GIQAC project – Training workshop for agencies in the Balkan region

Preparation of external reviews and writing of self-evaluation report

Zagreb, 8 - 9 March 2012

How to prepare for external evaluation and the rationale of the self-evaluation report

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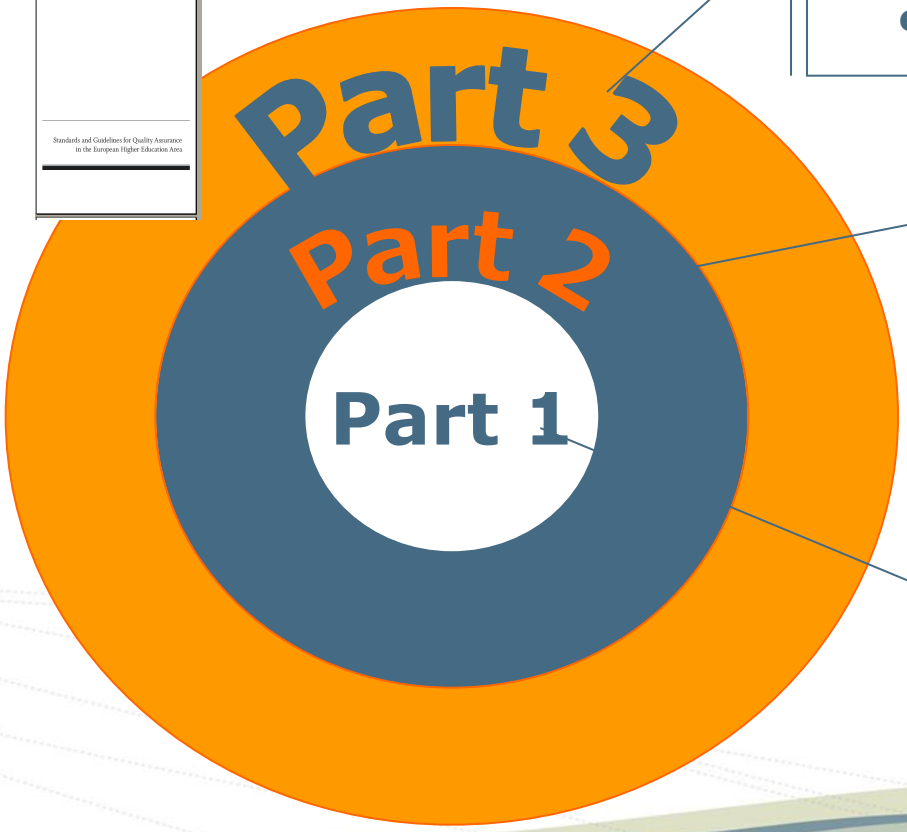
1 Understanding the ESG

Understanding the ESG

ENQA



European standards for

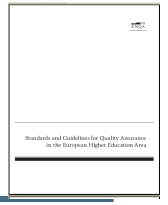
external quality assurance agencies

European standards and guidelines for **the external quality assurance of higher education**

European standards and guidelines for

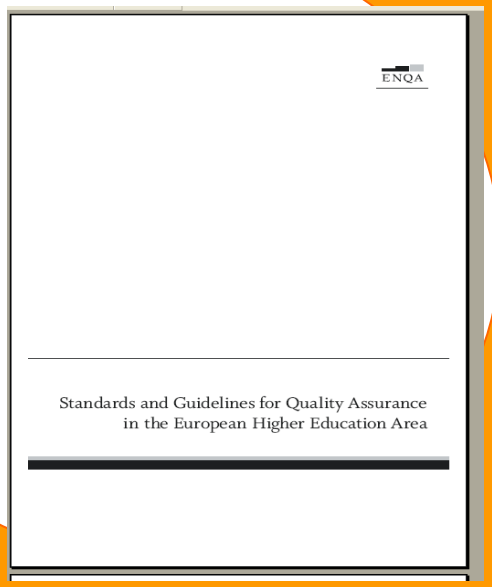
internal quality assurance within higher education institutions

Understanding the ESG



External quality assurance agencies

Part 3



3.1 Use external quality for higher education

3.2 Official status

3.3 Activities

3.4 Resources

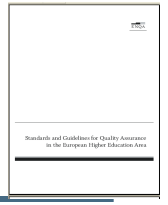
3.5 Mission statement

3.6 Independence

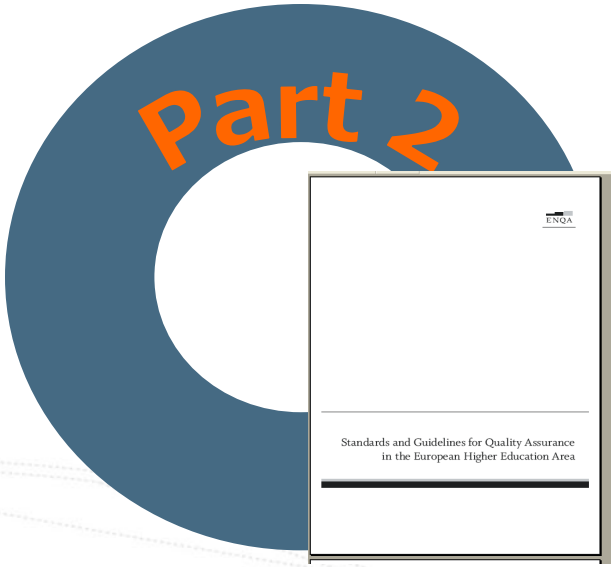
3.7 External quality assurance criteria and processes used by the agencies

3.8 Accountability procedures

Understanding the ESG

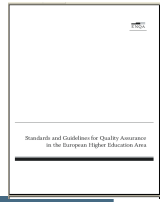


European standards and guidelines for the external quality assurance of higher education



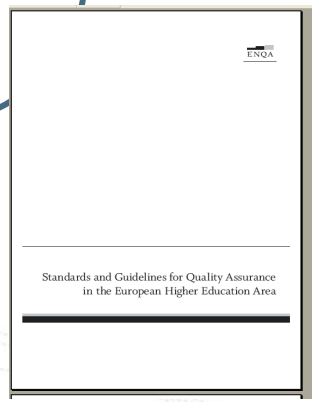
- 2.1 Use of internal quality assurance procedures
- 2.2 Development of external quality assurance processes
- 2.3 Criteria for decisions
- 2.4 Processes fit for purpose
- 2.5 Reporting
- 2.6 Follow-up procedures
- 2.7 Periodic reviews
- 2.8 System-wide analyses

Understanding the ESG



European standards and guidelines for internal quality assurance within higher education institutions

Part 1



- **1.1 Policy and procedures for quality assurance**
- **1.2 Approval, monitoring and periodic review of programmes and awards**
- **1.3 Assessment of students**
- **1.4 Quality assurance of teaching staff**
- **1.5 Learning resources and student support**
- **1.6 Information systems**
- **1.7 Public information**

Understanding the ESG

Correlation between the criteria of the different programmes carried out by ANECA and the standards established in part 1

ANECA's external evaluation programmes /Standards for quality assurance in the EHEA (part 1)	Institutional assessment Programme	Quality Label Ph.D. Programme	Evaluation programme - Recognised postgraduate programmes	Evaluation programme - Services	Evaluation programme - Teaching staff / Support programme for teaching activity assessment (DOCENTIA)
	Standards numbered according to the corresponding ANECA programme				
1.1 Policy and procedures for quality assurance	2	8	5	*	*
1.2 Approval, monitoring and periodic review of programmes and awards	1, 2, 3, 4, 5 and 6	1, 4, 7 and 8	1, 2, 3 and 5		
1.3 Assessment of students	1 and 5	1	2		
1.4 Quality assurance of teaching staff	3 and 6	2 and 3	5		All standards
1.5 Learning resources and student support	3, 4 and 5		4 and 5	All standards	
1.6 Information systems	2 and 6	4 and 5	5		
1.7. Public information	1 and 2		5		

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2. ANECA: our own experience

ANECA: our own experience

Why an external review

- To renovate the **ENQA full membership**.
- To show the fulfilment of the ESG to the **stakeholders of the Spanish HE system**.
- To **build trust** with other European fellow agencies in the EHEA
- To strengthen the ANECA's position **at the national and international level**.
- **For the enhancement** through the recommendations of the report: the basis for the on-going improvement of our evaluation activities.

ANECA: our own experience

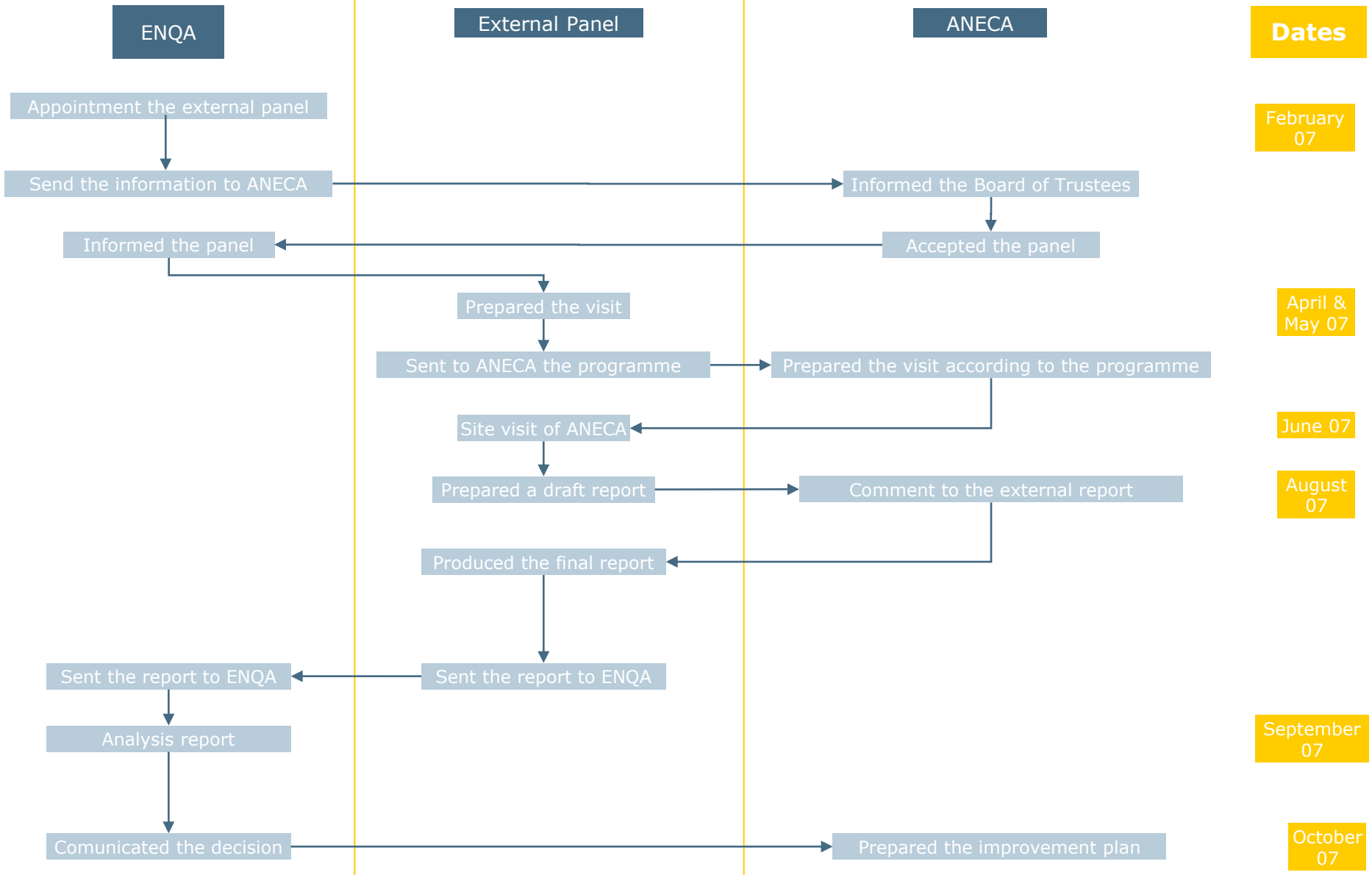
What is the purpose

A shared process within the Agency

Information

Dissemination

Procedure followed during ANECA´s external review



ANECA: our own experience

How do we organise the work

The review as a strategic objective

Identifying people responsible for the project:

- **Leadership: 1 person in charge (head of unit)**
- **Working team: she plus 2 assistsants (Units)**
- **Self-evaluation Committee (12 people/65) representing all the different areas and positions of the agency**

Tools

- European Standards and Guidelines
- The evaluation agenda: deadlines
- Director´s involvement
- Board of directors and staff of ANECA
- Advisory Board

Methodology

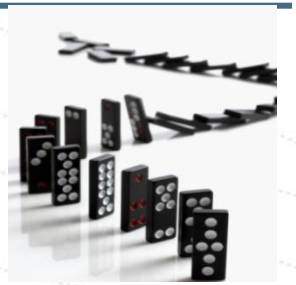
- Evaluation as a strategic objective of the Agency as a whole
- Self-evaluation guide
- Fixed schedule
- Periodical meetings of the S-E C
- On-going information and staff training process

ANECA: our own experience

Parallel and chained work-process

The working team was in charge of:

- Analysing the information submitted to the self-evaluation committee as the basis for the report
- Identifying, gathering and organising the evidences
- Deciding on the translation of all the documents needed for the panel
- Preparing the first draft of the SER
- Organising the site visit
- Encouraging the staff to involve them in the project



Parallel and chained work-process (2)

The self-evaluation committee (SEC) was in charge of:

- **Submitting the information from the units on time (rigurous deadlines)**
- **Collaborating in disseminating the rationale and the information among their units**

Internal communication:

- **Breakfast at ENQA's (Tiffany's)**
- **Thematic meetings**
- **Internal newsletter…**

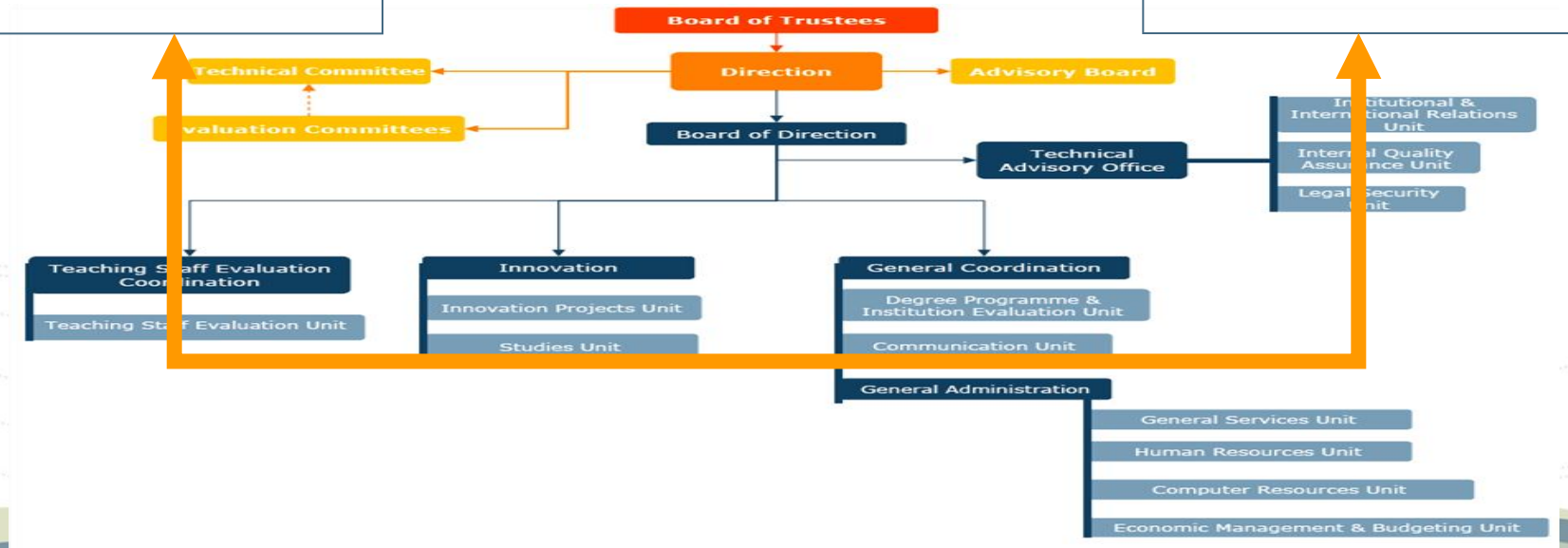
ANECA: our own experience

Main purpose

Participative process

Information

Dissemination

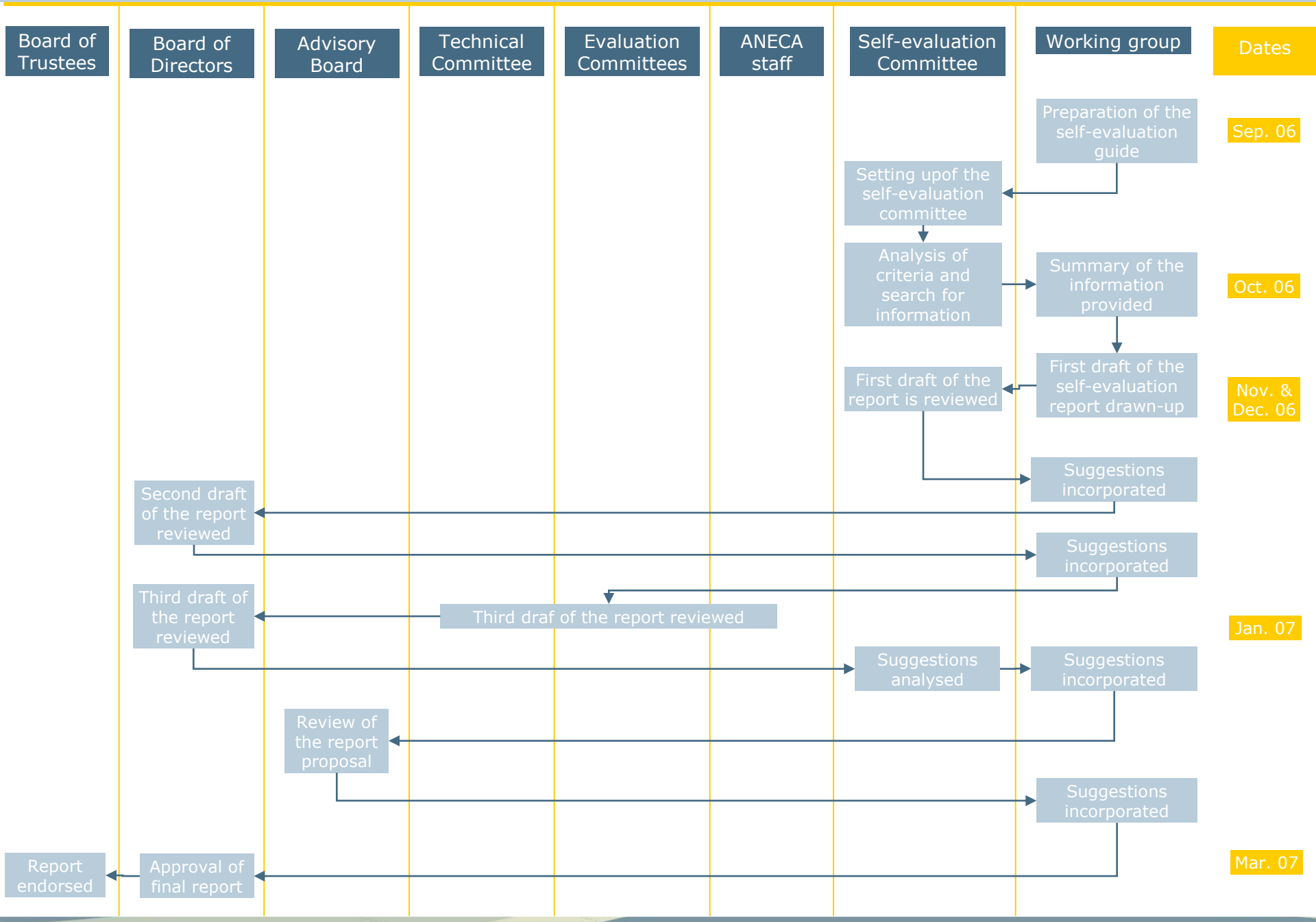


ANECA: our own experience

Our challenges:

- To recognise and assume the weaknesses throughout the self-evaluation process
- To find a suitable way to transpone (translate?) the ESG's principles to the staff in an easy way
- To coordinate all the actors involved: board of directors, staff, stakeholders, evaluators, ENQA secretariat and Board, expert panel…
- To involve deeply all the staff in the process showing its usefulness and not only "to pass the exam"

Procedure followed during ANECA´s self-evaluation



3. The rationale of the SER.

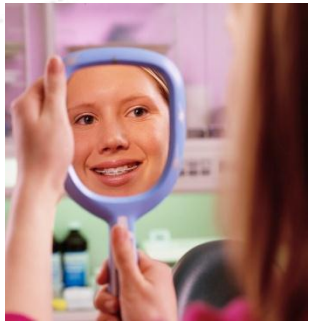
ANECA: the Self-evaluation Report

Structure of the report

- Introduction
  - Background
  - Aim of the external evaluation
  - Spanish university system
  - ANECA
- Self-evaluation of ANECA
  - Background
  - Self-evaluation process
- Analysis of the Standards and Guidelines
- Overall assessments
  - Overall assessment
  - Oportunities for improvement
- Annexes
  - Glossary
  - List of evidences
  - Organisation chart

4. The outcomes

What do we achieve



Internally:

The organisation looks in the mirror

- Better understanding of the agency and the stakeholders
- Improvement throughout and after the process
- To reinforce the team-work and the strengthening of the organisation

What do we achiev

Externally:

We were scrutinise through a telescope

- National recognition
- International recognition
- ENQA full member since September septiembre 2007 (EQAR December 2008)

The outcomes

You should…

1. Obtain self and general motivation (directors and staff)
2. Choose the right people to be members of the Self-evaluation Committee – representatives from all areas of the staff
3. Make a good interpretation of the Standards and Guidelines
4. Organise carefully the evidences
5. Choose good attendants for the interviews
6. Pay attention to the internal and external communication
7. Write a clear and short self-evaluation report
8. Identify yourself with the external expert
9. Not-stop during the project (lunchtimes…)
10. Not focus the review in the external panel and their possible questions, take it as advantage of the opportunity that your institution has to improve.

Working group

Let's debate

1. How would you choose the best self-evaluation committee?
2. What are the conditions that you should you take into account when adapting the ESG to your context?
3. How would you adapt your national legal (academic) specificities to the spirit of the ESG? (i.e. independence, student involvement, etc.)
4. How would you involve your staff in the project?
5. How do you involve your stakeholders?

Conclusions

- **We could not do it be**
  - Maturity of both or staff
  - Completion of egal framework
- **We shou t later**
  - J implementation of the programme process at the national level
  - internatonal support and recognition

Opportunity for the organisation rather than an exam

The external review:

Is it a solution…

…or part of the problem?

Understanding the external review as a support to continue the mission of the Agency without changing its course

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Thank you for your attention

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