



ACPUA

AGENCIA DE CALIDAD Y PROSPECTIVA
UNIVERSITARIA DE ARAGÓN



**FINDINGS ON THE PROGRAMMES RENEWAL ACCREDITATION ON THE
UNIVERSITY SYSTEM OF ARAGON IN 2015**

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Findings on the programmes renewal accreditation on the University System of Aragon in 2015

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El criterio 3.4 de los Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) establece para las Agencias la realización de análisis temáticos recogiendo su estándar lo siguiente: «Las agencias deben publicar con regularidad informes que describan y analicen las conclusiones generales de sus actividades de aseguramiento externo de la calidad».

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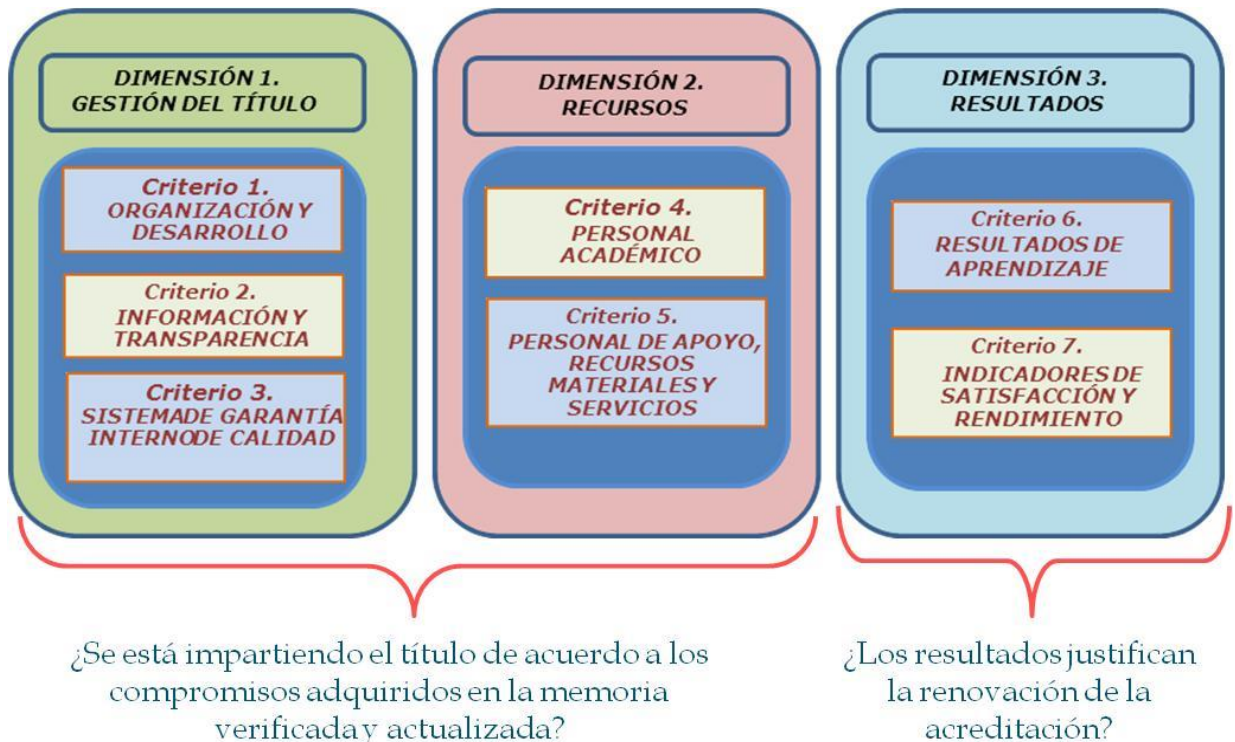
Además, si se trabaja bien no hay ningún tema que sea verdaderamente estúpido:
trabajando bien se sacan conclusiones útiles
incluso de un tema aparentemente remoto o periférico.
Umberto Eco



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1. ASSESSMENT CRITERIA AND GUIDELINES



Assessment of the criteria

Each of the criteria and guidelines shown in the figure above is assessed on four levels:

- A. Exceeded in an excellent manner:** the criterion or guideline is systematically and exemplarily met in all aspects that can be assessed (fully compliant).
- B. is achieved:** the criterion or guideline is met for all aspects to be assessed on a regular basis although there is less room for improvement (substantially compliant).
- C. is partially achieved:** the criterion or guideline is met in most aspects to be assessed but not in all, and there is clearly room for significant improvement (partially compliant).
- D. not met:** the criterion or guideline is not met for most aspects to be assessed. There is hardly any evidence of compliance (non-compliant).

In addition, to obtain accreditation (renewal of accreditation) it is essential to obtain the qualification of 'achieved' (B) in the following criteria:

- Criterion 4. Academic staff.
- Criterion 5. Support staff, material resources and services.
- Criterion 6. Learning outcomes.



2. OVERALL RESULTS

The 50 programmes assessed have obtained an evaluation report for the accreditation FAVOURABLE, 47 without conditions and 3 subject to an improvement plan.

The distribution of programmes assessed by level:

Universidad	Nivel	Títulos
UZ	Grado	39
	Máster	2
	Total	41
USJ	Grado	6
	Máster	3
	Total	9
TOTAL		50

By criteria, the most highly rated were those relating to Public Information and the Quality Assurance System, with 8 out of 10 programmes assessed as having a level of excellence, followed by the criterion of Learning outcomes (34%), Academic staff (16%), Organisation and Development (14%), Support staff and Material resources (6%) and Indicators (4%). On the less positive side, the criteria of Support staff and material resources and Academic staff have reached the level of C, partially reached for 20% and 18% respectively of the degrees.

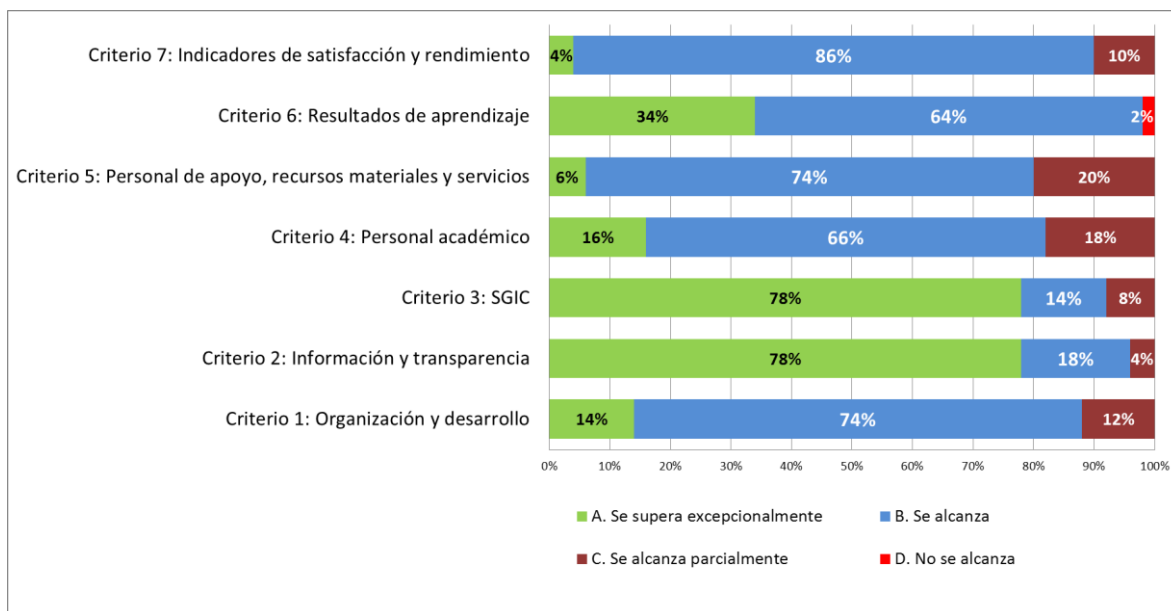


Fig1: Percentage of criteria assessment

By programme level, the Bachelor's degrees have obtained higher results than the Master's degrees, although the different number of programmes assessed (45 Bachelor's degrees, as opposed to only 5 Master's degrees) means that it cannot be said whether this is a real trend or a circumstantial effect.

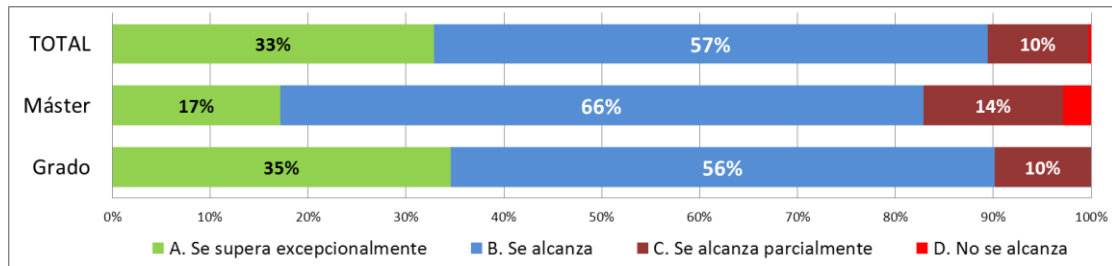


Fig 2: Criteria valuation percentages by type of programme

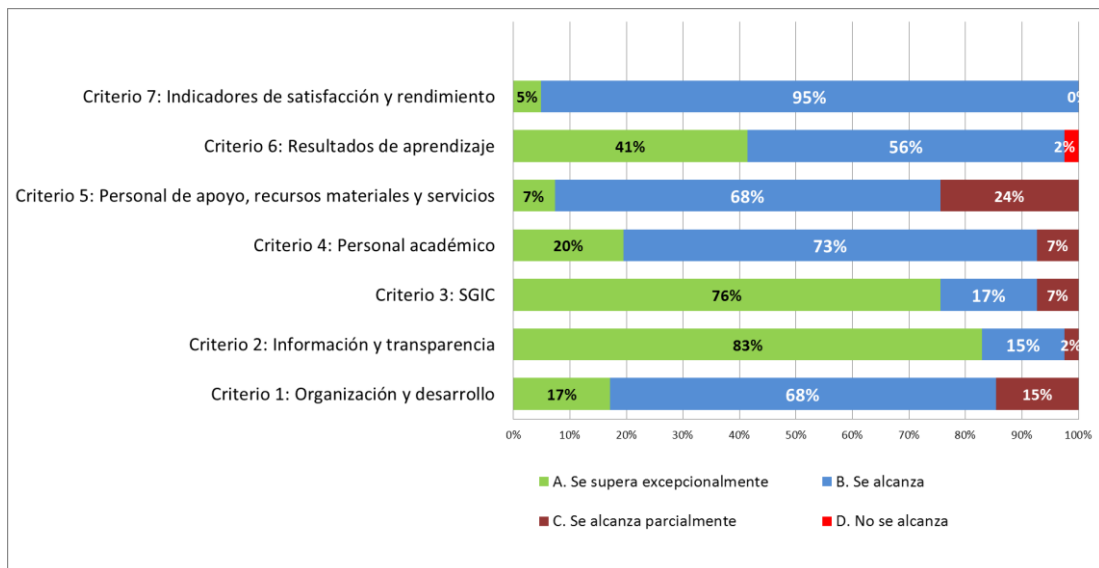


Fig3: Percentages of evaluation of the criteria for the University of Zaragoza

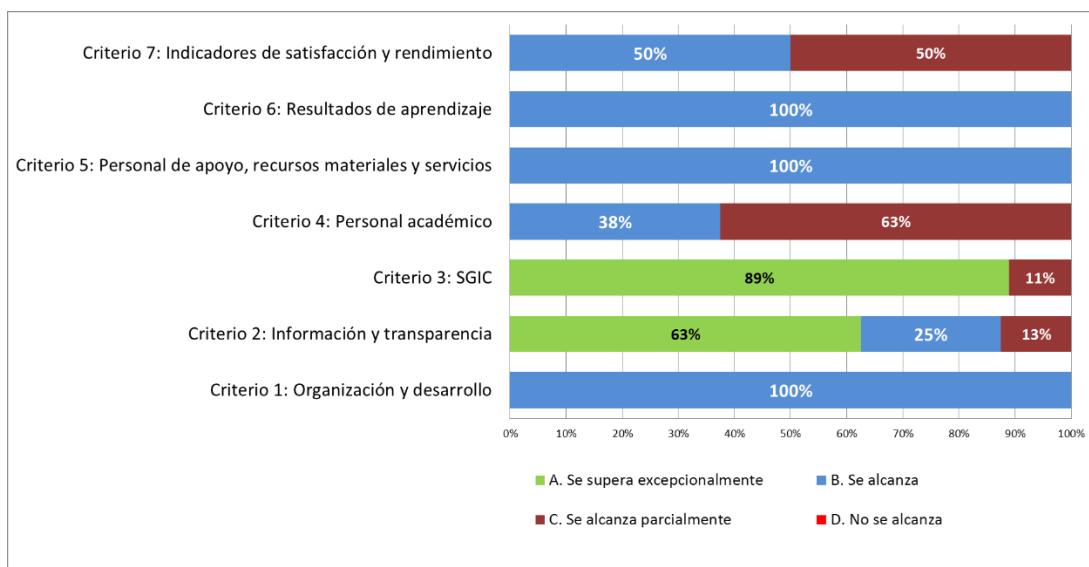


Fig4: Criteria assessment percentages for Universidad San Jorge

All reports have pointed out both recommendations for the improvement of programmes and strengths. Specifically, a total of 204 recommendations, 125 strengths, 70 weaknesses and 71 good practices have been identified.

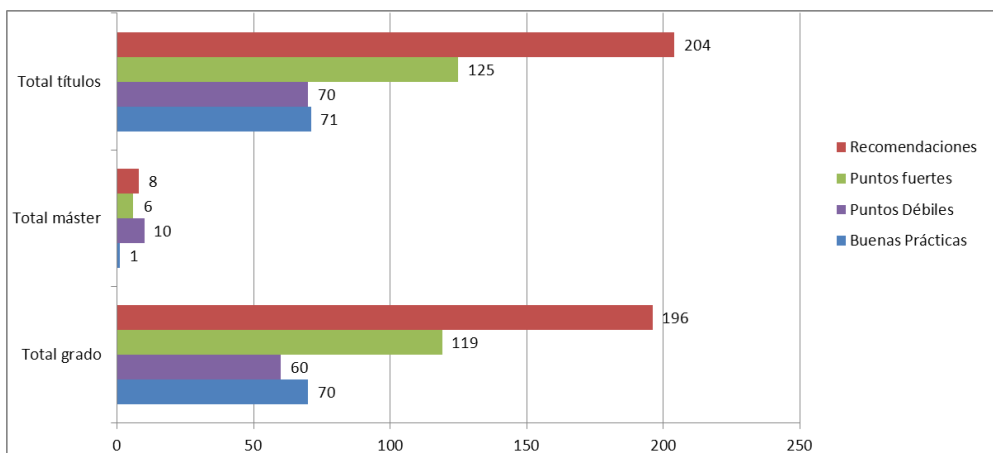


Fig5: Number of recommendations, strengths, weaknesses and good practices

Given the large difference between the number of Master's and Bachelor's degrees assessed, the same data table is presented below, but once the average values of recommendations, strengths, weaknesses and recommendations have been calculated.

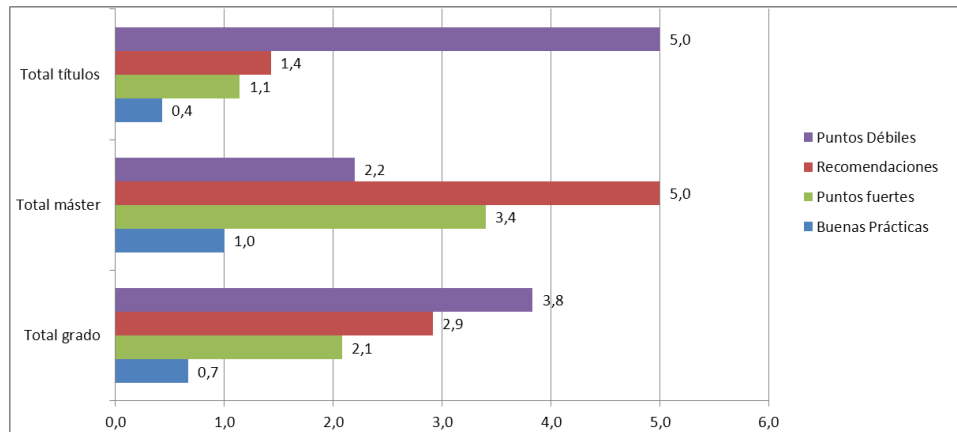


Fig6: Average number of recommendations, strengths, weaknesses and good practices

3. RESULTS UNIVERSIDAD DE ZARAGOZA

3.1. STRENGTHS

- Management of public information: both the levels of transparency of public information, and the self-reporting models for the accreditation, as well as the deployment of information contained in the various Quality and Learning Outcomes Assessment Reports.
- Assimilation of the IQAS by all stakeholders. It can be seen how all the stakeholders (teachers, students and graduates) are aware of the activities related to the revision and improvement of the programme.
- The self-reports presented have generally been very well worked on, in line with the work of collecting information and analysing the programmes in the follow-up process.

3.2. PROPOSALS FOR IMPROVEMENT

- Review/modify the study plans for programmes in which the following conditions are met:
 - Reports drafted prior to RD 1393/2007 (those verified later in accordance with an abbreviated procedure) to adapt them to current regulations.
 - Reports with an ³excessive number of competences.

³ In this regard, the number of competencies established in the Guide for the revision of exit profiles and competencies in university education prepared by the ACPUA can be taken as a reference, which establishes a



- Memoirs with a generic teaching section and therefore does not allow comparisons with the current situation. In this sense, it is recommended that tables with the profile of the teaching staff be included under the models used in the accreditation process.
- Reduce the percentage of associate lecturers in those programmes where it is too high.
- To increase the number of Final Bachelor's Degree Works of the Universidad de Zaragoza available in full text through Zaguán for telematic revision (anticipating the work of the panel on the visit).
- Deploy the institutional procedures foreseen for the analysis of the employability and labour market insertion of the graduates.
- Review the model of satisfaction surveys, teachers, etc. to increase the number of responses or propose alternative methods for collecting information from different stakeholders.
- Activate the possibility given by the composition of the Evaluation Committees to integrate graduates or employers. These groups are important in the analysis and updating of the exit profile. In addition, other sources of information may be available, such as surveys/working groups with employers, internship tutors, alumni groups, etc.
- To study how to solve the problem of late enrolment of students. The incorporation of students in the months of November or even December impacts on the formation of the groups, on the carrying out of the practical classes and on the general dynamics of group work.
- Pay special attention to the recruitment of teachers so that this is done sufficiently in advance of the start of classes.
- Include in the information on teachers published on the website, at least a summary of the CV indicating the aspects of the teacher's profile that make him/her suitable for teaching the specific subject.
- With regard to the self-assessment process for the accreditation, the committees that write the reports should be reminded of the importance of carrying out a self-assessment in line with reality. A criterion evaluated with A must be accompanied by the identification of strong points or good practices for which there is evidence. Adequate compliance with a criterion must be assessed with B (It is achieved).

maximum of 20 specific competencies and 10 general competencies as guidelines. Logically, education with regulated professional attributes should be excluded from this recommendation.

4. RESULTS UNIVERSIDAD SAN JORGE







4.1. STRENGTHS

- Implementation of Quality Assurance Systems: in December 2011 Universidad San Jorge obtained, from the certifying body AENOR, the ISO-9001:2008 (Registration Number ER-1191/2011) and ISO-14001:2004 (Registration Number GA-2011/0619) certifications for its Integrated Quality and Environmental Management System.
- In November 2013 Universidad San Jorge received, from the Certification Commission constituted by ANECA, two favourable reports without conditions on the implementation of its Internal Quality Assurance System in accordance with the requirements of the AUDIT programme in the Centres submitted for evaluation: Faculty of Health Sciences and Faculty of Communication. On the other hand, the culture of quality and continuous improvement is established in all the groups of the University.
- Management of the evidence included in the self-report. To complement the information in the self-reports, a practical online document repository has been developed with FTP access that has allowed the ACPUA and the reviewers access to the different evidence.






 Subir al directorio superior.

Nombre	Tamaño	Última modificación
 Grado en Farmacia		10/03/2014 12:13:00
 Master Universitario en Direccion de Empresas MBA		10/03/2014 12:28:00
 Master Universitario en Marketing y Comunicacion Corporativa		10/03/2014 12:38:00

 Subir al directorio superior.

Nombre	Tamaño	Última modificación
 Criterio 1 - Organizacion y desarrollo		10/03/2014 12:42:00
 Criterio 2 - Informacion publica y transparencia		10/03/2014 12:43:00
 Criterio 4 - Personal academico		11/03/2014 10:44:00
 Criterio 5 - Personal de apoyo, recursos materiales y servicios		10/03/2014 12:44:00
 Criterio 6 - Resultados de aprendizaje		10/03/2014 12:44:00
 Criterio 7 - Indicadores		10/03/2014 12:44:00

 Subir al directorio superior.

Nombre	Tamaño	Última modificación
 Curriculum breve de cada PDI		10/03/2014 12:14:00
 Estructura profesorado		11/03/2014 10:44:00
 Evidencias participacion del PDI en programas de movilidad		10/03/2014 12:14:00
 Evidencias planes de formacion del PDI		10/03/2014 12:14:00
 Plan de incorporacion del PDI		10/03/2014 12:14:00

 Subir al directorio superior.

Nombre	Tamaño	Última modificación
 Estructura profesorado FAR 2012-2013.pdf	68 KB	11/03/2014 10:44:00



- Personalised attention to students: As a good practice, the Tutorial Action Plan should be highlighted, which assigns a tutor to each student from the moment they enter the university with the aim of accompanying them throughout the learning process. A mentoring programme has been set up, through which students from higher education courses welcome and inform new students who are starting their programme and student orientation tutorials to select the route (research or professional) and personalised monitoring of student performance are aspects that are highly valued by students.

4.2. PROPOSALS FOR IMPROVEMENT

- Modify the study plans: the study plans of programmes in which there is an excessive number of competences must be revised. ⁴
- With regard to the self-assessment process for the accreditation, the committees that write the reports should be reminded of the importance of carrying out a self-assessment in line with reality. A criterion evaluated with A must be accompanied by the identification of strong points or good practices for which there is evidence. Adequate compliance with a criterion must be assessed with B (It is achieved).
- Teaching staff: it is recommended that work continues on improving the ratios of doctoral staff and those evaluated favourably by ANECA, and that research among teaching staff continues to be encouraged. It is recommended that a professional development plan for teaching staff be defined.
- Public information: although the institution is clearly concerned with keeping public information up to date, it aims to improve it (admission criteria, internship award criteria, lists of companies offering internships (or those that have offered internships in previous editions), recognition of credits based on professional experience, etc.). It must be ensured that the information collected in the study plan corresponds as far as possible to what is published on the website and in the self-reports. In addition, the information on the teaching staff published on the website must include at least a summary of the CV, indicating the aspects of the teacher's profile that make him/her suitable for teaching the specific subject.
- Training complements: it is recommended to incorporate training complements in the curricula of masters programmes with different entrance profiles that allow students to level off their entrance knowledge. In this way, it will be possible to maintain the diversity of entrance profiles (highly valued by students and teachers) but ensure a minimum of common knowledge that

⁴ In this respect, the number of competencies established in the Guide for the revision of exit profiles and competencies in university education prepared by the ACPUA can be taken as a reference, which establishes a maximum of 20 specific competencies and 10 general competencies as guidelines. Logically, education with regulated professional attributes should be excluded from this recommendation.

helps to maintain the level of knowledge taught at the corresponding Master's level.

5. STRENGTHS AND PROPOSALS FOR IMPROVEMENT OF THE PROCESS

5.1. STRENGTHS

- Planning compliance. The assessment was carried out according to the initial planning, meeting the deadlines established by the regulations.
- Fluid communication between the Agency and the Universities, which has facilitated the process despite the tight deadlines.
- Positive evaluation of the process by all participants (universities, reviewers, agency).
- Flexible and personalised" design of the visit agendas according to the particularities of each centre and the number of programmes.
- Friendly and relaxed welcome to the panels of experts during the visits and compliance with the planned schedules. Adequate space, equipment and documentation available in all centres.
- For the visit, the universities launched the respective calls for meetings to all stakeholders, managing in practically all cases to ensure the attendance of all the groups called.
- Positive evaluation of the reviewers with regard to the documentation. They consider it adequate and sufficient to carry out the evaluation.
- Validation of evaluation criteria by certification of the implementation of the AUDIT programme. Three centres of the University System of Aragon (the School of Engineering and Architecture of the Universidad de Zaragoza and the Faculties of Health Sciences and Communication of the Universidad San Jorge) have obtained this certification.

5.2. AREAS FOR IMPROVEMENT

- Take special care with the composition of the panels (the evaluation of the reviewers by the Agencies is important).
- Consider how to simplify self-reporting, as it sometimes "duplicates" much of the information in the annual follow-up reports.
- Activate a channel through the Agency's website as a complement to the "open hearings".
- Design an online platform to facilitate the individual assessment of panels and the subsequent work of the secretaries collecting the information.
- Review of the assessment template to ensure that a minimum number of items are



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included in the visit reports in order to standardise the length and depth of the reports from the different panels.

- Analyse whether or not it is appropriate to "force" universities to make a statement on the aspects assessed as C in the claim period.