the verification, follow-up and accreditation cycle of official university Bachelor's and Master's degrees in Andalusia (2009-2016)".
- Adaptation of the Guides for Verification, Follow-up and Accreditation Renewal of official doctorate programmes to ESG2015.
- ESG2015 adaptation and updating of the document "Recommendations and good practices for the requests of modifications of Official University Bachelor's, Master's and Doctorate Degrees".
- Adaptation of the Guide for Follow-up of official university Bachelor's and Master's degrees to ESG2015.

- Approval of the Guide for Certification of the Quality Assurance Systems implemented at Andalusian University Centres[1] (IMPLANTA Programme), adapted to ESG2015.

2018

- Modification of AAC statutes to address the Agency's structure and internal organization, stressing the independence of the Direction for Evaluation and Accreditation (DEVA).
- Implementation of the pilot programme for IMPLANTA.
- Implementation of the pilot programme for Doctorate Accreditation Renewal.
- Signature of agreements with AKKORK Quality Assurance Agency for the evaluation of St. Petersburg State University and Peoples' Friendship University of Russia degrees and for the implementation of the Quality Assurance System at the Faculty of Psychology (St. Petersburg State University).
- Membership in the Ibero-American Network for Quality Assurance in Higher Education (RIACES).
- Revision of the AAC-DEVA's Action Plan 2016-2020.

2. Development of the self-assessment report (SAR 2014-2018)

For the development of the self-assessment report (SAR), a series of activities have been conducted with the aim of getting all the stakeholders involved in the reflection on the main AAC-DEVA activity outcomes within the ESG2015 framework. These activities are summarised in Table 1.

Stages of SAR development	Activities	Dates 2018
Start-up of the process	**Presentation of the ENQA review process and schedule**	**April**
Signature of the Terms of Reference (ToR) document	**Preparation and submission of the ToR document to ENQA**	**June**
Development of the self-assessment report (SAR)	**Establishment of the report writing team**	**April**
	Collection of necessary information	**June-October**
	Preparation of the first draft	**July-September**
	Participation in the "Seminar for agencies preparing to undergo an initial external review" by ENQA (Riga, Latvia)	**September**
	Presentation of the draft to Direction team, CTEyA, Agency´s staff, Universities, Evaluators and students	**October-November**
SAR revision and improvement	**Preparation of the final document**	**November-December**
Final document	**Presentation of SAR to Governing Board** **Final document submission to ENQA** **Publication on AAC-DEVA website**	**December**

Table 1. Activities for SAR development.

[1] Centre refers to a Faculty, School or associate institution responsible for higher education degrees at the University.

In an attempt to make the SAR self-explanatory, this document provides hyperlinks to the documents and evidence (words in blue).

3. Higher Education and Quality Assurance in the context of the Agency

The competences of the decentralised Spanish University System (SUE) are distributed among the State, the Autonomous Communities and Universities. In order to guarantee homogeneity and coherence, the SUE is regulated by the following State organic Laws:

- Organic Law 6/2001, December 21st, which develops the distribution of University competences provided by the Spanish Constitution and the Statute of Autonomy.
- Organic Law 4/2007, April 12th, modifying the Organic Law 6/2001, in accordance with the agreements on the European Higher Education policy and the European Union boost for research in member States. This Law aims for the harmonisation of Higher Education within the framework of the European Higher Education Area by structuring the Spanish Higher Education system in three degrees: Bachelor's, Master's and Doctorate.

At regional level, the Statute of Autonomy for Andalusia of 1981, reformed in 2007 by Organic Law 2/2007, March 19th, provided in article 53 that:

"1. The exclusive competences in Higher Education that correspond to the Autonomous Community, notwithstanding universities´ autonomy, are:

a) Programming and coordination of the Andalusian University System within the framework of general coordination. b) Foundation of public universities and authorisation of private ones. c) Approval of public university Statutes as well as the private universities´ organisation and functioning rules. d) Coordination of the procedures for access to universities. e) The legal framework of official university degrees. f) The universities´ own funding and, where applicable, state-funded management in matters of Higher Education. g) Regulation and management of the grants and scholarships system to support Higher Education and, where applicable, state-funded regulation and management in these matters. h) The retributive regime of teaching and research staff employed by public universities, and the establishment of additional remuneration for civil servant teaching staff.

2. The Autonomous Community shares competence on all other functions excluded in section 1, notwithstanding universities autonomy, including:
a) Regulation of the requirements for universities and university centre foundation and recognition and the ascription of these centres to universities. b) The legal framework of public university organisation and functioning, including governing bodies and representation. c) The ascription of public or private academic centres for the provision of official university degrees and the foundation, modification and elimination of university centres at public universities, as well as the recognition of these centres at private universities and

the implementation and elimination of educational programmes. d) Regulation of the university access system. e) Regulation of the regime for hired and civil servant teaching and research staff. f) ***The evaluation, quality assurance and excellence in higher education, as well as of the teaching and research staff.***

3. The competence on the execution of issuing university degrees corresponds to the Autonomous community".

Specifically, the Andalusian University System (SUA) is regulated by:

- Andalusian Law on Science and Knowledge 16/2007, December 3rd, regulating the Andalusian System of Knowledge which favours integration among its different stakeholders and the improvement of the ability to generate knowledge through quality research and knowledge transfer to productive sectors. By this Law the Andalusian Agency of Knowledge (AAC) is established (article 27).
- Law 12/2011, December 16th, revising the Andalusian Law on Universities which regulates full integration of the Andalusian university system within the European Higher Education Area. In particular, Chapter II is integrated to Title V denominated «Instruments for University Service Quality». In Article 78, Instruments for Quality and Excellence, it is provided that: "***1. Universities should establish an integrated quality management system and undergo an external review of their quality management systems every five years by the Andalusian Agency of Knowledge. The outcomes will be published in accordance with the legally established limitations".***
- Legislative Decree 1/2013, January 8th, approving the revised text of the Andalusian University Law which, without including normative changes, attempts to provide a unified and systematic text, comprehensive of the normative currently applicable in Higher Education in Andalusia.

Concerning quality assurance in Higher Education in SUA, the following decrees established the Andalusian Agency of Knowledge Statutes and, particularly, the Direction for Evaluation and Accreditation, which is the independent body within the AAC with this competence:

- Decree 92/2011, April 19th, approving the Statutes of the Andalusian Knowledge Agency (AAC), in accordance with the provisions by the aforementioned Andalusian Law on Science and Knowledge, by assigning the functions of university evaluation and accreditation, and evaluation of the Research, Development and Innovation (R&D&I) to the Direction for Evaluation and Accreditation (DEVA), as well as providing full independence and autonomy in the exercise of its competences.
- Decree 1/2018, January 9th, revising the Statutes of the Andalusian Agency of Knowledge, approved by Decree 92/2011, adapted to the new internal organisation and providing DEVA full independence and autonomy in the

exercise of its functions for evaluation and accreditation in Higher Education and R&D&I evaluation.

3.1. Andalusian Higher Education System

SUA consists of **eleven Andalusian universities**, of which ten are public and represent 20% of the Spanish Public University System, and one is private. There is a public university in every province, except Seville, where three public universities coexist-Seville (US), Pablo de Olavide (UPO) and the Andalusian International University (UNIA), which has campuses in Jaén, Málaga and Huelva- with the private university Loyola Andalusia, which has another campus in Córdoba. The University of Granada has campuses in Ceuta and Melilla (Figure 1).

Figure 1. Distribution of Universities in Andalusia.

The Andalusian Public University System (SUPA) currently comprises more than 230,000 students, around 17,400 teachers and about 9,600 employers as administration and service staff[2]. Although this is a heterogeneous system, universities work in collaboration and cohesion, as provided by the Andalusian Public Universities Association (AUPA) or the Andalusian District (DUA). The latter is the body responsible for the management of student access to the Andalusian University System (SUA).

[2] Source: https:/universidadespublicasandalucia.es/dossier/

3.1.1. Andalusian offer of university degrees

Andalusian universities have provided a total of **398 bachelor and 520 master degrees and 169 doctorate programmes** for the 2018/19 academic year (Table 2). The oldest public universities (Granada and Seville) offer the highest number of degrees.

UNIVERSITY	BACHELOR	MASTER	DOCTORATE	TOTAL
Almería (UAL)	29	36	14	79
Cádiz (UCA)	44	50	18	112
Córdoba (UCO)	34	39	11	84
Granada (UGR)	62	101	28	191
Huelva (UHU)	30	31	11	72
UNIA	-	18	2	20
Jaén (UJA)	34	39	20	93
Málaga (UMA)	58	61	22	141
Pablo de Olavide (UPO)	20	39	9	68
Sevilla (US)	66	88	32	186
Loyola Andalucía (LA)	21	18	2	41
TOTAL	**398**	**520**	**169**	**1087**

Table 2. Distribution of official Bachelor's, Master's and Doctoral degrees at Andalusian universities in 2018-19. Sources: Dossier Opening of University Academic Year 2018/19 and University Loyola Andalusia website.

The distribution of these official degrees according fields of knowledge shows that most of them belong to the field of Social and Legal Sciences in the case of Bachelor´s and Master´s degrees and to the field of Sciences in the case of Doctorate programmes (Table 3).

Field of knowledge	BACHELOR	MASTER	DOCTORATE	TOTAL
Arts and Humanities	17,36%	12,78%	14,93%	14,81%
Sciences	11,92%	11,56%	31,34%	14,31%
Health Sciences	11,66%	14,00%	11,94%	12,83%
Social and Legal Sciences	33,94%	41,18%	23,13%	36,03%
Engineering and Architecture	25,13%	20,49%	18,66%	22,01%

Table 3. Percentage of the Andalusian University System official degrees per field of knowledge (academic year 2017/18). Source: AAC-DEVA.

The list of degrees provided for the academic year 2018/19 can be checked on the Andalusian District (DUA) website.

3.1.2. Access to SUA

More than 90% of students who access to SUA for the first time are interested in Bachelor's degrees once they have passed the Access to University Test (PAU),

known as *Selectividad*. This examination was modified by the Ministry of Education in 2014 aiming to assess the academic maturity of the student body, as well as knowledge acquisition and ability to successfully complete university education. The examination is structured in two stages: a general stage, compulsory and valued up to 10 points; and a specific stage, optional for students, which might provide 4 additional points, establishing 14 points as the maximum grade to access to University. From June 2011 onwards, the student body of Higher Degree in Professional Education can take the PAU specific part and obtain the 4 additional points to enhance their access qualifications. Additionally, other procedures for access are provided by the General Direction for Universities' resolution, February 21st, 2018, that establishes the admission procedure in Bachelor´s degrees for the academic year 2018/19.

For the academic year 2017/18, Andalusia was the first autonomous community in Spain to introduce the academic fees allowance to study at public universities. In 2018/19, this measure has been expanded to the Andalusian student body at National University for Distance Education and to students enrolled at centres associated with public universities. Moreover, the fees for Bachelor's and Master's degrees have not been increased for six successive years. These measures will allow Andalusia to advance towards a University with free (or symbolic) academic fees as in other European countries such as Germany, France or Finland.

3.1.3. Student body

SUPA student body comprises nearly 232,000 students, finding a slight recovery in the number of students with respect to previous years (Table 4). The private Loyola University Andalusia provided 2,631 students to SUA in 2017/18. These data show that SUA brought together in 2017/18 up to 14.85% of the students enrolled in the Spanish University System. Only data from public universities is available at the level of detail analysed in this report.

Academic Year	Students	Inter-annual Variation Rate
2009/10	244,195	-
2010/11	246,275	0.85%
2011/12	254,441	3.32%
2012/13	251,143	-1.30%
2013/14	246,036	-2.03%
2014/15	239,392	-2.70%
2015/16	232,939	-2.70%
2016/17	231,108	-0.79%
2017/18	231,337	0.10%
2018/19	231,809	0.20%

Table 4. Evolution of the university student body in Andalusian public universities since the implementation of Bachelor's and Master's degrees. Source: Dossier Opening of University Academic Year 2018/19.

The student body presented in Table 4 is distributed among Andalusian public universities, with the universities of Seville and Granada sharing the 47.2% (Figure 2).

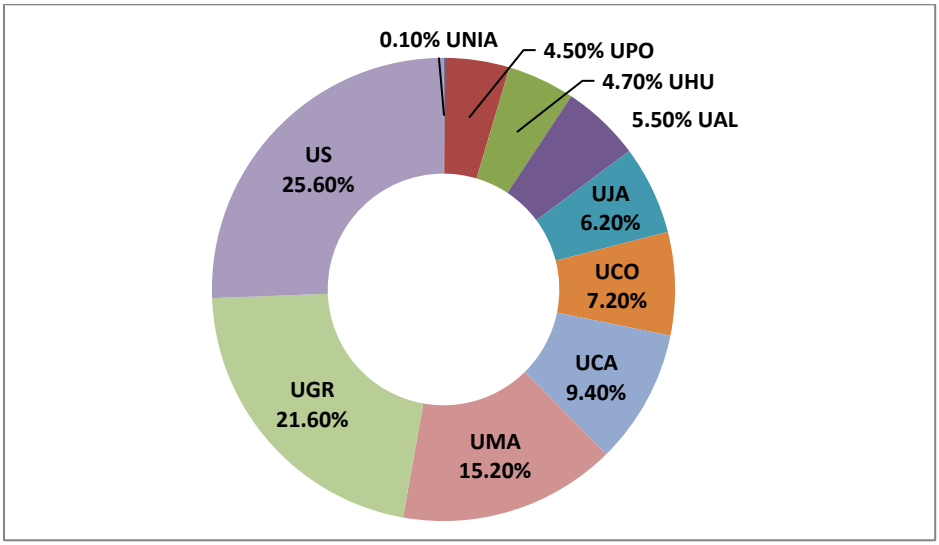

Figure 2. Distribution of the student body at Andalusian public universities. Source: Data from the dossier Opening of University Academic Year 2018/19.

The SUPA student body is made up of 55.1% women and 44.9% men. The positive bias towards women is maintained at all Andalusian universities (Table 5).

University	Men	Women	Total
UAL	5,725	7,025	12,749
UCA	10,023	11,767	21,790
UCO	7,394	9,296	16,690
UGR	20,880	29,191	50,071
UHU	4,663	6,232	10,895
UNIA	105	127	232
UJA	6,482	7,890	14,372
UMA	16,279	18,956	35,235
UPO	4,559	5,873	10,431
US	27,951	31,393	59,343
TOTAL	104,064	127,745	231,809

Table 5. Student gender distribution at Andalusian public universities. Source: Dossier Opening of University Academic Year 2018/19.

Among this student body, 4.3% were international in 2016/17 (last available data from public universities). Most of these came from Latin America and Caribbean countries (34.19%) followed by the European Union (30.16%) and Northern Africa (16.29%) (Table 6).

Origin	Gender	Bachelor	Master	Doctorate	TOTAL
European Union	Women	1,232	332	422	3,117
	Men	677	136	318	
	Total	1,909	468	740	
Rest of Europe	Women	318	77	50	632
	Men	142	24	21	
	Total	460	101	71	
USA and Canada	Women	72	33	23	181
	Men	12	17	24	
	Total	84	50	47	
Latin America and Caribbean	Women	459	678	733	3,534
	Men	326	485	853	
	Total	785	1,163	1,586	
Northern Africa	Women	769	60	66	1,684
	Men	633	84	72	
	Total	1,402	144	138	
Rest of Africa	Women	56	12	12	191
	Men	67	22	22	
	Total	123	34	34	
Asia and Oceania	Women	272	201	83	997
	Men	195	128	118	
	Total	467	329	201	

Table 6. Origin of foreign student body at Andalusian public universities according to level of studies and gender. Source: former Ministry of Education, Culture and Sports.

According to the last data published by the European Commission (2016), Andalusian public universities are among the top 200 universities both receiving international Erasmus students and sending their own students abroad to other European universities. In 2017/18, a total of 6,501 Andalusian university students completed a stay abroad within the framework of Erasmus Programme.

3.1.4. Academic indicators and labour market insertion

The Royal Decree 1393/2007 provides three basic indicators for the quantitative assessment of official degree outcomes:

- **Graduation rate**: percentage of students that graduate in the estimated time or an academic year later in relation to their cohort entry.
- **Dropout rate**: percentage of students from a cohort entry who should have obtained the degree the previous academic year and did not enrol the current academic year nor the previous one.
- **Efficiency rate**: number of credits required to obtain a degree divided by the total number of credits enrolled for by the student and expressed as a percentage.

According to the available data, the graduation rate in Andalusia is higher on Master's than in Bachelor's degrees but it is similar to the national average. On the

other hand, the dropout rate on Bachelor´s degrees is lower in Andalusia in regard to the national average, while the efficiency rate is similar to the national average in Bachelor's and Master's degrees (Figure 3).

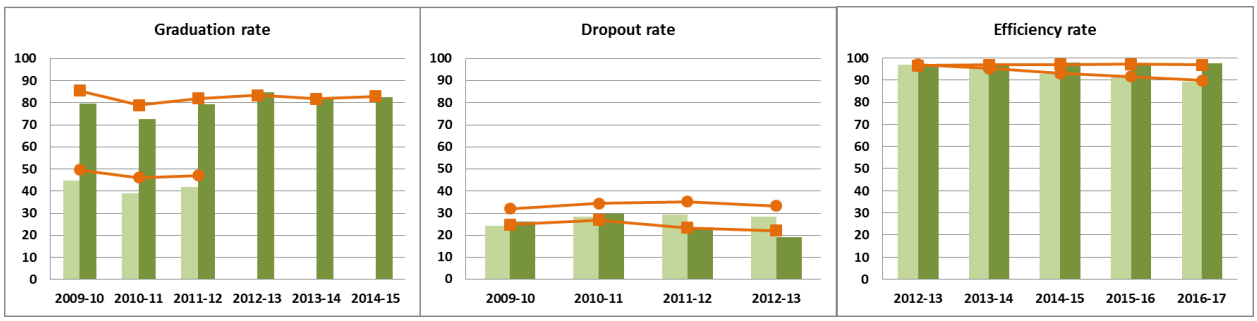

Figure 3. Graduation, Dropout and Efficiency rates of Bachelor's degrees (light green bars) and Master's degrees (dark green bars) in Andalusia and national average (orange circles, Bachelor's and orange squares, Master's). Source: Integrated system of university information (SIIU).

Another essential indicator is labour market insertion. The Argos Observatory, from the Andalusian Service for Employment, provides data on the labour market insertion of graduates from Andalusian universities. According to this observatory, the percentage of labour market insertion a year after graduation has been increasing over the last few years and is higher for people with the top Higher Education level (Figure 4).

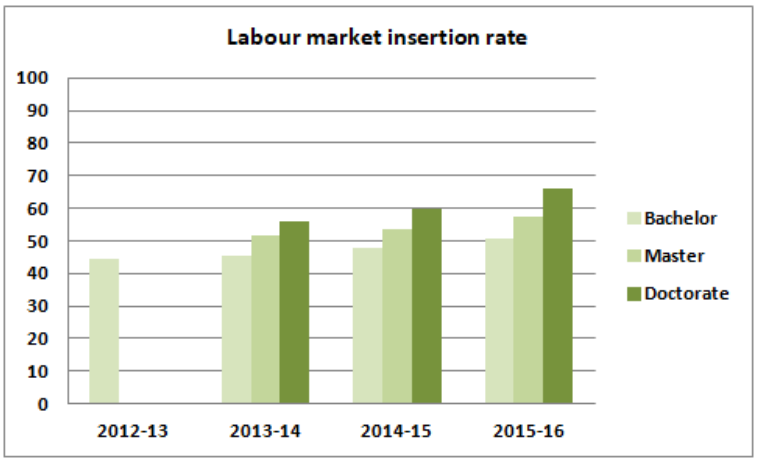

Figure 4. Evolution of labour market insertion of graduates from Andalusian universities. Source: Data from Argos Observatory.

3.1.5. Teaching staff

According to Organic Law 4/2007, April 12th, teaching staff of public universities can have two different contractual modalities: (i) public civil servants as University Associate Professors (PTU) or University Professors (CU) or (ii) labour staff for the positions of Assistant, Doctorate Assistant Professor, contracted Doctoral Professor, Associate Professor, Visiting Professor and Emeritus Professor. A positive evaluation by the responsible quality assurance Agency is necessary to access to any of these contracts except for Assistant, Associate or Visiting Professors. In Andalusia, besides, the position of contracted Doctoral Professor with

clinical connection to the Andalusian Health System is evaluated according to specific criteria. Private University teaching staff also requires a previous positive evaluation by the responsible quality assurance Agency.

In 2018/19, teaching and research staff (PDI) at the Andalusian Public University System will be composed by about 17,430 employees. In December 2017, 49% of teaching and research staff were civil servants and 51% contractual lecturers (Table 7).

	Women		Men		Total	%
	Total	%	Total	%		
PDI Civil Servant	2,854	34.31%	5,465	65.69%	8,319	49.21%
PDI Contractual	3,718	43.30%	4,869	56.70%	8,587	50.79%
Total	6,572	38.87%	10,334	61.13%	16,906	100%

Table 7. Distribution of teaching staff at SUPA according to their contractual modalities. Source: Dossier Opening of University Academic Year 2018/19.

As expected, the field of Social and Legal Sciences brings together the highest percentage of university teaching staff (33.6%) followed by the Engineering and Architecture field (Table 8).

Field of knowledge	Percentage
Arts and Humanities	12.60%
Social and Legal	33.60%
Sciences	16.80%
Engineering-Architecture	19.90%
Health Sciences	17.10%

Table 8. Distribution of teaching staff at SUPA per field of knowledge in 2017-18. Source: Dossier Opening of University Academic Year 2018/19.

3.1.6. Administration and Services Staff

Administration and services staff (PAS) comprises a collective essential for the correct functioning of the University System. In Andalusia, this collective was formed by 9,600 employers in 2017/18 (Table 9) working as administrative assistants, caretakers, etc. All of them ensure the good functioning of the services provided everyday by the University.

	Women		Men		Total
	Total	Percentage	Total	Percentage	
PAS Civil Servant	3,313	63.79%	1,881	36.21%	5,194
PAS contractual	2,018	45.94%	2,375	54.06%	4,393
Total	5,331	55.61%	4,256	44.39%	9,587

Table 9. Distribution of PAS at SUPA according to gender and contractual modality. Source: Dossier Opening of University Academic Year 2018/19.

3.2. Other entities and institutions

Besides universities, other entities and institutions contribute to the operation and quality enhancement of the Andalusian Higher Education system. Among these entities and institutions are:

- General Direction for Universities (DGU): the organism of the Autonomous Community Administration competent in matters of universities.
- Andalusian Academies: the Institute of Andalusia comprising all the regional provincial academies.
- Social Councils: the collegiate body present at all Andalusian universities for participation of society in University.
- Andalusian University Council (CAU): is the collegiate body of consultation, planning and advice of the Government of the Autonomous Community in matters of universities.
- Andalusian University Student Advisory Council (CASEUA): counselling body with advising functions in order to guarantee the student rights and duties within the terms legally established. It appoints its representative in the State University Student Council.
- The Andalusian Agency of Knowledge (AAC), entity that performs the evaluation and accreditation of Higher Education activities and the evaluation of research, development and innovation (R&D&I) of the Andalusian Knowledge System participants, through the autonomous Direction for Evaluation and Accreditation (DEVA).

4. History, profile and activities of the Agency

4.1. History

The Andalusian Agency for University Quality Evaluation and Accreditation (AGAE) was founded in 2005 with the competences established in Title V (evaluation and accreditation) of the Organic Law 6/2001, and in Title V (of university quality) of the Andalusian Universities Law (Law 15/2003). In 2011, the Law for reclassification of public sector in Andalusia (Law 1/2011, February 17th) established the **Andalusian Agency of Knowledge** (AAC), a public corporate agency, as the body that subrogates "*all legal relations, rights and duties of the autonomous entity Andalusian Agency for University Quality Evaluation and Accreditation*" which, since that moment, was extinguished. Nowadays, the AAC is assigned to the Regional Ministry of Knowledge, Research and Universities, specifically to the General Secretary of Universities, Research and Technology, under which it will act as its own entity and technical service.

The first AAC statutes were approved by Decree 92/2011, April 19th, and implemented in April 30th, which implies the foundation of the AAC. The Agency has its own legal and patrimonial personality, and administrative and financial

autonomy to carry out its activities. The functions performed by the extinct AGAE were assigned to the **Direction for Evaluation and Accreditation** (DEVA) which, within the AAC, exerts its **independence**, with respect to the rest of the Agency bodies, in the exercise of its functions of evaluation and accreditation of Higher Education institutions, teaching staff and their educational and research activities. In 2018, these statutes were modified (Decree 1/2018, January 9th) to be adapted to changes within the AAC organizational structure and its governing and management bodies. It includes a detailed revision of DEVA competences related to the assigned activities in the scope of the evaluation and accreditation of the Andalusian university system, and the assessment of Research, Development and Innovation (R&D&I) and reaffirm its management and operational independence from the rest of AAC bodies.

The AAC head office is located in Seville, street Max Planck 3, Building Iris 1 (Isla de la Cartuja) and DEVA´s office is located in Córdoba, Calle Doña Berenguela, s/n, Building vial Norte, 3rd floor.

4.2. Structure and Organisation

General structure of the Andalusian Agency of Knowledge (AAC)

The bodies comprising the AAC organic structure are schematised in Figure 5.

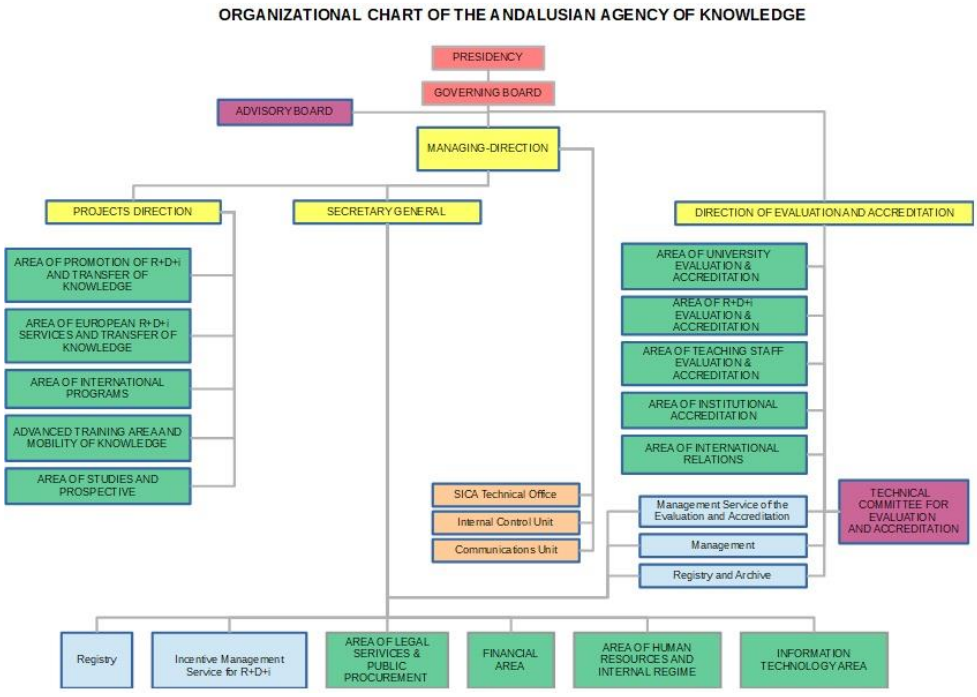

Figure 5. AAC organisational chart. Source: http://deva.aac.es/?id=organigrama&LAN=en

The AAC is organised into two main bodies, one focused on R&D&I promotion and transfer of knowledge, ruled by the Managing Direction, and another (DEVA) responsible for Higher Education and R&D&I evaluation and accreditation, ruled by the DEVA's Director.

According to its statutes, the Presidency and the Governing Board are the AAC managing and governing bodies. The **Presidency** is held by the head of the

General Secretary of Universities, Research and Technology. The **Governing Board** is the highest collegiate body in the AAC that establishes its action guidelines. It comprises the Presidency, the Managing Direction, and eleven members with outstanding professional prestige from the scientific and technical fields: five representatives of the Andalusian Government Administration, General Directors with competences in the areas of economy, finance, public administration, agriculture and health; three Higher Education and research prestigious academic members and three outstanding entrepreneurs related to innovation and technological development. This body is assisted by the DEVA's Director, with voice but without vote.

The **Advisory Board** is the AAC **consultative body** and for the institutional participation of representatives of the Andalusian System of Knowledge and other economic and social agents. It is integrated by the President, the Managing Director, DEVA Director and two representatives elected from each of the following sectors:

- Andalusian Public universities.
- Research Institutes and Centres.
- Scientific or Technological Parks, Technology Centres or other entities with functions on R&D&I promotion.
- Entrepreneurial Organisations.
- Trade Union Organisations.
- Andalusian Regional Government administration.
- Andalusian University Students Advisory Council.

Specific information about AAC boards and structure can be found in the current statutes.

General structure of the Direction for Evaluation and Accreditation (DEVA)

The Direction for Evaluation and Accreditation (DEVA) **reports directly to the Governing Board**. In accordance with the statutes, "*the Director of the Direction for Evaluation and Accreditation will be appointed by the Agency President, after Governing Board proposal, and she/he will be a prestigious member of academic and scientific areas and a civil servant. The appointment* ***procedure will guarantee competitive concurrence"*** (article 16, section 3). Moreover, *"The Director for Evaluation and Accreditation will perform her/his duties with full dedication, independence and impartiality, and without receiving guidelines by any particular authority with regards to her/his academic or evaluation decisions"* (article 16, section 4).

For the performance of its activities, the DEVA is organised as shown in Figure 6.

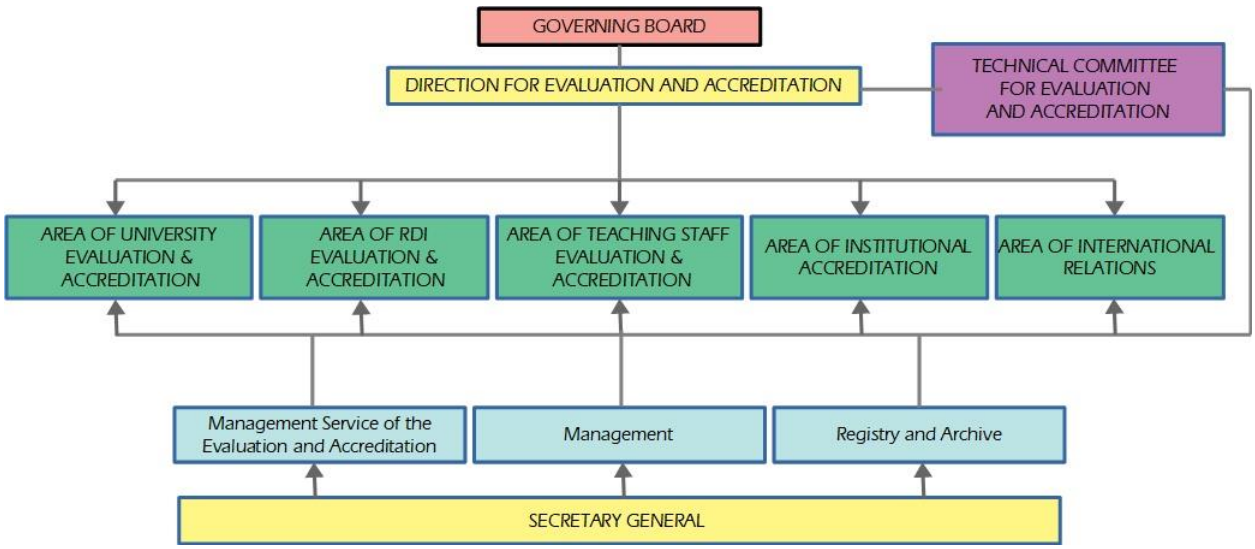

Figure 6. DEVA organisational chart. Source: http://deva.aac.es/?id=organigrama&LAN=en

DEVA's current Director is D. Francisco Gracia Navarro who is supported in his managing duties by the Manager and Legal Advisor, as well as by the DEVA coordinators of each of the five main areas of activity:

a) Area of university Evaluation and Accreditation.
b) Area of Research, Development and Innovation (R&D&I) Evaluation and Accreditation.
c) Area of Teaching Staff Evaluation and Accreditation.
d) Area of Institutional Accreditation.
e) Area of International Relations.

The Technical Committee for Evaluation and Accreditation (CTEyA, Figure 6) is the DEVA's collegiate body for technical counselling and it is formed by the DEVA Director, DEVA Area Coordinators, and fifteen members, one of them a student, with recognised value and related to the DEVA's different fields of action. They are appointed by the Director of the DEVA, after consultation with the Governing Board. This committee has been renewed in December 2018. Competences assigned to this Committee are:

a) Approval of the accreditation and assessment plans and programmes.
b) The establishment and approval of the assessment and accreditation criteria.
c) Monitoring compliance with the accreditation plans and programmes by the organisational structure.
d) Approval, where appropriate, of the necessary measures for the correct functioning of the organizational structure committees.
e) Drafting reports and studies on matters within its competences.
f) Knowledge and valuation of the reports on the outcomes of the evaluation and accreditation plans and programmes.
g) Knowledge of the selection criteria and procedures and appointment of the evaluation committees and commissions.
h) In general, all those attributions regarding the performance of its strictly technical and other functions delegated by other bodies of the Agency.

4.3. Main activities of the Agency

Among the main AAC areas of activity are:

- Promoting the participation in R&D&I International Programmes.
- Encouragement of knowledge transfer.
- Realisation of technological and prospective studies about R&D&I in Andalusia.
- Promotion of talent.
- **Evaluation and Accreditation**

The **Evaluation and Accreditation activity is assigned to the DEVA[3]**, the direction responsible within the AAC of promoting and ensuring quality in the Andalusian university system by means of the evaluation, accreditation and follow-up of institutions and people in accordance with *"the principles of activity in the public interest, with publicity and transparency, good administration, social profitability and responsibility"* (Statutes, title 1, article 2).

5. Higher education quality assurance activities of the Agency

The AAC-DEVA performs quality assurance activities on official university degrees, institutions, staff and R&D&I (Table 10).

	PROGRAMME
OFFICIAL DEGREES	VERIFICATION
	FOLLOW-UP
	MODIFICATION
	ACCREDITATION RENEWAL
INSTITUTIONS	DOCENTIA
	IMPLANTA
	INSTITUTIONAL ACCREDITATION
	PRIVATE UNIVERSITIES EVALUATION
	ACCREDITATION OF FOREIGN-LANGUAGE PROFICIENCY
STAFF	ACCREDITATION OF CONTRACTUAL TEACHING STAFF
	EVALUATION OF EMERITUS TEACHING STAFF
	REGIONAL ALLOWANCES
RESEARCH	R&D&I PROJECTS EVALUATION
	RESEARCH GROUPS EVALUATION
	UNIVERSITY RESEARCH INSTITUTES EVALUATION

Table 10. AAC-DEVA's evaluation activities.

According to Royal Decree 1393/2007, the study plans of Higher Education programmes, must undergo a mandatory procedure for verification (first

[3] From here on we refer to DEVA as AAC-DEVA.

accreditation), follow-up after implementation, and an accreditation renewal process (Figure 7). Accreditation renewal is performed every 4 (Master's degree of 60/90 ECTS), 6 (Bachelor's degree of 180/240 ECTS and Doctoral Programmes), 7 (Bachelor's degree of 300 ECTS) or 8 (Bachelor's degree of 360 ECTS) years after implementation. Additionally, higher education institutions may voluntarily establish procedures to guarantee quality assurance of their teaching staff (DOCENTIA programme). Moreover, they can design and implement an internal quality assurance system (IQAS) that should include procedures related to the processes of verification, modification, follow-up and accreditation renewal of official degrees and teaching staff quality and whose implementation can be certified (IMPLANTA programme). The accreditation renewal of official degrees plus the certification of the IQAS implementation can lead to the Institutional Accreditation of the Centre (voluntary as well). The interrelation between these processes is schematised in Figure 7.

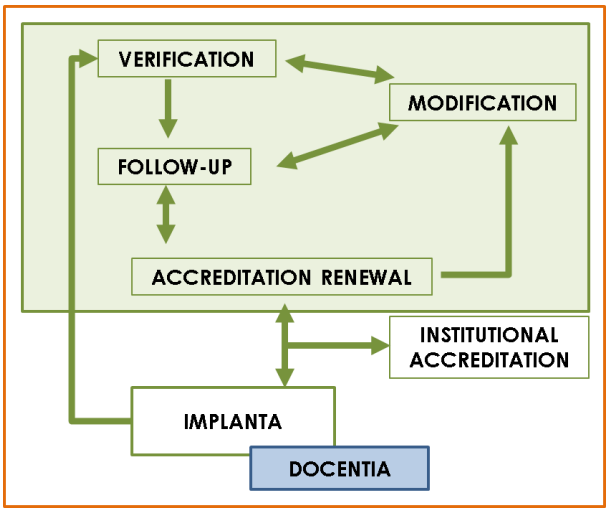

Figure 7. Interrelation between AAC-DEVA evaluation programmes. Those directly related to official degree assessment are inside the green square.

The evaluation activities directly related to the ESG2015 and under the scope of this ENQA review are:

- Ex-ante verification of study programmes (Verification)
- Follow-up/monitoring of study programmes
- Modification of study programmes
- Ex-post re-accreditation verification of study programmes (Accreditation renewal)
- Accreditation of Quality Assurance Systems (IMPLANTA)
- Institutional accreditation
- Reviews of private universities for recognition
- Accreditation of foreign language skills
- DOCENTIA program for teaching activity evaluation

Information about the other activities also performed by the AAC-DEVA can be checked through the links provided in Table 10.

To conduct the activities mentioned above, the AAC-DEVA designed and implemented several evaluation programmes which are fully described in the document Evaluation Programmes: procedures and functions.

For all assessment activities, the AAC-DEVA develops specific guides which aim to provide support and counselling to Higher Education institutions. They describe the steps of the evaluation process, explain the correct justification of the valuable criteria and how they will be assessed (see Chapter 10.5 ESG2.5 Criteria for outcomes), and the appeals procedure, if applicable. These guides are improved with the contributions from Higher Education institutions and from evaluation commissions (see Chapter 11 Information and opinion of stakeholders). Specific expert panels are established for each evaluation activity (see Chapter 10.4 ESG2.4 Peer-review experts).

5.1. Official University Degrees Quality Assurance

AAC-DEVA activities related to the quality assurance of official university degrees (see Table 10) follow the same general steps. There is an annual public call for each programme. Universities present the required information to the competent Ministry or to the AAC-DEVA. This information is evaluated by an expert panel appointed by the AAC-DEVA (see Chapter 10.4) that elaborates a provisional report. The university can appeal this provisional report. The panel revise the appeals and provide the final report which includes recommendations and the final decision (favourable or unfavourable) when applicable. Since last ENQA review, a step of transversal study of the reports of each university to revise and unify them has been included in each procedure. The AAC-DEVA's Director signs the final report that is published in open access[4] providing searches for information on universities, degrees, and fields of knowledge, etc. Public information on the evaluation programmes can be checked in the links provided in the title of each paragraph.

5.1.1. *Verification*

This *ex-ante* evaluation programme for all official university degrees encompasses the provisions made by Royal Decree 1393/2007, and its subsequent modifications, by which all plans of studies leading to obtaining official university degrees must be verified by the Spanish University Council and their implementation must be authorised by the corresponding Autonomous Community. The bodies for verification evaluation are determined by the Autonomous Community Law, they have to comply with European standards and guidelines in quality assurance, must have a favourable external review to become a full member of ENQA, and have to be registered in EQAR (Royal Decree 861/2010). The authorised Agency is in charge of reviewing the plan of studies, in accordance with

[4] http://deva.aac.es/?id=informestitulos&LAN=en

the protocol for verification jointly established by the Spanish Network of Agencies for University Quality Assurance (REACU). The process for degree verification is the first step to obtain the certification of an official Bachelor's or Master's degree or Doctoral Programme and its register in the Registry for Universities, Centres and Degrees (RUCT) of the competent Spanish Ministry.

Taking into consideration the ESG2015 and the Guidelines approved by REACU, the AAC-DEVA developed two guides, one of them for official Bachelor's and Master's degrees and another for Doctoral Programmes, which are in its version 04 and version 03, respectively.

The university requests the verification of a new degree through the Ministry electronic site and the documentary evaluation is conducted through an electronic application designed by the competent Ministry. The reports issued by the AAC-DEVA are used by the Spanish University Council, the body responsible for verifying official university degrees according to the current regulations, to make the final decision.

Since the last review in 2014, Andalusian universities have requested verification for 26 Bachelor's degrees, 320 Master's degrees and 19 Doctoral programmes which have been favourably reviewed 24 (92.3%), 262 (81.9%) and 13 (68.4%), respectively (see Annex I). The requests corresponding to the verification call of 2018 are not included in this report given that the appeals submitted to the Spanish University Council by Andalusian universities have not been solved at the moment of writing this report.

5.1.2. *Follow-up/Monitoring*

Once the official university degree is authorised by the competent body, the AAC-DEVA conducts the follow-up of its implementation in order to determine whether the degree execution complies with the provisions specified in the Verification Report, if it meets the quality standards initially established and if a continuous improvement process has been implemented.

Taking into consideration the ESG2015 and the Guidelines approved by REACU, the DEVA-AAC issued two guides, one for official Bachelor's and Master's degrees and another one for Doctoral Programmes, which are in its version 04 and version 02, respectively. The main change in this programme is based on Royal Decree 420/2015, on the founding, recognition, authorisation and accreditation of universities and university centres. This Decree establishes that the certification of the implementation of the Internal Quality Assurance System (IQAS) is a requirement for Institutional Accreditation in public and private university centres. With the aim of boosting university responsibility on quality assurance of their degrees, the follow-up/monitoring of official degrees conducted by the AAC-DEVA has been modified from an annual basis to different frequency and requesting specific documentary evidence depending on the stage of the degree (if it is only verified or if it has got the accreditation renewal) and if the responsible centre has

a certified IQAS or not (Table 11). The same frequency and requirements for Bachelor's degree follow-up have been established for Doctoral programmes.

<table>
<tr><th colspan="2">FOLLOW-UP TYPES</th><th>LEVEL</th><th>FREQUENCY</th><th>DOCUMENTARY EVIDENCE</th><th>CRITERIA</th></tr>
<tr><td rowspan="4">After Degree Verification (Modality 1)</td><td>Modality 1a</td><td>All Bachelor and Master</td><td>1st year</td><td>Degree website</td><td rowspan="4">All criteria</td></tr>
<tr><td rowspan="3">Modality 1b</td><td>Bachelor 240 ECTS</td><td>2nd and 4th year</td><td rowspan="3">Follow-up self-report</td></tr>
<tr><td>Bachelor > 240 ECTS</td><td>3rd and 5th year</td></tr>
<tr><td>Master</td><td>2nd year</td></tr>
<tr><td rowspan="6">After accreditation renewal (Modality 2)</td><td rowspan="3">Centres without IQAS
All Degrees (Modality 2a)</td><td>Bachelor 240 ECTS</td><td>2nd and 4th year</td><td rowspan="3">Plan for improvement</td><td rowspan="3">All criteria</td></tr>
<tr><td>Bachelor > 240 ECTS</td><td>3er and 5th year</td></tr>
<tr><td>Master</td><td>2nd year</td></tr>
<tr><td rowspan="3">Centres with IQAS and Degrees with recommendations for special follow-up in accreditation renewal report (Modality 2b)</td><td>Bachelor 240 ECTS</td><td>2nd and 4th year</td><td rowspan="3">Reduced Plan for improvement</td><td rowspan="3">Only Criteria 4, 5 and 6</td></tr>
<tr><td>Bachelor > 240 ECTS</td><td>3er and 5th year</td></tr>
<tr><td>Master</td><td>2nd year</td></tr>
<tr><td>Rest of degrees at Centres with IQAS.</td><td colspan="4">NOT FOLLOW-UP BY DEVA</td></tr>
</table>

Table 11. Summary table on degree follow-up modalities indicating frequency and documentary support for evaluation. Source: Guide for Official Bachelor and Master Degrees Follow-up

In order to facilitate documentary exchange with universities, the AAC-DEVA designed its own electronic application which stores all the follow-up process information and that is activated once universities have been informed of a new call. Each institution only has access to its own information.

Since 2012, the follow-up of 870 Bachelor's Degrees, 1039 Master's degrees and 371 Doctoral programmes has been conducted (see Annex II).

5.1.3. *Modification*

As a consequence of its implementation and the IQAS application, the official university degree initial project may require modifications. If they affect the nature of the degree and its objectives, a previous review by the AAC-DEVA is needed before the implementation of these modifications. The institutions must submit the request for degree modification to the Spanish University Council through the same electronic application that is used for verification. In fact, this evaluation activity is carried out with the same criteria and evaluation committees used for verification.

With the aim of providing counselling to institutions, the AAC-DEVA issued a document on *Recommendations and good practices on the requests for Modification of official university Bachelor's, Master's and Doctoral degrees* which collects the experience gathered since the start of this activity as well as the suggestions made by the stakeholders. This document is in its version 04.

Since last review by ENQA, 456 modifications for Bachelor's degrees, 305 for Master´s degrees and 80 for Doctoral programmes have been reviewed, from which 415 (91%), 279 (91.5%) and 69 (86.25%), respectively, were positively evaluated (see Annex III).

5.1.4. *Accreditation Renewal*

In accordance with the regulations currently in force in Spain, official university degrees must undergo an accreditation renewal process, through different deadlines depending on the ECTS number of the Bachelor's and Master's degrees, and Doctoral Programmes. The accreditation renewal of Andalusian official university degrees is managed by the AAC-DEVA. According to the procedure established in Andalusia, the competent regional ministry publishes an annual resolution through the General Secretary for Universities, Research and Technology, providing the procedure and deadlines for the submission of accreditation renewal requests of the Andalusian University System official degrees.

Taking into consideration the guidelines approved by REACU and the ESG2015, the AAC-DEVA issued two guides, one for the accreditation renewal of official Bachelor´s and Master`s degrees, and another one for Doctoral` Programmes in its version 03 and version 01, respectively.

At the moment of the last evaluation by ENQA in 2014, the cycle of official degree evaluation was incomplete as this activity was not implemented. A **pilot phase** was established in 2014/15, with the participation of 20 degrees of 9 universities (see Annex IV). Since its implementation, 352 Bachelor's Degrees (88.66% out of the verified ones) and 326 Master's Degrees (39.60% of the verified ones) have renewed their accreditation. The deviation with respect to the total of verified degrees, further emphasised in the case of Master's degrees, can be explained because (i) the requests for degree verification are annually submitted, without corresponding to the accreditation renewal; (ii) some degrees in-process of no longer being offered are replaced by similar new ones that have to be verified, and (iii) because the degree withdrawal that universities make themselves (10%) previous to the accreditation renewal process to avoid a negative result. This is a clear example of how universities detect degrees with problems before completing the accreditation renewal cycle, which leads to their modification or withdrawal. Degree withdrawal must guarantee the students´ rights to complete their studies. In the AAC-DEVA's opinion the highest deviation noticed in Master's degrees can be explained because it is easier to adapt these degrees to the current offer and demand as most of them they are taught in one year (60 ECTS). In addition, the adaptation of Master`s programmes that enable professional attributes to the regulatory normative changes requires a new verification/modification.

A **pilot phase** of the accreditation renewal of Doctoral programmes has been carried out in 2017/18 with the participation of 10 Doctoral programmes by five different Andalusian universities (see Annex IV). With the aim of improving the procedure, an outcomes report has been published including the main global results and the improvements suggested by the evaluation commissions and participant universities which will be provided in the next updated version of the guide.

The exchange of documents with universities is made through an AAC-DEVA electronic application in which all the process information is stored and institutions

can only have access to their own information. The reports issued by the AAC-DEVA are used by the Spanish University Council, the body responsible for renewing the accreditation of official university degrees according to the current regulations, to make the final decision.

5.2. Institutions quality assurance

5.2.1. DOCENTIA

In order to support Andalusian universities in the development of evaluation models of teaching staff`s academic activity, the AAC-DEVA signed a cooperation agreement with ANECA in 2007 to collaborate in DOCENTIA Programme. The supporting guide, which is in its version 01, is developed by all the quality agencies participating in this programme, so that institutions can design and implement an evaluation programme of their teaching staff academic activity.

As detailed in the guide and can be checked in the flow chart here, the AAC-DEVA assesses the correct design, performs the follow-up, and certifies the implementation of DOCENTIA Programme in all Andalusian university institutions and publishes the outcomes reports. The results of this activity are published in open access. So far, 11 positive evaluations of design have been conducted and 3 follow-ups (two at UAL and one at UCO). At present, no Andalusian university has requested certification of the DOCENTIA Programme implementation. In the AAC-DEVA's opinion, this is a problem at Spanish level as only 17 (5 private and 12 public) of 84 Spanish universities have certified the implementation of this program (see here). This could be due to the difficulties to reach a consensus between the different bodies involved in this programme (trade unions and university governing board) and to the absence of clear incentives for teachers to be evaluated. A putative solution could be the development of an evaluation programme with administrative effects, for instance, associated to the achievement of the "quinquennium", the five-year term monetary salary complement. However, this is out of the AAC-DEVA's competences and should be negotiated by the Regional and State governments.

5.2.2. IMPLANTA

Following the current tendency present in Europe towards a major implication of Higher Education institutions in quality assurance, Royal Decree 420/2015, for the foundation, recognition, authorisation and accreditation of universities and university centres, provides a new framework facilitating the transition towards a model for Institutional Accreditation of university centres. The proposed model establishes the certification of the Internal Quality Assurance System (IQAS) implementation as one of the requirements to achieve Institutional Accreditation. The AAC-DEVA has provided Andalusian universities, since the end of 2017, with IMPLANTA Programme for the Certification of Quality Assurance Systems implemented at Andalusian university centres. According the corresponding Guide, this evaluation takes place in two phases: first, all the provided documentation is evaluated by a desk-based procedure and, if a positive assessment is obtained, a

site-visit takes place before the final report is issued. This programme, in which universities currently participate voluntarily, was launched as a **pilot phase** in 2018. The evaluation commissions have been designated and the electronic application designed for that purpose. Seven centres from 7 Universities have participated in this pilot phase, from which 3 achieved a positive evaluation of the IQAS implementation (see Annex V).

5.2.3. Institutional accreditation

This programme covers the institutional dimension for the accreditation process aligned with the current tendency for quality assurance in the European Higher Education Area.

The existing model for accreditation renewal is a costly process, for both universities and quality agencies, moreover bureaucratised, with lack of vision within its institutional and strategic context. Therefore, in 2015, Royal Decree 1393/2007 was revised at national level to allow university centres achieving institutional accreditation to renew their official degree accreditation without undergoing the standard procedure provided by the aforementioned royal decree. This modification is developed and regulated by article 14 of Royal Decree 420/2015 and by the instructions about the procedure in the resolution, March 7th, 2018, by the Spanish General Secretary for Universities. In accordance with this resolution, the university (voluntarily at present) may request the institutional accreditation for those Centres with an IQAS whose implementation has been favourably evaluated and with 50% of their official degrees accredited by the external review body in the autonomous community where the university is established (AAC-DEVA in Andalusia). The corresponding evaluation body issues a favourable or unfavourable evaluation report which is binding for the Spanish University Council, the entity that issues the final resolution.

According to these guidelines, the AAC-DEVA establishes a procedure for institutional accreditation providing the deadlines, the evaluation commission, the stages for the evaluation, and the notification and resolution of the outcomes. For institutional accreditation, the AAC-DEVA recognises the IQAS certification given by other Spanish quality agencies that have programmes similar to IMPLANTA (AUDIT from ANECA, for instance). At the moment of developing this report, no Andalusian university has applied for institutional accreditation. The resulting reports will be published in open access on the AAC-DEVA web page, once available.

5.2.4. Private Universities

In accordance with the Andalusian Law for Universities 15/2003, revised by Legislative Decree 1/2013, the recognition of private universities is made by the Andalusian Parliament Law in compliance with the basic requirements provided by Organic Law for Universities. A previous report must be issued by the Andalusian University Council (CAU) and the University Coordination Council. The regional administration may request that the AAC-DEVA review applicants' compliance with these requirements. The AAC-DEVA uses a model including twelve dimensions for

the analysis of the documentation provided by the university, as well as its valuation criteria. At the moment of developing this self-report, no evaluation of new private universities has been conducted. The resulting reports would be published in open access on the AAC-DEVA web page, once available.

5.2.5. Accreditation of Foreign-Language Proficiency

Proficiency in foreign languages has become a basic instrumental skill for Andalusian university graduates. Therefore, foreign language learning and acquisition are considered to facilitate mobility and access to new knowledge and education. In accordance with the Common European Framework of Reference for Languages (MCERL), the Andalusian universities and the AAC-DEVA have issued a "Procedure for accreditation of foreign-language proficiency at Andalusian universities", which allows universities to structure and evaluate foreign-language proficiency tests by applying the same criteria (see Chapter 10.5). In order to certify the implementation of this procedure, the AAC-DEVA developed a document providing the Guidelines for certification of the accreditation procedure of foreign-language proficiency at Andalusian universities. Following the initial accreditation procedure, the universities must undergo an annual follow-up and request for accreditation renewal every four years.

The AAC-DEVA appointed the commission for certification and published in open access the outcomes of the certification process of applicant universities[5]. Five universities (UCA, UGR, UJA, UMA and UPO) made a request for their procedures certification and four of them resulted in favourable reviews (UCA, UJA, UMA and UPO). From these, three (UJA, UMA and UPO) underwent annual follow-up and two (UJA and UPO) renewed their certification in 2018. This procedure is currently under review to address the universities' request to adapt the procedural guidelines to the Royal Degree 1041/2017, December 22nd, which sets the basic curriculum and the minimum requirements for certification of each level (basic, intermediate and advanced).

5.3. Evaluation activities at international level

Based the agreement with the Russian quality agency AKKORK, the AAC-DEVA has performed degree accreditation according to the standards and guidelines established by the AAC-DEVA programme for Degree Accreditation and the assessment of the implementation of the IQAS, in accordance with the criteria established by IMPLANTA programme. The information related to this activity can be checked online[6] and in Chapter 8.

[5] http://deva.aac.es/?id=acreditaciondominiolenguascentros&LAN=en
[6] http://deva.aac.es/?id=evaluacioninternacional&LAN=en

6. Processes and their methodologies

In general, the development and launching of new AAC-DEVA evaluation programmes are carried out according to the following scheme (Figure 8).

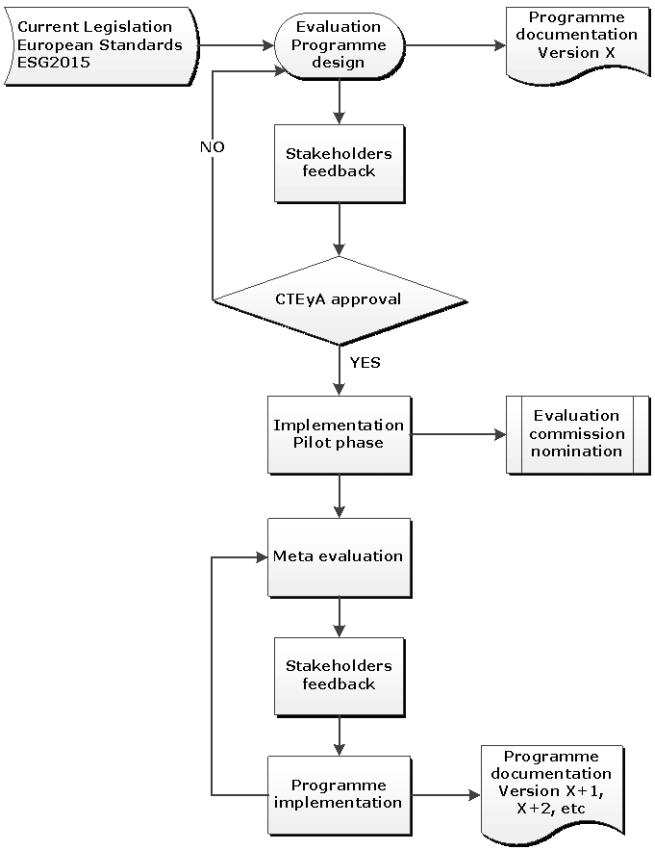

Figure 8. General procedure for the design and implementation of evaluation programmes at AAC-DEVA.

Taking into account the current Spanish regulations and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG2015), AAC-DEVA designs the evaluation programmes and submit them to the stakeholders. Common steps of evaluation programmes affecting official university degrees have been explained in Chapter 5 and the specific criteria of each one will be described in Chapter 10.5. Moreover, the specific elements used for assessment can be found in Chapter 10.3. Once the stakeholders' opinions are collected and analysed, the programme documentation is issued and approved by the Technical Committee for Evaluation and Accreditation (see more information about this committee here and in Chapter 4.2). Before final implementation of the programme, a pilot phase is developed after which a meta-evaluation is performed, supported by the stakeholders, to identify the issues for improvement. In every call, the stakeholders' satisfaction is collected through specific surveys and it is taken into consideration on the development of proposals for Guides improvement and updating (check Chapter 11 to know more about the current surveys and the improvement examples).

7. Agency's internal quality assurance

The AAC-DEVA has an internal quality assurance system based on the following documentation (check also Chapter 9.1):

- Andalusian Agency of Knowledge 2016-2020 Strategic Plan.
- Action Plan which defines AAC-DEVA actions within the framework of the Andalusian Agency of Knowledge 2016-2020 Strategic Plan and it has been reviewed in the framework of this self-assessment. This Plan resulted in the implementation of an annual planning for each AAC-DEVA area of activity.
- Services Charter, a document designed with the aim of providing information on the services offered by the AAC-DEVA and the commitment for its quality and improvement.
- Quality Manual providing the general guidelines for the Quality Management System and including AAC-DEVA's quality policy which is reflected in its mission, vision and values. Includes the stakeholders' definition and the processes map. This manual is under revision to adapt it to the current structure and activities of the agency.
- Ethics Code, a document that compiles the Andalusian Agency of Knowledge staff values and code conduct.

With the aim of providing a more formal role to the quality system, the Commission for Internal Quality was appointed in May 2018, for the improvement of internal procedures. This commission is composed of six people from different AAC-DEVA areas. Its functions include the revision of the internal quality assurance system and the documents that are part of it such as the quality manual, the action plan and its objectives and its adaptation to the strategic plan and the services charter. This commission monitors the quality system outcomes and report improvement plans to DEVA's management board.

An essential element for the continuous improvement of the agency's activities is the stakeholders' opinion. For this reason, besides other channels of communication, specific questionnaires for every programme are developed[7]. These questionnaires are made available to users to be anonymously filed through a web link and always provide a section for free writing so that users may present their opinions more specifically. An annual satisfaction report is issued with the collected results (check Chapter 10.6) which is presented to the stakeholders in the corresponding meetings.

As result of the suggestions for improvement received and with the aim of harmonizing the assessment reports issued by the different commissions, the document Recommendations for the development of Assessment Reports is provided to all the different programmes commissions for evaluation.

[7] http://deva.aac.es/?id=publicacionescalidad&LAN=en at the "Questionnaires" section.

8. Agency's international activities

The international vocation of the AAC-DEVA derives from the first organisation present in Andalusia which performed activities in quality assurance (Unit for Quality of Andalusian Universities-UCUA) that was member of ENQA since 2000. In 2009, the agency was recognised as ENQA full member. In 2014, ENQA membership was renewed. In 2015 co-organises the 5th ENQA members' forum. Additionally, the AAC-DEVA is registered in EQAR since 2009 and it is part of INQAAHE as "full member" since 2010. In 2018, the Agency has been admitted as member of RIACES, the Ibero-American Network for Quality Assurance in Higher Education.

To conduct joint evaluation activities, exchanging evaluators and any other activity of common interest, the AAC-DEVA signed in 2010 an agreement with the Chilean accreditation agency AcreditAccion, which was renewed in 2014 and that, at the date of this report, is undergoing an updating process. No evaluation activities have been performed until now with this agency. On the contrary, the AAC-DEVA has collaborated with the Russian agency AKKORK for the joint performance of evaluation activities since 2013. As result of this agreement the following university degrees have been evaluated or are in process of evaluation (Table 12). Additionally, the IQAS implementation at the Psychology Faculty at St. Petersburg University is currently being evaluated according to IMPLANTA programme.

University	Programme level	Program title	Status
Peoples' Friendship University of Russia	Bachelor	Advertising and Public Relations	Evaluated
		Psychology	Evaluated
	Master	Fundamental informatics and information technologies	Evaluated
		Fundamental and applied chemistry	Evaluated
		Plan protection	Evaluated
		Accounting, analysis and audit	Evaluated
		Technologies of Geodesy and Cadastre	Evaluated
		Psychological counselling	2019
Saint Petersburg State University	Bachelor	Psychology	Ongoing
	Master	Developmental Psychology	Ongoing
		Educational Psychology	Ongoing

Table 12. Programme degree evaluations at international level.

The AAC-DEVA considers the experience gained with this joint international evaluation activity as very beneficial. Moreover, it has contributed to the development of specific guides for international evaluation (currently under review) and to the improvement of the Andalusian experts. The AAC-DEVA would like to expand its international relations by developing new collaboration programmes, within the current framework of national and regional regulations. Currently, the AAC-DEVA is not engaged in any international project which is considered as one of the agency's weakness (see the SWOT analysis –Chapter 13- and the areas for future development –Chapter 14-).

Additionally, the AAC-DEVA has participated in other international activities from which information is provided on its official website in the news section and which are partially included at the Participation in international activities section.

9. Compliance with European Standards and Guidelines (Part 3)

9.1. Standard 3.1 Activities, policy and processes for quality assurance

The AAC competences in quality assurance through the DEVA are established by Law 16/2007, which in its article 27, part 1, provides that the AAC is assigned the competences for evaluation and accreditation of university activities and the promotion, management, evaluation and accreditation of the R&D&I activities among the Andalusian Knowledge System agents.

In accordance with the 2016-2020 Strategic Plan, the AAC's **mission** is the *"encouragement, internationalization, evaluation and the development of the Andalusian Knowledge System, the internal R&D&I promotion, as well as to foster* ***quality assurance in the Higher Education System in Andalusia through its assessment, accreditation and certification*** and its **vision** is leading the *consolidation in Andalusia of a society based on knowledge, becoming a referent agency at national and international levels".*

As stated before, the DEVA's mission, vision and values are defined at the Quality Manual and are developed in the 2016-2020 Action Plan:

Mission

To provide services to the Andalusian Knowledge System and especially the Andalusian University and Research System in all areas that require the evaluation and accreditation of activities involving Higher Education and Research, Development and Innovation (R&D&I); matching such activities to the demands of society and the quality requirements of university education and research within the context of the European Higher Education Area.

Vision

To become a leading institution on the national and international stage in activities involving the evaluation, certification and accreditation of Higher Education institutions and agents, their educational programmes, research activities and innovation plans; as a public service organisation with the obligation to be accountable, to attend unfailingly to the demands of society and anticipate the needs of the future.

Values

All the AAC-DEVA's activities are based on the principles of transparency, objectivity, independence, equality and equity, confidentiality, public service and

social commitment, coordination and cooperation, efficiency, environmental commitment and security and occupational health.

In the Action Plan, strategic challenges are established and specific goals defined (Table 13).

CHALLENGE	STRATEGIC GOAL	SPECIFIC GOALS
PROCESSES	G1. To develop and consolidate AAC-DEVA's statutory functions in order to satisfy the needs and expectations of the Andalusian Knowledge System in carrying out the tasks of evaluating and accrediting university institutions, teaching staff and R&D&I programmes.	SG1.1. The systematic design and management of DEVA-AAC processes in accordance with its statutory functions. To develop effective programmes of evaluation and accreditation for the overall enhancement of the higher education university system in Andalusia.
		SG1.2. To ensure that the services offered by the DEVA-AAC meet the needs and expectations of the Andalusian Knowledge System.
ALLIANCES	G2. To establish and strengthen regional, national and international alliances, enabling AAC-DEVA to position itself as a leader, providing added value to both the processes and the results.	SG2.1. To maximise the number of organisations allied to AAC-DEVA, which are key to the development of its policy and strategy.
		SG2.2. To systematically organise relationships with the entities identified in SG2.1 to create maximum value, via agreements or formal arrangements.
RESOURCES	G3. To optimise the management of the resources needed in order to develop the programmes carried out by AAC-DEVA.	SG3.1. To optimise the use of technology for the efficient execution of AAC-DEVA programmes, as well as to maximise the potential of their external visibility, impact and appreciation.
		SG3.2. The underpinning of mechanisms that highlight the importance of AAC-DEVA information and knowledge.
PEOPLE	G4. To ensure an optimal human resources strategy in line with the AAC-DEVA mission, which facilitates the participation and development of the personnel involved.	SG4.1. Appropriateness of the organisational structure in support of the strategy.
		SG4.2. To consolidate the internal leadership of AAC-DEVA personnel by contributing to the motivation, support and recognition of the staff.
		SG4.3. To optimise communication within AAC-DEVA.
		SG4.4. To ensure an efficient structure for the management of human resources.
		SG4.5. To maximise the contribution of the personnel to the AAC-DEVA strategy through their training, involvement and recognition
IMPACT	G5. To contribute to the excellence of SAC, positioning DEVA-AAC as a regional leader of national and international renown in the discharging of its statutory functions	SG5.1. To make progress in extending and consolidating AAC-DEVA's general image.
		SG5.2. To increase the levels of collaboration and national and international alliances.
		SG5.3. To position AAC-DEVA as an entity that is committed to its public service responsibilities to society.

Table 13. Challenges, strategic goals and specific goals of the AAC-DEVA's Action Plan 2016-2020.

The Action Plan outcomes are published in an annual report, available to all stakeholders, including the main milestones achieved by the AAC-DEVA and reporting to the Governing Council. Additionally, the AAC-DEVA publishes on its website the annual outcome reports of the major evaluation processes performed.

In Chapter 10.2 is detailed how the designed and implemented methodologies for evaluation are aligned with the ESG2015 criteria and adapted to the AAC-DEVA's mission, vision and values.

As it has been explained above, the AAC-DEVA carries out the verification/modification, follow-up and accreditation renewal of the official university degrees on annual basis. These activities have taken most of the AAC-DEVA's human and budget resources. In an attempt to improve the efficiency of

AAC-DEVA's procedures and to increase the university responsibility on quality assurance, the agency plans to encourage the IMPLANTA and the institutional accreditation programmes (see SWOT analysis) which are voluntary. The last modification of the AAC-DEVA's follow-up/monitoring programme is a step in that direction (see Chapter 5).

The stakeholders´ participation takes place through the AAC-DEVA's different bodies (check Table 19, Chapter 11) as well as through periodical meetings with universities for the design and valuation of the assessment programmes, and with the Andalusian university student body represented in the Andalusian University Students Advisory Council. Those meetings take place at least once a year and suggestions are used to improve the AAC-DEVA's internal processes, guides of each evaluation programme and the methodologies. Students, academics, quality assurance experts and professionals of different fields of knowledge are involved in the expert panels (see Chapter 10.4). An effort has been made to include Spanish speaking international experts.

Additionally, the AAC-DEVA has a mailbox for suggestions open to all stakeholders and society.

This self-assessment report has been developed parallel to the revision of the AAC-DEVA 2016-2020 Action Plan conducted by the quality commission resulting in the definition of the strengths, weakness, opportunities and threats described in Chapter 13.

In the AAC-DEVA's opinion, all the activities are carried out according to its mission, vision and values and the goals of its Action Plan are achieved. However, it is aware of the scarce formal development of the internal quality system and its outcomes. The nomination of the new internal quality commission and the reduction in the burden of work on official degrees assessment that IMPLANTA and institutional accreditation programmes will hopefully bring, will allow to improve this AAC-DEVA weakness.

9.2. Standard 3.2 Official status

As it has been described above, the AAC is founded in 2007 by the Andalusian Law on Science and Knowledge 16/2007 and it is **formally constituted with the approval of its statutes** in 2011. According to the statutes, modified in 2018, DEVA is assigned the following functions:

a) Evaluation of the education leading to obtain the official degrees provided by universities and higher education centres of the Andalusian University System.
b) Evaluation, certification and accreditation of the university internal quality assurance systems, including those ones related to the teaching staff academic function.
c) Evaluation and accreditation of university teaching staff contractual modalities.
d) Evaluation of university institutions and centres.

e) Evaluation, certification and follow-up of R&D&I programmes and the Andalusian Knowledge System agent activities.
f) Other evaluation and accreditation functions within the Agency competency assigned by Law, and other regulations currently in force.

AAC-DEVA performs all these functions within an official public entity linked to the Regional Ministry of Knowledge, Research and University. The AAC-DEVA's director enacts official resolutions in the exercise of her/his administrative faculties.

9.3. Standard 3.3 Independence

As it is included in AAC statutes (article 16, part 1), the "*Direction for Evaluation and Accreditation is the body dependent on the Governing Board, which will be* ***independent for the exercise of its functions of direction, coordination and management*** *in matters of university evaluation and accreditation, university teaching staff evaluation and accreditation, R&D&I evaluation and institutional and international relations related to the aforementioned issues".*

Additionally, the AAC-DEVA's director "*will perform her/his position with full dedication, independence and objectivity, and* ***will not receive express instructions from any authority with respect to academic or evaluation decisions"*** (article 16, part 4). He/she will be directly dependent on the Governing Board to which he/she will report on AAC-DEVA activities.

The AAC-DEVA's director is appointed by the AAC Presidency, after proposal by the Governing Board, through a **procedure which guarantees competitive concurrence**. The AAC Management Director publishes a call for applications for the post of DEVA Director explaining the candidate requisites and the application and selection procedure. She/he has to be a prestigious academic or scientific scholar and must have the condition of civil servant. The last published call can be checked here (in Spanish).

Organisational independence

As it has been already described in Chapter 4.2, the DEVA is an independent body within the AAC. The Governing board is the highest collegiate body, with participation, among others, of Higher Education institutions, that establishes the AAC strategy. DEVA's Director reports directly to this governing body. The DEVA's Director has independence to establish the different areas of work within AAC-DEVA and to appoint the necessary technical collaborators to coordinate those areas. In addition, he/she is the responsible to appoint the members of the evaluation commissions, after proposal of the area coordinators. Moreover, the AAC-DEVA's central office is located in Córdoba while the rest of the AAC bodies are in Seville. The Technical Committee for Evaluation and Accreditation (CTEyA) is the consultative body for technical counselling to the Direction for Evaluation and Accreditation (see article 22 of the statutes).

Operational independence

The Direction for Evaluation and Accreditation is independent in the performance of its duties on evaluation and accreditation of Higher Education Institutions, their teaching staff and the Andalusian Knowledge System RDI activities (article 2 of the statutes). Moreover, the AAC-DEVA's quality policy establishes as AAC-DEVA's values the principles of transparency, objectivity, independence, equality and equity, confidentiality, public service and social commitment, legality, coordination and cooperation, efficiency, environmental commitment, security and workplace health and safety. This operational independence is emphasised in the Code of Ethics of the AAC which states that "*in the assessment, certification and accreditation processes of the universities and their faculty, as well as in the management, assessment and accreditation processes of research, development and innovation activities of the Andalusian Agency of Knowledge agents, the workers of the Agency and its collaborators hired for this area shall enjoy complete independence*" and that "*The principle of independence has special relevance when performing the processes of assessment, certification and accreditation*" (page 6). As result, the AAC-DEVA is independent to develop its own evaluation, accreditation and certification procedures and to select its expert panels according to its own procedure (see Chapter 10.4). Experts are recruited from outside of Andalusia to avoid conflicts of interest and the panel is responsible of the final reports content. AAC-DEVA staff provides methodological and practical support to the panel.

Independence of formal outcomes

The evaluation reports are approved by the independent and expert panels (article 16, point 7 of the statutes). Those outcomes are binding for the AAC-DEVA's director who enacts the corresponding resolutions in the exercise of his administrative faculties, which are subject to administrative law, in accordance with article 69.1, Law 9/2007, October 22nd.

The AAC-DEVA has been able to perform its activities with total independence in regard to regional governing boards. The AAC-DEVA has developed and improved its evaluation procedures taking into consideration the stakeholders' feedback in collaboration with other agencies within the REACU framework without external pressure. The organisational and operational independence and of the formal outcomes were recognised during the ENQA review in 2014 and it has been maintained since then.

9.4. Standard 3.4 Thematic analysis

As it is provided by its Action Plan, AAC-DEVA actions are based, on the principles of transparency, confidentiality, public service, and social commitment. Therefore, the reports on the assessment outcomes and on the satisfaction with the main activities for external quality assurance conducted by the AAC-DEVA are published on its website in open access. One AAC-DEVA weakness is the limited capacity for data and thematic analyses (see SWOT analysis in Chapter 13). Apart from the reports described below, thematic analysis are carried out on the issues

that the assessment activities detect as problematic to provide some help to the universities to solve them. One example is the report on degrees with compulsory external internships (see below) which was issued after detecting a high number of recommendations in the accreditation renewal reports. There is no plan to conduct thematic analyses as would be desirable. However, the few thematic analyses performed have been welcomed by Andalusian universities and have helped to strengthen the collaboration between the AAC-DEVA and universities to improve quality assurance within the SUA.

Official degree evaluation reports

The verification, modification, follow-up and accreditation reports on all official Bachelor's, Master's and Doctoral degrees of the Andalusian University System issued by the AAC-DEVA are published[8]. Searches can be performed on this database using different criteria. Where applicable, these reports provide a formal corresponding decision. Universities use these reports for the development of their improvement plans. The AAC-DEVA assures its use requesting an explanation of how each recommendation has been attended at the next evaluation call.

Annual report on AAC-DEVA activities

The AAC publishes an annual activity report including institutional information and an assessment of the activities performed by the different AAC bodies, including DEVA. These reports are publicly available[9].

These reports (or their reduced versions) are presented to the Governing Board, the universities and the Andalusian University Student Advisory Council. They are used to give value to the Agency work and to account to the different stakeholders.

Report on the status of the Spanish university external quality assurance

AAC-DEVA collaborates in the development of the annual report on the status of Spanish university external quality assurance published[10] by ANECA, the National Agency for Quality Evaluation and Accreditation. This report includes global data on the different external quality assurance activities provided by the Spanish quality agencies that belong to the REACU network. It is addressed to general public and to the competent Ministry in Higher Education and provides, not only a description of the activities of the external review agencies, but also a critical analysis of the outcomes obtained. It tries to be useful for decision making to improve this area at the Spanish University System and, where applicable, at the service of the students and society´s interests.

[8] http://deva.aac.es/?id=informestitulos&LAN=en
[9] http://deva.aac.es/?id=memorias&LAN=en
[10] http://deva.aac.es/?id=informesexternos&LAN=en

Reports on the outcomes of the Verification, Modification, Follow-up and Accreditation procedures

Annually, the AAC-DEVA publishes[11]:

- The outcomes and analysis of the procedures for the Andalusian university official degree verification and modification, and stakeholder satisfaction on these evaluation procedures.
- The outcomes and analysis of the follow-up process as well as stakeholder satisfaction on this evaluation procedure.
- The outcomes and analysis of the accreditation renewal process as well as stakeholders satisfaction on this evaluation procedure.

These results are included in AAC-DEVA annual activity reports which are presented to the stakeholders in different meetings.

Reports on satisfaction with the evaluator training sessions

People´s satisfaction on the training sessions for evaluators is collected through a questionnaire and the outcomes are annually published[12]. A specific example can be checked here (abstract in English, page 4). These report outcomes are also used for the improvement of evaluation programmes.

Thematic sessions

On July 5, 2017, the first thematic session was organised by the AAC-DEVA on the Andalusian official degrees evaluation cycle and to present the document "**Analysis and evaluation of the cycle for verification, follow-up and accreditation of official Bachelor and Master university degrees in Andalusia (2009-2016)**". This report gathers data from verification, follow-up and accreditation renewal processes between 2009 and March 2017. This analysis focuses exclusively on bachelor's and master's, since the study plans for Doctorate programmes had not been started the process of accreditation renewal yet. The methodology followed to write the document relied upon a working group composed of vice-rectors and quality directors from four Andalusian universities appointed by AUPA, of AAC-DEVA staff and of three presidents of the expert panels from different fields of knowledge. The resulting document describes in a brief manner the processes of evaluation and gathers statistical data from different open calls, universities or types of degrees. It also assesses the evaluation processes and their results, highlighting the strengths and weaknesses. Moreover, it contains a number of improvement proposals collected from the analysis of weaknesses. The report was sent to all Andalusian universities, experts that collaborate with the AAC-DEVA and other Spanish quality assurance agencies and all were invited to a session in which the report was presented and analysed. Final conclusions were updated accordingly to session results. All the information on such session including the

[11] http://deva.aac.es/?id=informesresultados&LAN=en within the "Universities" section.
[12] http://deva.aac.es/?id=informesresultados&LAN=en within the "Meetings" section.

programme, videos on the participant presentations and final report are available on the AAC-DEVA website[13].

The AAC-DEVA has collaborated in the organisation of meetings with the Andalusian university quality technical units. After the VII meeting held in Seville in 2016, the VIII meeting was organised by UNIA in Baeza in 2018. The aim of these sessions is to share, reflect and debate on their activities related to internal quality assurance at Andalusian universities.

Reports on teaching staff satisfaction with the evaluation programme

A report on the degree of satisfaction of the staff participating in the evaluation procedure for the Andalusian university system teaching staff contractual modalities, including the proposals for improvement derived from the outcomes analysis is annually issued and published[14].

Report on degrees with compulsory external internships

In 2018, the AAC-DEVA issued a report analysing and categorising the recommendations upon compulsory external internships provided on official Bachelor's and Master's degree accreditation renewal reports. It was found that 55.84% of these degrees had been proposed recommendations or recommendations of special follow-up which could be grouped into different categories, being the following the most common ones:

- satisfaction (to collect or improve the students and internal and external tutors´ satisfaction with the external internship)
- adaptation to offer (to analyse the adaptation of the external internship offer to the degree characteristics, with regards to the number of credits, number of places, number of students and number of external and internal tutors)
- available public information (to inform on external internship, centres for internships and regulating agreements)
- coordination (to coordinate academic and professional tutors. Collaboration between centres for external internship and the degree coordinators)
- tutors´ profile and functions (to define the profile and functions of internal and external tutors)

This report is published on the official website with the objective that universities might use the collected information for the improvement of official degree external internships.

Information on activities

On its official website the AAC-DEVA has a news section providing general public with information on the main news, activities and sessions related to quality assurance at higher education institutions.

[13] http://deva.aac.es/jornadas/analisisyevaluacion/?LAN=en
[14] http://deva.aac.es/?id=informesresultados&LAN=en within the "Teaching staff" section.

9.5. Standard 3.5 Resources

Human resources

The AAC-DEVA staff with exclusive dedication is comprised of 20 employees, 17 with labour contract and 3 civil servants (5 people more than in 2014). 71% of staff has university degrees and 18% have a PhD. Staff is organised into evaluation areas and according to the services provided. In addition, non-permanent technical collaborators are recruited for the coordination of the five areas of the AAC-DEVA's evaluation activity who are appointed by the AAC-DEVA's Director. These technical collaborators help the AAC-DEVA's director to coordinate the different activities.

As it has been indicated in Chapter 9.6, there is a clear commitment of the AAC-DEVA on the continuous training of its staff to boost skills and initiatives in the performance of their functions. The high number of training activities realised and the participation in sessions is a proof of this commitment (see Annex VI, in Spanish).

For the evaluation activities related to ESG2015, the Agency has a Bank of Evaluators, which promotes among its stakeholders, and that includes the registered people via an online formal inscription. Currently, there are data up to 3644 people (62% men and 38% women). The profiles are academic (75.3% of registered candidates), students (10.5%) and professional (6.1%). In accordance with the provisions by Organic Law 15/1999, December 13th, on personal data protection, the candidates registered in the bank of evaluators may exercise their rights to access, modification, elimination and disagreement through a request addressed to the AAC-DEVA. These evaluators are distributed in the different fields of knowledge as follows (Table 14).

FIELD OF KNOWLEDGE	nº of enrolled people
Art and Humanities	487
Sciences	810
Health Sciences	419
Economics and Business Sciences	311
Legal Sciences	279
Social Sciences and Education	645
Engineering and Architecture	693
Total	3644

Table 14. Number of enrolled people at the evaluator database for activities related to ESG2015. The Social and Legal Science field of knowledge is divided in Economics and Business Sciences, Legal Sciences and Social Sciences and Education.

For the evaluation activities external to the Andalusian Autonomous Community, both at national and international levels, the AAC-DEVA selects,

preferentially, Andalusian evaluators whose information is shared with the agencies with which there are signed agreements to that effect.

The number of people registered in the bank of evaluators is adequate for the activities that the AAC-DEVA has performed up until now. However, the AAC-DEVA is aware of the low number of international experts involved in its activities and that is making efforts to increase the participation of foreign evaluators, at least, in the evaluation programmes for official degrees.

Material and financial resources

Spanish agencies for university evaluation and accreditation, both at national and regional levels, use **public funds** which are managed by the corresponding public administration bodies. Nevertheless, public funding is applicable without a reduction of their independence and autonomy in the exercise of the attributed competences.

According to its statutes, the agency´ resources come from, among others:

a) Assignments provided by the Law for the Autonomous Community Budget.
b) Revenues derived or generated by the exercise of its activities or the provision of services.

In accordance with the statutes, Agency's annual budget is developed in compliance with the provisions established by the Revised General Law for Public Treasury of the Andalusian Regional Government, which are submitted to the Regional Ministry competent in matters of Treasury. The Agency´s annual accounts are formulated by the Managing Direction and they are submitted to the Governing Board for approval. Additionally, the agency is under the public accounting regime, with the obligation of reporting in accordance with the provisions established by the Revised General Law for Public Treasury of the Andalusian Regional Government.

Table 15 shows the evolution of expenditure in the different evaluation programmes performed by the AAC-DEVA since 2014. As it can be observed, the highest percentage of executed expenditure corresponds to the evaluation programmes related to degrees and institutions.

	2014		2015		2016		2017	
TEACHING STAFF	538,056	27%	639,118	26%	328,709	15%	430,967	18%
R&D&I	722,676	36%	154,924	6%	81,435	4%	809,710	34%
DEGREES AND INSTITUTIONS	740,075	37%	1,667,380	68%	1,758,736	81%	1,119,680	47%
TOTAL	2,000,807	100%	2,461,422	100%	2,168,880	100%	2,360,356	100%

Table 155. Budget allocated to the activities of the AAC-DEVA and its distribution according to the expenditure made by the programmes of evaluation of teaching staff, research and degrees and institutions as well as the percentage that represents.

Additionally, in the specific evaluation agreements with other agencies, concrete payments are established to cover all the expenses and no extra revenue

to the Agency´s budget is obtained. So far, despite the cost of the different evaluation programmes and the fact that Andalusian institutions do not pay for these activities, the Agency has been assigned the financial resources necessary for the correct development of its activities. Nevertheless, the AAC-DEVA keeps working on the optimization of resources by decreasing the number of evaluations (in the follow-up programme, for example) or by including the possibility of audiences at distance, in favour of a greater responsibility for universities.

As far as material resources is concerned, since 2014, the AAC-DEVA is headquartered in Vial Norte Building, Doña Berenguela St. s/n (Córdoba), in which it takes up two floors with offices, meeting rooms and break rooms. The available technological resources are:

HARDWARE

- Servers: 2 file servers, 2 application servers, 1 BBDD server, 1 development/tests server
- Computers: 18 laptops, 30 desktop computers
- Printers: 3 multifunction printers, 7 local printers
- Others: 4 projectors, 2 video conferencing systems, 4 backup units, 1 Television monitor

SOFTWARE

- DEVA web page
- Software applications support to the different evaluation programmes developed by DEVA:
  a) Degree programmes Follow-up (Management of the Andalusian University Official Degrees Follow-up)
  a) Accreditation renewal (Management of the Andalusian University Official Degrees Accreditation Renewal)
  b) IMPLANTA (Management of Quality Assurance Systems Certification implemented by the Andalusian university centres)
  c) Management of Evaluation and Accreditation Area Evaluators in Higher Education (Management of evaluators participating in the degrees verification, follow-up and accreditation procedures)
  d) Innovation database (Pool of evaluators shared by the Andalusian Universities for academic innovation projects)
  e) SIGAP (Management of Teaching Staff Accreditation Programme)
  f) GESVAL (Management of Evaluation and Accreditation Area RDI assessments: excellence projects, research groups)
  g) DEVA Pool of Evaluators (Registry of Evaluators participating in evaluation processes)
- eCO: Internal telematics communication management system among institutions
- e-signatures: Electronic document signature management system
- Oblipa: Payment management system
- DEVA files system: stored and shared classified information within DEVA different Areas

- Extranet: open online network for evaluators. They have access to information and to submit their reports online.

Despite the fact that with these human and material resources the AAC-DEVA can perform its evaluation activities correctly, it would be necessary to have a prospective unit exploiting available data and conducting thematic studies. Besides, it would be desirable for AAC-DEVA staff to participate in international quality assurance projects.

9.6. Standard 3.6 Internal quality assurance and professional conduct

The internal quality assurance system and the associated documentation (all publicly available, see Chapter 7) are designed for agency accountability to its stakeholders. In addition, one of the specific challenges of the Action Plan 2016-2020 is "SG5.3. To position the AAC-DEVA as an entity that is committed to its public service responsibilities to society" (see Table 13). Moreover, Agency statutes state the Ethical Code of conduct (article 36) which defines its socially responsible attitude.

Taking ESG2015 into account, the AAC-DEVA quality policy is devoted:

- To ensuring that all persons involved in its activities are competent and act professionally and ethically. For this reason, all AAC-DEVA staff and collaborators (experts of evaluation panels and area coordinators) must sign the ethical code. This provides a personal commitment to work based on the eleven principles that regulate AAC-DEVA activities (transparency, objectivity, independence, equality and equity, confidentiality, public service and social commitment, legality, coordination and cooperation, efficiency, environmental commitment and occupational health and safety). The ethical code explicitly states that there are no conflicts of interest with regard to the activities to be carried out. The reorganisation of AAC-DEVA activity areas since last review (from two areas to five) also respond to these principles. Continuous improvement of its staff is supported by encouraging its participation in formative activities (see Annex VI) and regularly organised training sessions are conducted for candidates to the evaluation commissions.
- To include internal and external feedback mechanisms that lead to a continuous improvement within the agency. The AAC-DEVA has developed internal and external mechanisms to get the feedback of its stakeholders to improve its activities. Some of them are: questionnaires to the experts involved in assessment activities and to universities which have been used to improve the guides, the procedures and the training sessions (see examples in Chapter 11); annual meta-evaluation process which result in the publication of a report on results and stakeholder opinion (see Chapter 9.4); periodic meetings of the CTEyA in which the AAC-DEVA's director explains the activities and the main results receiving the feedback of the members (including students) of this consultative body; periodic meetings of the AAC-DEVA's director and the area responsible people with universities; participation in REACU and other quality organisations.
- To guard against intolerance of any kind or discrimination. The AAC-DEVA ensures equality and equity in its relationships with people and institutions involved

in its processes and activities. Compliance with the principle of equality and equity means avoiding discrimination or favouritism on the basis of sex or any other reason, particularly in the assessment, certification and accreditation processes of the universities and their faculty and in the selection and recruitment process of personnel. Moreover, the AAC-DEVA ensures access for employees with disabilities, facilitating the normal implementation of the tasks assigned to them. This principle is reflected on the balance between men and women in CTEyA composition, for instance.

- To outline the appropriate communication with the relevant authorities of those jurisdictions where they operate. AAC-DEVA communication with the relevant authorities takes place mainly via the Governing Board, which meets regularly.
- To ensure that any activities carried out and material produced by subcontractors are in line with the ESG, if some or all of the elements in its quality assurance activities are subcontracted to other parties. The AAC-DEVA does not subcontract any of its quality assurance activities. Only support activities such as travel and accommodation, English translations or catering are externally required.
- To allow the agency to establish the status and recognition of the higher education institutions with which it conducts external quality assurance.

As part of its social responsibility, the AAC-DEVA conducts an annual assessment of its activities outcomes reporting formally to the Governing Board[15].

9.7. Standard 3.7 Cyclical external review of agencies

Spanish regulations currently in force on official university degree verification and accreditation activities require quality assurance agencies compliance with the ESG2015 by means of an external review for full membership by ENQA and the registration in the EQAR (Royal Decree 861/2010, July 2nd).

In order to achieve and maintain such requirement, the AAC-DEVA has undergone two external reviews by ENQA successfully. The first one was in 2009 and its respective follow-up report in 2011, and the second one was in 2014, and its follow-up in 2016. This current assessment is the third external review of AAC-DEVA activities. This external review achievement has allowed registration in EQAR since 2009.

10. Compliance with European Standards and Guidelines (Part 2)

10.1. Standard 2.1 Consideration of internal quality assurance.

Since last ENQA external review, the AAC-DEVA has thoroughly revised its evaluation programmes for their adaptation to the ESG2015 considering, especially, Part I. The main purpose has been to help Andalusian universities to improve their internal quality assurance systems and to increase their responsibility in their quality assurance activities.

[15] http://deva.aac.es/?id=memorias&LAN=en

The specific criteria of the AAC-DEVA's external quality assurance programmes related to ESG2015 Part I are compiled in Table 16. Links to the guides where the criteria of each programme are fully explained are provided in Chapter 5. For the modification programme, verification criteria are used. For institutional accreditation, internal quality assurance is taken into account in the requisites that institutions have to fulfil (50% of degrees with positive accreditation renewal and implementation of IQAS assessed favourably). For reviews of private universities for recognition, the same verification and IMPLANTA criteria are used.

1.1 Policy for quality assurance. The AAC-DEVA applies this criterion to all its evaluation programmes related to official degrees quality (verification, modification, follow-up, and accreditation renewal), the IQAS implementation at the Andalusian University Centres (IMPLANTA) and teaching staff quality (DOCENTIA) considering it is an essential pillar in quality culture for university institutions.

1.2 Design and approval of programmes. The official degree verification programme assesses whether the design complies with ESG2015. The follow-up programme monitors the implementation of such design. The accreditation renewal programme verifies if the outcomes that result from this implementation are in accordance to the initial design or the modifications that were applied resulting from the monitoring and continuous improvement of the degree. Additionally, IMPLANTA programme establishes that the IQAS has to include a quality procedure for programmes design and approval.

1.3 Student-centred learning, teaching and assessment. The design of the official degree must take into consideration aspects such as the skills and competences acquisition, the evaluation systems testing such acquisition and the planning for the degree implementation. Additionally, the available students support and counselling systems are assessed in the verification/modification programme. In the follow-up and accreditation renewal procedures, the implementation process outcomes are analysed. Assessment of this criterion as inadequate may imply an unfavourable decision for degree accreditation renewal. IMPLANTA programme assess the IQAS procedures related to management of the teaching-learning procedures. DOCENTIA programme includes an assessment of teaching methodologies used by teaching staff and in the accreditation of foreign language proficiency, institutions must justify the competency test characteristics which guarantee language competence acquisition.

1.4 Student admission, progression, recognition and certification. These processes are considered at the degree design/modification levels (Verification/Modification), its follow-up and accreditation renewal. IMPLANTA programme requires the existence of procedures to guarantee the quality of these processes. In foreign language accreditation specific criteria are established for these assessments.

1.5 Teaching staff. Quality of teaching staff is an essential element for university institutions and therefore all AAC-DEVA evaluation programmes include elements which monitor the institutions concern on their teaching staff competence, how are they assessed and the development of actions for their improvement. The evaluation of this criterion as unfulfilling may imply an unfavourable decision for degree accreditation renewal.

1.6 Learning resources and student support. Adequate and enough resources availability is another essential element in AAC-DEVA evaluation programmes. In fact, the evaluation of this criterion as unfulfilling in the accreditation renewal process may imply an unfavourable decision for degree accreditation renewal.

1.7 Information management. AAC-DEVA evaluation programmes monitor that institutions have systems for collecting information derived from the official degrees implementation, perform its analysis, and use for improvement. The IQAS procedures must define key indicators and the mechanisms for data collection and its analysis by quality commissions in which teaching staff and students are involved. The development of plans for improvement (compulsory for follow-up and accreditation renewal programmes) is an essential element for the evaluation of this aspect.

1.8 Public information. Publicly available information is a dimension assessed in all the programmes. The first follow-up that degrees undergo consists of the assessment of their public information by the student members of the expert panel.

1.9 Ongoing monitoring and periodic review of programmes. The continuous follow-up and periodic evaluation of the educational programme must be considered by the IQAS procedures and systematically applied. Feedback of key stakeholders has to be considered by institutions in this process. AAC-DEVA programmes assess this activity performance resulting in the establishment of plans for improvement whose implementation and effectiveness have to be evaluated.

1.10 Cyclical external quality assurance. All AAC-DEVA evaluation programmes provide a validity period for the obtained outcome, so that institutions must undergo cyclical external reviews processes.

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Standards and guidelines for internal quality assurance (Part I)	DEVA-AAC PROGRAMMES					
	Verification Modification	Follow-up	Accreditation Renewal	IMPLANTA	DOCENTIA	Accreditation of foreign languages skills
1.1 Policy for quality assurance	9. Internal quality assurance system	Criterion 2. Application of the Quality Assurance System	2. Quality assurance system	CRITERION 2. Quality assurance policy	1. Strategic dimension of teaching assessment	Non applicable
1.2 Design and approval of programmes	All criteria	Criterion 3. Degree implementation process	3. Design, organization and development of the educational programme	CRITERION 3. Design, follow-up and improvement of educational programmes	Non applicable	Non applicable
1.3 Student-centred learning, teaching and assessment	3. Competences 5. Planning of teaching	Criterion 3. Degree implementation process	6. Learning outcomes	CRITERION 6. Management of the teaching-learning processes	2. Methodological dimension of teaching assessment	Criterion 2. Exam characteristics: contents, structure and evaluation criteria
1.4 Student admission, progression, recognition and certification	4. Access and admission of students	Criterion 3. Degree implementation process	3. Design, organization and development of the educational programme	CRITERION 6. Management of the teaching-learning processes	Non applicable	Criterion 3. Exams administration Criterion 4. Procedure for exam revision Criterion 5. Certificates
1.5 Teaching staff	6. Academic staff	Criterion 4. Teaching staff	4. Teaching staff	CRITERION 4. Research and teaching staff	All dimensions	Criterion 6. Examiners' suitability
1.6 Learning resources and student support	7. Material resources and services	Criterion 5. Facilities, services and resource allocation	5. Infrastructure, services and provision of resources	CRITERION 5. Resources for the students' learning process and support	2. Methodological dimension of teaching assessment	Non applicable

1.7 Information management	9. Internal quality assurance system	Criterion 2. Application of the Quality Assurance System	2. Quality assurance system	CRITERION 2. Quality assurance policy	1. Strategic dimension of teaching assessment 3. Results of the teaching assessment	Criterion 1. Characteristics of the context Criterion 3. Exams administration
1.8 Public information	1. Description of the degree 9. Internal quality assurance system	Criterion 1. Available public information	1. Public information available	CRITERION 1. Public information	1. Strategic dimension of teaching assessment 3. Results of the teaching assessment	Criterion 1. Characteristics of the context Criterion 3. Exams administration
1.9 On-going monitoring and periodic review of programmes	9. Internal quality assurance system	Criterion 6. Indicators and results Criterion 7. Improvement plan	7. Satisfaction and performance indicators	CRITERION 3. Design, follow-up and improvement of educational programmes	3. Results of the teaching assessment	Criterion 7. Revision, improvement and responsible people of the procedure
1.10 Cyclical external quality assurance	Accreditation renewal every 6/8 years Bachelor degree and Doctorate Programmes and 4 years Master degrees.	8. How the recommendations in the verification report and the possible recommendations in the modification reports are addressed. Follow-up processes for degrees according to the stage they are in.	Accreditation renewal every 6/8 years for Bachelor degree and Doctorate Programmes and 4 years for Master degrees.	CRITERION 2. Quality assurance policy Certification renewal every 5 years	Certification renewal every 5 years	Criterion 7. Revision, improvement and responsible people of the procedure Certification renewal every 4 years

Table 16. Alignment of AAC-DEVA evaluation procedures and criteria with Part I of the ESG2015**.**

10.2. Standard 2.2 Designing methodologies fit for purpose

The methodology used by the AAC-DEVA for design its evaluation programmes has been explained in Chapter 6. The agreements established at REACU level, the legislation currently in force at national and regional levels, and the European standards and guidelines are the key elements taken into account as inputs for evaluation programmes design.

The different programmes Guides, initially designed by AAC-DEVA staff, are submitted to stakeholders' consideration (universities and experts, mainly) both at the design stage and once the evaluation programme is implemented. Guides are designed to provide support to the Andalusian universities to improve their quality. The AAC-DEVA collects the opinion of evaluation commission members and universities on the evaluation programmes using specific surveys. In Chapter 11 concrete improvements based on stakeholders' opinion are described.

The official degree evaluation programmes are designed according to their concrete characteristics and therefore, even though they share the same general criteria, different Guides are established for Bachelor's and Master's degrees and Doctorate Programmes. The Guides for the different evaluation programmes provide explanatory schemes on the different stages of the evaluation procedure, the main involved stakeholders and the elements to be assessed.

While designing or modifying the programmes, the AAC-DEVA tries to minimise the workload and cost that their implementation implies to the universities. For instance, the current degree follow-up programme is applied differently to Centres with a positive assessment of the IQAS implementation. Even more, Criteria 9 (Internal quality assurance system) is not assessed in the verification of new degrees offered by these Centres. Moreover, IMPLANTA programme operates in a very flexible way as a previous design certification is not required and only the effectiveness of its own internal quality assurance system is assessed.

Institutions can demonstrate their improvement by designing and monitoring plans for improvement. These plans are key elements in verification, follow-up, accreditation renewal, IMPLANTA and DOCENTIA.

10.3. Standard 2.3 Implementing processes

The AAC-DEVA is in compliance with this criterion by providing in its programmes the required elements, which are summarised in Table 17.

Elements for assessment	DEVA-AAC PROGRAMMES					
	Verification/ Modification	Follow-up	Accreditation renewal	IMPLANTA	DOCENTIA	Accreditation of foreign languages skills
Self-assessment report	YES	YES	YES	YES	YES	YES
External assessment by a review panel which includes students	YES	YES	YES	YES	YES	YES
Site visit	NO	NO	YES	Only if the initial phase is positive	YES, at the certification phase	YES
Preliminary report from external assessment	YES	NO	YES	YES	YES	YES
Allegations to the preliminary report	YES	NO	YES	YES	YES	YES
Public final report from external assessment	YES	YES	YES	YES	YES	YES
Complaints and appeals	YES, to the Spanish University Council	NO	YES, to the Spanish University Council	YES, to AAC-DEVA	YES, to AAC-DEVA	YES, to AAC-DEVA
Recommendations included in the final report from external assessment	YES	YES	YES	YES	YES	YES

Table 17. Elements for assessment included in AAC-DEVA evaluation programmes.

These processes are adapted to the ESG2015 (check Chapter 10.1), they are public and consistently conducted, and include elements such as the institution self-assessment report evaluation and a visit (when applicable and which might be virtually realised), a provisional report issue, to which the institution may submit allegations or modifications and propose a plan for improvement previous to the final report which includes the formal decision and recommendations. These recommendations could be for special follow-up in successive assessments. The final report may be appealed to the corresponding body according to the procedure provided for the specific programme (see Chapter 10.7). All processes are fully described in the document Programmes for evaluation: procedures and functions and the final reports are available on the AAC-DEVA website. Expert panels use the information about how to assess the criteria of each evaluation programme provided in the specific Guide.

Although these procedures seem to be working correctly, universities perceive the evaluation processes as highly bureaucratic mechanisms, as it is stated in the SWOT analysis. For that reason, AAC-DEVA is willing to promote HEI responsibility in quality assurance developing and implementing programmes such as IMPLANTA

and Institutional accreditation. Efforts to accommodate those programmes to the current degree evaluation programmes are also being made (see the current Follow-up program in Chapter 5). The AAC-DEVA perceives that the implementation of all evaluation programmes have contributed to improving the quality of Andalusian universities. A clear example is the improvement of the public information that Andalusian universities provide nowadays.

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10.4. Standard 2.4 Peer-review experts

The evaluators participating in the evaluation commissions[16] are recruited from the bank mentioned before (see Chapter 9.5) according to a series of general criteria (Figure 9) in compliance with ESG2015 and the principles for the recruitment of experts provided by the European Consortium for Accreditation (ECA) included in the procedure Selection and appointment of Evaluators.

CRITERIA				
Appropriateness	**Territorial representation**	**Independence and conflict of interests**	**Availability and responsibility**	**Gender**
Balanced representation of all the branches and various fields of knowledge.	Evaluators drawn from Autonomous Communities other than Andalusia.	Independence of the evaluators and identification and resolution of any conflicts of interest that may arise.	Availability of the evaluators to participate in the process and capacity for taking responsibility for the activities with which they are entrusted.	Aim to ensure a balanced representation between men and women.

Figure 9. Criteria for evaluators' selection. Source: Document Selection and appointment of evaluators.

Evaluators related to activities under ESG2015 are classified into four possible types: academic, technical, professional and students. Their independence is guarantee as they are not part of the Andalusian University System. The AAC-DEVA signs agreements with international agencies for the incorporation of international evaluators when appropriate. This participation is larger in R&D&I evaluation activities although it has been possible to incorporate international experts to the Verification and Accreditation renewal programmes (see below the composition of those commissions). It is difficult to find experts fluent in Spanish at the EHEA. Because of that, the AAC-DEVA's efforts will be devoted to Ibero-American quality organisations/agencies such as RIACES.

Candidates for the evaluation commissions are selected from the database in accordance with their profile and the evaluation programme for which they may be required. The appointment of the evaluators is conducted, at request of the Area coordinator, by the AAC-DEVA's director. After confirming their participation, evaluators formally accept their appointment, which entails accepting the AAC-DEVA's code of ethics, ensuring, among other things, the confidentiality of the

[16] Commission and committee are used as synonyms in this SAR

documentation supplied by the applicants (person/entity) and the results of the evaluation. Specific expert panels are selected from the evaluation commissions of each programme (see below) to assess each degree. To be appointed as member of an expert panel it is necessary to attend a training day. The institutions may request the recusal of one or more members of the expert panel in case of justifiable reasons. The area coordinator, AAC-DEVA staff and evaluators assess the work of the commission members. This assessment will be used for the commission renewal which takes place every three years. As a matter of preference, rather than all the members being replaced simultaneously, renovation takes place in a staggered manner. The appointment of the evaluation commissions necessary for every programme is made in accordance with the provisions included in the document Programmes for evaluation: procedures and functions.

For Bachelor's and Master's degree evaluation programmes seven field of knowledge evaluation committees are appointed. Current composition can be checked here:

Verification/modification:
http://deva.aac.es/include/files/universidades/verificacion/comisionesVerificacion_en.pdf?v=201911613457

Follow-up:
http://deva.aac.es/include/files/universidades/seguimiento/comisionesSeguimiento_en.pdf?v=2019116135315

Accreditation renewal:
http://deva.aac.es/include/files/universidades/acreditacion/ComisionesAcreditacion_en.pdf?v=2019116135347

For Doctoral programme verification/modification and follow-up, the same doctoral evaluation committee is involved and its composition can be checked here. For accreditation renewal, the doctorate committee composition can be found here.

Expert panels are selected from the evaluation committees to assess the degree documentation and always contain academics and students (in a variable number depending on the programme) and QA experts, professionals and international evaluators when appropriate. All expert panel members perform the evaluation of the degree. In all cases, there are one or two people responsible of the preliminary report writing. For homogenisation, all preliminary reports are revised by specific committees of each programme formed by member of the evaluation committees. Once revised, reports are approved by a committee for the issue of reports of each programme formed by the AAC-DEVA's Director, the Area coordinator, one AAC-DEVA technical staff, and the chair/coordinator (academic profile) of each committee. Allegations/modifications of the preliminary reports are evaluated by the people involved in the preliminary report writing. The final report that contains the favourable or unfavourable decision is also approved by the committee for the issue of reports and is sent to the University Council, responsible body of the final decision.

For the DOCENTIA programme, the committee formed by all quality agency participants establishes the evaluations committees for verification, monitoring and certification. These evaluation committees are composed of four members: a president (academic), secretary (Agency staff who writes the reports) and two spokespeople, one academic and one student.

For the IMPLANTA programme, there are evaluation and certification committees. The former performs the evaluation according to the guide and elaborates the preliminary report. It also assesses appeals, if received. It is composed of:

Chair: A member of the academic staff with experience in evaluation processes for Quality Assurance Systems and university centre management.

Secretary: A member of the administration staff with experience in evaluation processes for Quality Assurance Systems and evaluation of degrees and institutions.

Academic: A member of the academic staff with experience in evaluation processes for Quality Assurance Systems and university centre management.

Student: Under or post-graduate student with training and knowledge of the Quality Assurance Systems.

Evaluation committees for the pilot phase of IMPLANTA can be checked here. They have been established taking into account the profiles of the Centres that applied for this programme.

The certification committee is formed by the AAC-DEVA's Director or delegate, two experts in University Quality Assurance Systems and two coordinators of AAC-DEVA areas. It is responsible for producing and issuing the certification report, using as main evidence the proposed final report of the evaluation committee.

For institutional accreditation, the Evaluation Commission will analyse and review the documentation and will issue an evaluation report. The Commission members will be: the AAC-DEVA's Director (as President), an AAC-DEVA Technical staff member (as secretary with voice and without voting rights), the Institutional Accreditation area coordinator, and three external people from outside Andalusia -an academic, a technical chair and a student-. Nominal commission will be formed once applications are received.

For Accreditation of foreign-language proficiency, a certification committee is appointed for accreditation, follow-up and accreditation renewal. It is composed of six people: three academics (one of them will take the role of committee chair), a professional, a student and a person appointed among the DEVA-AAC's technical staff, who will be the secretary. The current composition can be checked here.

All participants in evaluation commissions are treated equally and their opinions are taken in consideration in the same way. No problems have been raised about evaluation commission composition and function until date.

The visits (when applicable) are carried out by the evaluation commission members ensuring the attendance of a student and an AAC-DEVA technical staff member who, without getting involved in the evaluation, provides support to the commission and evaluates the work of members during the visit. Universities are advised to announce those visits and a scheduled time for listening to any member of the University not selected for the visit audiences is mandatory.

Commissions are appointed to perform the evaluation activities and they comprise enough members according to the workload of each programme. As an example, the number of commissions and evaluators involved in assessment activities in 2018 is summarized in Table 18.

	PROGRAMMES	EVALUATORS	COMMISSIONS
Degrees/Institutional evaluation	Verification	145	8
	Modification		
	Follow-up	99	8
	Accreditation renewal	115	14
	Docentia	4	1
	Implanta	15	3
	Institutional accreditation	-	-
	Private universities evaluation	-	-
	Accreditation of foreign-language proficiency	5	1
Teaching staff evaluation	2	21	7
R&D&I evaluation	10	298	17

Table 18. Number of evaluators and commissions for the different assessment activities in 2018.

10.5. Standard 2.5 Criteria for outcomes

The criteria and its evaluation levels, used to motivate the decisions included at the reports issued by the evaluation commissions, are published in the guides for every programme (see hyperlinks to the guides in Chapter 5 and below). In the training sessions for evaluators, it is especially stressed the necessity for a systematic and homogeneous application of these criteria. In order to improve this aspect, taking into account the stakeholders' feedback, the AAC-DEVA constitutes commissions for criteria homogenisation (see Chapter 10.4). In addition to the evaluation of the different criteria, aspects discovered during the site-visit (if applicable) are considered to issue the preliminary report. In general, reports include: information about the degree, the applicable normative, the content of the evaluation that includes an analysis of each evaluated criteria plus recommendations, a conclusion chapter and the final resolution of the evaluation commission. Additionally, AAC-DEVA technical staff provides the different commissions counselling on any technical or procedural issue and in legal matters that might be needed.

Each programme criteria is listed below and its correspondence to ESG2015 can be checked on Table 16).

For verification/modification programme, ten aspects are evaluated:

1. Description of the qualification
2. Rationale
3. Competences
4. Access and admission of students
5. Planning of the qualification
6. Teaching staff
7. Material resources and services
8. Results envisaged
9. Internal quality assurance system
10. Implementation calendar.

Each aspect is evaluated by the expert panel as Insufficient, Sufficient but improvable, Satisfactory or Not applicable using the provided questionnaire.

For follow-up, criteria are different depending on the modality. For modality 1a, public information is assessed by the student member of the expert panel using the annex III of the Bachelor's and Master's guide (check here on page 19) or Doctorate guide (check here page 20). For modality 1b, the self-report is assessed according to annex IV (page 22 and 24 from each guide). For modality 2, the improvement plan is evaluated following the annex V (page 28 and 30 from each guide).

For degrees accreditation renewal, criteria for assessment are:

1. Public information available.
2. Quality assurance system.
3. Design, organisation and development of the educational programme.
4. Teaching staff.
5. Infrastructure, services and provision of resources.
6. Learning outcomes.
7. Satisfaction and performance indicators.

The expert panel evaluate each aspect in one of the following levels: passed with excellence, passed, partially passed or not passed using the criteria provided in the specific guides.

For IMPLANTA programme, six criteria are assessed:

1. Public information
2. Quality assurance policy
3. Design, follow-up and improvement of educational programmes
4. Teaching and research staff
5. Resources for the student support and learning process
6. Management of the teaching-learning processes

The expert panel evaluate each criterion in one of the following levels: Total Implementation, Sufficient Implementation or Not implemented according to annex 2 of the guide (see here page 22). The different aspects considered in each

criterion (see annex 6 of the guide; page 29) are assessed as satisfactory, sufficient or insufficient.

For DOCENTIA programme, three criteria are assessed:

1. Strategic dimension of teaching assessment
2. Methodological dimension of teaching assessment
3. Results of the teaching assessment

The evaluation is performed according to the protocol established in the guide (annex IX, page 55) and each aspect is assessed as positive, positive with conditions or negative.

Institutional accreditation takes into account accreditation renewal and IMPLANTA criteria.

For Accreditation of foreign-language proficiency, seven criteria are evaluated:

1. Characteristics of the context
2. Exam characteristics: contents, structure and evaluation criteria
3. Exams administration
4. Procedure for exam revision
5. Certificates
6. Examiners' suitability
7. Revision, improvement and responsible people of the procedure

The different aspects considered in each criterion (see annex 3 of the guide; page 21) are assessed as satisfactory, improvable, insufficient or not provided information.

In the AAC-DEVA's opinion, the criteria assessed in each programme are appropriate and are in line with ESG2015.

10.6. Standard 2.6 Reporting

The AAC-DEVA evaluation reports are published in open-access at its website. All the reports providing the formal decision are available on the official website and its notification is submitted to the agents involved. The official degrees verification, modification, follow-up and accreditation renewal reports are available in section Reports and publications within Reports on Degrees Evaluation webpage, where a selection of reports translated to English can be checked. In the case of DOCENTIA, IMPLANTA and Accreditation of foreign language proficiency, the reports are published on the websites of the respective programmes.

For verification programme, the AAC-DEVA publishes only positive final reports. The agency considers that is not necessary to publish information about degree projects that have not been implemented. For the rest of degree evaluation programmes, both positive and negative outcomes are published. For programmes evaluating the institution, only positive reports are published to avoid affecting the university prestige.

During the development of this self-assessment report it was detected that the accreditation of foreign languages proficiency evaluation reports were not published and just a formal resolution was offered. This situation has already been corrected.

10.7. Standard 2.7 Complaints and appeals

The appealing procedures for AAC-DEVA evaluation programmes are provided in the document Resolution of complaints and appeals and can be easily checked on AAC-DEVA website. These procedures are notified to the institutions during the development of new evaluation programmes and the design of their specific guides. It has to be noted that, due to the Spanish system regulations, the final resolution on the procedures for verification, modification and accreditation renewal is performed at University Council level and this body manages and resolves the appeals received. It may request for an AAC-DEVA report for its resolution. The rest of programmes appeals are resolved at AAC-DEVA level in accordance with the established procedure.

The number of claims and appeals received has been usually very low. However, the number of appeals to the final reports of the last verification call has increased. In their appeals, Universities have questioned how AAC-DEVA applies some criteria established in this programme. This is considered as a possible threat for AAC-DEVA (see SWOT). These appeals are under University Council resolution.

Additionally, as it was mentioned above, the evaluation procedures include an appeals phase previous to the issue of the final evaluation report. At this stage, institutions may indicate and justify to the AAC-DEVA, when applicable, disagreement on the aspects included in the received report proposal.

Finally, the AAC-DEVA has mechanisms by which complaints and suggestions about AAC-DEVA activities can be made in an open way. Any individual or institution can use the online contact form (check here) or communicate via email to deva.aac@juntadeandalucia.es. The AAC-DEVA is committed to answering all these communications.

11. Information and opinions of stakeholders

Information and opinions of the stakeholders are basic pillars for the continuous improvement of AAC-DEVA activities. Because of that, and in addition to the exhaustive information published on its official webpage, the AAC-DEVA regularly conducts different actions to inform the stakeholders and collect their feedback. AAC-DEVA uses communication mechanisms such as stakeholders participation in governing and advisor bodies (Governing board, CTEyA, internal quality committee), organization of periodical workshops/meeting, establishment of a survey system, the complaints and suggestions box, etc. (Table 19).

		STAKEHOLDERS						
		UNIVERSITIES	ACADEMIC STAFF	STUDENTS	REGIONAL GOVERMENT	SOCIETY	AAC-DEVA STAFF	QUALITY AGENCIES
FEEDBACK MECHANISMS	Governing board	X	X		X	X	X	
	Advisory board	X	X	X	X	X		
	REACU							X
	Andalusian University Students Advisory Council			X				
	Technical Committee for Evaluation and Accreditation		X	X			X	
	Evaluators training		X	X				
	Internal Quality Committee						X	
	Quality workshops and meetings	X	X	X	X	X	X	X
	Satisfaction surveys	X	X	X				
	AAC-DEVA website	X	X	X	X	X	X	X
	Suggestions and complains box	X	X	X	X	X	X	X
	Contact webpage	X	X	X	X	X	X	X

Table 19. Mechanisms of participation and feedback collection employed by the AAC-DEVA for the different stakeholders (marked with X).

All these mechanisms provide the stakeholders inputs to improve all AAC-DEVA's activities at different levels such as AAC-DEVA organisation, guides for evaluation programmes, evaluation procedures, etc. Regarding the activities related to ESG2015, the satisfaction surveys conducted to universities and expert panels are one of the most important sources of information. Currently, the AAC-DEVA conducts regular surveys about verification/modification, follow-up and accreditation renewal programme whose results are analysed below. Examples of programme enhancement are also provided. The different dimensions that are included in these surveys are assessed using a Likert scale (1 to 5).

For **Verification/modification programme**, data from 2016 (the year in which the AAC-DEVA started conducting the survey for this programme) indicate that universities and evaluator satisfaction is quantitatively evaluated with 3 and 4.64 out of 5, respectively (report under progress). From the written opinions is concluded that universities perceive this process as highly bureaucratic, rigid and inefficient. This is mainly due to the difficulties in using the software application provided by the competent ministry. Universities even stated that it is an unnecessary evaluation process. In line with this opinion, all AAC-DEVA verification reports from the 2017 call have been contested before the Spanish University Council. Consequently, more human resources have been dedicated to this process and the final resolutions are being delayed.

The **Follow-up** AAC-DEVA programme is valued outstandingly by evaluators and as good but with an upward trend by the universities (Table 20).

	FOLLOW-UP PROGRAMME		
	CALL	EVALUATORS	UNIVERSITIES
BACHELOR AND MASTER DEGREES	2014-15	4.33	3.49
	2015-16	4.64	3.34
	2016-17	4.52	3.83
DOCTORATE PROGRAMMES	2014-15 2015-16	4.25	3.22
	2016-17	4.75	3.48

Table 20. Stakeholder satisfaction with the AAC-DEVA programme for the Follow-up of Bachelor and Master degrees and Doctorate Programmes (1 to 5 Likert scale). The complete report of each call can be checked on the provided links.

The main enhancements applied in this programme have been:

Bachelor and Master

1. Implementation of the new Follow-up guide which includes different monitoring modalities depending on the situation of the Bachelor and Master degrees (see Table 11).
2. Adaptation of the computer platform to the new monitoring modalities.
3. Adaptation and updating of the working documents of the Follow-up programme (questionnaires for the evaluators, guidance document for commission members).
4. Renovation and readjustment of the members of evaluation commissions which have to be adapted for the new call.

Doctoral programmes

1. Deadline extension for report elaboration to the members of the evaluation commissions.
2. Improvement of the software application incorporating some user requirements.
3. Revision and updating of the working documents.

The **accreditation renewal programme** is also valued outstandingly by evaluators and as good but with an upward trend by the universities (Table 21).

	ACCREDITATION RENEWAL PROGRAMME		
	CALL	EVALUATORS	UNIVERSITIES
BACHELOR AND MASTER DEGREES	Pilot/2014-15	4.00	3.48
	2015-16/2016-17	4.21	3.64
	2017-18	4.35	3.68

Table 21. Stakeholder satisfaction with the AAC-DEVA's programme for Accreditation renewal of Bachelor and Master degrees (1 to 5 Likert scale). The complete report of each call can be checked at the provided links.

The improvements adopted after the meta-evaluation process have been:

1. All working papers have been revised to introduce the detected and needed improvements. As a result, the internal working documents "Guidance for evaluators" and "Guidance for Universities" have been improved and updated.
2. The computer application has been enhanced by introducing some extra functions required by universities, evaluators, coordinators, chairs and secretaries of the commissions of different fields of knowledge.
3. The creation of the advisory commission to conduct a transversal revision of preliminary and final reports to ensure greater homogeneity in criteria application and variability reduction in valuations.
4. The number of degrees to be evaluated in each visit has been reduced.
5. The introduction of the evaluator performance assessment by the coordinators to detect barely justified evaluations.

Reports on the satisfaction of evaluators with training workshops and on the participants in the contractual teaching staff accreditation programme can be consulted at http://deva.aac.es/?id=informesresultados&LAN=en

12. Recommendations and main findings from previous review(s) and agency's resulting follow-up

In 2014, the ENQA AAC-DEVA external review resulted in full compliance with ENQA membership criterion 1 / Activities /ESG 3.3 (Activities), 2 / ESG 3.2 (Official status), 3 / ESG 3.4 (Resources), 4/ ESG 3.5 (Mission Statement) 5 / ESG 3.6 (Independence), 6/ ESG 3.7 (External quality assurance processes used by the members) and 8 / Miscellaneous.

Substantial compliance has been achieved in ENQA membership criterion 1 / Activities / ESG Part 2 / ESG 3.1 (Use of external quality assurance procedures).

The panel considered that the agency is partially compliant regarding ENQA membership criterion 7/ ESG 3.8 (Accountability procedures).

Overall, the expert panel provided 10 recommendations whose follow-up in 2016 was positively informed by ENQA. A short description of the ENQA recommendations, the AAC-DEVA follow-up and the current state is summarised in Table 22.

ENQA 2014 recommendations (Short description)	2016 AAC-DEVA follow-up (Short description)	2018 revision
1. AAC-DEVA should make sure that the programmes accreditation process and specifically, the new accreditation stage are able to foster real enhancement and contribute to the goals set for the Andalusian region: employability and enhanced institutional accountability	Aspects included in the accreditation renewal process that justify the implementation of the recommendation: 1. Analysis of the quality of external practices. 2. Evaluation of the quality of the learning results achieved. 3. Analysis of the employment of graduates and the employability of the university.	We continue working with the same criteria. The new follow-up programme for official degrees puts the emphasis on the improvement plan and establishes greater responsibility for the institutions. In addition, the IMPLANTA programme and the Institutional Accreditation are elements that are expected to contribute decisively to the responsibility of the institutions.
2. Feasible visit planning in terms of resources avoiding losing the global vision of a given institution and ensuring consistency throughout the different site visits.	Design of the Institutional Accreditation Programme according to the royal decree 420/2015.	Design and implementation of IMPLANTA and Institutional Accreditation programmes. According to the RD, all degrees of an accredited Centre will have the same date of accreditation renewal which will reduce and optimize the number of visits. Moreover, virtual visits with guarantees are being promoted which implies lower costs.
3. To review the procedure of selection of experts and to update of the information in the database	Measures focused on: a) Recruitment and appointment of experts through expressions of interest published on the AAC-DEVA website. b) Periodic renewal of expert panels using systematic procedures published on the AAC-DEVA website. c) Integration of the existing databases of AAC-DEVA (programmes, professors and research projects) into a single database.	Approval of the document "Selection and appointment of evaluators" by the CTEyA in May 2016. This document describes the entire procedure for selecting experts and updating the commissions. We are still working on the process of integrating the different expert databases.
4. To review the procedure to select students for the expert panel. The Student Council should be involved.	Formal request to participate in AAC-DEVA quality assurance processes to student associations. Meeting in November 2016 with student associations with the aim of improving our student selection process. Specific training seminar for all students who participate in ex-ante verification, follow-up and accreditation renewal processes in December 2017.	Approval of the document "Selection and appointment of evaluators" by the CTEyA in May 2016. This document describes the procedure for the selection of experts, including students. Take notice that the student body that is part of the evaluation teams does not belong to the SUA, so its selection is possible thanks to the collaboration between quality agencies. However, the AAC-DEVA continues working with the Advisory Council of University Students of Andalusia (CASEUA) to improve this procedure. The student representative at the CTEyA has been renewed.

5. Students involved in the AAC-DEVA advisory board and AAC-DEVA's Technical Commission should be really treated as equals.	Students who participate in the Advisory Board and the Technical Commission for Evaluation and Accreditation of DEVA-AAC are treated as equals. They perform the same functions and activities as the other members. They have access to the same information and evidences. They are free to ask questions and their recommendations receive the same consideration as those from other members.	We continue working with the same criteria. We plan to strengthen the relationship with CASEUA by holding regular meetings.
6. Additional efforts should be invested to use international experts.	The AAC-DEVA has established a call for expressions of interest from international experts (academics, professionals and students) who are fluent in Spanish and are interested in participating in degree programmes, teacher staff or institutional evaluations. In particular, the AAC-DEVA has extended the call to universities in France, Portugal and Morocco where more people use Spanish as a second language.	Thanks to the actions carried out, it has been possible to incorporate foreign evaluators in the databases and some of them have participated in some degree evaluation committee. However, this number is still very low. The strengthening of relations with foreign agencies for the exchange of evaluators and the development of joint procedures is one of the future areas of the DEVA-AAC, especially in Spanish-speaking countries.
7. Analysis of the convenience of a follow up after the first accreditation round.	The Spanish Network of Quality Assurance Agencies in Higher Education (REACU) is formally requested to analyse the follow-up process after the first accreditation phase at the meeting held in Alicante on November 25, 2016. Any agreement on how to implement the follow-up after the first phase of accreditation will be forwarded to the national and regional governments.	The result of this recommendation is the new Guide for the follow-up of the Official Bachelor's and Master's Degrees of 2017 in which, in addition to proposing a follow-up every two years, different criteria are established taking into account both the degree of responsibility of the institution in quality assurance (certification of the implementation of the IQAS) and the fact that degrees passed the accreditation renewal without recommendations of special follow-up. In the case of fulfilling these premises, the monitoring is carried out by the institution itself.
8. Increase the contribution of AAC-DEVA to the analysis of the entire quality system. (e.g.: publication dedicated to the current status and trends of the quality assurance system in Andalusia). Explore more opportunities for interregional studies with other Spanish agencies.	1. The AAC-DEVA performs a meta-analysis of its evaluations taking into account the opinions of the interested parts and the evaluation panel, as well as the results of the evaluation. As a consequence of these review processes, annual reports are produced on the process and results of the previous evaluations (annual report of ex-ante evaluations), monitoring (annual follow-up report) and accreditation (accreditation report). These reports include actions aimed to improve the evaluation in the next cycle. This process is also carried out in the evaluation of the teaching staff to align it with ESG 2015. 2. The AAC-DEVA, in conjunction with other Spanish quality agencies, carries out a meta-analysis based on the results of	Despite the high number of reports and accountability documents that the AAC-DEVA publishes about its activities and in collaboration with other Spanish quality agencies, the lack of personnel to carry out thematic studies at the regional level, national and international is considered a weakness of the agency. The implementation of programmes that establish a greater responsibility of the institutions in the assurance of quality is expected to result in a reduction in the workload of the agency's personnel, which will allow addressing this challenge properly.

	evaluations of programmes, teaching and research institutions, research projects and faculties. The results of this meta-analysis were last published in the 2014 report on the quality of higher education. There is a preliminary version of the 2015 Report on quality in higher education.	
9. Operate the internal AAC-DEVA quality assurance system in a more formal and documented manner. The results of the satisfaction surveys should be formally considered and the impact of the improvement initiatives taken measured. The SWOT annual review of the agency's practice and the implementation of formal feedback mechanisms intended for the Agency staff is recommended.	Since the ENQA visit, AAC-DEVA has reviewed its evaluation processes in all areas of activities. 1. The review of the process and the results obtained in the 2014 accreditation renewal pilot programme identified very useful strengths and weaknesses of the guidelines and the evaluation protocol. They have been taken into account for the writing of the new guides and the training of the evaluator panels. 2. Following each call for verification (ex-ante evaluation) and follow-up, reports are produced that cover both results and satisfaction. Each of these reports concludes with a summary of improvements for the next call. 3. The specific measures to improve the quality of verification, monitoring and accreditation reports have been designed to provide better rationales and motivations of the evaluations, ensuring that the arguments presented by the experts are more complete and detailed. The AAC-DEVA has developed and coordinated double and triple readings to correct and review reports and has appointed coordinators responsible for evaluating the quality of reports. Measures have been implemented to improve the electronic administration system. 4. Programme Guides are updated, incorporating the observations, suggestions and results of the meta-evaluation of each programme and their adaptation to the ESG2015.	We continue working with the same criteria. The conference day "Analysis and evaluation of the cycle of verification, monitoring and accreditation renewal of official bachelor's and master's degrees in Andalusia (2009-2016)" was organised in 2017 to present and discuss with all stakeholders the main results and areas for improvement in the processes of the AAC-DEVA for the cycle of continuous improvement of official university degrees. The work of the people that revise and correct the evaluation reports has been strengthened. The Quality Commission has been set up, which is reviewing the Quality Manual as well as specific work procedures of the agency. The 2016-2020 Action Plan of the AAC-DEVA has been revised.

10. Define a clear international strategy for the AAC-DEVA.	AAC-DEVA has designed an international strategy based on four milestones: 1. Improvement of the collaboration with quality assurance agencies and higher education institutions that focus on quality assurance processes. These projects involve the participation of the AAC-DEVA in evaluation activities in other countries, and vice versa. 2. In collaboration with quality assurance agencies and higher education institutions, participation in joint projects will be promoted. 3. Promotion of the training of AAC-DEVA personnel in internationalization. 4. Extension of the collaboration with agencies outside the European higher education area.	We continue working with the same criteria. The AAC-DEVA has joined RIACES to strengthen relations with Ibero-American quality agencies. The relationship with the Russian agency AKKORK and the Chilean agency AcreditAccion has been maintained for the establishment and development of joint evaluation activities.

Table 22. ENQA 2014 recommendations, AAC-DEVA 2016 monitoring and current state. The complete reports can be checked at http://deva.aac.es/?id=enqa&LAN=en.

13. SWOT analysis

This SWOT matrix results from the analysis and reflection promoted during the elaboration of this self-assessment report and has been made with the participation of different bodies from the AAC-DEVA (technical staff, Direction board and CTEyA), external stakeholders (universities and students) and the Governing Board. Inputs were collected at the different meetings (see Table 1 in Chapter 2) and organised in a SWOT matrix by the AAC-DEVA's Direction board.

STRENGTHS	1. AAC-DEVA sees itself as an independent and transparent agency with a wide and solid trajectory in quality assessment of Higher Education institutions, which is able to respond to normative changes in a flexible and efficient way by updating the protocols and guides, and implementing new evaluation programmes focused to enhance the HEI responsibility on quality assurance. 2. Consolidation of the presence of the AAC-DEVA in national networks as REACU, by participating in working groups and enhancement of the international projection. 3. Elaboration and use of the Action Plan 2016-2020, that is in line with the AAC Strategic Plan 2016-2020, and which promotes the temporal planning of the evaluation programmes to optimise the available resources. 4. Creation of commissions for transversal revision of the evaluation reports of official degrees to homogenise the criteria application, which has resulted in the progressive improvement of these reports. 5. Procedure for peer selection that assures their impartiality, renovation and performance assessment. 6. Accountability based in a more fluent communication with the stakeholders, mainly with Higher Education institutions, by celebrating meetings and workshops.	**WEAENESSES**	1. Difficulty in translating to Andalusian universities both the quality assurance culture as a mechanism of analysis and continuous improvement and the application of the established evaluation criteria which has resulted in an increase of appeals on the AAC-DEVA reports in the last verification call. 2. Despite the improvement since the last ENQA evaluation, the insufficient international visibility of AAC-DEVA, the scarce participation of international evaluators and its absence from social networks are elements that make it difficult to highlight the importance of the AAC-DEVA'S role. 3. Having the human resources focused on a high number of evaluations of the different programmes, the examination of the available data and the elaboration of thematic analysis with the desirable periodicity is limited. 4. Little formal development of the AAC-DEVA internal quality processes. 5. Slow development of software applications for the accreditation of contractual teaching staff and to efficiently manage the evaluator database. 6. Lack of a new programme for degree accreditation renewal that prevents recurrent and unnecessary visits.

OPORTUNITIES	1. The promotion of social awareness for university official degrees quality and the enhancement of the perception of AAC-DEVA's usefulness in relation to the improvement of Andalusian universities within the European Higher Education Area. 2. The total implementation of the AAC-DEVA programmes that support greater university autonomy to assure the quality of their official degrees and the adaptation of the current evaluation programmes to that new reality. 3. The active participation of AAC-DEVA in the development of a new Spanish normative on quality assurance, whose starting point are the ESG2015, in the context of the expectations of a reformulation of the Spanish University Law. 4. The development of a new accreditation renewal programme aligned with the institutional accreditation as it is stated in Royal Decree 420/2015. 5. The use of new software that leads to a digital administration with guarantees that speed up and improve the quality of AAC-DEVA services. 6. The establishment of international programmes for joint evaluation of Higher Education degrees and Institutions with quality agencies of accredited prestige.	**THREATS**	1. The perception of the evaluation as oversight and highly bureaucratic mechanisms instead of as a continuous enhancement process by the stakeholders. 2. The lack of experience in the implementation of IQAS a Centre level at the Andalusian universities and the low number of trained evaluators for the total implementation of the IMPLANTA programme. 3. The questioning of evaluation criteria application by the stakeholders has resulted in a raise of appeals about the AAC-DEVA assessment reports. Accordingly, more human resources have to be dedicated to this activity and the processes resolution is highly delayed. 4. The implementation of new evaluation processes in all the AAC-DEVA activity areas without the appropriate increase in human resources.

14. Current challenges and areas for future development

As result of the self-assessment report development, the revision of the Action Plan 2016-2020 and the SWOT analysis, the main challenges for AAC-DEVA in the near future are:

- The consolidation of a culture of quality at Andalusian Universities and improvement of the perception of the AAC-DEVA assessment activities as a necessary cyclical mechanism for their enhancement.
- The development and implementation of evaluation programmes to generate confidence in Higher Education institutions, which will assume greater responsibility in quality assurance of their official degrees.
- The promotion of AAC-DEVA activities at national and international levels.

To achieve these aims, the AAC-DEVA will devote its efforts to the following areas of future development:

- The presence of AAC-DEVA in social networks.
- The participation in European projects and international activities.
- The establishment of a meeting calendar with Andalusian universities to generate consensus on the application of the assessment criteria.
- The creation of mechanisms to strengthen student participation within AAC-DEVA processes.
- The implementation of the E-administration to reduce the bureaucracy and to increase the efficiency of the evaluation processes without detriment of the ESG2015 rigorous application.
- The continuous improvement of the evaluation reports to make them essential elements for continuous enhancement of Higher Education institutions which can be unequivocally and efficiently used to make decisions in the processes of verification, modification and accreditation renewal of the university official degrees.
- The effective implementation of the IMPLANTA programme and Institutional Accreditation.
- The promotion of the relations with other quality control agencies, mainly at international level, to develop joint projects.
- The formalisation of the AAC-DEVA internal quality assurance system to make it and its results are visible to all stakeholders.

ANEXES

Annex I. VERIFICATION.

Number of requested evaluations, favourable (Fav), unfavourable (Desf) and desisted (Desist), per year and university

Bachelor

Year	2014				2015				2016				2017				2018				Total
University	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	
UAL	1	0	0	**1**	1	0	0	**1**	0	0	0	**0**	0	0	0	**0**	1	0	0	**1**	**3**
UCA	4	0	0	**4**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**4**
UCO	2	0	0	**2**	1	0	0	**1**	0	1	0	**1**	1	0	0	**1**	0	0	0	**0**	**5**
UGR	2	0	0	**2**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**2**
UHU	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**0**
UJA	1	0	0	**1**	0	0	0	**0**	0	0	0	**0**	**0**	0	0	**0**	0	0	0	**0**	**1**
ULA	4	0	0	**4**	1	0	0	**1**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**5**
UMA	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	1	0	0	**1**	0	0	0	**0**	**1**
UNIA	0	0	0	**0**	0	0	0	**0**	1	0	0	**1**	0	0	0	**0**	0	0	0	**0**	**1**
UPO	2	0	0	**2**	1	0	0	**1**	0	0	0	**0**	0	0	0	**0**	0	1	0	**1**	**4**
US	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**0**
Total	**16**	**0**	**0**	**16**	**4**	**0**	**0**	**4**	**1**	**1**	**0**	**2**	**2**	**0**	**0**	**2**	**1**	**1**	**0**	**2**	**26**

MASTER

Year	2014				2015				2016				2017				2018				Total
University	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	
UAL	7	1	0	**8**	6	2	0	**8**	0	1	1	**2**	4	0	0	**4**	1	2	0	**3**	**25**
UCA	6	1	0	**7**	6	1	0	**7**	5	0	0	**5**	2	0	0	**2**	1	4	0	**5**	**26**
UCO	7	0	0	**7**	7	2	0	**9**	7	4	0	**11**	3	0	0	**3**	2	4	0	**6**	**36**
UGR	14	2	0	**16**	15	0	0	**15**	13	2	0	**15**	5	0	0	**5**	3	2	0	**5**	**56**

UHU	4	2	0	**6**	4	1	0	**5**	8	1	0	**9**	3	0	1	**4**	4	0	0	**4**	**28**
UJA	10	2	0	**12**	12	2	0	**14**	3	2	0	**5**	5	0	0	**5**	3	1	0	**4**	**40**
ULA	4	0	0	**4**	1	0	0	**1**	3	0	6	**9**	1	0	0	**1**	1	0	0	**1**	**16**
UMA	15	1	0	**16**	2	2	0	**4**	5	2	0	**7**	1	0	0	**1**	2	0	0	**2**	**30**
UNIA	0	1	0	**1**	0	0	0	**0**	2	0	0	**2**	0	0	0	**0**	1	0	0	**1**	**4**
UPO	3	0	0	**3**	3	0	0	**3**	3	1	0	**4**	4	0	0	**4**	1	0	0	**1**	**15**
US	14	0	0	**14**	11	0	0	**11**	4	1	0	**5**	3	0	0	**3**	8	3	0	**11**	**44**
Total	**84**	**10**	**0**	**94**	**67**	**10**	**0**	**77**	**53**	**14**	**7**	**74**	**31**	**0**	**1**	**32**	**27**	**16**	**0**	**43**	**320**

DOCTORATE PROGRAMMES

Year	**2014**				**2015**				**2016**				**2017**				**2018**				**Total**
University	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	Fav	Desf	Desist	Total	
UAL	0	0	0	**0**	1	0	0	**1**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**1**
UCA	0	0	0	**0**	0	0	0	**0**	0	2	0	**2**	0	0	0	**0**	2	0	0	**2**	**4**
UCO	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**0**
UGR	0	0	0	**0**	1	0	0	**1**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**1**
UHU	4	0	0	**4**	1	0	0	**1**	0	0	0	**0**	1	0	0	**1**	0	0	0	**0**	**6**
UJA	0	1	0	**1**	0	0	0	**0**	0	0	0	**0**	**0**	0	0	**0**	0	0	0	**0**	**1**
ULA	1	0	0	**1**	0	0	0	**0**	0	2	0	**2**	0	0	0	**0**	0	0	1	**1**	**4**
UMA	1	0	0	**1**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**1**
UNIA	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**0**
UPO	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**0**
US	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	1	0	0	**1**	0	0	0	**0**	**1**
Total	**6**	**1**	**0**	**7**	**3**	**0**	**0**	**3**	**0**	**4**	**0**	**4**	**2**	**0**	**0**	**2**	**2**	**0**	**1**	**3**	**19**

ANNEX II. FOLLOW-UP.

Number of reports of bachelor (B) and master (M) degrees and doctorate programmes (D) per call and university.

	2012/13 and 2013/14 calls				2014/15 call				2015/16 call				2016/17 call				Total
University	**B**	**M**	**D**	**Total**	**B**	**M**	**D**	**Total**	**B**	**M**	**D**	**Total**	**B**	**M**	**D**	**Total**	
UAL	28	12	0	**40**	24	17	10	**51**	9	17	11	**37**	3	13	11	**27**	**155**
UCA	51	13	0	**64**	39	32	12	**83**	14	30	12	**56**	4	12	14	**30**	**233**
UCO	30	26	0	**56**	29	25	9	**63**	9	16	9	**34**	3	19	9	**31**	**184**
UGR	74	66	0	**140**	63	69	24	**156**	6	40	24	**70**	2	38	25	**65**	**431**
UHU	28	20	0	**48**	22	19	5	**46**	13	11	1	**25**	2	15	6	**23**	**142**
UJA	36	19	0	**55**	28	16	13	**57**	8	26	13	**47**	1	21	13	**35**	**194**
ULA	0	0	0	**0**	8	9	1	**18**	11	10	0	**21**	11	2	2	**15**	**54**
UMA	58	41	0	**99**	40	30	16	**86**	22	32	16	**70**	0	23	16	**39**	**294**
UNIA	0	8	0	**8**	0	7	0	**7**	0	0	0	**0**	0	0	0	**0**	**15**
UPO	18	26	0	**44**	12	27	7	**46**	12	14	7	**33**	2	6	7	**15**	**138**
US	75	72	0	**147**	34	75	26	**135**	38	36	26	**100**	3	29	26	**58**	**440**
Total	**398**	**303**	**0**	**701**	**299**	**326**	**123**	**748**	**142**	**232**	**119**	**493**	**31**	**178**	**129**	**338**	**2280**

ANNEX III. MODIFICATION.

Number of requested degree modifications, favourable (Fav), unfavourable (Desf) and desisted (Desist), per year and university.

BACHELOR

YEAR	2014				2015				2016				2017				2018				Total
University	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	
UAL	6	0	0	**6**	6	0	0	**6**	16	0	0	**16**	0	0	0	**0**	0	0	0	**0**	**28**
UCA	8	1	0	**9**	5	1	0	**6**	20	0	0	**20**	1	0	0	**1**	6	0	0	**6**	**42**
UCO	19	0	0	**19**	7	4	0	**11**	1	0	0	**1**	5	0	0	**5**	7	0	0	**7**	**43**
UGR	8	0	0	**8**	49	7	0	**56**	4	0	0	**4**	3	0	0	**3**	12	0	0	**12**	**83**
UHU	15	3	0	**18**	22	1	0	**23**	7	0	0	**7**	1	8	0	**9**	16	0	0	**16**	**73**
UJA	3	0	0	**3**	8	0	0	**8**	29	0	0	**29**	6	0	0	**6**	2	0	0	**2**	**48**
ULA	6	2	0	**8**	1	0	0	**1**	0	0	0	**0**	2	0	1	**3**	9	0	1	**10**	**22**
UMA	24	2	0	**26**	7	1	0	**8**	5	0	0	**5**	8	0	0	**8**	8	0	0	**8**	**55**
UNIA	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**0**
UPO	0	5	0	**5**	9	1	0	**10**	7	0	0	**7**	0	0	0	**0**	3	1	0	**4**	**26**
US	7	0	0	**7**	10	0	0	**10**	10	0	0	**10**	4	1	0	**5**	3	1	0	**4**	**36**
Total	**96**	**13**	**0**	**109**	**124**	**15**	**0**	**139**	**99**	**0**	**0**	**99**	**30**	**9**	**1**	**40**	**66**	**2**	**1**	**69**	**456**

MASTER

YEAR	2014				2015				2016				2017				2018				Total
University	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	
UAL	1	0	0	**1**	1	2	0	**3**	7	0	0	**7**	1	0	0	**1**	2	0	0	**2**	**14**
UCA	2	0	0	**2**	1	0	0	**1**	2	0	0	**2**	3	0	0	**3**	7	0	0	**7**	**15**
UCO	0	0	0	**0**	3	0	0	**3**	7	0	0	**7**	4	0	0	**4**	4	0	0	**4**	**18**

UGR	1	2	0	**3**	27	4	0	**31**	3	0	0	**3**	10	0	0	**10**	20	1	0	**21**	**68**
UHU	0	0	0	**0**	2	3	0	**5**	2	0	0	**2**	2	0	0	**2**	5	0	0	**5**	**14**
UJA	0	0	0	**0**	7	0	0	**7**	6	0	0	**6**	6	0	0	**6**	7	0	0	**7**	**26**
ULA	0	1	0	**1**	2	2	0	**4**	0	2	0	**2**	2	0	0	**2**	2	0	0	**2**	**11**
UMA	3	0	0	**3**	18	0	0	**18**	9	0	0	**9**	14	2	1	**17**	2	0	0	**2**	**49**
UNIA	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	2	0	0	**2**	**2**
UPO	0	0	0	**0**	4	0	0	**4**	13	1	0	**14**	5	1	1	**7**	9	0	0	**9**	**34**
US	2	0	0	**2**	20	1	0	**21**	20	0	0	**20**	5	0	0	**5**	4	0	2	**6**	**54**
Total	**9**	**3**	**0**	**12**	**85**	**12**	**0**	**97**	**69**	**3**	**0**	**72**	**52**	**3**	**2**	**57**	**64**	**1**	**2**	**67**	**305**

DOCTORATE PROGRAMMES

YEAR	**2014**				**2015**				**2016**				**2017**				**2018**				**Total**
University	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	Fav.	Desf.	Desist.	Total	
UAL	0	0	0	**0**	0	0	0	**0**	1	1	0	**2**	11	0	0	**11**	0	0	0	**0**	**13**
UCA	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	12	0	0	**12**	0	0	0	**0**	**12**
UCO	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	4	0	0	**4**	7	0	1	**8**	**12**
UGR	0	0	0	**0**	1	0	0	**1**	0	0	0	**0**	2	2	0	**4**	8	0	0	**8**	**13**
UHU	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**0**
UJA	0	0	0	**0**	0	0	0	**0**	0	1	0	**1**	2	1	0	**3**	3	2	1	**6**	**10**
ULA	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	1	0	**1**	1	0	0	**1**	**2**
UMA	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	1	1	0	**2**	5	0	0	**5**	**7**
UNIA	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	**0**
UPO	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	0	0	0	**0**	7	0	0	**7**	**7**
US	0	0	0	**0**	1	0	0	**1**	0	0	0	**0**	3	0	0	**3**	0	0	0	**0**	**4**
Total	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**2**	**1**	**2**	**0**	**3**	**35**	**5**	**0**	**40**	**31**	**2**	**2**	**35**	**80**

ANNEX IV. ACCREDITATION RENEWAL.

Number of reports per call and university.

Bachelor (B) and Master (M) degrees

Call	Pilot			2014/15			2015/16 Phase I			2015/16 Phase II			2016/17			Extraordinary 2016/17			2017/18			Total
University	**B**	**M**	**Total**	**B**	**M**	**Total**	**B**	**M**	**Total**	**B**	**M**	**Total**	**B**	**M**	**Total**	**B**	**M**	**Total**	**B**	**M**	**Total**	
UAL	1	1	**2**	4	0	**4**	21	9	**30**	0	1	**1**	1	2	**3**	0	0	**0**	1	8	**9**	**49**
UCA	2	0	**2**	0	0	**0**	7	3	**10**	24	3	**27**	7	16	**23**	0	0	**0**	0	6	**6**	**68**
UCO	1	1	**2**	0	0	**0**	11	1	**12**	13	7	**20**	3	3	**6**	1	0	**1**	0	6	**6**	**47**
UGR	0	2	**2**	0	8	**8**	56	38	**94**	1	1	**2**	3	5	**8**	0	1	**1**	0	16	**16**	**131**
UHU	0	0	**0**	7	1	**8**	16	2	**18**	0	3	**3**	4	1	**5**	0	0	**0**	1	4	**5**	**39**
UJA	2	0	**2**	**3**	1	**4**	1	1	**2**	25	1	**26**	1	5	**6**	0	0	**0**	0	7	**7**	**47**
ULA	0	0	**0**	0	0	**0**	0	0	**0**	0	0	**0**	0	2	**2**	0	4	**4**	0	1	**1**	**7**
UMA	3	0	**3**	12	16	**28**	33	10	**43**	2	2	**4**	5	1	**6**	0	1	**1**	0	14	**14**	**99**
UNIA	0	1	**1**	0	0	**0**	0	0	**0**	0	4	**4**	0	0	**0**	0	0	**0**	0	0	**0**	**5**
UPO	1	2	**3**	7	5	**12**	5	8	**13**	3	7	**10**	2	3	**5**	0	0	**0**	0	4	**4**	**47**
US	2	1	**3**	27	12	**39**	25	44	**69**	0	0	**0**	7	5	**12**	0	0	**0**	1	15	**16**	**139**
Total	**12**	**8**	**20**	**60**	**43**	**103**	**175**	**116**	**291**	**68**	**29**	**97**	**33**	**43**	**76**	**1**	**6**	**7**	**3**	**81**	**84**	**678**

DOCTORATE PROGRAMMES PILOT

Call	Pilot
University	**Doctorate Programmes**
UAL	0
UCA	2
UCO	0
UGR	3

UHU	0
UJA	1
ULA	0
UMA	2
UNIA	0
UPO	0
US	2
Total	**10**

ANNEX V. IMPLANTA.

PILOT PROGRAMME participation.

University	Centre	Result
UCA	Facultad de Ciencias del Mar y Ambientales	Favourable
UCO	Facultad de Ciencias	Unfavourable
UGR	Escuela internacional de Posgrado	Unfavourable
UJA	Escuela Politécnica Superior de Linares	Favourable
UMA	Escuela Técnica de Ingeniería de Telecomunicación	Unfavourable
UPO	Centro Universitario San Isidoro (Adscrito)	Unfavourable
US	Facultad de Ciencias Económicas y Empresariales	Favourable

ANNEX VI. Participation of AAC-DEVA staff in training actions (In Spanish).

Name	Date	Place	Activity
ESTHER G. MEGIA SERRANO	octubre-13	MADRID	MINISTERIO-SISTEMAS SIIU
ESTHER G. MEGIA SERRANO	noviembre-13	MADRID	ANECA-COMISION DOCENTIA-AGENCIA
ESTHER G. MEGIA SERRANO	diciembre-13	ALMAGRO	XV FORO DE ALMAGRO
JUAN CARLOS FERNANDEZ LUQUE	octubre-13	SEVILLA	AAC-TOMA REQUISITOS DEVA
JUAN RAFAEL MAROTO ESCOBAR	junio-13	SEVILLA	AAC-PLATAFORMA ORACLE
JUAN RAFAEL MAROTO ESCOBAR	junio-13	SEVILLA	PLAN DE FORMACION 2013 "ESTRATEGIAS Y HERRAMIENTAS PARA LA MEJORA DEL USO DE PRODUCTOS ORACLE", EN LA CONSEJERIA DE HACIENDA Y ADMINISTRACION PUBLICA- SEVILLA
JUAN RAFAEL MAROTO ESCOBAR	septiembre-13	SEVILLA	PLAN DE FORMACION 2013 "ESTRATEGIAS Y HERRAMIENTAS PARA LA MEJORA DEL USO DE PRODUCTOS ORACLE", EN LA CONSEJERIA DE HACIENDA Y ADMINISTRACION PUBLICA- SEVILLA
JUAN RAFAEL MAROTO ESCOBAR	octubre-13	SEVILLA	PLAN DE FORMACION 2013 "ESTRATEGIAS Y HERRAMIENTAS PARA LA MEJORA DEL USO DE PRODUCTOS ORACLE", EN LA CONSEJERIA DE HACIENDA Y ADMINISTRACION PUBLICA- SEVILLA
JUAN RAFAEL MAROTO ESCOBAR	octubre-13	SEVILLA	PLAN DE FORMACION 2013 "ESTRATEGIAS Y HERRAMIENTAS PARA LA MEJORA DEL USO DE PRODUCTOS ORACLE", EN LA CONSEJERIA DE HACIENDA Y ADMINISTRACION PUBLICA- SEVILLA
JUAN RAFAEL MAROTO ESCOBAR	noviembre-13	SEVILLA	AAC-PRUEBAS BACKUP ORACLE
LUIS MUÑOZ RODRIGUEZ	julio-13	SEVILLA	AAC-PLAN SEGURIDAD JA
LUIS MUÑOZ RODRIGUEZ	octubre-13	SEVILLA	AAC-PLAN SEGURIDAD JA
PILAR ROMERO GODOY	noviembre-13	SEVILLA	COMISION DOMINIO LENGUAS EXTRANJERAS
PILAR ROMERO GODOY	noviembre-13	MALAGA	COMISION DOMINIO LENGUAS EXTRANJERAS
PILAR ROMERO GODOY	noviembre-13	JAEN	X ENCUENTRO SOBRE INNOVACION DOCENTE Y FORMACION DEL PROFESORADO DE LAS UNIVERSIDADES ANDALUZAS EN LA UNIVERSIDAD DE JAEN
PILAR ROMERO GODOY	octubre-13	VILNIUS	ENQA ASAMBLEA GENERAL
SAMALY SANTA CARDONA	abril-13	SEVILLA	CEICE-APLICACIÓN EVALUA
CARMEN REVILLA ALVAREZ	noviembre-13	JAEN	X ENCUENTRO SOBRE INNOVACION DOCENTE Y FORMACION DEL PROFESORADO DE LAS UNIVERSIDADES ANDALUZAS EN LA UNIVERSIDAD DE JAEN
JOSE Mª VEGA PIQUERES	enero-13	PARIS	ENQA WORKSHOP
NIEVES PASCUAL SOLER	enero-13	PARIS	ENQA WORKSHOP
NIEVES PASCUAL SOLER	octubre-13	VILNIUS	ENQA ASAMBLEA GENERAL
NIEVES PASCUAL SOLER	abril-13	PRAGA	ENQA MEMBERS FORUM
JUAN ANTONIO DEVESA	abril-13	PRAGA	ENQA MEMBERS FORUM

ALCARAZ			
ESTHER G. MEGIA SERRANO	marzo-14	MADRID	ANECA-COMISION DOCENTIA-AGENCIA
ESTHER G. MEGIA SERRANO	abril-14	MADRID	REACU- ENCUENTRO TECNICOS VERIFICACION-SEGUIMIENTO-RENOVACION
ESTHER G. MEGIA SERRANO	noviembre-14	ALMAGRO	XVI FORO DE ALMAGRO
JUAN RAFAEL MAROTO ESCOBAR	abril-14	SEVILLA	AAC-PLATAFORMA ORACLE
LUIS MUÑOZ RODRIGUEZ	enero-14	SEVILLA	AAC-PLAN SEGURIDAD JA
LUIS MUÑOZ RODRIGUEZ	febrero-14	SEVILLA	AAC-PLAN SEGURIDAD JA
LUIS MUÑOZ RODRIGUEZ	julio-14	SEVILLA	AAC-PLAN SEGURIDAD JA
PILAR ROMERO GODOY	abril-14	MADRID	REACU- ENCUENTRO TECNICOS VERIFICACION-SEGUIMIENTO-RENOVACION
PILAR ROMERO GODOY	mayo-14	JAEN	COMISION DOMINIO LENGUAS EXTRANJERAS
PILAR ROMERO GODOY	mayo-14	GRANADA	COMISION DOMINIO LENGUAS EXTRANJERAS
MARIA PEREZ GARCIA	mayo-14	MADRID	FECYT
JUAN ANTONIO DEVESA ALCARAZ	mayo-14	MADRID	FECYT
NIEVES PASCUAL SOLER	enero-14	BRUSELAS	ENQA WORKING GROPU ON IMPACT OF QUALITY ASSURANCE
NIEVES PASCUAL SOLER	marzo-14	MEXICO	VIII CONGRESO CONAET
NIEVES PASCUAL SOLER	abril-14	SAN PETERSBURGO	ENQA MEMBERS FORUM
NIEVES PASCUAL SOLER	octubre-14	ZAGREB	ENQA ASAMBLEA GENERAL
NIEVES PASCUAL SOLER	diciembre-14	ANTEQUERA	VII SEMINARIO HORIZONTE 2020
JOSE GUTIERREZ PEREZ	febrero-14	VALLADOLID	REACU
JOSE GUTIERREZ PEREZ	marzo-14	MEXICO	VIII CONGRESO CONAET
JOSE GUTIERREZ PEREZ	mayo-14	GERONA	REACU
JOSE GUTIERREZ PEREZ	septiembre-14	CADIZ	XXXII JORNADAS INGENIERIA QUIMICA
JOSE GUTIERREZ PEREZ	noviembre-14	ZARAGOZA	REACU
SOLEDAD RUBIO BRAVO	abril-14	SAN PETERSBURGO	ENQA MEMBERS FORUM
SOLEDAD RUBIO BRAVO	septiembre-14	MADRID	VII REUNION DE AGENCIAS DE I+D+I
ESTHER G. MEGIA SERRANO	abril-15	MADRID	REACU- ENCUENTRO TECNICOS VERIFICACION-SEGUIMIENTO-RENOVACION

JUAN RAFAEL MAROTO ESCOBAR	marzo-15	SEVILLA	CHAP-JORNADA ORACLE SECURITY BEST PRACTICES VS ENS
JUAN RAFAEL MAROTO ESCOBAR	marzo-15	SEVILLA	AAC-PLATAFORMA ORACLE
PILAR ROMERO GODOY	noviembre-15	MADRID	ANECA-JORNADA FORMACION DOCENTIA
PILAR ROMERO GODOY	diciembre-15	SEVILLA	AAC-TRANSFERENCIA DEL CONOCIMIENTO
SAMALY SANTA CARDONA	octubre-15	SEVILLA	AAC-SICA2
SAMALY SANTA CARDONA	diciembre-15	SEVILLA	AAC-TRANSFERENCIA DEL CONOCIMIENTO
JOSE MANUEL ROLDAN NOGUERAS	febrero-15	MALAGA	4 FORO TRANSFIERE
MARIA PEREZ GARCIA	febrero-15	MALAGA	4 FORO TRANSFIERE
NIEVES PASCUAL SOLER	febrero-15	MALAGA	4 FORO TRANSFIERE
RAFAELA PORRAS RUIZ	noviembre-15	MADRID	ANECA-JORNADA FORMACION DOCENTIA
SOLEDAD RUBIO BRAVO	junio-15	SANTIAGO	VIII REUNION DE AGENCIAS DE I+D+I
SOLEDAD RUBIO BRAVO	octubre-15	SEVILLA	AAC-SICA2
SOLEDAD RUBIO BRAVO	noviembre-15	SEVILLA	DIRECCION GENERAL DE INDUSTRIAS Y CADENA AGROALIMENTARIA
JOSE GUTIERREZ PEREZ	marzo-15	ZARAGOZA	REACU
JOSE GUTIERREZ PEREZ	noviembre-15	BILBAO	REACU
JOSE GUTIERREZ PEREZ	noviembre-15	LAS PALMAS	III CONFERENCIA DE DIRECTORES DE ESCUELAS DE DOCTORADO
JOSE GUTIERREZ PEREZ	mayo-15	LAS PALMAS	XIV ENCUENTRO RED UNIVERSITARIA DE ESTUDIOS
JOSE GUTIERREZ PEREZ	febrero-15	MADRID	UNED-SEMINARIO LOS CAMBIOS ESTRUCTURALES DE LA ENSEÑANZA UNIVERSITARIA EN ESPAÑA
JOSE GUTIERREZ PEREZ	mayo-15	MALAGA	XIV CONFERENCIA DE DECANOS DE FISIOTERAPIA
JOSE GUTIERREZ PEREZ	diciembre-15	BARCELONA	ENQA SEMINARIO WORKSHOP ON QA AND E-LEARNING
TODOS	abril-15	CORDOBA	DEVA-ENQA MEMBERS FORUM
ESTHER G. MEGIA SERRANO	noviembre-16	SEVILLA	VII JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
ESTHER G. MEGIA SERRANO	diciembre-16	MADRID	ANECA-JORNADA FORMACION DOCENTIA
PILAR ROMERO GODOY	noviembre-16	SEVILLA	VII JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
SAMALY SANTA CARDONA	febrero-16	SEVILLA	AAC-TRANSFERENCIA DEL CONOCIMIENTO
SAMALY SANTA CARDONA	junio-16	SEVILLA	AAC-SICA2
SAMALY SANTA CARDONA	noviembre-16	SEVILLA	VII JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS

SAMALY SANTA CARDONA	diciembre-16	MADRID	FECYT-PRESENTACION GUIA METODOLOGICA DE CLASIFICACION REVISTAS
LUIS MUÑOZ RODRIGUEZ	noviembre-16	SEVILLA	DGPD-JORNADAS FORMATIVAS SOBRE MGRACION A WINDOWS SERVER 2012 R2
LUIS MUÑOZ RODRIGUEZ	noviembre-16	SEVILLA	AAC-PLATAFORMA E-PULPO
FRANCISCO GRACIA NAVARRO	marzo-16	SEVILLA	PRESENTACION PAIDI
FRANCISCO GRACIA NAVARRO	abril-16	BUDAPEST	ENQA MEMBERS FORUM
FRANCISCO GRACIA NAVARRO	may-16	VALENCIA	III FORO AVAP DE CALIDAD UNIVERSITARIA
FRANCISCO GRACIA NAVARRO	junio-16	SEVILLA	AAC-SICA2
FRANCISCO GRACIA NAVARRO	julio-16	SEVILLA	ENCUENTRO TALENTIA POSTDOC Y TALENT HUB
FRANCISCO GRACIA NAVARRO	octubre-16	BARCELONA	AQU-AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE CATALUÑA
FRANCISCO GRACIA NAVARRO	octubre-16	GLOUCESTER	ENQA ASAMBLEA GENERAL
FRANCISCO GRACIA NAVARRO	noviembre-16	SEVILLA	VII JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
FRANCISCO GRACIA NAVARRO	noviembre-16	ALICANTE	REACU
FRANCISCO GRACIA NAVARRO	diciembre-16	MADRID	FECYT-PRESENTACION GUIA METODOLOGICA DE CLASIFICACION REVISTAS
SOLEDAD RUBIO BRAVO	junio-16	SEVILLA	AAC-SICA2
SOLEDAD RUBIO BRAVO	julio-16	SEVILLA	ENCUENTRO TALENTIA POSTDOC Y TALENT HUB
SOLEDAD RUBIO BRAVO	diciembre-16	MADRID	FECYT-PRESENTACION GUIA METODOLOGICA DE CLASIFICACION REVISTAS
JOSE GUTIERREZ PEREZ	marzo-16	SEVILLA	PRESENTACION PAIDI
JOSE GUTIERREZ PEREZ	noviembre-16	ALICANTE	REACU
EDUARDO GARCIA JIMENEZ	octubre-16	GLOUCESTER	ENQA ASAMBLEA GENERAL
MARIA DOLORES HERRERA GONZALEZ	octubre-16	BARCELONA	AQU-AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE CATALUÑA
MARIA DOLORES HERRERA GONZALEZ	noviembre-16	ALICANTE	REACU
MARIA DOLORES HERRERA GONZALEZ	diciembre-16	MADRID	ANECA-JORNADA FORMACION DOCENTIA
RAFAELA PORRAS RUIZ	noviembre-16	SEVILLA	VII JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
ESTHER G. MEGIA SERRANO	mayo-17	JAEN	COMISION EVALUADORA DE CERTIFICADOS DE LA ACTIVIDAD DOCENTE DEL PROFESORADO

ESTHER G. MEGIA SERRANO	mayo-17	MADRID	ANECA-COMISION DOCENTIA
ESTHER G. MEGIA SERRANO	junio-17	LEON	VIII JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
ESTHER G. MEGIA SERRANO	julio-17	JAEN	COMISION EVALUADORA DE CERTIFICADOS DE LA ACTIVIDAD DOCENTE DEL PROFESORADO
ESTHER G. MEGIA SERRANO	julio-17	SANTANDER	UIMP-CURSO DE VERANO "LA ACREDITACION INSTITUCIONAL, UN RETO DEL SISTEMA UNIVERSITARIO ESPAÑOL"
JUAN RAFAEL MAROTO ESCOBAR	octubre-17	SEVILLA	DGPD-SESION FORMATIVA "SOPORTE BASICO ORACLE:MEJORES PRACTICAS DE MOS Y EXAMEN DE ACREDITACION"
JUAN RAFAEL MAROTO ESCOBAR	noviembre-17	SEVILLA	DGPD-4ª JORNADA TECNOLOGICA "ORACLE ENTERPRISE MANAGER CLOUD CONTROL PARA LA MONITORIZACION DE BBDD"
LUIS MUÑOZ RODRIGUEZ	abril-17	SEVILLA	AAC-REUNION FORMATIVA INTEGRACION WEB AAC EN PORTAL JUNTA DE ANDALUCIA
LUIS MUÑOZ RODRIGUEZ	junio-17	CADIZ	ADAPTACION APLICACIÓN INFORMATICA SEGUIMIENTO EN LA UCA
PILAR ROMERO GODOY	junio-17	LEON	VIII JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
PILAR ROMERO GODOY	junio-17	CADIZ	ADAPTACION APLICACIÓN INFORMATICA SEGUIMIENTO EN LA UCA
PILAR ROMERO GODOY	julio-17	SANTANDER	UIMP-CURSO DE VERANO "LA ACREDITACION INSTITUCIONAL, UN RETO DEL SISTEMA UNIVERSITARIO ESPAÑOL"
RAFAELA PORRAS RUIZ	junio-17	LEON	VIII JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
RAFAELA PORRAS RUIZ	julio-17	SANTANDER	UIMP-CURSO DE VERANO "LA ACREDITACION INSTITUCIONAL, UN RETO DEL SISTEMA UNIVERSITARIO ESPAÑOL"
SAMALY SANTA CARDONA	marzo-17	SEVILLA	AAC-SICA
FRANCISCO GRACIA NAVARRO	enero-17	MADRID	CASA AMERICA-SEMINARIO: "LA INVESTIGACION UNIVERSITARIA EN ESPAÑA"
FRANCISCO GRACIA NAVARRO	enero-17	MADRID	UPM-CATEDRA UNESCO DE GESTION Y POLITICA UNIVERSITARIA
FRANCISCO GRACIA NAVARRO	febrero-17	MALAGA	FORO TRANSFIERE
FRANCISCO GRACIA NAVARRO	marzo-17	ZARAGOZA	ACPUA-AGENCIA DE CALIDAD Y PROSPECTIVA DE ARAGON
FRANCISCO GRACIA NAVARRO	abril-17	CORDOBA	DEVA-JORNADA DE ARMONIZACION DE ACTIVIDADES CON MADRID+D
FRANCISCO GRACIA NAVARRO	mayo-17	OSLO	ENQA MEMBERS FORUM
FRANCISCO GRACIA NAVARRO	mayo-17	JAEN	CONFERENCIA "LA EVALUACION DE LA I+D+i EN LA DEVA"
FRANCISCO GRACIA NAVARRO	junio-17	BARCELONA	REACU
FRANCISCO GRACIA NAVARRO	julio-17	SANTANDER	UIMP-CURSO DE VERANO "LA ACREDITACION INSTITUCIONAL, UN RETO DEL SISTEMA UNIVERSITARIO ESPAÑOL"
FRANCISCO GRACIA	septiembre-17	SANTANDER	UIMP-CURSO DE VERANO "ANECA EN EL HORIZONTE 2020, UNA AGENCIA DE EVALUACION AL SERVICIO DE

NAVARRO			LA COMUNIDAD UNIVERSITARIA ESPAÑOLA"
FRANCISCO GRACIA NAVARRO	octubre-17	MADRID	IIE-"JORNADA SOBRE EL SELLO EUR-ACE: REFLEXIONES Y NUEVOS RETOS"
FRANCISCO GRACIA NAVARRO	octubre-17	SEVILLA	AAC-COMISION EVALUACION Y SEGUIMIENTO BECAS TALENTIA
FRANCISCO GRACIA NAVARRO	octubre-17	PARIS	ENQA ASAMBLEA GENERAL
FRANCISCO GRACIA NAVARRO	noviembre-17	SEVILLA	PRESENTACION PROGRAMA IMPLANTA EN LA UPO
FRANCISCO GRACIA NAVARRO	noviembre-17	VALLADOLID	AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE CASTIILA Y LEON
EDUARDO GARCIA JIMENEZ	marzo-17	ZARAGOZA	ACPUA-AGENCIA DE CALIDAD Y PROSPECTIVA DE ARAGON
EDUARDO GARCIA JIMENEZ	mayo-17	OSLO	ENQA MEMBERS FORUM
JOSE GUTIERREZ PEREZ	marzo-17	ZARAGOZA	ACPUA-AGENCIA DE CALIDAD Y PROSPECTIVA DE ARAGON
JOSE GUTIERREZ PEREZ	noviembre-17	SEVILLA	PRESENTACION PROGRAMA IMPLANTA EN LA UPO
JOSE GUTIERREZ PEREZ	noviembre-17	VALLADOLID	AGENCIA PARA LA CALIDAD DEL SISTEMA UNIVERSITARIO DE CASTIILA Y LEON
MARIA DOLORES HERRERA GONZALEZ	enero-17	MADRID	UPM-CATEDRA UNESCO DE GESTION Y POLITICA UNIVERSITARIA
MARIA DOLORES HERRERA GONZALEZ	marzo-17	BILBAO	UNIBASQ-JORNADA SOBRE CERTIFICACION DE LOS SISTEMAS INTERNOS DE GARANTIA DE CALIDAD UNIVERSITARIOS
MARIA DOLORES HERRERA GONZALEZ	marzo-17	ZARAGOZA	ACPUA-AGENCIA DE CALIDAD Y PROSPECTIVA DE ARAGON
MARIA DOLORES HERRERA GONZALEZ	octubre-17	MADRID	IIE-"JORNADA SOBRE EL SELLO EUR-ACE: REFLEXIONES Y NUEVOS RETOS"
TODOS	jul-17	CORDOBA	DEVA-JORNADAS "ANALISIS Y EVALUACION DEL CICLO DE VERIFICACION, SEGUIMIENTO Y ACREDITACION DE TITULOS UNIVERSITARIOS OFICIALES DE GRADO Y MASTER EN ANDALUCIA"
ALFONSO LOPEZ BAENA	mayo-18	VALLADOLID	JORNADA "PERSPECTIVAS EUROPEAS EN LAS ENSEÑANZAS UNIVERSITARIASNO PRESENCIALES"
CARMEN REVILLA ALVAREZ	junio-18	ZARAGOZA	IX JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
ESTHER G. MEGIA SERRANO	marzo-18	MADRID	ANECA-JORNADA "UNA DECADA DE AUDIT Y DOCENTIA EN ANECA: EVOLUCION Y FUTURO"
ESTHER G. MEGIA SERRANO	mayo-18	MADRID	ANECA-COMISION DOCENTIA
ESTHER G. MEGIA SERRANO	mayo-18	VALLADOLID	JORNADA "PERSPECTIVAS EUROPEAS EN LAS ENSEÑANZAS UNIVERSITARIASNO PRESENCIALES"
ESTHER G. MEGIA SERRANO	junio-18	ZARAGOZA	IX JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
LUIS MUÑOZ RODRIGUEZ	febrero-18	SEVILLA	CEC-PROCEDIMIENTOS DE EVALUACION EN LA APLICACIÓN GESVAL
PILAR ROMERO GODOY	junio-18	ZARAGOZA	IX JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS

PILAR ROMERO GODOY	julio-18	CADIZ	UCA-COMISION POLITICA LINGÜÍSTICA
RAFAELA MORENO DIAZ	junio-18	ZARAGOZA	IX JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
SAMALY SANTA CARDONA	enero-18	MALAGA	GRUPO DE TRABAJO SICA-AGENTES DEL CONOCIMIENTO
SAMALY SANTA CARDONA	febrero-18	SEVILLA	CEC-PROCEDIMIENTOS DE EVALUACION EN LA APLICACIÓN GESVAL
RAFAELA PORRAS RUIZ	marzo-18	MADRID	ANECA-JORNADA "UNA DECADA DE AUDIT Y DOCENTIA EN ANECA: EVOLUCION Y FUTURO"
RAFAELA PORRAS RUIZ	junio-18	ZARAGOZA	IX JORNADAS DE REFLEXION Y DEBATE DE LAS UTC DE LAS UNIVERSIDADES ESPAÑOLAS
MARIA PEREZ GARCIA	febrero-18	MADRID	REACU
MARIA RODRIGUEZ CASADO	abril-18	ZARAGOZA	ENQA MEMBERS FORUM
FRANCISCO GRACIA NAVARRO	febrero-18	MADRID	REACU
FRANCISCO GRACIA NAVARRO	febrero-18	SEVILLA	JORNADA COMPROMISO POR LA INNOVACION EMPRESARIAL DE ANDALUCIA
FRANCISCO GRACIA NAVARRO	febrero-18	MALAGA	7 FORO TRANSFIERE
FRANCISCO GRACIA NAVARRO	febrero-18	SANTIAGO	REACU
FRANCISCO GRACIA NAVARRO	marzo-18	MADRID	ANECA-JORNADA "UNA DECADA DE AUDIT Y DOCENTIA EN ANECA: EVOLUCION Y FUTURO"
FRANCISCO GRACIA NAVARRO	marzo-18	SEVILLA	AAC-COMISION EVALUACION Y SEGUIMIENTO BECAS TALENTIA
FRANCISCO GRACIA NAVARRO	abril-18	ZARAGOZA	ENQA MEMBERS FORUM
FRANCISCO GRACIA NAVARRO	abril-18	SEVILLA	PROGRAMA BUSINESSMENTOR MADRID+D
FRANCISCO GRACIA NAVARRO	junio-18	ZARAGOZA	MESA REDONDA DE AGENCIAS DE CALIDAD
MARIA DOLORES HERRERA GONZALEZ	marzo-18	MADRID	ANECA-JORNADA "UNA DECADA DE AUDIT Y DOCENTIA EN ANECA: EVOLUCION Y FUTURO"
MARIA DOLORES HERRERA GONZALEZ	mayo-18	SANTANDER	XV FORO INTERNACIONAL SOBRE EVALUACION DE LA CALIDAD DE LA INVESTIGACION Y DE LA EDUCACION SUPERIOR (FECIES)
PILAR ROMERO GODOY	febrero-18	ONLINE	INGLÉS
CARMEN REVILLA ALVAREZ	febrero-18	ONLINE	EXCEL 2016
Mª LUISA PALOMAR VACAS	febrero-18	ONLINE	IGUALDAD DE GENERO
JOSE ALFONSO ZAMORANO GOMEZ	febrero-18	ONLINE	WORD 2016
RAFAELA MORENO DIAZ	febrero-18	ONLINE	ACCESS 2016
JAVIER BAJO CHACON	febrero-18	ONLINE	WINDOWS SERVER 2012

ESTHER MEGIA SERRANO	marzo-18	ONLINE	E-LEARNIG TECNICO DE FORMACIÓN
JUAN CARLOS FERNANDEZ LUQUE	febrero-18	ONLINE	INGLÉS B1 COURSE 1
ALFONSO JUAN LOPEZ BAENA	abril-18	ONLINE	FRANCES NIVEL 1
JUAN CARLOS FERNANDEZ LUQUE	junio-18	ONLINE	SEGURIDAD INFORMÁTICA
ANA BELEN CHICA MALAGON	junio-18	ONLINE	INGLÉS RECURSOS HUMANOS
ANA BELEN CHICA MALAGON	junio-18	ONLINE	GESTIÓN DEL TIEMPO
CARMEN REVILLA ALVAREZ	junio-18	ONLINE	WORD AVANZADO 2016
JAVIER BAJO CHACON	junio-18	ONLINE	LINUX OPENSUSE
RAFAELA MORENO DIAZ	mayo-18	DEVA	ACCESS 2007
PILAR ROMERO GODOY	mayo-18	DEVA	ACCESS 2007
CARMEN REVILLA ALVAREZ	mayo-18	DEVA	ACCESS 2007
JOSE ALFONSO ZAMORANO GOMEZ	mayo-18	DEVA	ACCESS 2007
ANA CARMEN RODRIGUEZ	mayo-18	ONLINE	LEY 40/2015 RÉGIMEN JURÍDICO SECTOR PUBLICO
ANA CARMEN RODRIGUEZ	mayo-18	ONLINE	ECO Y PORTAFIRMAS