SELF-EVALUATION REPORT
OF THE <u>DIRECTION OF EVALUATION AND ACCREDITATION</u> (DEVA)UNIT OF THE ANDALUSIAN AGENCY OF KNOWLEDGE (AAC)

Agencia Andaluza del Conocimiento
CONSEJERÍA DE ECONOMÍA, INNOVACIÓN, CIENCIA Y EMPLEO

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For the reconfirmation of the DEVA as a full member of the European Association for Quality Assurance in Higher Education

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This Self-Evaluation Report is structured in accordance to the *Guidelines for External Reviews of Quality Assurance Agencies in the European Higher Education Area* and Parts 2 and 3 of the *ESG*. This is a Type A Review.

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INTRODUCTION

Spain, in accordance with its 1978 Constitution, is organized in Autonomous Communities whose competences are pronounced in the *Autonomy Statutes*. The *Andalusian Statutes* in force lay down that the Andalusian community should share with the State: "The evaluation and assurance of quality and excellence of university teaching as well as of teaching and research staff" (Article 53.2.f).

Since April 2011 this competence was assigned to the Andalusian Agency of Knowledge, which assumed through its Direction of Evaluation and Accreditation the functions that till then had been carried out by the Andalusian Agency of University Evaluation and Accreditation (former AGAE).

According to the *Statutes of the Andalusian Agency of Knowledge*: "The Direction of Evaluation and Accreditation depends on the Rectors' Council and will enjoy independence in the exercise of its functions of direction, coordination and management of the following areas: a) Area of University Evaluation and Accreditation, and b) Area of Evaluation of Investigation, Development and Innovation (I+D+i) (RDI)."

Since 2009 the Andalusian Agency of Knowledge (former AGAE), through its Direction of Evaluation and Accreditation, is member of the international associations ENQA and INQAAHE, and is registered in EQAR.

On March 28th, 2011 AGAE sent a Progress Report to ENQA addressing the two main areas the ENQA panel recommended for further development: Independence and Publication of reports (Annex 3). The present self-evaluation report has been the result of a common effort of the core staff of the Agency. Periodic in-house meetings have taken place through 2013 to discuss performance data on the areas of quality that have been developed. The contents of this report have been shared with external experts, evaluators and public authorities.

The purpose of this self-evaluation report is the reconfirmation of the DEVA unit of the AAC as a full member of the European Association for Quality Assurance in Higher Education. It is intended to show that the DEVA complies with ENQA membership criteria and the *Standards and Guidelines for Quality Assurance in the European Higher Education* (ESG).

1. THE ANDALUSIAN UNIVERSITY SYSTEM (SAU)

1.1. Legislation

The model of education in Spain is decentralized: competences in education are distributed among the State, regional autonomous communities and universities.

The Spanish university system is regulated by:
- Organic Law 6/2001, December 21st, on Universities: pronounces the distribution of university competences as stated in the Constitution and *Autonomy Statutes*.
- Organic Law 4/2007, April 12th, that modifies Organic Law 6/2001, December 21st, on Universities, to comply with EHEA requirements.

Autonomous communities develop their own educational policies. The 1981 Andalusian Statute of Autonomy, reformed in 2007 by Organic Law 2/2007, March 19th, pronounces in its article 19 that "it corresponds to Autonomous Communities the regulation and management of education, at all levels, grades, forms and specialties." The Andalusian system of education is regulated by:

- Andalusian Law 15/2003, December 22nd, on Universities (in force till December 28th, 2011): in the understanding that universities are autonomous, it establishes solid bases for the coordination and planning of the University system in Andalusia.
- Andalusian Law 16/2007, December 3rd, on Science and Knowledge whereby the Andalusian System of Knowledge is organized. The system favors the integration of its agents and propels the capacity to generate knowledge through quality research and transference of knowledge to the production sector.
- Law 12/2011, December 16th, modifying Andalusian Law on Universities: regulates the incorporation of the Andalusian University system to the EHEA.
- Legislative Decree 1/2013, January 8th, whereby the refunded text of the Andalusian Law on Universities is approved: it constitutes a systematic and unified text covering all the legislation in force in matters of higher education in Andalusia.
- Decree 92/2011, April 19th, by which the Andalusian Agency of Knowledge Statutes were approved, in compliance with the provisions of the aforementioned Andalusian Law on Science and Knowledge, assigning the Direction of Evaluation and Accreditation the functions of University and RDI evaluation and accreditation, with complete independence and autonomy in the exercise of its powers.

1.2. Organizational Chart

The Andalusian University System is formed by 10 public and 1 private universities. Each one of the 8 provinces (Almeria, Cadiz, Cordoba, Granada, Huelva, Jaen, Malaga and Seville) has one public university, except for Seville which has two: Universidad Pablo de Olavide and the University of Seville. The International University of Andalusia has headquarters in Jaen, Huelva, Malaga and Seville. The private University Loyola Andalusia has headquarters in both Seville and Cordoba.

University Finances

In July 2007 the Regional Government approved the regulated budget model to finance Andalusian Public Universities (2007-2011). The 2007 budget model was extended to 2014. This new model, that replaces the old model 2002-2006, establishes a system of distribution that links financing to quality. In the understanding that universities must be financed according to what they do, 30% of the budget is assigned on the basis of results and objectives met in three areas: teaching, research and innovation.

Within these three areas, university by university, different indicators are assessed to establish a quality scale and distribute the budget accordingly. These indicators are: involvement of teaching staff in scientific research, research income, number of technology-based companies generated, efficiency of services rendered, mechanisms for promoting students' practice in companies, actions to promote their incorporation to the labor market, international mobility of students and adequacy of student/faculty ratio.

Evaluation of these aspects is monitored through "program contracts" signed by each Andalusian University. Contracts operate as tools that secure fulfillment of objectives, transparency and control of the management of public resources.

University infrastructures

By law the Andalusian government is assigned the function of strengthening university education in the community and guaranteeing that the resources needed for infrastructures, equipment and upkeep are available. From 2006 till 2011 the Andalusian Government has financed investments in the public universities of the region for value of 559 million Euros, 79 million more than the amount accorded in the Pluriannual Investment Plan 2006-2010.

Structure in cycles and the EHEA

University education is structured in three cycles: Bachelor's, master's and doctoral degrees. The National Ministry of Education, Culture and Sports

defines their features and the procedures of implementation. Universities design their study plans and the DEVA reviews them. The Ministry issues the titles.

University education

Bachelor's

240 ECTS

Master's
60 ECTS + 120 ECTS

PhD Studies
60 ECTS + THESIS
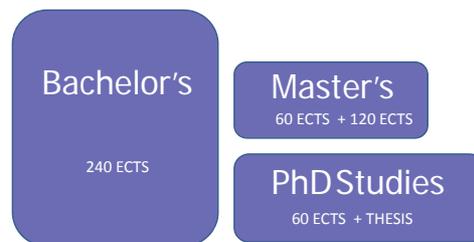
During 2010/2011 Bachelor's degrees were implemented in the first year of every title taught in Andalusian universities, building thus a European scenario that facilitated exchange of students and faculty. For Andalusia, EHEA has created the opportunity to widen the space of knowledge and open higher education to new strategic sectors. This reform has inspired 9 new titles, not previously in existence. They include: Enology, Food Science, Energy Engineering, Industrial Organization Engineering, Electronics, Robotics and Mechatronics, Health Engineering, Asian Studies and Economics Analysis.

Bachelor's degrees are expanding while former titles are being suppressed. The extinction of old titles must be complete before September 30th, 2015. 461 master's degrees have been adapted in order to a) achieve official recognition in the European Union, b) respond to the socio-economic areas of interest in Andalusia (read: agro-alimentation, biotechnology, biomedicine, health, renewable energies, IT and communications) and c) ease the transition of students to the labor market. Last, in Andalusia the number of doctoral programs offered amounts to 240.

Access to the university

The majority of students who access the university for the first time have to pass what is commonly known as "Selectivity," a test to select the best students.[1] This exam—whose aim is to assess the academic maturity of students, knowledge acquired and their capacity to pursue higher education—was modified in 2010 by the Ministry of Education. The test was restructured in two parts: the maximum grade students can receive in the general and compulsory part is 10 points. For the specific, optional part the maximum is 4. The maximum total is 14 points.

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[1] Forms of access for non-traditional students are regulated in Royal Decree 1892/2008, November 14th.

Students

Currently Andalusian Universities hold 16% of the total student population in Spain, only surpassed in number by the community of Madrid. Currently 234,000 students pursue education in Andalusian Universities.

The Andalusian student body has been increasing for the last 10 years, though recently there has been a slight set-back. In matters of gender, there are no substantial differences: 55% of students are women, 45% are men. 62.5 % of graduates are women.

NUMBER OF STUDENTS REGISTERED IN ANDALUSIA FROM 2009 TO 2013

Years	Students	%
2008/2009	222,672	0.16%
2009/2010	230,979	3.73%
2010/2011	235,424	1.92%
2011/2012	237,973	1.08%
2012/2013	234,789	-0.27%
2013/2014	234,439	-0,15%

NUMBER OF STUDENTS BY UNIVERSITY AND GENDER IN ACADEMIC YEAR 2013/2014

UNIVERSITY	MEN	WOMEN	TOTAL
ALMERIA	4,824	6,798	**11,622**
CADIZ	9,565	11,554	**21,119**
CORDOBA	7,670	8,973	**16,643**
GRANADA	22,122	29,496	**51,618**
HUELVA	5,046	6,317	**11,363**
JAEN	6,617	7,621	**14,238**
MALAGA	16,115	19,343	**35,458**
PABLO DE OLAVIDE	4,278	5,893	**10,171**
SEVILLE	29,296	32,911	**62,207**
ANDALUSIA	105,533	128,906	**234,428**

If we look at the origin of students who choose to study in Andalusia, only 2.6% come from outside Spain. Excluded from this percentage are Erasmus students. Concerning the latter group, it is important to note that since 2008 the Regional Government through the Council of Economy, Innovation, Science and Employment (CEICE) offers financial support to students participating in the Erasmus Program managed by the National Ministry of Education. In total, 7,800 Erasmus students benefitted from this support during the academic year 2012/2013. The Andalusian government

assigned 14,1 million Euros to co-finance scholarships to study abroad. Italy, France, Germany, the United Kingdom, Portugal, Poland and Belgium are preferred destinations of Andalusian students.

Faculty

The faculty of Andalusian Universities is either tenured (University Professor, College Professor, University Full Professor, College Full Professor) or contracted (Senior Lecturer, Senior Lecturer with Clinical Link to the Andalusian Health Service, Lecturer and Assistant Professor). Both figures (tenured and contracted) have to submit their curricula vitae for review to access a position.

In the academic year 2013/2014 over 16,000 faculty members are involved in the Andalusian System of Universities, out of which 40% are tenured Professors, 40% are contracted Professors and 14% are Full Professors.

FACULTY BY CATEGORIES IN THE ACADEMIC YEAR 2012/2013

FACULTY	MEN	WOMEN	TOTAL
University Full Professor	389	1,672	**2,061**
College Full Professor	92	198	**290**
University Professor	2,141	3,532	**5,673**
College Professor	396	593	**989**
OTHERS	22	31	**53**
TENURED STAFF	**3,040**	**6,026**	9,066
CONTRACTED STAFF	**3,099**	**4,639**	7,738

Research

Among the competences assumed by the Regional Government (laid down in the Andalusian Law on Science and Knowledge) are: establishment of strategic lines of research, follow-up and evaluation of projects, management and control of research centers in Andalusia, funding of study scholarships and support of knowledge transference.

Andalusia ranks third in research in Spain with an investment in I+D that surpasses 1,648 million Euros (data from INE: National Institute of Statistics), which means 1.10% of regional GDP.

Support to research is channeled through projects, incentives and actions for the improvement of infrastructures, equipment and other operations in higher education institutions. (Since it was last in 2009 that former AGAE evaluated these actions, this report does not inform on them).These incentives to research, whose evaluation procedures were approved and reviewed by ENQA in 2009, have been maintained for the 2007-2013 period, in accordance with the 11th December 2007 Law and they are under revision for the new frame 2014-2020.

A) Projects
  o Projects of excellence. There are two kinds:
    ▪ To promote general knowledge: geared to the creation of products, processes and services.
    ▪ To promote strategic knowledge: geared to build relations with companies.
  o To apply knowledge: geared to promote application of new knowledge.
  o International: geared to promote participation of Andalusian researchers in international research projects.

PROJECTS OF EXCELLENCE EVALUATED BY INSTITUTION

UNIVERSITY	2008	2009	2010	2011	2012
ALMERIA	47	77	63	54	48
CADIZ	34	47	61	66	75
CORDOBA	41	67	71	62	53
GRANADA	141	206	229	213	226
HUELVA	31	40	55	45	42
JAEN	39	33	77	47	59
MALAGA	87	103	111	140	113
SEVILLE	133	146	182	205	206
PABLO DE OLAVIDE	29	41	45	50	58
CSIC (Scientific Research Center)	94	92	113	115	128
FOUNDATIONS	42	53	83	108	107
IFAPA (Institute of Agricultural and Fishing Research)	12	9	13	8	9
TOTAL	**730**	**914**	**1,103**	**1,113**	**1,124**

Data gathered on September 27, 2013.

B) Incentives for:
- Scientific-technical activities: to promote research and scientific development in the Andalusian community by financing conferences, scientific publications and stays abroad in research institutions.
- Research groups: to make material resources and personnel available for research groups so that they can develop their actions.

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- Research Prizes: to acknowledge the work of researchers with outstanding contributions as well as the work of organisms, institutions and companies for their involvement in scientific research within the Andalusian community.

SCIENTIFIC ACTIVITIES EVALUATED PER INSTITUTION

UNIVERSITY	2008	2009	2010	2011	2012
ALMERIA	68	107	99	90	110
CADIZ	51	93	100	116	102
CORDOBA	69	81	83	69	43
GRANADA	307	388	401	372	303
HUELVA	53	72	64	62	27
JAEN	127	117	117	157	101
MALAGA	160	171	180	142	160
SEVILLE	258	305	310	289	285
PABLO DE OLAVIDE	70	90	68	83	60
CSIC	63	39	65	62	57
FOUNDACIONES	9	20	55	55	59
IFAPA	2	6	4	4	8
TOTAL	**1,237**	**1,489**	**1,546**	**1,501**	**1,315**

Data gathered on September 27, 2013.

Administration and services personnel (PAS)

In Andalusia, last year the team of administration and services (including: librarians, IT programmers, administrative assistants and technical experts on different areas) was formed by 9,489 persons.

PAS BY GENDER

PAS	WOMEN	MEN	TOTAL
CIVIL SERVANTS	3,102	1,787	**4,889**
CONTRACTED EMPLOYEES	2,137	2,463	**4,600**
TOTAL	**5,239**	**4,250**	**9,489**

1.3. Other organisms and institutions

The Andalusian University System (SAU) includes other organisms that contribute to the enhancement of quality in higher education institutions. These are:

- The General Secretary for Universities, Research and Technology (SGUIT) holds the functions related to Higher Education policies,

especially the coordination of the Universities in the Autonomous Community, as well as the RDI policies. The General Direction of Universities and the General Direction of Research, Technology and Enterprise report to the SGUIT.

- The General Direction of Universities (DEGU): public administration entity in charge of coordinating universities in matters of personnel, access to the university, professional promotion, control, evaluation and follow-up of regulated budget model, contract programs with Universities and map of titles.

- The General Direction of Research, Technology and Enterprise (DGITE), which is responsible for the promotion and coordination of research, in particular technological and applied research; the implementation of the Andalusian Plan for Research, Development and Innovation; especially the education policies concerning Human Resources, researchers and technologists, scientific infrastructure, general promotion of knowledge and scientific divulgation; the coordination, development, monitoring and evaluation of technological institutions as well as the encouragement of the establishment of companies in them; the development, promotion and motivation of the technological transfer programs on the productive sector, and the management of scientific and technological networks.

- The Andalusian Council of Universities (CAU): created by Decree in 1984 to assess the Regional Government in matters of higher education. CAU meets either in plenary sessions or in any of its three commissions: academic, programming and the promotion of quality. In CAU are present all the rectors of the Andalusian Universities, the Presidents of its Social Council, the students' representatives and other institutions.

- The Andalusian Unique District (DUA): created by Decree in 1994. It is in charge of structuring and managing the SAU. It stipulates that all higher education institutions in the region are part of a sole district.

- Social Councils: they guarantee that universities participate in society.

- Student Councils: to represent students and open channels of communication with institutions.

- The Andalusian Agency of Knowledge: Through its Direction of Evaluation and Accreditation evaluates and accredits actions performed in universities.

2. THE ANDALUSIAN AGENCY OF KNOWLEDGE: DIRECTION OF EVALUATION AND ACCREDITATION

2.1. History

Regional Law 15/2003, December 22nd on Universities pronounces the creation of the Andalusian Agency of University Evaluation and Accreditation (AGAE). Its functions are laid down in Title V, Organic Law 6/2001, December 22nd, on Universities and in the Regional Law 15/2003.

According to Law 1/2011, February 17th, where the public sector of Andalusia is reordered—dictated with the purpose of accommodating the Andalusian public sector to the new financial circumstances—, AGAE was to be replaced in the exercise of its functions by the Andalusian Agency of Knowledge. The extinction of AGAE would take place after the *Statutes* of the AAC came into force.

Within AAC are integrated: AGAE, the Andalusian Center for Innovation and Technology Transference and the Society for Talent Enhancement.

In Order 92/2011, April 19th, the *Statutes of the AAC* were approved. With their coming into force on April 30th, 2011, the AAC was constituted. The Agency enjoys juridical personality, has its own assets and is autonomous in the exercise of its activities and management of funds.

The Andalusian Center for Innovation and Technology Transference and the Society for Talent Enhancement are located in Seville (Calle Max Planck, Edificio Iris 1, Isla de la Cartuja). Former AGAE, now DEVA, is located in Cordoba (Avenida Al Nasir 3).

2.2. Structure ad Organization (See Annex 5)

According to Order 92/2011, the AAC is governed by the President, the Vice-president and the Rectors' Council. The President has the title of Councilor of Economy, Innovation, Science and Employment. The Vice-presidency corresponds to the person responsible for the Department of Universities, Research and Technology in the Regional Council. The Rectors' Council (to which both the President and Vice-President belong) is composed of 10 members of renowned competence and professional prestige in the fields of science and technology. The Rectors' Council establishes the action directives of the agency.

The AAC is managed by the Executive Director, the Secretary General and the Direction of Evaluation and Accreditation. The executive director is in charge representing, managing and executing the functions assigned to the

AAC. The Direction of Evaluation and Accreditation, with independence and autonomy in the exercise of its functions, is responsible for the evaluation and accreditation of the university system, and the evaluation of the RDI activity of the Andalusian Knowledge System. The Secretary General must watch that the AAC operates according to the principles of efficiency and efficacy, assuming the Agency internal management with regards to human resources and general administration.

According to articles 7.3 and 19-21 of the Statutes of the Andalusian Agency of Knowledge, the Advisory Board is structured as a "consultative body of institutional participation of the agents of the Andalusian System of Knowledge and other economic and social agents." It is thus a body that participates socially in all matters relating to the AAC, not solely those of evaluation and accreditation of institutions and research. In point of fact, no similar body existed in the old AGAE.

As in other agencies within the Andalusian community, the Advisory Board obeys to the policy of social pact developed by the Andalusian Government with corporate, union and social representation organizations settled every four years through agreements. The current financial crisis and changes in the regional government of Andalusia have prevented setting up AAC's Advisory Council. There is also the fact that the AAC has been created recently. In similar cases of agencies recently created the Advisory Board does not start to work till the agency is fully consolidated, after some years have passed.

AGAE's Technical Management Committee for Evaluation and Accreditation operated during the period of transition to DEVA. The Committee has been expanded according to the Statutes. It is formed by the Director of the DEVA (President), The Secretary General of AAC (with voice but no vote), the 2 persons responsible for the two areas of evaluation, up to 15 renowned personalities with solid background in the fields of evaluation the Agency operates and one representative of the main students' association. Its members are appointed by the Director, having heard the Rectors' Council, for a period of 4 years, renewable for one more period of equal duration. To guarantee the independence, transparency and equity of its actions, the Executive Director of the AAC is not a member of the Committee (Order 92/2011, Chapter V, Article 22).

The Direction of Evaluation and Accreditation depends on the Rectors' Council but enjoys independence in the exercise of its functions of directing, coordinating and managing the areas of University Evaluation and Accreditation and Evaluation of I+D+I as well as the Department of International Relations. It is this Direction that submits the present report and is being reviewed. In the understanding that a) research conducted by University staff affects the quality of teaching and that b) research must abide by the protocols of quality required by the EHEA, this SER contains

information and a description of the programs used by the DEVA unit to evaluate research.

2.3. Programs of evaluation

2.3.1. Institutional evaluation

Program to verify official university titles (VERIFICA)

The first step for an official title to be recognized is the process of verification laid down in Royal Order 861/2010, July 2nd, whereby Royal Decree 1393/2007, October 29th is modified. There it is pronounced that a) official university titles are structured in three cycles: Bachelor's, master's and doctoral and b) regional agencies of quality are in charge of implementing the VERIFICA process. To that purpose, the DEVA has created procedures for evaluating university titles (Royal Decree 99/2011).

In these procedures it is established that the process of evaluation takes place before implementing the title proposed so as to guarantee the quality of study plans, viability in terms of human and material resources and adequacy of the plans to the interests and needs of the university community and society in general. Since 2008 and to the date of writing this report the DEVA has evaluated: 363 bachelor's, 354 master's and 118 doctoral titles for verification.

TITLES EVALUATED IN ANDALUSIAN UNIVERSITIES (BACHELOR'S AND MASTER'S)
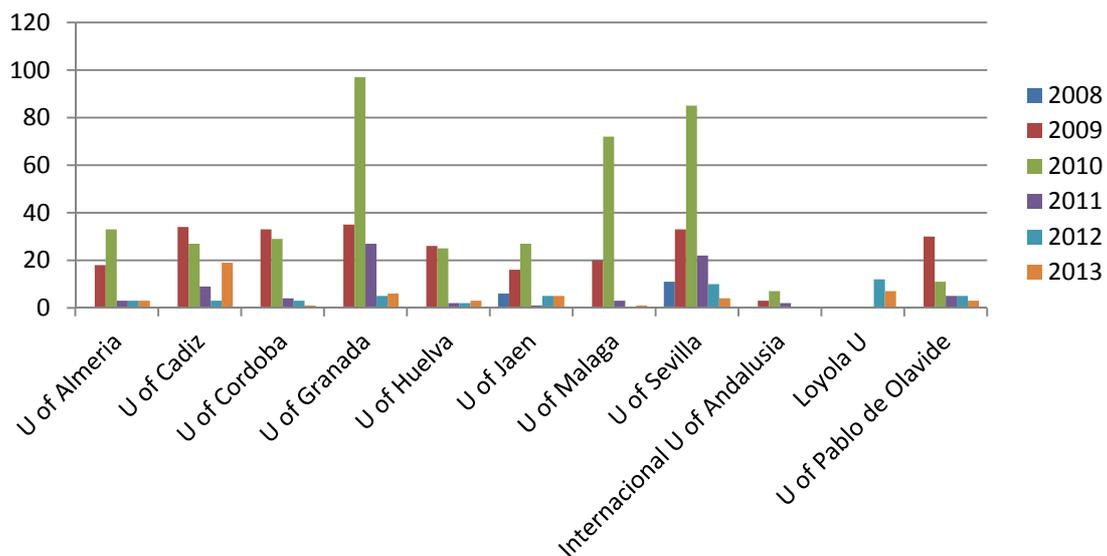
Follow-up Program for official university titles

The aim of this program is to inform universities about implementation and improvement of the results obtained in their education programs. It is oriented towards accreditation.

With the follow-up program the following purposes are pursued: a) ensure that the information relevant to the different university agents and society in general is made public, b) check that the title has been implemented according to the initial report issued by the university and c) analyze results. During 2012 the DEVA has carried out the follow-up of 400 bachelor's and 359 master's titles.

Program for Modifications of official titles

During implementation and follow-up of official titles some aspects may require modification so that the title obtains better results. Universities can propose that the titles verified are modified and solicit modifications to the National Ministry of Education. If the modification solicited alters the administrative nature of the title and its essence, universities will have to restart the verification process for that title. The Evaluation Commissions appointed by the DEVA evaluate these proposals according to the established protocol.

Program of Accreditation of official university titles

Before 6 years have passed since the implementation of bachelor's and doctoral titles and 4 years after the implementation of master's tiles, official titles must undergo a process of accreditation. This process ensures that study plans are being carried out according to the initial project (and the modifications solicited, if appropriate). To that purpose, following upon the agreements adopted by the Spanish Network for Quality Assurance Agencies in Higher Education (REACU), the DEVA is working on a proposal of criteria and guidelines.

Program of Innovation

The European Commission's *Green Paper on Innovation* defines "innovation" as "the successful production, assimilation and exploitation of novelty in the economic and social spheres." Following up on this, by "innovation" the DEVA understands the measures, schemes and initiatives aiming at stimulating novel ways of teaching and connecting with the students.[2] This

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[2] Burt Perrin's definition in "How to—And How Not To—Evaluate Innovation" is useful. In his words: "Innovation is sometimes used synonymously with the development or use of new technologies. But as the *Green Paper* indicates, the technological factor is just one potential element of innovation. One can be innovative in many other respects as well, e.g. better working conditions or methods of service delivery that may or may not have a technological component. The above definition of innovation is consistent with concepts such as 'out-of-the-

program has been designed to support the processes that evaluate innovation in Andalusian higher education institutions. A Bank of evaluators of Innovation has been generated to help the task of universities in assessing the usefulness of innovative projects. The agency certifies the evaluators' participation in the evaluation of innovation projects.

Program of Accreditation of Foreign Languages Domain

The creation of EHEA has fostered student mobility. Competence in different languages has become a basic tool for students insofar as it gives access to knowledge and different cultures.

The agency has collaborated with Andalusian universities in the elaboration of a "Procedure for the accreditation of the domain of foreign languages in Andalusian universities" which allows higher education institutions to structure and evaluate exams in a foreign language using the *European Framework of References for Languages* as a tool. The agency has also elaborated the "Directives for the certification of the procedure to accredit the foreign languages domain in Andalusian universities." Such procedure consists of three stages: certification, follow-up and renewal of certification.

Program of evaluation of the procedure to evaluate the teaching activity of university staff (DOCENTIA)

Former AGAE collaborated with the National Agency for Quality Assessment and Accreditation of Spain (ANECA) in the development and implementation of the DOCENTIA program. The purpose of this program is to support Universities in the design and application of procedures to evaluate university teaching. Currently the DEVA assures the quality of these procedures through an external review. If follow-up on the implementation of the procedure is reviewed favorably results are certified.

Entry to the labor-market program

The agency participates in a working group coordinated by the Agency of Quality and University Prospective of Aragon (ACPUA) and approved by the Spanish Network for Quality Assurance Agencies in Higher Education (REACU) to develop a questionnaire template to follow up on graduates entering the labor market.

Program to recognize private universities

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box' thinking, double-loop learning (Argyris, 1982), and perhaps Drucker's (1998) concept of 'purposeful, focused change.'" At: http://www.mande.co.uk/docs/perrin.htm.

Recognition of private universities is ruled by Organic Law 6/2001, of December 21st, on Universities (LOU) and the Andalusian Law on Universities (Legislative Decree 1/2013, January 8th). According to these regulations the Andalusian Council of Universities (CAU) and the General Conference of University Politics must issue a report. It is mandatory that these universities a) impart at least 10 official titles valid throughout the national territory; b) accredit at least three master's titles, and c) guarantee the gradual implantation of doctoral titles. Experts from the DEVA review the self-evaluation report submitted by the university, examine its weakness and strengths and write a review report on those aspects that require modification before proceeding to recognition.

2.3.2. Evaluation of teaching staff

Contractual figures

The Andalusian Law of Universities in its title V assigns to the agency the function of evaluating the teaching and research activities of university staff through reports that determine the type and terms of contract.

Emeritus Professors

Universities in their internal regulations rule the terms, criteria and procedures to appoint and hire emeritus professors. Since, contrary to the procedure used for contractual figures (initiated by the applicant), this procedure is initiated by a department or research institute the applicant works for, the agency will only issue a review report (according to articles 40.2 and 40.3 of the Andalusian Law on Universities) when the pertinent institution petitions for it. This review report only binds the university when it is negative. In that case the university cannot bestow on the applicant the title of emeritus professor.

Evaluation of teaching, research and management activities

The CEICE approved the establishment of an "autonomous complement" or bonus to stimulate and encourage teaching staff in the exercise of their teaching, research and management activities. Order issued on May 26, 2006 laid down the procedure. The DEVA is in charge of evaluating the curricula of applicants. In 2008 the agreement with the trade unions which regulated this complement finished, therefore these evaluations are no longer carried out.

2.3.3. Evaluation of research

Order issued on December 11th, 2007, lays down the regulatory bases for the Program of I+D+i incentives to the Agents of the Andalusian System of Knowledge and opens its call for the period 2008-2013. In that Order are grouped all the incentives for I+D+i activities processed by the CEICE. The

Program includes three kinds of actions: a) projects of excellence; b) training of researchers and promotion of scientific activity and c) improvement of infrastructures, equipment and proper operation. On group c) see page 10 of this report.

Projects and incentives

Inside the first group (projects of excellence), the DEVA evaluates applications for research projects of excellence, projects to apply knowledge and international research projects. The DEVA also follows up on the execution of projects. As to group b), the DEVA evaluates applications for scientific and technical activities which include: publications, organization of conferences and seminars, stays in research centers inside and outside the Andalusian community and the Program for drawing knowledge to Andalusia.

Evaluations are performed by 16 Field Commissions which cover the 9 Scientific Areas of the Andalusian Plan of Investigation, Development and Innovation (PAIDI). Each commission is formed by a coordinator, that is, an academic who develops his/her work in a research center in the Andalusian community (universities, research institutes, hospitals) and several collaborators (between 4 and 18 depending on the incentive to be assessed). Collaborators are renowned experts working outside the Andalusian community. The appointment of collaborators lasts 4 years. The coordinator proposes names to the Director of the DEVA taking into account their experience and knowledge of the area and is in charge of coordinating the process of evaluation. Collaborators must have gained recognition for at least 12 years of quality research (two "sexenios").[3] They manage between 8 and 12 incentives each. The work of collaborators in the Commission consists of: selecting external evaluators, evaluating the incentives assigned to them and writing reports. They also have to prioritize which incentives should be funded. To this purpose the evaluation team meets at the premises of the DEVA. The reports from these Commissions are used by the Commission of Specific Selection presided by the holder of the title of Secretary General of Universities, Investigation and Technology to formulate a resolution in writing. Evaluation teams were last renewed in 2011.

Research groups

Existence of research groups in public universities and other public research institutions in the Andalusian community dates back to 1984. Since then their activities have been financed by diverse research plans designed by the Regional Government. A research group is formed by 5 University

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[3] Every six years Spanish researchers can submit their research activity to the evaluation of the CNEAI (National Commission for the Evaluation of Research Action). If evaluated favorably the applicant is granted a "sexenio."

graduates, three of whom (at least) must have PhD titles. They are led by an IP (Principal Investigator), must have common research interests and be included in one of the 9 scientific-technical areas structuring the Andalusian System of Research.

The activity that research groups have carried out was evaluated annually from 2002 to 2010. Since 2010, due to the financial crisis, evaluations are performed every two years. The 16 Commissions mentioned above have been evaluating the actions of research groups since 2005. The criteria used for evaluation include: scientific production of the group, quality of publications, number of national and international projects funded by open calls from public institutions and transference of technology and knowledge to society. Funding of groups depends on the points they receive (up to 32) and the number of PhD members. As noted, 3 of its members must hold a PhD title and be active, that is, they must have performed at least one research activity in the year prior to evaluation. Groups with less than 10 points are not financed. The table below shows the total amount of money assigned annually to research groups. 2012 call has not been evaluated yet.

EVOLUTION OF RESEARCH GROUPS

CALL	N° OF GROUPS	FUNDING
2006	1,771	€13,521,030.71
2007	1,741	€12,498,506.18
2008	1,706	€11,990,360.75
2009	2,086	€12,975,336.55
2010	2,154	€6,301,709.01

2012 call has not been evaluated

Research Institutes

Regional Law 15/2003, December 22nd, on Universities, in its article 61 regulates the juridical nature of University Research Institutes. In its article 62 it pronounces that their creation, recognition, modification and suppression will be accorded by decree of the Regional Government Council having read the reports issued by the DEVA. Research Institutes are committed to scientific and technical research or to artistic creation. Criteria of evaluation include: capacity for self-financing, interdisciplinarity, high specialization and scientific quality of staff (Agreement signed on December 20, 2005 by the Andalusian Council of Universities, CAU). Experts in the Field Commissions of the DEVA select from 3 to 4 evaluators who will review the research institute and issue a report. Evaluators must be experts in the areas of research the institute specializes on and at least two of them must have experience in the management of Research Centers.

TABLE: NORMS REGULATING THE PROGRAMS OF EVALUATION OF INSTITUTIONS, TEACHING STAFF AND RESEARCH

PROGRAMS	LEGISLATION	OBJECTIVES
Institutions	ROYAL DECREE 861/2010 modifying ROYAL DECREE 1393/2007, July 2nd, whereby the structure of university teaching is pronounced.	Establish the system of official titles in Spain, procedures of evaluation for verification, follow-up and accreditation.
	ROYAL DECREE 99/2011, January 28th, whereby official doctoral studies are regulated.	Establish the system of PhD studies, procedures of evaluation for verification, follow-up and accreditation.
Teaching staff	RESOLUTION, December 15th 2005, by AAC.	Establish the procedure of application for the accreditation of contracted teaching staff.
	RESOLUTION, July 5th 2005.	Make public general criteria for the evaluation of contracted teaching staff.
	RESOLUTION, February 16th 2006.	Make public general criteria for the evaluation of contracted teaching staff and announce the members of different evaluation commissions.
Research	ORDER, December 11th 2007.	Regulate the bases for the Program of Incentives to the agents of the Andalusian System of Knowledge (SAC) and open the call for the period 2008-2013.
	ORDER, December 18th 2009, modifying Order issued on December 11th 2007.	Regulate the bases for the Program of Incentives to the agents of the Andalusian System of Knowledge and open the call for the period 2008-2013.
	RESOLUTION, January 14th 2009 by Secretary General of Universities, Investigation and Technology.	Interpret and develop Article 21.1 of Order issued in December 2007 to regulate operation of Electronic Register of the Andalusian

		System of Knowledge for research groups and establish budget.
	ORDER, March 15th 2010 modifying Order issued on September 3rd 2007.	Regulate operation of Electronic Register of the Andalusian System of Knowledge for research groups and establish budget.
	AGREEMENT SIGNED on December 20th, 2005 by the Andalusian Council of Universities (CAU).	Establish the requisites for the creation, modification and extinction of University Research Institutes.

3. COMPLIANCE WITH Part 3: ESG FOR EXTERNAL QUALITY ASSURANCE AGENCIES

3.1. Use of external quality assurance procedures for higher education

STANDARD
The external quality assurance of agencies should take into account the presence and effectiveness of external quality assurance processes described in Part 2 of the European Standards and Guidelines.

GUIDELINES
The standards for external quality assurance contained in Part 2 provide a valuable basis for the external quality assessment process. The standards reflect best practices and experiences gained through the development of external quality assurance in Europe since the early 1990s. It is therefore important that these standards are integrated into the process applied by external quality assurance agencies towards higher education institutions.
The standards for external quality assurance should together with the standards for quality assurance agencies constitute the basis for professional and credible external quality assurance of higher education institutions.

Compliance

This criterion establishes the requisites that quality assurance agencies must fulfill with respect to the external quality assurance of higher education institutions. DEVA's compliance and evidences are defined in Chapter 4 of this report.

3.2. Official status

STANDARD
Agencies should be formally recognized by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

Compliance

In Order 92/2011 the *Statutes of the Andalusian Agency of Knowledge* are approved (see Annex 4). With their entry into force on April 30th, 2011 the Andalusian Agency of Knowledge (AAC) is constituted as a government-run

public entity with legal personality, [4] as pronounced in the Regional Andalusian Law on Science and Knowledge 16/2007, December 3rd. According to the *Statutes*, it corresponds to the Agency of Knowledge "the competences of evaluation and accreditation of university activities; develop, manage, evaluate and accredit research activities." It is the agency's objective to "help in the process and execution of programs and actions related to higher education, development of innovation and programs for the education of university students in other regions and countries." In the exercise of its competences, the agency must abide by "the principles of public interest, publicity, transparency, healthy administration, social profitability and responsibility."

In sum, there is a legal framework that lays down the activities that the AAC can carry out and the principles it is ruled by. Within the AAC's structure the DEVA has a personality of its own, manages its own assets and enjoys full independence in the exercise of the functions of direction, coordination and administration of quality assurance in the evaluation of higher education institutions, teaching staff and research. DEVA is full member of ENQA and INQAAHE. It is listed in EQAR.

Evidence

- E1. National Organic Law 6/2001 December 21st, on Universities.
- E2. Law 16/2007, December 3rd, on Science and Knowledge.
- E3. Legislative Order 1/2013, January 8th, by which the refunded text of the Andalusian Law of Universities is approved.
- E4. *Statutes of the Andalusian Agency of Knowledge* (Annex 4).
- E5. Full membership in ENQA and INQAAHE and EQAR listing.

3.3. Activities

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

GUIDELINES
These may involve evaluation, review, audit, assessment, accreditation and other similar activities and should be part of the core functions of the agency

Compliance

Oder 92/2011, Title 5, articles 1 and 2, pronounces that the Agency will:

a) Develop, promote and manage research.

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[4] AAC is run by the Regional Government of Andalusia.

b) Evaluate and accredit universities, teaching staff and the research activities conducted within the Andalusian System of Knowledge (SAC).

c) Establish criteria, standards, indicators and methodologies of evaluation and improvement of the Andalusian System of Knowledge.

d) Develop the implantation, in an objective and independent manner, of follow-up, control and excellence systems in quality and research.

e) Evaluate and conduct follow-up assessments of I+D+i programs, establishing mechanisms of joint accreditation with other quality assurance agencies.

f) Promote innovation in higher education.

These activities are performed through the programs described in Chapter 2, Section 2.3., in an integrated forward cycle, as suggested in the 2008 review report (page 22). They are performed regularly and in agreement with current legislation. The agency continues examining, revising and improving these programs to guarantee sustainability.

Evidence

E1. National Organic Law 6/2001 December 21st, on Universities.

E2. Law 16/2007, December 3rd, on Science and Knowledge.

E3. Legislative Order 1/2013, January 8th, by which the refunded text of the Andalusian Law of Universities is approved.

E4. *Statutes of the Andalusian Agency of Knowledge* (Annex 4).

E6. Process Map.

E7. Strategic Plan 2014.

E8. Service Letter.

E17. Report of activities 2012 (Annex 15).

E24. DEVA website.

E25. Guidelines of evaluation processes (evidences 26-59).

3.4. Resources

STANDARD
Agencies should have adequate and proportional resources, both human and financial, to enable them to organize and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.

Compliance

Human resources

The core staff working in the DEVA full time is composed of a team of 15 people with proven capacity and initiative to carry out their functions. 66% of the staff has a university degree and 53% is under 40 years of age.

The staff is divided among the two Areas of Evaluation and the Department of international Relations according to the services they perform: general, technical and administrative. Due to the legal transformation of the agency and the increased workload in the processes of institutional evaluation, the staff has been reorganized in the last year.

The activities of the staff are directed and coordinated by:

a) The Technical Management Committee for Evaluation and Accreditation is in charge of: approving the plans and programs of evaluation, supervise their implementation, establish the criteria for evaluation and accreditation and approve (if pertinent) the necessary measures for the correct functioning of the evaluation commissions.

b) The Director of the DEVA: in charge of dictating the resolutions of the results of the processes of evaluation and accreditation.

c) Heads of the areas of a) University Evaluation and Accreditation and b) Evaluation of I+D+i. They administer the systems of evaluation and accreditation.

d) Head of the Department of International Relations, in charge of developing programs of collaboration in institutional evaluation and research with other agencies.

In the programs implemented by the Area of University Education and Accreditation there are 11 Commissions which include: academics, experts, professionals in quality assurance and students. The number of members of the 7 field commissions in charge of the Program of Evaluation for the Verification of Titles oscillates between 7 and 12, according to the field of knowledge the title belongs in and the workload. The Presidents of the Field Commissions form the Commission of Reports. The latter is in charge of issuing the evaluation reports. Responsibility for reports is assumed by the Technical Management Committee for Evaluation and Accreditation.

The PhD Commission, in charge of the Program of Evaluation for the Verification of Doctoral Programs consists of 44 members. The Follow-Up Commission in charge of the Follow-Up Program of Titles is composed of 31 members.

For the evaluation of teaching staff there are 7 Commissions. These same Commissions are used for the Program evaluating Emeritus Professors. It is important to note that the DOCENTIA program requires the appointment of a Commission for Evaluation and Follow-Up. All Commissions can require the help of experts for specific areas within their domain of knowledge.

For the Area of Research there are 16 Field Commissions covering the 9 scientific-technical areas that structure the Andalusian System of Knowledge. The number of members forming these Commissions varies according to the type and number of incentives (in the case of Projects of Excellence they reach up to 100 members). The number of external evaluators also depends on the number of incentives (in the case of projects of excellence up to 1,000). The Agency has an Evaluators' Bank with 11,600 evaluators who can register online.

NUMBER OF PROGRAMS, EVALUATORS AND COMMISSIONS IN 2013

	Program	Evaluators	Commissions
Institutional Evaluation	4	113	11
Teaching staff	2	24	7
Research	7	11,600 (total) 4,227 (since 2008) 1,033 (last call)	16

Financial Resources

It should be emphasized that in Spain all the University Accreditation and Assurance and Research Agencies, both national and autonomous, are funded with public funds, corresponding its management to public administration organs, without prejudice to the complete independence and autonomy in the exercise of their functions.

Order 29/2011, Title III, Chapter 1 lays out the economic resources sustaining the Agency. Basically, they come from:

a) The Regional Government's regulated budget: intended to cover the costs of personnel and fund the annual program of activities.
b) The exercise of DEVA's activities.

Every year the agency elaborates a Program of Activities, Investment and Financing for the exercise of the following year as well as a budget for implementation and a budget of capital according to the Refunded Text of the General Law of the IRS of the Regional Government of Andalusia and legislation in force. Once approved by the Rectors' Council they are sent to the Regional Council competent in matters of Internal Revenue. Accounts are subject to an annual financial audit by the Auditor General.

DEVA has a budget line in AAC's accounts. In other words, the AAC assigns part of its budget to the activities of its DEVA unit: 26% of the 2013 regulated budget is destined to activities of evaluation, accreditation and promotion of the Andalusian University System (SAU).

As shown in the following table, after the integration of former AGAE in 2011, with the implementation of the Andalusian Agency of Knowledge, certain costs reductions have taken place, with a more efficient management and as a consequence of the budgetary rebalancing applied to all the public sector.

The 2012 and 2013 figures, however, present an increase in the costs of RDI evaluation, the maintenance of the costs of teaching staff accreditation as well as a decrease in the costs of the degrees evaluation or in other institutional aspects, given that the adaptation procedure to the European Higher Education Area is now far advanced.

REGULATED BUDGET

EVALUATION										
	2009		2010		2011		2012		31/10/2013	
TEACHING STAFF	257,677	12%	317,560	15%	224,653	18%	177,285	15%	170,038	15%
RESEARCH	1,801,725	82%	1,681,974	78%	839,260	67%	754,660	63%	788,445	71%
INSTITUTIONAL	132,030	6%	147,852	7%	185,305	15%	257,676	22%	154,847	14%
TOTAL	2,191,432	100%	2,147,386	100%	1,249,218	100%	1,189,621	100%	1,113,330	100%

Material resources and services

The office space of the DEVA unit (645m2) is sited in Avenida Al Nasir, number 3, close to the train station. This convenient location facilitates the travelling of permanent staff and evaluators. On the third floor are located: the Area of University Evaluation and Accreditation, the Department of International Relations, General Administration, Finances and IT. The I+D+i Area is located on the first floor. Next to it, in a contiguous space, there are three conference rooms and a data processing center. Archives are distributed through all these spaces. Historical documentation (files with data on the activities of accreditation performed along the years) is kept on Campus Rabanales in a space the University of Cordoba has handed over to the DEVA unit.

In the year 2014 the agency will translate its premises to a new building. It will have more space (approx. 800 m2) distributed in two stories, with 15 work areas and offices, 5 conference rooms, 1 room for processing data and 250m2 for archives. This building is located in calle Doña Berenguela s/n, scarcely 10 minutes away from current offices.

The agency has inventoried the equipment necessary for effective functioning and improved software packages to support quality assurance procedures for accreditation and research evaluation:

a) Hardware and computers: Servers (5 units); computers (22 table computers; 29 laptops and 8 PDA); 20 printers; 4 multifunction equipment (printer/copier/scanner/fax); 2 scanners; 2 overheads; 1 TV; 1 video-conference equipment; 3 webcams; 4 back-up units.

b) Software
- DEVA webpage: this is the main means of communication. All the information related to services offered and activities carried out by the agency are posted there. It has been upgraded recently.
- Software applications supporting the different evaluation programs of the DEVA unit: SIGAP: Management of the Program of Accreditation of Teaching Staff, Follow-up of Titles (Management of Follow-up on the Official Degrees in Andalusian Universities), Bank of Evaluators, Bank of Innovation, Management of evaluators for Verification/Follow-up Programs.
- Filing system: used to store and share classified information by the different operation areas.
- Extranet: online working space open to all evaluators. They access this information and send their reports online.

c) Library
Currently there are 880 documents. Most of them are publications by other agencies, national and international, as well as by universities. It also has 2 databases with legislative bulletins (national and regional) and relevant clips from digital newspapers.

Evidence

Human resources

E4. *Statutes of the Andalusian Agency of Knowledge* (Annex 4).
E13. Procedure for the management of evaluators.
E14. Databases of evaluators.
E21. Organizational Chart (Annex 5).
E22. Training of the DEVA staff.

Financial Resources

E4. *Statutes of the Andalusian Agency of Knowledge* (Annex 4).
E23.Regulated budget.

Other Resources

E24. DEVA website.

3.5. Mission Statement

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

GUIDELINES
These statements should describe the goals and objectives of agencies' quality assurance processes, the division of labour with relevant stakeholders in higher education, especially the higher education institutions, and the cultural and historical context of their work. The statements should make clear that the external quality assurance processes is a major activity of the agency and that there exists a systematic approach to achieving its goals and objectives. There should also be documentation to demonstrate how the statements are translated into a clear policy and management plan.

Compliance

In the *Statutes of the Andalusian Agency of Knowledge* (title 1), the mission, vision and values of the DEVA unit are pronounced. In the DEVA's Service Letter these are reproduced with clarity.

Mission: Give service to the Andalusian University System (SAU) in all actions related to the evaluation and accreditation of activities conducted in the areas of University Education, Development and Research, according to social demands and in agreement with the quality assurance requisites of the EHEA.

Vision: Become a reference institution at the national and international levels in matters of evaluation, certification and accreditation of quality in universities and research institutes.

Values: Abide by the principles of transparency, objectivity, independence, equality, confidentiality, public service, social compromise, efficiency, environmental engagement, security and labor health.

Evidence

- E4. *Statutes of the Andalusian Agency of Knowledge* (Annex 4).
- E7. Strategic Plan 2014.
- E8. Service Letter.
- E9. Quality Manual (see recommendation on page by 2008 review panel)

3.6. Independence

STANDARD

Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

GUIDELINES

An Agency will need to demonstrate its independence through measures such as:

a) Its operational independence from higher education institutions and governments is guaranteed in official documentation (e.g. instruments of government or legislative acts);

b) the definition and operation of its procedures and methods, the nomination and appointment of external experts and the determination of outcomes of its quality assurance processes are undertaken autonomously and independently from governments, higher education institutions, and organs of political influence;

c) while relevant stakeholders in higher education, particularly students/learners, are consulted in the course of quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.

Compliance

It is customary in Spain for autonomous organizations to be nominally headed by the highest authority of the Ministry to which they relate. This requirement stems from financial controls by the Finance Ministry. As a result, the Regional Minister is nominally the president of many Boards, including the Andalusian Agency of Knowledge's. This does not impeach the agency's independence.

The independence of the DEVA unit is acknowledged in Title 1, Article 2.6 of the *AAC Statutes*, which reads: "The Direction of Evaluation and Accreditation will enjoy full independence from the other organs of the Andalusian Agency of Knowledge in the operation of the functions of evaluation and accreditation of university institutions, lecturers and their activities." Independence of influence from the CEICE, higher education institutions as well as from other stakeholders and sources is safeguarded by way of official protocols and proven by:

- Freedom to establish the procedures and methods the DEVA deems appropriate to operate programs of evaluation, in accordance with European standards (Article 5.2. of *Statutes*).
- Independence of the members of Permanent Commissions and evaluators. They all are renowned at national and international academic levels, working outside the community of Andalusia and

with a professional trajectory fit to the operations they perform. Their selection takes place on the basis of the specific profile requirements defined in each of the programs.

- Publication of results on the DEVA's internet domain. For this the unit assumes full responsibility.
- Register: Ownership of body for reception and emission of documents.
- Appeals Committee, not bound by political expediency. Its decisions are final.

Evidence

E1. National Organic Law 6/2001 December 21st, on Universities.
E2. Law 16/2007, December 3rd, on Science and Knowledge.
E3. Legislative Order 1/2013, January 8th, by which the refunded text of the Andalusian Law of Universities is approved.
E4. *Statutes of the Andalusian Agency of Knowledge* (Annex 4).
E10. Code of Ethics (Annex 6).
E13. Procedure for the Management of Evaluators.
E15. Appeals Committee.

3.7. External quality assurance criteria and processes used by the agency

STANDARD
The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

- a self-assessment or equivalent procedure by the subject of the quality assurance process;
- an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;
- publication of a report, including any decisions, recommendations or other formal outcomes;
- a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

GUIDELINES
Agencies may develop and use other processes and procedures for particular purposes.
Agencies should pay careful attention to their declared principles at all times, and ensure both that their requirements and processes are managed professionally and that their conclusions and decisions are reached in a consistent manner, even though the decisions are formed by groups of different people.

Agencies that make formal quality assurance decisions or conclusions which have formal consequences should have an appeals procedure. The nature and form of the appeals procedure should be determined in the light of the constitution of each agency.

Compliance

The guides and protocols ruling the activities of the DEVA are published online. All of them include the definition of criteria, processes and indicators. The criteria and processes for assuring external quality in the evaluation programs conducted by the unit are here described.

Evaluation of higher education institutions

This section contains information on the Verification Process, Follow-up, Modifications, Foreign Languages Domain and DOCENTIA program.

Verification Process: It starts with a self-evaluation report on the proposal of the title according to the following criteria: description of the title; rationale; competences; access and admission of students; study plans; human resources, material resources and services; outcomes foreseen; system for internal QA, and calendar of implementation. The university sends its report to the Council of Universities through an online platform created to that purpose. The Council solicits from the DEVA a review report. The DEVA reviews the SER submitted by the university and issues an interim report that is then sent to the university which has 20 days to present comments and correct facts. These are later revised by the DEVA. In the case of favorable reviews the title is verified and inscribed in the Register of Universities, Centers and Titles of the Ministry of Education. In the case of an unfavorable review the university can file an appeal to the President of the Council who in turn will send it to the DEVA so that the Appeals Committee can proceed with its re-evaluation. All the reports are published online.

The SERs are reviewed by 7 Commissions divided by fields of knowledge. These are composed by: a President coordinating the work and in charge of the emission of the interim reports; members, among whom there must be academics, professional experts in the field of knowledge being reviewed, an evaluator with international experience, a student and a secretary from the DEVA who assists the president in the elaboration of reports. When appropriate, experts from outside the Commissions are appointed. The Commission of Reports issues the final review reports.

NUMBER OF EVALUATIONS CONDUCTED TO VERIFY OFFICIAL UNIVERSITY TITLES (BACHELOR'S AND MASTER'S) BY YEAR

Universities	2008	2009	2010	2011	2012	2013	Total
Almeria	0	18	33	3	3	3	60
Cadiz	0	34	27	9	3	19	92
Cordoba	0	33	29	4	3	1	70
Granada	0	35	97	27	5	6	170
Huelva	0	26	25	2	2	3	58
Jaen	6	16	27	1	5	5	60
Malaga	0	20	72	3	0	1	96
Seville	11	33	85	22	10	4	165
International	0	3	7	2	0	0	12
Loyola	0	0	0	0	12	7	19
Pablo Olavide	0	30	11	5	5	3	54
Total	17	248	413	78	48	48	856

Data gathered on September 25th, 2013.

From 2008 till 2012, the DEVA has evaluated 804 titles (Bachelor's and Master's) in Andalusian Universities. During 2013 it has evaluated also 108 doctoral titles.

Follow-up: The follow-up of actions performed during the implementation of a title and their results are presented annually through a computer tool designed by the DEVA to that effect. Follow-up includes a site visit of experts at least once before accreditation. The Follow-up Commission is formed by evaluators renowned in the academic world, experts in the field of quality assurance, students and the DEVA's permanent staff.

TITLES EVALUATED IN THE FOLLOW-UP PROGRAM

University	Bachelor's	Master's	Total
Almeria	27	23	50
Cadiz	49	27	76
Cordoba	33	30	63
Granada	75	78	153
Huelva	27	25	52
Jaen	36	16	52
Malaga	59	43	102
Seville	76	77	153
International	0	8	8
Pablo de Olavide	18	32	50
Total	400	359	759

Date gathered on December 31st, 2012.

Every year the DEVA conducts the follow-up of those verified titles that have been implemented for one year. During 2012 the DEVA has performed the follow-up of 400 bachelor's and 359 masters' titles.

Modifications: As seen above, the university can propose modifications to the verified title to the Council of Universities. If these are substantial the process of verification has to start again. It will be performed by the same commissions appointed for the verification of official titles. The application for modifications can be filled up online through the electronic platform of the National Ministry of Education, Culture and Sports.

During 2011 the DEVA conducted the evaluation of 53 modifications: 32 of bachelor's titles and 21 of master's titles. During 2012 the DEVA received and evaluated 76 applications for modifications to verified titles: 49 for bachelor's and 27 for master's titles.

Foreign Languages Domain: The DEVA has elaborated the "Guidelines for the Certification of the Accreditation Procedure for the Domain of Foreign Languages in Andalusian Universities." The sequence of the process is therein explained: universities submit a SER where the procedure implemented is described. An external commission evaluates the procedure and visits the university. If the review report is favorable, the DEVA certifies the procedure. The follow-up takes place every year (it is mandatory that universities submit a SER each year). Renewal of certification is issued every four years after certification. The external commission is formed by: a) a President (an expert in the *European Framework of References for Languages* and b) 5 members (2 academics, a professional, one student and one secretary). The professional and the expert must also be knowledgeable in the *European Framework of References for Languages*. The student must have participated in at least one procedure for accreditation of foreign languages. The secretary is member of the DEVA's core staff. S/he will be in charge of assisting the President in the task of elaborating and writing the report according to the Guidelines.

DOCENTIA: The DOCENTIA model of accreditation takes into account the learning plan, development of teaching and results. Details of the procedures agreed upon by all Andalusian universities are published online. They include: writing of a SER to be sent to the DEVA and evaluation by a mixed commission whose composition is decided by both ANECA and DEVA. This program assures the quality of the procedures established by the universities through the external evaluation of the agency which reviews the follow-up of the implementation of the evaluation procedure in universities and subsequent certification. All public universities in Andalusia have a verified procedure. It is important to note that the University of Cordoba has successfully passed its first follow-up report.

Evaluation of teaching staff

Criteria for evaluation are specific to different figures: Senior Lecturer, Senior Lecturer with Clinical Link to the Andalusian Health Service, Lecturer and Assistant Professor. That notwithstanding, the procedure is the same: application accompanied by the applicant's curriculum vitae and documents giving evidence of the data there contained; evaluation by Permanent Commissions of Evaluation whose composition is published in the Regional Government's Official Bulletin (BOJA) and online; and, finally, Resolution. In case of disagreement with the resolution of the evaluation Commission, the applicant can file an appeal which will be evaluated by the Appeals Committee, independent of the Commission that first evaluated the applicant. The Committee studies the allegations exposed and dictates a resolution.

As to the evaluation of Emeritus Professors it is carried out by the Evaluation Commission corresponding to the research field of the applicant. Such Commission can solicit the assistance of external experts and/or centers and institutions when necessary. The final report is then sent to the university involved.

It is important to note that in agreement with Organic Law 15/1999, December 13th on Protection of Personal Data and similar legal provisions, the DEVA abides by the principle of secrecy and confidentiality of personal data and cannot post personal review reports on its website. This same criterion applies to the Area of Evaluation of I+D+i. Accordingly, the DEVA has opened a restricted space with username and password giving access to personal review reports.

Evaluation of Research Activities

The evaluation of the Programs of Incentives, Research Groups and University Institutes follows the same general protocol: an application accompanied by curricula vitae and report of the Agents of the Andalusian System of Knowledge is sent to the Regional Council of Economy, Innovation, Science and Employment (CEICE); the CEICE sends the applications to the DEVA through the platform EVALU@. In the DEVA the following actions are performed:

- Applications are distributed among the 16 field commissions according to the PAIDI area the researcher works in, taking into account his/her field of knowledge.
- Applications are then sent to the coordinator of the field Commission who sends them to the rest of the members. As seen above, each member manages between 8 and 12 incentives. Management includes: selection of external evaluators, evaluation of the incentives assigned to the commission and elaboration of review reports. Selection of coordinators, members of

commissions and external evaluators is performed taking into account experience in the field of knowledge at hand and the criteria of independence, objectivity and absence of conflict of interest pronounced in the Code of Ethics.

- Evaluation: for each application at least two evaluations are issued.
- A review report is issued taking into account all the evaluations. Also a report prioritizing incentives according to merit is elaborated. Field Commissions meet at the DEVA premises where they discuss the evaluations of the incentives assigned to them, write the final review report as well as a report with their priorities for funding.
- Reports are sent to the CEICE who resends them to the Commission of Specific Selection responsible for final decisions on funding or not funding incentives. The CEICE notifies applicants of the results of evaluation which are then published in BOJA and on its website.
- Applicants in disagreement with the decision taken by the Commission can file an appeal so that their applications are revised.

The evaluation of programs continues with an annual follow-up of results.

In sum, the DEVA has reviewed and created new procedures, achieving greater consistency of methodology (see recommendation in 2008 review report, page 31):

- All agents filing an application will have to send a SER or a report with detailed description and analysis of the features and circumstances of their applications.
- Reports are evaluated by Commissions formed by members outside the Andalusian regional community. Those Commissions in charge of institutional evaluation include students. Not so the Commissions in charge of evaluating teaching staff and research activities.
- In the case of institutional evaluations a site visit is mandatory.
- All the information (except for personal data) is available online.
- The protocol of the evaluation programs conducted by the DEVA includes a follow-up process.
- Detailed information regarding these processes is publicly available.

Evidence

E16. Reports published on DEVA's website.
E18. Report format for document standardization (Annex 16).
E20. Global Reports.
E25. Guidelines of evaluation processes (evidences 26-59).

E31. Principles and guidelines handbook for the evaluation process of hired teaching staff (Annex 9).

E38. Procedure for the verification of official university degrees, bachelor's and master's (Annex 7).

E41. Procedure for the verification of official doctoral degrees (Annex 8).

E55. Evaluation criteria for projects of excellence (Annex 12).

E56. Evaluation criteria for incentives to scientific and technical activities (Annex 10).

E58. Evaluation criteria for research groups (Annex 11).

E59. Evaluation criteria for research centers (Annex 14).

3.8. Accountability procedures

STANDARD
Agencies should have in place procedures for their own accountability

GUIDELINES
These procedures are expected to include the following:

1. A published policy for the assurance of the quality of the agency itself, made available on its website;
2. Documentation which demonstrates that:
   a) The agency's processes and results reflect its mission and goals of quality assurance;
   b) The agency has in place, and enforces, a no-conflict-of-interest mechanism in the work of its external experts;
   c) The agency has reliable mechanisms that ensure the quality of any activities and material produced by subcontractors, if some or all of the elements in its quality assurance procedure are subcontracted to other parties;
   d) The agency has in place internal quality assurance procedures which include an internal feedback mechanism (i.e., means to react to internal and external recommendations for improvement); and an external feedback mechanism (i.e., means to collect feedback from experts and reviewed institutions for future development) in order to inform and underpin its own development and improvement.
3. A mandatory cyclical external review of the agency's activities at least once every five years.

Compliance

The DEVA's accountability procedures include:

a) <u>Access to information</u>
Procedures, protocols and evaluation criteria are made public through the DEVA's website. Every report reviewing institutional entities (except those protected by Organic Law 15/1999) is posted on the agency's

website. In the evaluation of university teaching staff and research activities applicants are informed of the Commission's decisions. Decisions are always accompanied by a motivated report.

b) Ethical code
The agency is ruled by a strict ethical code that employers and employees must know, understand and accept. This code ensures the responsibility of the agency in its professional activity, preserves the transparency of procedures and certifies that no conflict of interest occurs.

c) Strategic plan
It serves as a foundation for deciding which projects to pursue and the specific goals and objectives that will best enable the agency to be successful in the accomplishment of its activities.

d) Mechanisms for external feedback
For institutional evaluation programs surveys and questionnaires are conducted where the satisfaction degree of the agents involved is measured. This information is examined and used to improve evaluation procedures. Also the meetings held with the managers responsible for the university titles available in the different higher education institutions of Andalusia have helped ameliorate protocols and procedures.

In the area of the evaluation of teaching staff the opinions of the evaluators involved in the process and other agents are collected by way of mails, phone conversations and letters addressed to the DEVA. A FAQ document has been designed to solve most frequent queries. This document is updated periodically. Recently a space on the DEVA's website has been opened for suggestions. This information is briefed and applied.

In the area of research, the person Responsible for the area meets: a) once or twice a year with the Presidents of the Permanent Commissions at the DEVA's premises to plan future activities and revise procedures in the light of the experience gathered from previous calls, and b) in the course of the process of writing the final reports during the evaluation of incentives and research groups she meets with the Commissions. During these meetings deficits happening in the course of the evaluation are discussed so as to find solutions.

Meetings with the Rectors' Conference of Andalusian Universities (CRUE), the Andalusian Council of Universities (CAU), the Spanish Network for Quality Assurance Agencies in Higher Education (REACU), The Universities' Commission for Follow-up and Accreditation Appeals (CURSA) and those agencies cooperating in the DOCENTIA program have helped modify and correct the protocols.

e) Mechanisms for internal feedback
Periodic meetings of the Technical Management Committee for Evaluation and Accreditation and of the core staff contribute to internal reflection. The annual report of activities motivates self-analysis and growth.

Note: The Agency subcontracts neither procedures nor services so this aspect of the criterion does not apply.

Evidence

E7. Strategic plan 2014.
E10. Code of Ethics.
E11. Procedure for the detection of needs and satisfaction of interest groups.
E12. Review and improvement process.
E13. Procedure for the management of evaluators.
E14. Databases of evaluators.
E17. Report of activities 2012 (Annex 15).
E19. Report on the evaluation of quality in Spanish Universities 2007-2012.
E20. Global reports.
E32. F.Q.A. Program for the accreditation of teaching staff.

ENQA Criterion 8—Miscellaneous

The agency pays careful attention to its declared principles at all times, and ensures both that its requirements and processes are managed professionally and that its judgments and decisions are reached in a consistent manner, even if the judgments are formed by different groups.

Compliance

DEVA ensures consistency in judgments and methodology through training experts, pre-defined procedures made available on its website and experienced staff and evaluators.

Evidence

E14 Databases of evaluators.
E22 Training of the DEVA staff.
E25 Guidelines of evaluation processes (evidences 26-59).

If the agency makes formal quality assurance decisions, or conclusions which have formal consequences, it should have an appeals procedure. The nature and form of the appeals procedure should be determined in the light of the constitution of the agency.

Compliance

For appeals procedures see sections 3.6 and 3.7 in this report.

Evidence

E10 Code of Ethics (Annex 6).
E15 Appeals Committee.

The agency is willing to contribute actively to the aims of ENQA.

Compliance

DEVA's members regularly participate in ENQA events. The agency can easily associate itself ENQA's aims to promote the European dimension of quality assurance.

Evidence

E5 Full membership in ENQA, INQAAHE, EQAR.
E24 DEVA website.

4. COMPLIANCE WITH Part 2: ESG FOR THE EXTERNAL QUALITY ASSURANCE OF HIGHER EDUCATION

2.1. Use of internal QA procedures

STANDARD

External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

GUIDELINES

The standards for internal quality assurance contained in Part 1 provide a valuable basis for the external quality assessment process. It is important that the institutions' own internal policies and procedures are carefully evaluated in the course of external procedures, to determine the extent to which the standards are being met.

If higher education institutions are able to demonstrate the effectiveness of their own internal quality assurance processes, and if those processes properly assure quality standards, then external processes might be less intensive than extensive.

Compliance

The evaluation programs implemented by the DEVA abide by the standards and guidelines in Part 1. Below there is a table with the criteria laid down in Part 1 and the evaluation programs addressing them.

Evaluation Programs	Verification	Follow-up	DOCENTIA	Teaching staff	Research
Criterion 1	x	x	x	x	x
Criterion 2	x	x	x	x	x
Criterion 3	x	x	x	x	
Criterion 4	x	x	x	x	x
Criterion 5	x	x	x	x	
Criterion 6	x	x	x	x	x
Criterion 7	x	x	x		

Criterion 1. Policy and procedures for quality assurance.
Criterion2. Approval, monitoring and periodic review of programmes and awards.
Criterion 3. Assessment of students.

Criterion 4. Quality assurance of teaching staff.
Criterion 5. Learning resources and student support.
Criterion 6. Information systems.
Criterion 7. Public information.

Evidence

   E8. Service Letter.
   E17. Report of activities 2012 (Annex 15).
   E25. Guidelines of evaluation processes (evidences 26-59).

2.2. Development of external quality assurance processes

STANDARD

The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.

GUIDELINES

In order to ensure clarity of purpose and transparency of procedures, external quality assurance methods should be designed and developed through a process involving key stakeholders, including higher education institutions. The procedures that are finally agreed should be published and should contain explicit statements of the aims and objectives of the processes as well as the description of the procedures to be used.

As external quality assurance makes demands on the institutions involved, a preliminary impact assessment should be undertaken to ensure that the procedures to be adopted are appropriate and do not interfere more than necessary with the normal work of higher education institutions.

Compliance

The DEVA has developed different programs and procedures of evaluation according to the criteria for quality established by ENQA and making public all the information useful for the agents of the Andalusian System of Knowledge. Initially ad hoc groups were formed with members from the quality units operating in different universities and external experts with the purpose of developing and revising the criteria ruling the procedures of diverse programs. A data bank was created with the contributions of Vice-chancellors of quality, Vice-chancellors of innovation, Vice-chancellors of research and the Permanent Commissions appointed by the DEVA for each specific program. Once evaluation processes were finished, in order to guarantee that programs and procedures fulfilled the purposes they were

designed for, the DEVA conducted satisfaction surveys. Results, useful inasmuch as they continue to help in the revision and updating of processes, guidelines and manuals, are posted on the DEVA's webpage.

Worthy of notice is that the DEVA's Technical Management Committee for Evaluation and Accreditation has the functions of:
- Approving plans and programs for evaluation and accreditation
- Establishing and approving criteria for evaluation and accreditation

Evidence

E17. Report of activities 2012 (Annex 15).

E20. Global reports.

E25. Guidelines of evaluation processes (evidences 26-59).

E31. Principles and guidelines handbook for the evaluation process of hired teaching staff (Annex 9).

E38. Procedure for the verification of official university degrees, Bachelor's and Master's (Annex 7).

E41. Procedure for the verification of official doctoral degrees (Annex 8).

E55. Evaluation criteria for projects of excellence (Annex 12).

E56. Evaluation criteria for incentives to scientific and technical activities (Annex 10).

E58. Evaluation criteria for research groups (Annex 11).

E59. Evaluation criteria for research centers (Annex 14).

2.3. Criteria for decisions

STANDARD
Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

GUIDELINES
Formal decisions made by quality assurance agencies have a significant impact on the institutions and programmes that are judged. In the interests of equity and reliability, decisions should be based on published criteria and interpreted in a consistent manner. Conclusions should be based on recorded evidence and agencies should have in place ways of moderating conclusions, if necessary.

Compliance

The criteria ruling final decisions in the processes of quality assurance are published before the process is implemented to ensure the knowledge of the agents involved.

Final decisions are taken by Commissions of experts rigorously selected according to the task to be performed and areas of analysis. Training of experts supports consistency of judgment and the assistance of the DEVA's technical staff guarantees the correct working of evaluation teams.

Following the criteria of quality, objectivity and transparency, Commissions convene to discuss and issue reports which must provide sufficient evidence and be conveniently motivated. The persons responsible for the Areas of University Evaluation and Accreditation and Evaluation of I+D+i may—if necessary—moderate the tone of the conclusions and require a more efficient and formative motivation.

Evidence

E25. Guidelines of evaluation processes (evidences 26-59).
E31. Principles and guidelines handbook for the evaluation process of hired teaching staff (Annex 9).
E38. Procedure for the verification of official university degrees, bachelor's and master's (Annex 7).
E41. Procedure for the verification of official doctoral degrees (Annex 8).
E55. Evaluation criteria for projects of excellence (Annex 12).
E56. Evaluation criteria for incentives to scientific and technical activities (Annex 10).
E58. Evaluation criteria for research groups (Annex 11).
E59. Evaluation criteria for research centers (Annex 14).

2.4. Processes fir for purpose

STANDARD

All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.

GUIDELINES

Quality assurance agencies with the EHEA undertake different external processes for different purposes and in different ways. It is of the first importance that agencies should operate procedures which are fit for their own defined and published purposes.

Experience has shown, however, that there are some widely-used elements of external review processes which not only help to ensure their validity, reliability and usefulness, but also provide a basis for the European dimension to quality assurance.

Amongst these elements the following are particularly noteworthy:

a) insistence that the experts undertaking the external quality assurance activity have appropriate skills and are competent to perform their task;
b) the exercise of care in the selection of experts;
c) the provision of appropriate briefing or training of experts;
d) the use of international experts;
e) participation of students;
f) ensuring that the review procedures used are sufficient to provide adequate evidence to support the findings and conclusions reached;
g) the use of self-evaluation/site visit/draft report/published report/follow-up model of review.
h) recognition of the importance of institutional improvement and enhancement policies as a fundamental element in the assurance of quality

Compliance

All the evaluation processes undertaken by the DEVA share the following features:

- Evaluators' profiles are defined according to the needs of each program as reflected in the procedures published on the agency's website. In essence, there are 2 selection criteria: competence in the area of teaching, administration and research to be reviewed; and experience in quality management. The Director of DEVA takes the final decision in their selection and appoints evaluators having heard the persons responsible for the 2 areas of Evaluation and the head of the Department of International Relations.

- The DEVA pays special attention to training. Before any evaluation program is undertaken, the DEVA trains the evaluators that will become members of the Permanent Commissions. Training sessions are supplemented with meetings to update criteria for evaluation and procedures. Training is mandatory when members of the Commissions change and when criteria are altered after a procedure has been revised.

- The Agency has increased students' and international experts' participation in external quality assurance processes as recommended by the 2008 review panel (page 14 of review report). Permanent Commissions evaluating institutions include international experts and students.[5] In the programs for evaluating research the DEVA is slowly incorporating international experts. For the

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[5] The Student Council for Andalusia (CARE) has helped change the tradition of not including students as reviewers. On this matter see Master's thesis titled "THE ESG and Students' Involvement in European Quality Assurance of Higher Education" by Nino Pataraia, University of Oslo, Spring 2010 at: https://www.duo.uio.no/bitstream/handle/10852/30463/Thesis-N-Pataraia.pdf?sequence=1. See also recommendation made by 2008 review panel on page 18.

assessment of teaching staff the DEVA plans to collaborate with international experts in the near future. There are two difficulties concerning internationalization of Commissions. One resides in the language: the expert will have to speak Spanish, otherwise the agency can afford neither the time nor the cost nor the volume of work caused by translating all the documentation. Another difficulty lays on the budget cuts motivated by the current financial crisis affecting the country. As to students, their inclusion as members of the Commissions evaluating teaching staff is part of the DEVA's agenda. The renovation of the 7 Commissions taking place in 2014 certainly welcomes their collaboration as members. They will not be included, though, in the program for evaluating research: it is considered that only those experts knowledgeable in the area under assessment have the competences required for the task.

- In Section 2.3, Chapter 2, within Criterion 3.7 of this SER, the process of evaluation is described. The follow-up process is described within Criterion 2.6. In the section corresponding to Criterion 2.3 information on the agency's requirement to motivate reports is provided.

Evidence

E4. *Statutes of the Andalusian Agency of Knowledge*.

E20. Global reports.

E25. Guidelines of evaluation processes (evidences 26-59).

E31. Principles and guidelines handbook for the evaluation process of hired teaching staff (Annex 9).

E38. Procedure for the verification of official university degrees, Bachelor's and Master's (Annex 7).

E41. Procedure for the verification of official doctoral degrees (Annex 8).

E55. Evaluation criteria for projects of excellence (Annex 12).

E56. Evaluation criteria for incentives to scientific and technical activities (Annex 10).

E58. Evaluation criteria for research groups (Annex 11).

E59. Evaluation criteria for research centers (Annex 14).

2.5. Reporting

STANDARD

Reports should be published and written in a style which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for readers to find.

GUIDELINES

In order to ensure maximum benefit for external quality assurance processes, it is important that reports should meet the identified needs of the intended readership.

Reports are sometimes intended for different readership groups and this will require careful attention to structure, content, style and tone.

In general, reports should be structured to cover description, analysis (including relevant evidence), conclusions, commendations, and recommendations. There should be sufficient preliminary explanation to enable a lay reader to understand the purposes of the review, its form, and the criteria used in making decisions. Key findings, conclusions and recommendations should be easily locatable by readers.

Reports should be published in a readily accessible form and there should be opportunities for readers and users of the reports (both within the relevant institution and outside of it) to comment on their usefulness.

Compliance

In order to ensure that reports are clear, easy to understand and give all the information pertinent to the area to be reviewed they must be carefully structured and written in a concise manner. It is posted on the Agency's website that they should include:

- Clear and ordered description of the purpose of the report and the parts it contains.
- Analysis, that is, a resume of situation, data and evidences. It is important to present this in a systematic way. A graphic support may be needed to illustrate the content.
- Objectivity: Value judgements and subjective comments must be avoided.
- Conclusions must be concrete and objective. Above all, they must be logical and cohere with the objectives and the analysis.
- Recommendations for enhancement: as many as deemed pertinent can be added. Commissions can outline development plans for the program evaluated. Evaluations are always continuous and so it is advisable to reflect their dynamic character in the reports.
- Acknowledgement of deficiencies: those elements impairing elaboration of the report—from the point of view of time (lack of time) and management of information (how the information was gathered and adequacy of indicators)—must be pointed out.
- Annexes: only those that help to a better understanding of the job performed must be included.
- Complete confidentiality is kept before, during and after the evaluation process is complete. It is necessary to insist that all the reports (where there are no issues of individual confidentiality) are posted on the agency's website. To view them the DEVA has

developed a tool to search for reports online so that they can be easily accessed by the agents interested.

Evidence

- E16. Reports published on DEVA´s website.
- E18. Report format for document standardization.
- E20. Global reports.
- E25. Guidelines of evaluation processes (evidences 26-59)

2.6. Follow-up procedures

STANDARD

Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.

GUIDELINES

Quality assurance is not principally about individual external scrutiny events: it should be about continuously trying to do a better job. External quality assurance does not end with the publication of the report and should include a structured follow-up procedure to ensure that recommendations are dealt with appropriately and any required action plans drawn and implemented. This may involve further meetings with institutional or programme representatives. The objective is to ensure that areas identified for improvement are dealt with speedily and that further enhancement is encouraged.

Compliance

Follow-up serves as an educational instrument that assists the effectiveness of the agent and brings to consciousness the problems slowing development. As recommended by 2008 review panel, the Agency has reviewed "its protocols to achieve greater commonality and sharing of methodology across cognate assessment functions" (page 16). Follow-up processes have been simplified so as to facilitate the work of subjects and institutions and made flexible in the sense that the criteria used are revised regularly.

Every program in the Area of University Evaluation and Accreditation includes a follow-up procedure. Follow-up for titles—the procedure and the computer tool through which follow-up is performed have been designed by the DEVA—has an annual character. A site visit to the university during the process of implementation is mandatory. In bachelor's titles follow-up is

carried out in the third year of implementation. For master's titles it is performed in the second year. The Follow-up Commission consists of 31 experts who must safeguard the institution's compliance with the commitments acquired in the report verified. Regarding the DOCENTIA program, follow-up lasts two years. Results are reviewed and so is compliance with the recommendations made by the DEVA in its review report.

In the program for accrediting teaching staff no follow-up is pursued because the applicants accredited are never reviewed twice for the same contract positions in universities. In the reports sent to non-accredited applicants suggestions and recommendations are made to help them achieve the standards required. When they reapply, the recommendations made in the past are sent to the Evaluation Commissions who will check whether they have been taken into account or have been dismissed.

Follow-up of research activities is conducted annually. The agent must inform of: the activities performed and degree of success in achieving the results planned; new members and members who have discontinued their work in the team (if that is the case); collaborations with other sectors; expenses and progress of research personnel in training. Qualitative information must be supplemented with quantitative data, that is, the report must include annexes giving evidence of results. Follow-up is performed by the same commission that evaluated the incentive and takes place online.

Evidence

  E16. Reports published on DEVA´s website.
  E20. Global reports.
  E25. Guidelines of evaluation processes (evidences 26-59).
  E44. Follow-up procedure for official titles (bachelor's and master's).
  E49. Guide for the follow-up of implementation of designs.
  E57. Ex-post evaluation of projects of excellence (Annex 13).

2.7. Periodic reviews

STANDARD
External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

GUIDELINES
Quality assurance is not a static but a dynamic process. It should be continuous and not "once in a lifetime." It does not end with the first review or with the completion of the formal follow-up procedure. It has to be

periodically reviewed. Subsequent external reviews should take into account progress that has been made since the previous event. The process to be used in all external reviews should be clearly defined by the external quality assurance agency and its demands on institutions should not be greater than necessary for the achievement of its objectives.

Periodic reviews ensure the efficiency of programs. In 2008 AGAE informed the ENQA panel of its "intention both to articulate more clearly the frequency of its systematic periodic reviews and to explore and if possible rationalise the interrelationship between the procedures currently in place" (page 17). The DEVA has abided by this intention defining evaluation intervals in the documents available online and rationalizing the procedures by a) simplifying the experience taking into account the skills and knowledge gathered in previous reviews and b) reducing the administrative burden. The agency's aim is to be seen as a partner for quality assurance and not simply as an external referee.

Royal Decree 1393/2007 (BOE 30/10/2007) regulating the arrangement of official university teaching pronounces that the renewal of the accreditation of bachelor's and doctoral titles proposed by higher education institutions must take place 6 years prior to their verification. In the case of master's programs renewal takes place before 4 years have passed. All review procedures are public and legal.

It has been noted that in the evaluation of teaching staff there is no follow-up. Stricto sensu, this is true; however, taking into account that university professors solicit accreditation at regular intervals and that this regularity allows the agency to determine the evolution of the activities of contractual figures in universities it is possible to speak about periodicity.

Follow-up of research is conducted annually by the same Field Commission that evaluated the incentive. The fact that it is the same Commission who assumes the responsibility of following up on the commitments of applicants and the recommendations contained in the review report is advantageous inasmuch as: a) the commission knows the agent and the procedure speeds up and b) the evolution of the research project is easily detected.

Evidence

> E18. Report format for document standardization (Annex 16).
> E25. Guidelines of evaluation processes (evidences 26-59).
> E31. Principles and guidelines handbook for the evaluation process of hired teaching staff (Annex 9).
> E35. ROYAL DECREE 1393/2007, October 29th, regulating official university teaching.
> E38. Procedure for the verification of official university degrees, bachelor's and master's (Annex 7).
> E41. Procedure for the verification of official doctoral degrees (Annex 8).

E44. Follow-up procedure for official titles (bachelor's and master's).

E49. Guide for the follow-up of implementation of designs.

E55. Evaluation criteria for projects of excellence (Annex 12).

E56. Evaluation criteria for incentives to scientific and technical activities (Annex 10).

E58. Evaluation criteria for research groups (Annex 11).

E59. Evaluation criteria for research centers (Annex 14).

2.8. System-wide analyses

STANDARD
Quality assurance agencies should produce from time to time summary reports describing and analyzing the general findings of their reviews, evaluations, assessments, etc.

GUIDELINES

All external quality assurance agencies collect a wealth of information about individual programmes and/or institutions and this provides material for structured analyses across higher education systems. Such analyses can provide very useful information about developments, trends, emerging good practice and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement. Agencies should consider including a research and development function within their activities, to help them extract maximum benefit from their work.

The agency publishes generic annual reports about its evaluation, certification and accreditation activities with aggregate information about follow-up and strategic planning, results of the different programs and a brief analysis of data. In addition, every year, since 2006, in collaboration with the rest of the agencies in the different autonomous communities, the DEVA elaborates a report for the Council of Universities on the development of processes of evaluation in Spain. The information in both reports allows the agency to estimate the value and quality of the evaluations performed. Hopefully more opportunities for cross-regional studies with other Spanish quality assurance agencies and for the production of analytical reports will come forward (See "Entry to the labor-market program" in section 2.3.1. of this report).

On the other hand, the agency informs of its good practices through the different guides posted on its website to help Universities and subjects navigate with ease through protocols and procedures.

Mention has already been made in this report of satisfaction surveys (Criterion 2.2), questionnaires, mails (2.6), FAQ documents and the virtual space opened for suggestions (3.8) as tools to collect information.

Evidence

E17. Report of Activities 2012 (Annex 15)
E19. Report on the evaluation of quality in Spanish Universities 2007-2012.
E20. Global Reports.
E24. DEVA website.

5. SWOT ANALYSIS

<u>STRENGTHS</u>

Since 2008 the DEVA has:

- International recognition through membership in ENQA and INQAAHE and EQAR listing.
- Elaborated a Quality Manual where the general evaluation policies of the Agency are stated.
- Created a Strategic Plan with a core of actions to enhance teaching, learning and research processes in the Andalusian System of Knowledge.
- Updated Standard Quality Procedures and made them available online.
- Drafted a Report format for document standardization which has fostered consitency.
- Increased the involvement of students and international experts in the evaluation processes.
- Improved its Computer System:
  o The Agency has computerized its evaluation programs. New applications have been created for following up on titles. Likewise, the application GESVAL designed and handed over by ANEP (National Agency of Evaluation and Prospective) has been adapted to cover the needs of the DEVA. Also a virtual space for access to information restricted to evaluators has been brought into existence. This virtual space has been adapted to the particularities of each program.
  o A Bank of Innovation has been created where Universities register their evaluators of innovation. Once validated by the DEVA, these evaluators can be called upon by Andalusian universities to perform the task of assessment.
  o A Bank of trainers is being put together that will allow universities to train their employees in a consistent, continuous manner through courses taught by trainers from other universities.
  o To improve processes of internal evaluation the DEVA has adapted a tool for conducting satisfaction surveys (Opina) permitting the different areas of the agency a better management of their procedures.
- Established a Legal Council following up on the recommendation made by the 2008 ENQA review panel to appoint "a senior professional manager to support the Director in taking oversight of some of the key processes" (23). The Legal Council advises the Director in matters of jurisprudence (on how to deal with legislative changes and appeals that are processed through the common courts of justice) and helps him survey activities.

WEAKNESSES

The financial crisis is hurting the agency. That notwithstanding, the DEVA needs:

- An analytics division that: a) collates incoming data to create a think tank for future development of projects, b) works in the area of enhancement activity, c) convenes developmental events and d) conducts more cross-regional studies with other Spanish quality assurance agencies.
- More international visibility.
- Better internal quality evaluation processes.
- Find more effective means to assist Andalusian universities in moving from a quality control to a quality enhancement environment.

OPPORTUNITIES

The plans to address weaknesses include:

- Using assets to deal with limitations of the financial crisis.
- Expanding research projects to international levels.
- Fostering international recognition of degrees awarded by Andalusian universities.
- Developing relationships with other quality assurance agencies to share knowledge of methods and view our own agency through the eyes of others.
- Contributing to the changes the Andalusian educational system is undergoing.
- Collaborating with non-university stakeholders.

THREATS

Threats are mostly posed by:

- the financial crisis and the additional personal and professional stresses it is adding on people,
- as well as the "quality fatigue" syndrome affecting HEIs.

Agencia Andaluza del Conocimiento
CONSEJERÍA DE ECONOMÍA, INNOVACIÓN, CIENCIA Y EMPLEO

6. Annexes

1. List of evidences.
2. Acronyms.
3. Progress report sent to ENQA in March 2011.
4. *Statutes of the Andalusian Agency of Knowledge.*
5. Organizational chart.
6. Code of Ethics.
7. Procedure for the verification of official university degrees (Bachelor's and Master's).
8. Procedure for the verification of official doctoral degrees.
9. Principles and guidelines for the evaluation process of teaching staff.
10 Evaluation criteria for incentives to scientific and technical activities.
11 Evaluation criteria for research groups.
12. Evaluation criteria for projects of excellence.
13. Ex-post evaluation of projects of excellence (follow-up).
14. Evaluation criteria for research centers.
15. Report of activities 2012.
16. Report format for document standardization.