

2015

SELF-EVALUATION REPORT

ESG




AGENCIA DE CALIDAD Y
PROSPECTIVA
UNIVERSITARIA DE ARAGÓN

ACPUA Agencia de Calidad y Prospectiva Universitaria de Aragón
ACPUA Aragon Agency for Quality Assurance and Strategic
Foresight in Higher Education

November 2015





In order to continue improving, earning new responsibilities and enhancing its service to the Aragon university system, the Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education, ACPUA, wishes to become a full member of ENQA and join the European registry EQAR, gaining international recognition.

Hence, the goal of this evaluation is to assess ACPUA's external quality assurance activities in accordance to the European Standards and Guidelines (ESG) for the purpose of joining the aforementioned organizations.

This report summarizes a long analysis and reflection process on the compliance of the ESG by ACPUA. All the Agency's bodies and stakeholders have participated in this self evaluation and enhancement process, which has stimulated improvement and innovation in ACPUA's organizational structure and operations.

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Foreword

“Small is beautiful” is a popular and attractive expression, which has inspired different economical projects and even social movements. However, it is not so well known that this slogan is related to Spain. It is inspired in the fascination experienced by some European intellectuals, such as George Orwell, by the discovery of powerful, spontaneous and transforming communitarian values found in tiny villages in the Aragon steppes and mountain ranges in the 1930’s.

ACPUA is the Agency of Aragon. And ACPUA is a small Agency serving a small university system.

As an official regional Agency, ACPUA started operating in 2006 with the specific mission of taking care of the quality of higher education in Aragon.

The Bologna process was in its implementation stage back then, and different Spanish regions decided, along with Aragon, to create its own QA Agency. In particular, the aragonese law assigned our Agency some distinctive features: a strong vocation towards the promotion of the new culture of quality that was spreading around the EHEA. Indeed, ACPUA must of course carry out QA evaluating tasks but, at the same time, remain very close to the territory in order to become an instrument to support enhancement from a wider perspectives.

Besides, ACPUA must have a special sensibility towards strategic foresight. Ultimately, the results of its activities should guide strategic decision-making in higher education.

We believe that being a small Agency, close and connected to our community is an advantage for us to imbibe this spirit.

During its initial phase of existence (2006-2011), this small Agency didn’t have many chances to implement this evaluative mission. This was in part positive, given that we equipped ourselves with a spirit of tenacity and resilience. On one hand, it was not the time yet to start accrediting study programmes in Aragon. And, on the other hand, Spanish legislation didn’t allow ACPUA to perform the only existing QA process with legal consequences: the initial accreditation of programmes (“verification”) was reserved to ANECA and Agencies members of ENQA and EOAR.

However, we didn’t stand still. We worked hard.

We dedicated a lot of time to strategic foresight studies (more time that we can commit today to this task), which allowed to prepare the Aragon university system for the upcoming challenges.

And, moreover, we placed great efforts in supporting HEIs in developing strong, efficient IOAS. Besides, we monitored programmes through a thorough follow up process.

Equipped with this knowledge, in 2012 the Agency took action at faster speed. It was time for the accreditation of programmes in Aragon. The Agency was prepared, as it had previously sown the territory. And the results are proven to be satisfactory: today, in Spain, Aragon is the university system with the highest percentage of accredited programmes (through evaluations carried out always for reviewers external to the Aragon university system)

It is important to mention that ACPUA began this decisive phase of consolidation and growth which led the upcoming progress in spite of the tough economic situation, proving again the resilience of the team.

On the other hand, 2012 was also the year for ACPUA's initial steps "Towards ENQA", an action plan which pushed the Agency forward since then. It has driven the improvement, modernization and internationalization of all our protocols (in spite of our legal frame, too rigid). We adapted our methodologies and protocols. We reorganized the organizational structure. We integrated students in all our committees and bodies. We started travelling abroad. Our seminars, month after month since 2012, are consolidated in Spain as a reference forum to cultivate debate and collaboration. We even carried out in 2014 the first legal reform of the Aragon Higher Education Act of 2015, fully supported by the Aragon Parliament. This path has truly been a project of community.

Thus, this self-evaluation report is not a static photograph. It presents the results of a true improvement, a dynamic process.



Antonio Serrano González

Director

Agencia de Calidad y Prospectiva Universitaria de Aragón (ACPUA)

Aragon Agency for Quality Assurance and Higher Prospective in Higher Education (ACPUA)

1. A deep process of internal evaluation and improvement

Since 2012, the Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education (henceforth ACPUA) has moved towards this goal, implementing all reforms and mechanisms needed for the final alignment of its activities to the ESG. In 2014, the Agency drove a crucial reform of the Aragon Higher Education Act specifically aimed at strengthening its accountability and transparency mechanisms as well as students' participation in accordance to the revised ESG, which were in a revision stage at that time. This legal reform (Law 14/2014, of December 30) also includes an article requesting ACPUA to pass an external international evaluation at least every 5 years.

Back in 2013, ACPUA's Committee of Experts approved the first strategic document regarding the need to join ENOA: Recommendations plan "Towards ENOA", emphasizing the urge for ACPUA to start a self-evaluation process:

Towards ENOA: Strategic guidelines

- Join ACPUA as affiliates.
- Build a steering group formed by expert with an international background, in charge of kickstart the process and advice on an Action Plan.
- Analyse human and material resources needed in order to face the enhancement and self-evaluation phase and consolidate ACPUA's activity under the ESG.

Towards ENOA: Strategic actions

- Participation of Evaluation Committees in all QA processes.
- Integration of students in ACPUA's bodies, panels and committees, modifying, when needed the legislation.
- Collaboration initiatives with institutions and organizations in Aragon, in order to make the Agency more visible and reinforce the links of QA processes with the society as a whole.
- Policy of exchange and cooperation with other QA Agencies.

These recommendations were backed up by the Agency's Board of Directors and ACPUA took its first international step by joining ENOA as an affiliate on September 19th 2013. Right after that, ACPUA created a steering group (October 2013) formed by the Director, the Technical Team and a group of experts with international background led by:

- Francisco Marcellán, former Director of ANECA and ENOA evaluation expert.
- Elena Tejedor, former Director of ACSUCyL.

This steering group's working sessions resulted in an action plan "Towards ENOA" with goals, working calendar and progress indicators, which guided the enhancement process in all areas:

- Transparency.
- Evaluation of satisfaction.
- Student engagement.
- Quality assurance evaluation processes.
- Internal Quality Assurance System (henceforth, IQAS)/ISO9001/Strategic Plan.

-
- Reviewers.
 - Communication.
 - Accountability.
 - Legal reform.
 - Resources.
 - Technical committees.

In 2014, ACPUA's team was reinforced with the recruitment of a new Quality Assurance Technician (Irene Melchor Laclea) in charge of leading the internal technical team (self-evaluation group) in charge of this process.

In 2014 and 2015, ACPUA has finalized its enhancement process and culminated its adaptation to the revised ESG through a set of final measures:

- Creation of three separated evaluation committees.
- Integration of students in: review panels, evaluation committees, technical committee and Board of Directors. Creation of student engagement programme ("ACPUA + Estudiantes").
- Pre-adaptation to revised ESG: Reinforcement of the accountability and transparency mechanisms in place (approved through the Law 14/2014, of 30 December to introduce new art. 85 bis. – "Accountability and transparency in the activity", creation of a Committee of Appeals and an updated Complaints and Appeals Procedure.
- Implementation of a participative process for a strategic discussion, with the result of a Strategic Plan and an updated Code of Ethics.
- Begin of ACPUA's international activity: participation in international forums (e.g. ENQA workshops and forums, EOAF, EFOUEL, etc.), organization of international seminars and meetings in Aragon (international series of Seminars in 2015, international meeting "After Armenia: The new ESG - Challenges for agencies and universities", etc.)

The following chart displays the most important milestones in this self-evaluation and improvement process. The feedback, expertise and advice of stakeholders have been used to inform and directly influence this self-evaluation process and report. Looking to the future, the international panel of experts' recommendations will be very welcomed in order to foster continued improvement.

"Towards ENQA" – Milestones			
	Dates	Milestone	Notes
2012	January-May	Awareness of the need to move forward	After several years operating, ACPUA's stakeholders recognize the priority of joining ENQA in order to benefit the Aragon university system.
	June 11 th	Board of Directors' Meeting	Official acknowledgement of the need to join ENQA.
2013	May 23 rd	Launch of program "Towards ENQA"	Committee of Experts recommends joining ENQA, recognizing the benefits resulting for the Aragon university system and submitting document "Towards ENQA".
	September 19 th	Affiliation to ENQA	Board of ENQA grants ACPUA Affiliate status.
2014	October 4 th	"Towards ENQA": Steering Group Meeting	Working session with ad hoc international Steering Group (representatives of all stakeholders): creation of a "Towards ENQA Improvement Plan" (with clear goals, timeframes and indicators).
	January	Students join all expert panels	Accreditation procedures include external student members in all panels.
	June 2 nd	Recruitment of new QA Technician	Coordinator of internal self-evaluation group and fostering international relations.
	September 22 nd	Board of Directors Meeting	The Board of Directors unanimously approves modifying the Aragon University Law with a specific Article on "Operational accountability and transparency"
	October 21 st	Committee of Experts Recommendations	Production of Recommendations document in light of the upcoming revised ESG, focusing on: legal framework update, complaints and appeals and student engagement.
	November	Strategic Plan Project: Phase I	Online Consultation Process: Wide survey to stakeholder groups in order to build initial SWOT analysis.
	December	Strategic Plan Project: Phase I	Return of contributions on initial SWOT analysis.
	December	Launch of Programme "ACPUA + Estudiantes"	Seminar "Students talking: Experiences promoting quality in higher education" to kick-start Student Engagement Programme. Seminar on QA, the role of QA Agencies and student participation in QA.
	December	Formal request to ENQA	Formal request to become full member of ENQA (Formal letter)
	December	Aragon Higher Education Act Reform	Updated legal framework completes ACPUA's alignment to the revised ESG reinforcing its independence, accountability, relations towards all stakeholders and strengthening the role of students.
	January	2 nd Seminar "Students talking"	Second seminar "Students talking: Experiences promoting quality in higher education".
	January	Strategic Plan Project: Phase II	Strategic Plan Consultation Process: Focus group/working meeting for review and discussion of first draft with teachers and managers for public and private universities (from Aragon and other regions), students, trade unions, business organizations, associations, etc.
	February	Strategic Plan Project: Phase II	Submission of second draft with updates for final round of consultation.
	2015	February	Self Evaluation Report
February		ACPUA-Unibasq student workshop	Programme accreditation training to 30 students at the University of Zaragoza.
March 9 th		Board of Directors Meeting	Approval of new Code of Ethics, plan with final measures to complete ACPUA's alignment "Towards ENQA" (organization and structure), base of Promotion of excellence Programme and revision of Strategic Plan (followed by period to submit additional written comments).
March-April		Strategic Plan Project: Phase III	Final period for feedback on Strategic Plan. Creation of final document and annex Financial Report.
May 4 th		Board of Directors Meeting	Final approval of Strategic Plan 2015-2018. Creation of new Appeals Committee.
May 14 th - 15 th		Ministerial Conference EHEA	Approval of revised ESG.
September		Self Evaluation Report	Submission to ACPUA's bodies and stakeholders for final internal and external feedback. Application to EQAR.
October 2 nd		EQAR: Eligibility Confirmation	Official confirmation of eligibility by EQAR.
October		Self Evaluation Report	Submission of SER to ENQA.

2. Higher education in Aragon

2.1. Legal framework

In Spain, the origin of the Higher Education legal framework is the Constitution of 1978. The State lays down the basic national regulations governing the implementation in article 27 (university autonomy) and each Autonomous Community is responsible of its own higher education policy.

The [National University Act](#) (Organic Law 6/2001 of 21st December 2002) sets down basic regulations on a national scale establishing the powers and responsibilities of universities, the national government and the different Autonomous Communities' governments.

This law specifies for the first time that quality assurance and quality promotion is an essential goal of higher education policy, and that the functions of evaluation, certification and accreditation belong to "the National Agency for Quality Assurance (henceforth ANECA) and **the evaluation bodies determined by each Autonomous Community's laws**". Hence, the [Aragon Higher Education Act](#) (Law 5/2005, of June 14, on Universities) created in its Title IV the Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education (ACPUA) as the external quality assurance and evaluation body in Aragon.



As shown by the map, in Spain there are eleven QA Agencies: ANECA is the national agency and ten regional Agencies serve its own Autonomous Communities. Seven of them (ANECA and the

Agencies from Andalusia, Castile and León, Catalonia, Galicia, Basque Country and Madrid) are full members of ENQA.

On another note, Organic Law 4/2007 (which modified the National University Act) states that “ANECA and any evaluation bodies determined by each Autonomous Communities’ laws shall establish cooperation and mutual recognition mechanisms for the evaluation, certification and accreditation activities and in accordance with international criteria”. As a result, the Spanish Agencies created the Spanish Network of Higher Education QA Agencies (henceforth REACU, *Red Española de Agencias de Calidad Universitaria*). ACPUA has played a very active role in this network since the start, being its technical Secretary during 2014.

2.2. ACPUA

ACPUA was created in 2005 and started operating in 2006. According to the law, the purpose of the Agency is double: an evaluation, certification and accreditation mission, as well as the promotion of continuous enhancement, reflection and innovations in the Aragon university system. This non-evaluating mission is an important distinctive feature of ACPUA.

Aragon Higher Education Act, art. 84 « Purpose»

1. ACPUA is an instrument of Aragon to promote the improvement of the quality of the Aragon university system favouring its relationship with the business and labour world and the society as a whole.
2. With its activity, the Agency must promote and disseminate a culture of quality in the university and higher education area of Aragon, that enables enriching the reflection on the role of universities with regard to the society and favour the exchange of experiences at this level with other university systems.

Hence, ACPUA mainly develops technical QA activities, such as evaluation, assessment, certification and accreditation tasks. This public service is complemented with strategic foresight and research, as well as with activities to promote a culture of quality in higher education within the region.

ACPUA’s internal process of self-evaluation and improvement led to the conclusion that a legislative reform was needed. Therefore, in 2014, ACPUA’s Board of Directors submitted to the Aragon Government a proposal for a legal reform to culminate ACPUA’s compliance with the revised ESG (in the revision phase, at that time) and fulfil its goal of joining ENQA and EQAR.

This legal reform was approved through the [Law 14/2014, of 30 December](#) and introduces the very important article “Art. 85bis. - Accountability and transparency in the activity”, mainly aimed at reinforcing the Agency’s accountability mechanisms, transparency and students’ participation.

Aragon Higher Education Act 5/2005, of 14 June
Title VI "On the Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education"

Chapter one: General provisions
Art. 82.- Legal nature and affiliation
Art. 83.- Operating principles of the Agency
Art. 84.- Purpose
Art. 85.- Functions
Art. 85bis.- Accountability and transparency in the activity

Chapter two: Organisation
Art. 86.- Organisation
Art. 87.- Board of Directors: composition
Art. 88.- Board of Directors: functions
Art. 89.- Director: appointment and status
Art. 90.- Director: functions
Art. 91.- Committee of Experts

Chapter three: Legal regulations
Art. 92.-General principles
Art. 93.- Development of the Agency's procedures
Art. 94.- Resolutions and system of appeals
Art. 95.- Personnel
Art. 96.- Assets and economic resources
Art. 97.- Termination



2.3. The Aragon university system



Edificio Paraninfo Universidad de Zaragoza



www.unizar.es

ACPUA serves the Aragon university system. This system takes place on-campus in two universities: a public one (the University of Zaragoza) and a private one (San Jorge University).

The University of Zaragoza is a public university and was founded in the XV century (during the *Renaissance*) by Charles V. It

is one of the largest, oldest and most prestigious universities in Spain and currently has 54 degrees, 48 masters, 43 doctorates, 35.068 students, 4,004 teachers and researchers and 1,795 staff. As



Campus Villanueva de Gállego



www.usj.es

shown in the map, four campuses are part of the University of Zaragoza: Zaragoza, Huesca, Teruel and la Almunia de Doña Godina.

On the other hand, the San Jorge University, young and

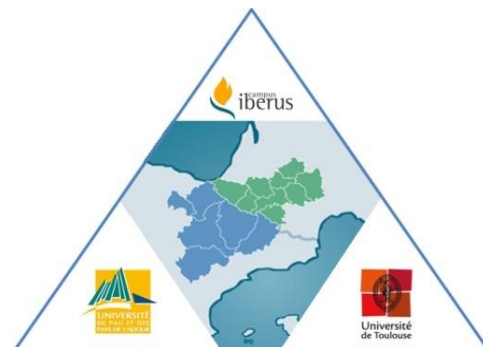
growing (created in 2005), has 12 Bachelor's Degrees, 10 masters, 2 doctorates, 2,042 students, 253 teachers and researchers and 100 staff.

Aragon university system in figures (School year 2014-2015)

University	Bachelor's Degrees	Master programmes	Doctorates	Students	Teachers & researchers	Staff
University of Zaragoza	54	48	43	35,068	4,004	1,795
San Jorge University	12	10	2	2,042	253	100

The national Government recognizes a Campus of International Excellence (CIE) in Aragón. [Campus Iberus](#), ICE of the Ebro Valley, is a strategic alliance formed by the public universities of Aragón, La Rioja, Navarre, as well as that of the province of Lleida in Catalonia (the only excellence campus covering four different regions as well as one cross-border campus). One of its main objectives is to develop a policy of strategic alliances with prestigious domestic and international universities, specifically, institutional strengthening of cross-border cooperation.

Campus Iberus plans the construction of a Cross-border Campus with the universities of Toulouse and Pau (France) in what will be a new large-scale project called EBRoS (European Bioregion of Science) Western Pyrenees.



UNIVERSIDADES DE ARAGÓN

2

UNIVERSIDADES

Universidad de Zaragoza

Universidad de San Jorge

ESTUDIANTES MATRICULADOS

30915 >>> 8019 513 <<< 1526

Alumnos de nuevo ingreso

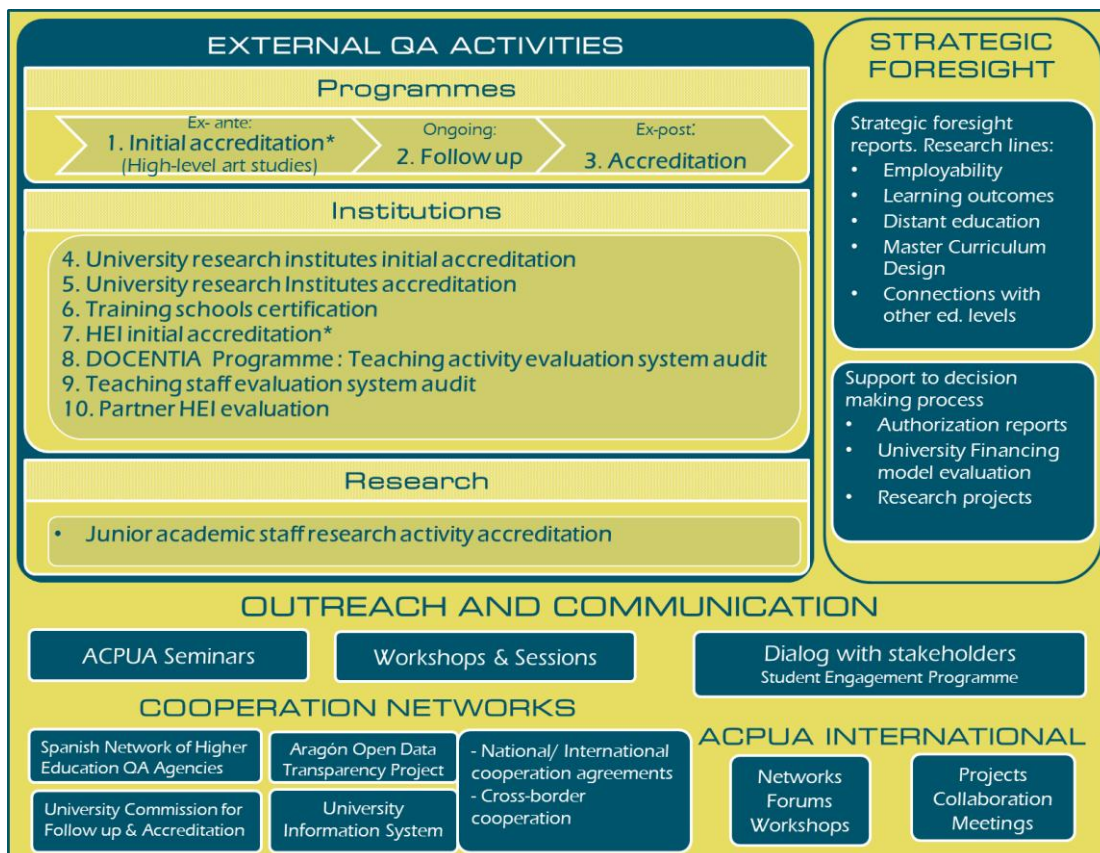


3. ACPUA: External quality assurance activities

3.1. Overview

ACPUA was created by the Aragon Higher Education Act (art. 84) to be an instrument “to promote the improvement of the quality of the Aragon university system”. Following this legal mandate, ACPUA’s activity can be classified in three areas:

- **Quality assurance:** quality assurance evaluations and reviews in three fields: programmes, institutions and research. Progressively, ACPUA has developed new evaluation tasks within each of them; programme evaluation is the most relevant one.
- **Strategic foresight:** ACPUA develops different types of reports and studies to support higher education policy decisions upon request of the Aragon Government, as well as research studies on key topics upon the authority’s request.
- **Outreach activities:** ACPUA supplements its QA and strategic foresight activity through a complementary mission: promoting quality in higher education by organizing seminars, collaborating with other entities through networks, participating in higher education events, etc. Among these, the international activity, started in 2013, is especially relevant.



2014 en cifras

EVALUACIÓN

Visitas de paneles de expertos

14 centros

Renovación de la acreditación

33 títulos

Actividad investigadora profesorado

119 sexenios

Evaluadores externos

67 expertos

Certificación Centros de prácticas

213 centros

Certificación Dedicación y Docencia

2021 solicitudes

PROSPECTIVA

Seminarios realizados

11

Asistentes

184

Informes emitidos

4

OTRAS

Colaboradores externos

84

Autorización de títulos

58

Asistencia a jornadas

19

Presentaciones en jornadas

6

Eventos internacionales

6

Convenios activos

5

3.2. Quality assurance activities

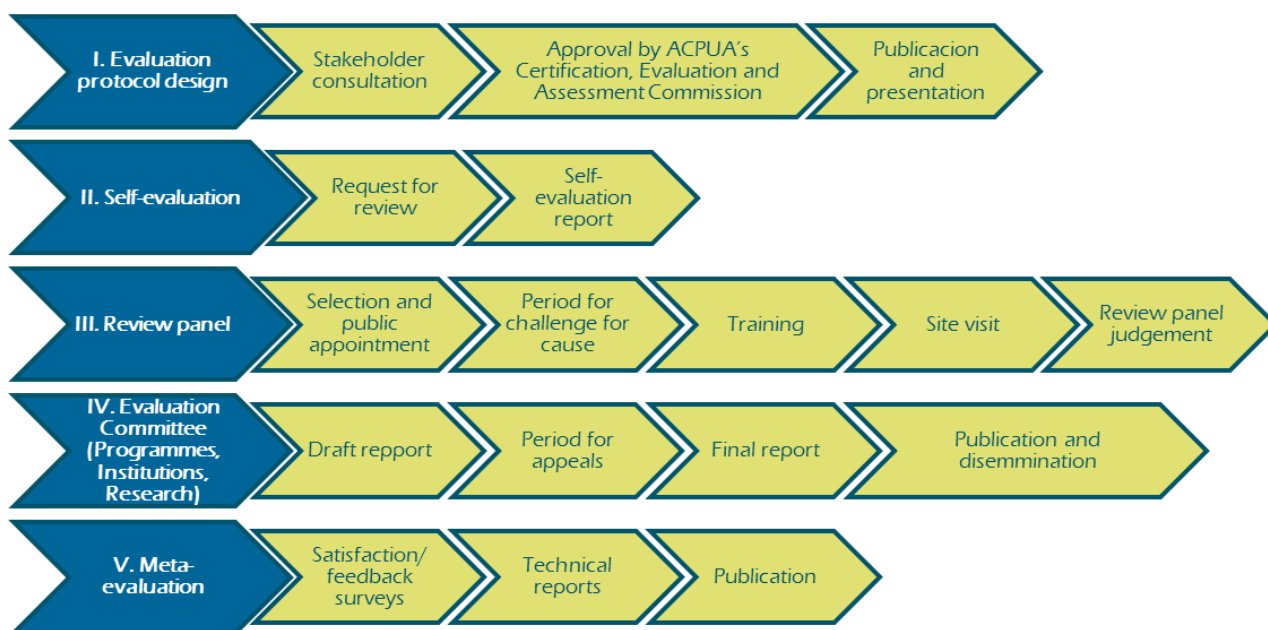
The following chart summarizes ACPUA's EOA processes which fall under the scope of the ESG (EV.1 contains additional details about each process such as student participation, evaluating body, etc. and data such as start year, reviews up to date, etc. is available).

Act. Code	ACTIVITY
1	<p>Initial accreditation. Level: Programme/Type of review: Accreditation.</p> <p>According to the Spanish legal framework, the initial (ex-ante) accreditation of study programmes is the only EOA activity concerning programmes that can be carried out exclusively by EOAR registered Agencies. Thus, in Aragon, this activity is still implemented by ANECA. High-level art Master programmes are however an exception: Spanish Law assigns the responsibility for the initial accreditation of these programmes in Aragon to ACPUA.</p>
2	<p>Accreditation (ex-post). Level: Programme/Type of review: Accreditation.</p> <p>Programmes must undergo an ex-post review every four/six years (Masters/Degrees) after its initial accreditation. Seven criteria are subject to review (as agreed between Spanish agencies through REACU): Organization & curriculum implementation, Public information & transparency, IQAS, Academic staff, Support staff, resources, services, Learning outcomes, Satisfaction and performance indicators. This process includes a SER and a site visit by a review panel (with presence of, at least, one student) in order to interview key stakeholder groups (management, teachers, students, graduates, employers, support staff, etc.) (vid. EV.3). The final result can be favourable, not favourable (programme's extinction) or favourable conditioned to an improvement plan (need for a specific plan for detected areas of improvement)</p>
3	<p>Follow up (ongoing). Level: Programme/Type of review: Accreditation.</p> <p>Programmes must undergo a monitoring process between the initial accreditation, the accreditation, and the subsequent accreditation renewals (four or six year periods, in any case). This QA process focuses on ongoing improvement and reinforcement of the IQAS, especially in the areas of transparency and accountability.</p>
Act. Code	ACTIVITY
4	<p>University research institutes initial accreditation. Level: Institutional/Type of review: Accreditation.</p> <p>ACPUA's initial accreditation (ex-ante) of University Research Institutes assures they meet all requirements to perform their research tasks in Aragon with quality. This process involves a SER by the candidate institute and a review by an external panel.</p>
5	<p>University research institutes accreditation. Level: Institutional/Type of review: Accreditation.</p> <p>ACPUA's periodic accreditation (ex-post) of University Research Institutes operating in Aragon monitors their performance every five years. This process involves a SER and a site visit by an external review panel. The research evaluation committee is in charge of making the final decision. In case of a final decision of "Favourable with recommendations", the process includes a follow up process monitoring the implementation of recommendations.</p>

Act. Code	ACTIVITY
6	<p>Training schools accreditation. Level: Institutional/Type of review: Accreditation.</p> <p>ACPUA has the mission to accredit pre-K, primary and secondary schools welcoming university students. This accreditation takes place upon the schools voluntary requests, and evaluates the adequate standards of quality of the internship placements of students enrolled in Education Degrees (Education Degrees and Master of Teaching) as interns. The supporting evidence for these accreditations is the SER, reports from the Aragon Education Department, and ACPUA's programmes reports (Follow up/Accreditation). ACPUA awards accredited schools a quality label for three years, renewable after a follow up.</p>
7	<p>HEI initial accreditation. Level: Institutional/Type of review: Accreditation.</p> <p>Due to a very recent national Act (May 2015) the Academic Plan Proposal (Degree Programmes offer) of any new public or private university which wishes to settle in Aragon has to be accredited. This process is currently under development by ACPUA.</p>
8	<p>DOCENTIA Programme: Teaching activity evaluation system audit. Level: Institutional/Type of review: Audit.</p> <p>Implemented through a cooperation agreement with ANECA. The goal of this programme is to support HEI to commit to fostering the quality of their teaching staff professional competence evaluation systems. This audit provides a frame of reference for HEI's IOAS and involves three phases: system' external design evaluation (ex-ante), monitoring of implementation (ongoing) and certification of implementation (ex-post). The three phases include a SER and an audit by an external review panel, and the last phase (ex-post certification of implementation) also incorporates a site visit.</p>
9	<p>Teaching staff evaluation system audit, Level: Institutional/Type of review: Audit.</p> <p>In order to assign extra productivity bonuses, awarded by the Aragon Government to public university teaching staff, the University of Zaragoza has developed an ad hoc teaching staff evaluation system. The Aragon Higher Education Act requires ACPUA to assure that this evaluation system works appropriately and according to the criteria approved by the Aragon Government.</p>
10	<p>Partners HEI evaluation. Level: Institutional/Type of review: Evaluation.</p> <p>It is not unusual that a HEI from Aragon agrees with a partner educational institution (public or private, in or outside Aragon) to carry out a study programme in multiple locations under the seal of the HEI. In this case, the educational authority must guarantee that the teaching and learning are implemented in these partner institutions with the same level of quality as at the university itself. ACPUA guarantees in a global manner this goal through the study programmes accreditation, but is also responsible for this thematic evaluation (upon the educational authority's request) which focuses on feasibility, examining specific aspects: financial matters, human resources, material resources, etc. This process involves a SER and a site visit by a review panel.</p>

ACPUA also carries out the evaluation of junior academic staff research activity, reviewing the main research results in 6—year periods. However, such evaluation of individual academic staff directly by ACPUA is not an activity within the scope of the ESG.

As a general rule, ACPUA's methodologies are designed according to the following pattern:



3.3. Strategic foresight

Besides its QA evaluation mission, ACPUA carries out an important non-evaluating mission:

“The name of the entity reflects the ambition and expectations placed on the new body, as it will not only develop its function in the field of improving the quality of the Aragon university system but also the university strategic foresight field (...) in the field of strategic foresight a new face is provided to this body, attributing to it functions structured on the reflection of the future needs and possible innovations in configuring the Aragon university system.” (Aragon Higher Education Act, Preamble).

There are two important working lines:

- **Consultancy/Support to decision-making.** Within this field, the only activity related to an assessments of higher education institutions, organisational units or study programmes (and hence, under the scope of the ESG) is the production of Authorization Reports. For an initial accreditation of study programme, the Aragon Government requests a) ANECA's initial accreditation report and b) an Authorization report from the regional Agency ACPUA, assuring the alignment between ANECA's evaluation and the programmes' curriculum project. ACPUA's activity is limited to a supportive task, the process is a formality overseeing task, and does not entitle a pure review process.

- **Strategic foresight reports.** Upon prior official request, ACPUA carries out or participates in different research projects and studies on strategic topics such as:
 - [Employability of higher education graduates](#)
 - [Learning outcomes](#)
 - [Distant education](#)
 - [Connections with other educational levels](#)

3.4. Outreach and communication

Part of the mission assigned by the Aragon Higher Education Act (Art. 84) requires ACPUA to actively "promote and disseminate a culture of quality in the university and higher education of Aragon, that enables enriching the reflection on the role of universities with regard to the society and favour the exchange of experiences at this level with other university systems."

To fulfil this mission, ACPUA seeks to foster debate and collaborations that support enhancement, hosting outreach activities, events, etc. to interact with stakeholders and the society as a whole:

ACPUA Seminars. Since 2012, these monthly seminars provide an effective opportunity to reflect and exchange ideas about quality in higher education with all stakeholders, invite feedback and input from all interested and foster a culture of quality and enhancement. This has proven to be a very valued activity, as it creates an open space for discussion in a non-evaluating environment. Especially remarkable was the International Series of seminars in 2015 (with speakers from Kazakhstan, France and USA).

Other activities and events. We organize sessions in collaboration with other institutions, such as:

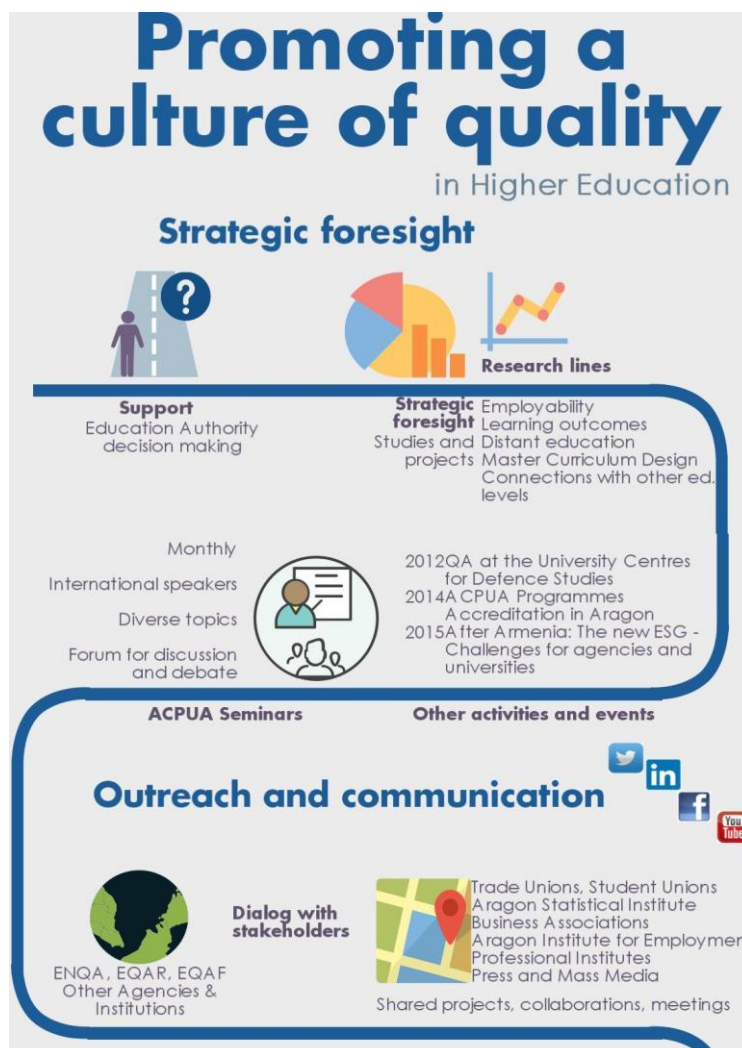
- International meeting "[After Armenia: Revised ESG - Challenges for Agencies and universities](#)" (Canfranc-Estación, Huesca). Organized in collaboration with Unibasq in order to open a first dialog about the recent revision of the ESG and exchange ideas about key aspects such as student participation, complaints and appeals, and the independence (2015).

[A year of shared learning and ideas \(2015\):](#)

- February: "[Quality assurance and High Level Art Studies: University experience](#)". By: Fernando Beltrán, Vice-Chancellor Academic Policy (University of Zaragoza), Andy Tunnicliffe, Delegate to the Rector Internationalization and Quality (San Jorge University), and Óscar Vadillo, Study Programmes Evaluation (Madrid OA Agency madri+d). Round table: Luisa Pellegrero, Dir. of the Aragon Higher Design Studies School, Agustin Charles, Dir. of the Aragon Music Conservatory, Ignacio Mustienes, Dir. of the Aragon Conservation and Restoration School.
- February: "[Students talking \(III\): Experiencies promoting quality in higher education](#)". By: Ferrán Español (UNED), Sofía García (San Pablo CEU), Ignacio Ladrero (Student representative San Jorge University) and Rafael Rubio (President of Student Council, University of Zaragoza).
- March: "[Bologna before higher education: the new focus on education](#)". By: Manuel Magdaleno Peña, General Director of Educational Policy and Longlive Learning, Aragon Department of Education, and Ignacio Polo Martínez, Secondary Education Inspector.
- April: "[Kazakhstan: a Higher Education system opening to Europe.](#)". By: Sholpan Kalanova (President), from the Independent Kazakhstan Quality Assurance Agency for Education (IOAA).
- May " [Study programs evaluation in France and other european countries \(OACHE\)](#)". By: Francois Pernot, International Relations, HCERES, France.
- June: "[American Universities: current issues & new perspectives.](#)". By: Mark Yudof, President Emeritus at the University of California and Law Professor at UC Berkeley.

- [“OA in Aragon Engineering Programmes: EUR-ACE & EURO-INF Labels”](#) on the ANECA-ACPUA agreement for achieving the EUR-ACE y EUR-INF labels in Aragon (2015).
- [“University and territory: Programme planning and accreditation”](#), organized in collaboration with the Menendez Pelayo International University (2012).
- [“OA at the University Centres for Defence Studies: a guarantee for the future”](#), organized in collaboration with the University Centre for Defence Studies of the University of Zaragoza and the Military Academy (2012).

Dialog with stakeholders. ACPUA is connected to Aragon, Spain and Europe, and promotes a permanent dialog with stakeholders. We attend national and international events, meetings and workshops (organized by Agencies or institutions e.g. ENQA, EQAR, EQAF, etc.). Also, we develop “working together” initiatives and collaborations with different institutions so as to reach the whole society: the University Centres for Defence Studies of the University of Zaragoza, Aragon Statistical Institute, Business Associations, Aragon Institute for Employment, Student Unions, Trade Unions, Professional Institutes, etc. Besides, since 2014 ACPUA implements a Student Engagement Programme (additional details can be found in Annex 10.4 Engaging students: ACPUA + Estudiantes).

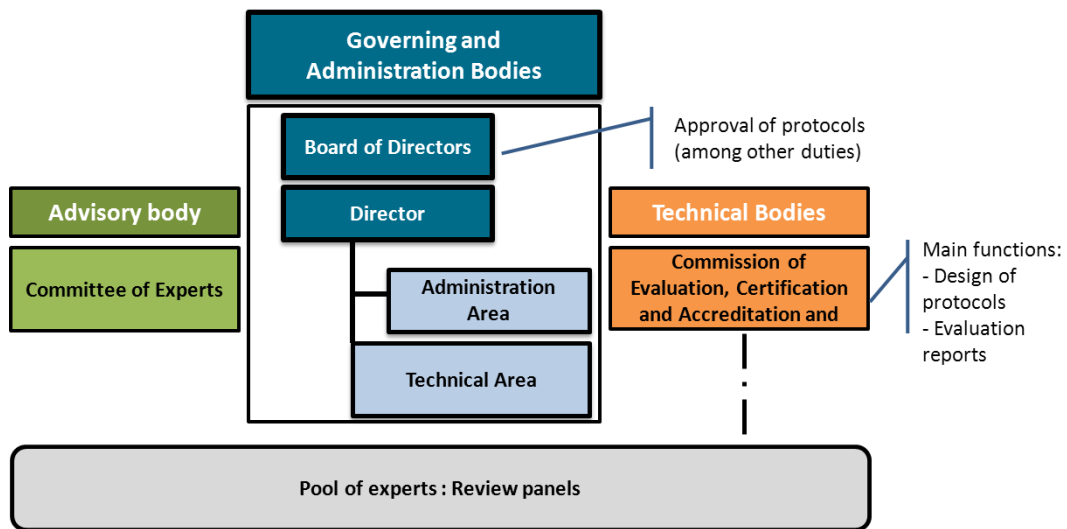


4. Organizational structure

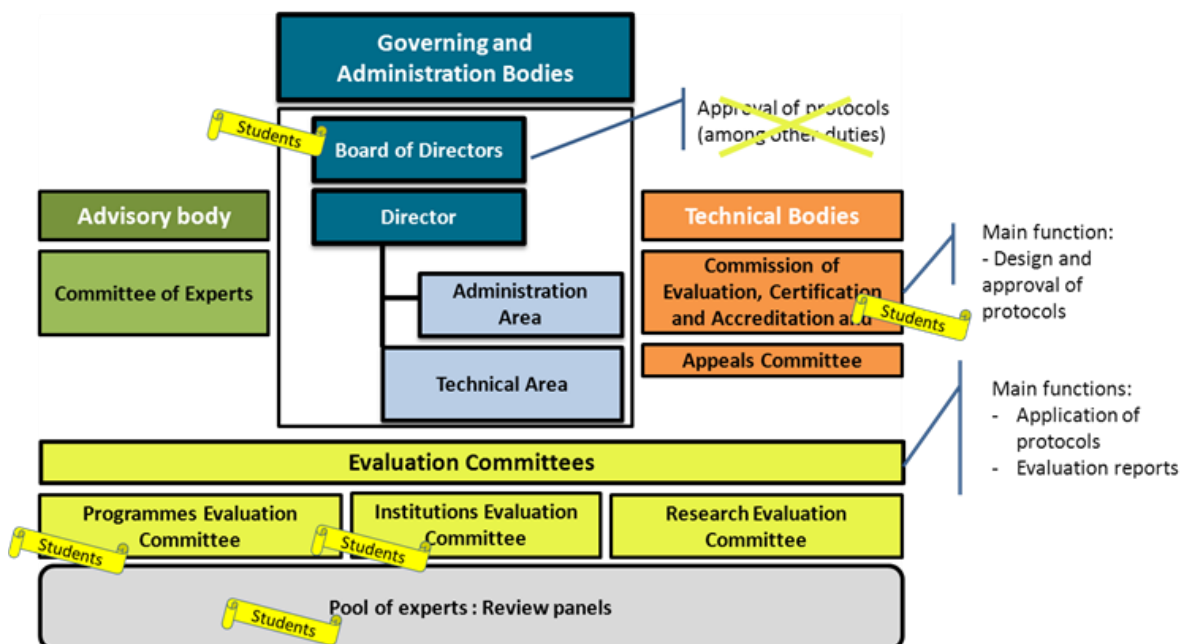
The implementation of the foresaid programme “Towards ENQA” has implied a real transformation process for ACPUA’s organization. As showed in the chart below, first of all, the Board of Directors delegated the power to dictate protocols. On the other hand, the Commission of Evaluation, Certification and Accreditation is now fully responsible for designing the protocols, and has delegated its evaluation power to three independent Committees (Programmes, Institutions and Research). Besides, the integration of students both in the Board and in the technical commission as in review panels and committees is today a reality.

The composition and regulations of each body can be found in ACPUA’s [web](#).

Organizational Structure 2005



Organizational Structure 2015



Governing and administration bodies

Board of Directors

The Board of Directors is the highest council of the Agency, being the Government board of the Agency, and it is chaired by the Minister of Innovation, Research and Higher Education of the Government of Aragon. It is made up of representatives of all stakeholder groups: Government, universities, students, social agents (business organisations, trade unions...) and experts.

Its main function is dictating the general strategy of the Agency: approval of the programming and annual report on the activities, approval of budgets, approval of strategic plans, approval of yearly report, etc.

Composition:

- a) The Minister of Innovation, Research and Higher Education of the Aragon Government (Chair).
- b) Agency's Director (Secretary).
- c) Rector of the University of Zaragoza.
- d) Rector of San Jorge University.
- e) President of the Social Advisory Board of the University of Zaragoza.
- f) General Director of the Aragon Government in charge of Higher Education (Vice-president).
- g) General Director of the Aragon Government in charge of Research.
- h) Vice-president appointed by the University of Zaragoza.
- i) Vice-president appointed by San Jorge University.
- j) Two teachers or university managers, experts in quality assurance, accreditation or prospective of the Committee of Experts, appointed by the Chair.
- k) Two students, appointed by the highest student participation organ from the University of Zaragoza and the San Jorge University.
- l) Two representatives of the most important trade unions.
- m) Two representatives of the most important business associations.

Director

ACPUA's Director leads the management of the Agency and appoints the members of the Commission of Evaluation, Certification and Accreditation, on the proposal of the Committee of Experts. The Director is contracted for four years (extendable for another four) on the proposal of the Minister of Innovation, Research and Higher Education of the Government of Aragon, after having taken into account the opinion of the Board of Directors. In accordance with his/her contract, the Director serves the Agency on a full-time basis and exclusively.

Technical and administrative areas

ACPUA is made by a team of six people, divided in two areas:

Technical area

- 1 QA Technician.
- 1 Strategic Foresight QA Technician.
- 1 QA Technician/International relations.

Administration and support to Direction

- 1 Head of Administration.
- 1 Secretary to the Director.
- 1 Administrative Assistant.

As approved by ACPUA' Board of Directors in 2015 (as part of the Strategic Plan 2015-2018), it is expected that the staff grows with two new hires (1 QA Technician and 1 Administrative Clerk)

Besides, ACPUA typically receives two interns every year (from the Master of Law and Master of Sociology of the University of Zaragoza, respectively).

Committee of Experts

ACPUA's advisory council is composed of national and international experts and is in charge of providing advice and recommendations and supervising the enhancement of ACPUA's methodologies and activities.

Functions:

- Report about the Agency's activity in national or international evaluation, accreditation or strategic foresight processes.
- Propose organizational innovations in the Agency's structure.
- Propose enhancement plans towards the improvement of the Aragon higher education system and report about the progress of the existing ones.
- Propose to the Director the appointment of all assessment, certification and accreditation Committees' members (Evaluation Committees and review panel members).
- Assess periodically the Agency's activities, suggesting enhancement measures.
- Any other related function as mandated by the Board of Directors.

Composition:

- a) Two renowned Spanish experts in QA and higher education accreditation. At least one of them must work outside the region of Aragon.
- b) Two international renowned experts in QA and higher education accreditation.
- c) Secretary of this Committee, as a non-voting participant, a member of the staff of the Agency appointed by its Director.

4.2. Technical bodies

Commission of Evaluation, Certification and Accreditation (*Comisión de Evaluación, Certificación y Acreditación, CECA*)

The Commission of Evaluation, Certification and Accreditation (CECA henceforth) is ACPUA's technical commission in charge of evaluation, certification and accreditation. In order to carry out those responsibilities, this commission has the ability to create technical committees of experts (*subcomisiones*) in the different knowledge areas.

Functions:

- Produce the evaluation, certification and accreditation procedures proposals and the required updates or modifications. These proposals will determine the evaluation standards and criteria that will be used for the evaluation, certification and accreditation decisions, as well as the procedures to access the information of the institutions subject to review.
- Carry out ACPUA's technical function of evaluation, certification and accreditation throughout the creation of technical committees. Indeed, in order to fully adapt ACPUA to the ESG, on its February 20th 2014 meeting, CECA created three independent Evaluation Committees held by experts and in charge of implementing the evaluation processes (Programmes/Institutions/Research Evaluation Committee).
- Provide advice about any related issue upon requests of ACPUA's Director or Board of Directors.

Composition:

- a) ACPUA's Director, also Chair of this Commission.
- b) Vocals: Five renowned experts in the field of evaluation and quality assurance.
- c) Secretary: one person working at ACPUA and appointed by the Director (with voice but no right to vote).

Appeals Committee

This technical body is responsible for supervising the correct implementation of ACPUA's evaluation, certification and accreditation procedures.

Functions:

- a) Report on appeals against ACPUA's final evaluation decisions (Director's resolutions), ensuring the correct application of the protocols and without reassessment capacity.
- b) Inform about complaints and report to ACPUA's Director.
- c) Provide support and advice about complaints, appeals or any other issue related to the guarantees and ethics of evaluation.

Composition:

Committee members are renowned experts whose main occupation does not take place in the Aragon university system and who are not part of any other committee of ACPUA.

- a) Chair, chosen by the Committee within its members.
- b) Three renowned experts. At least two of them will have a legal background.
- c) Secretary: one person working at ACPUA and appointed by the Director (with voice but no right to vote).

4.3. Evaluation bodies

As mentioned before, ACPUA's Evaluation Committees were created by the Commission of Evaluation, Certification and Accreditation on its February 20th 2014 meeting. So as to operate in accordance to the ESG, the commission delegated all its evaluation, certification and accreditation functions in the Programmes Evaluation Committee, the Institutions Evaluation Committee and the Research Evaluation Committee.

Programmes Evaluation Committee (Subcomisión de Evaluación de Titulaciones, SET)

Functions:

- Produce evaluation reports according to the protocols and methodologies determined by the Commission of Evaluation, Certification and Accreditation.
- Generate reports about the evaluation activity in:
 - Study programmes accreditation process.
 - Study programmes follow up process.
 - Any other study programmes evaluation/review established by the Commission of Evaluation, Certification and Accreditation.

Composition:

- a) Five renowned experts, one for each field of knowledge.
- b) A student with expertise in quality assurance.
- c) A secretary: one person working at ACPUA and appointed by the Director (with voice but no right to vote).

All of them are external to the Aragon university system. The member with highest category, seniority and age, in this order, will act as Chair of the Committee.

Institutions Evaluation Committee (*Subcomisión de Evaluación de Centros, SEC*)

Functions:

- Produce evaluation reports according to the protocols and methodologies determined by the Commission of Evaluation, Certification and Accreditation.
- Generate reports about the evaluation activity in:
 - Creation and affiliation of university centres.
 - Feasibility of affiliated university centres.
 - AUDIT and DOCENTIA programmes.
 - Research projects evaluation.
 - Training School Certification.
 - Teaching staff evaluation system audit
 - Any other processed, as established by the Commission of Evaluation, Certification and Accreditation.

Composition:

- a) Four renowned experts.
- b) A student with expertise in institutional quality assurance.
- c) Secretary: one person working at ACPUA and appointed by the Director (with voice but no right to vote).

All of them are external to the Aragon university system. The member with highest category, seniority and age, in this order, will act as Chair of the Committee.

Research Evaluation Committee (*Subcomisión de Evaluación de la Investigación, SEI*)

Functions:

- Produce evaluation reports according to the protocols and methodologies determined by the Commission of Evaluation, Certification and Accreditation.
- Generate reports about the evaluation activity in:
 - University research institutes initial accreditation
 - University research institutes accreditation
 - Junior academic staff research activity.
 - Research projects evaluation.
 - Any other processed, as established by the Commission of Evaluation, Certification and Accreditation.

Composition:

- a) Five renowned experts, one for each knowledge area.
- b) Secretary: one person working at ACPUA and appointed by the Director (with voice but no right to vote).

All of them are external to the Aragon university system. The member with highest category, seniority and age, in this order, will act as Chair of the Committee.

Review panels

Review panels are created ad-hoc for each evaluation process and are always made up of experts in quality assurance external to the Aragon university system. ACPUA carries out a selection of experts in accordance to the published [Reviewers Selection Procedure](#).

Functions:

To participate in the corresponding evaluation process, perform the first evaluation and submit its assessment to the corresponding evaluation committee (which generates the evaluation report).

Composition:

The number of members of the panel is variable, depending on the process. Typically, a panel is made up of four people:

- a) Chair: the member with highest category, seniority and age, in this order.
- b) Vocals: two academics, experts in the area of knowledge.
- c) A student vocal. In evaluations related to programmes or other objects with a direct relationship to students, all panels include, since 2014, at least one student member.
- d) A Technical Secretary appointed by ACPUA (usually, a QA Technician), who makes sure that the evaluation criteria and protocols are applied correctly (has voice but no right to vote).

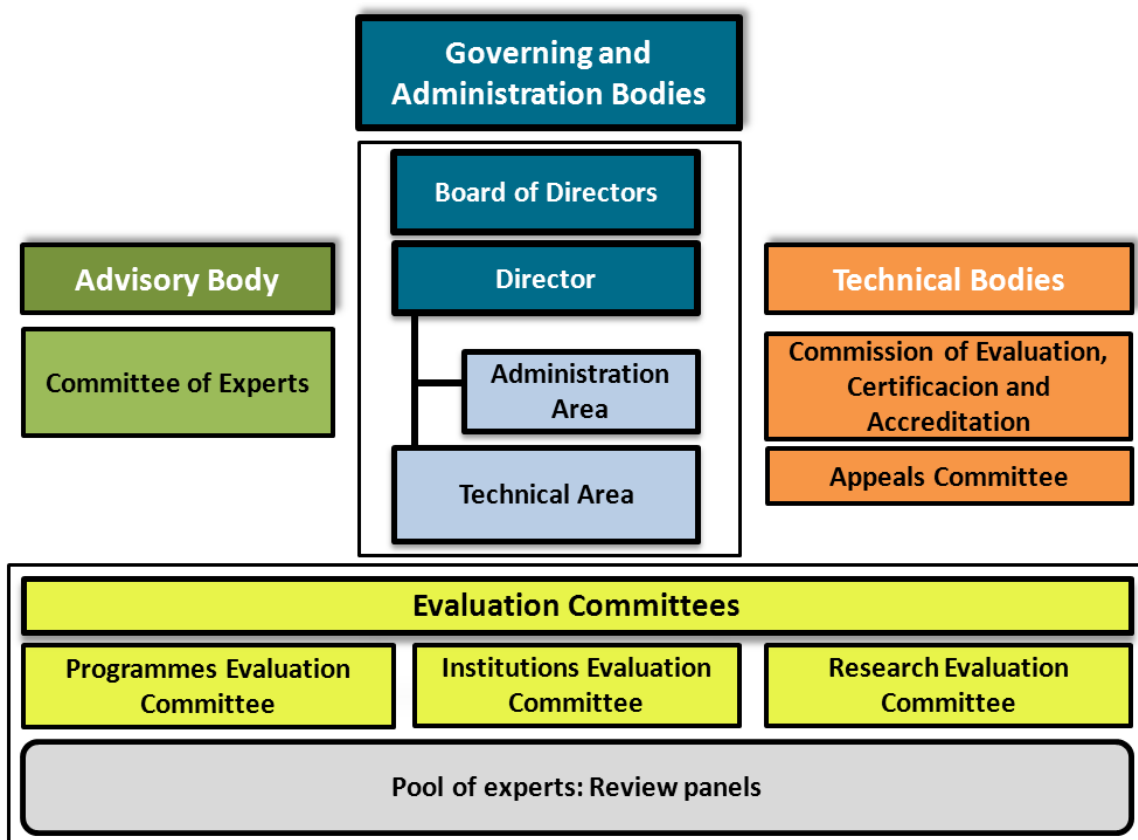
In summary, after the revision and adaptation of ACPUA's structure, its organization has improved through the division of roles and responsibilities, the independence of each body and a good internal coordination.

The Board of Directors (with a balanced representation of reviewees and stakeholders) dictates the governing and strategic lines; the Director develops them and applies the corresponding policies, and the Committee of Experts (where international experts contribute with external perspectives) looks into the future and provides with recommendations and specific recommendations for the Director and Board of Directors.

The Commission of Evaluation, Certification and Accreditation turns the strategic lines into specific evaluation protocols (but does not carry out any evaluations). Evaluations and reviews are implemented by the corresponding Committees (divided by specialty: Programmes, Institutions, and Research) based on the review panels' initial assessment.

The technical staff supports the Director, the Committees and the review panels. Finally, the Appeals Committee looks after the proper application of the evaluation protocols and handles appeals and complaints.

At last, this whole circuit shall be driven in the reverse direction through the different meta-evaluation mechanisms.



5. Compliance with ESG Part 2: Standards and guidelines for external quality assurance

ESG 2.1 Consideration of internal quality assurance

STANDARD: External quality assurance should address the effectiveness of the internal quality assurance described in Part 1 of the ESG.

Guidelines:

Quality assurance in higher education is based on the institutions' responsibility for the quality of their programmes and other provision; therefore it is important that external quality assurance recognises and supports institutional responsibility for quality assurance. To ensure the link between internal and external quality assurance, external quality assurance includes consideration of the standards of Part 1. These may be addressed differently, depending on the type of external quality assurance.

List of main evidences

Website area "QA evaluations" >> Section: Evaluation Protocol for each process	Web
Activity Plans & Yearly Reports	Web
Example: Programme accreditation report template	EV.2
Online search engine: Programme follow up and accreditation reports database	Web

Institution's ultimate responsibility for quality assurance

The Aragon university system stands out in Spain due to the soundness of its IQAS: the School of Engineering and Architecture of the University of Zaragoza and the Schools of Communication and Health Science of the San Jorge University have earned the AUDIT certification, the University of Zaragoza's library has the EFQM 400+ label, and San Jorge University's management system has the ISO 9001 and 14001 certification. These quality distinctions of the Aragon university system are to a great extent the result of a close preparatory and monitoring work done by ACPUA since the implementation of study programmes according to the Bologna Plan and the EHEA.

- Only 14 Spanish institutions (Schools/Faculties) have been awarded so far the certification of their IQAS through the AUDIT Programme by ANECA (ACPUA collaborates to the process as an observer). Of those, **3 are from Aragon**.
- Having this certification is especially relevant towards the programmes accreditation, as it allows the direct recognition of a "favourable" evaluation in some of the evaluation criteria. Also, it is absolutely necessary towards the upcoming institutional evaluation process, recently approved by law (May 2015).

Indeed, ACPUA's evaluation protocols take into account the HEIs' IQAS and consider the evidences produced by those systems. The evaluation protocols are always designed in consultation with the higher education community in order to guarantee two things. On one hand, that APUA's methodologies draw on HEIs' IQAS, and, on the other hand, that external QA contributes to reinforce these, assuring their efficiency and efficacy.

ACPUA is confident that its external QA procedures are designed and carried out taking into account thoroughly the effectiveness of the internal processes described in Part 1 of the ESG.

ACPUA assures the efficacy of institutions' IOAS (ESG, Part 1)

The following chart displays the relationships between ACPUA's quality assurance programmes and the ESG Part 1 on Institutions internal quality assurance. This fact is also supported by each of the evaluation methodologies, which are published online for each process.

Alignment: ACPUA's evaluation programmes and ESG, Part 1

ESG, Part 1: Standards and guidelines for internal quality assurance	PROGRAMMES			INSTITUTIONS						
	1. INITIAL ACCREDITATION	2. FOLLOW UP	3. ACCREDITATION	4. UNIV. RESEARCH INSTITUTES INITIAL ACCREDITATION	5. UNIV. RESEARCH INSTITUTES ACCRED.	6. TRAINING SCHOOLS ACCREDI.	7. HEIS INITIAL ACCREDITATION	8. DOCENTIA	9. TEACHING STAFF EVAL. SYSTEM AUDIT	10. PARTNER HEI EVALUATION
1.1. Policy for quality assurance	•	•	•	•	•			•		
1.2. Design and approval of programmes	•	•	•							
1.3 Student-centred learning, teaching and assessment	•	•	•							
1.4. Student admission, progression, recognition, certification	•	•	•							
1.5 Teaching staff	•	•	•					•	•	•
1.6 Learning resources & student support	•	•	•			•	•			
1.7 Information management	•	•	•	•	•	•	•	•	•	•
1.8 Public information	•	•	•		•			•		
1.9 On-going monitoring and periodic review of programmes	•	•	•			•				
1.10 Institutions should undergo external quality assurance in line with the ESG on a cyclical basis	•	•	•	•	•	•		•		

ESG 2.2 Designing methodologies fit for purpose

STANDARD:

External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

Guidelines:

In order to ensure effectiveness and objectivity it is vital for external quality assurance to have clear aims agreed by stakeholders. The aims, objectives and implementation of the processes will

- bear in mind the level of workload and cost that they will place on institutions;
- take into account the need to support institutions to improve quality;
- allow institutions to demonstrate this improvement;
- result in clear information on the outcomes and the follow-up.

The system for external quality assurance might operate in a more flexible way if institutions are able to demonstrate the effectiveness of their own internal quality assurance.

List of main evidences

Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)	Web
Website area "QA evaluations" >> Section: Evaluation Protocol for each process	Web
Website area "QA evaluations" >> Section: Meta-evaluation for each process	Web
Example: Programme accreditation report template	EV.2
Example: Accreditation of University Research Institutes: Meta-evaluation report	Web
Strategic Plan 2015-2018	Web
ACPUA: Organizational structure and internal regulations	Section 4/ Web
Meetings minutes: Board of Directors, Commission of Evaluation, Certification and Accreditation and Evaluation Committees	Site visit

Designing evaluation methodologies: an ongoing dialog with the stakeholders

Process for the design of evaluation protocols



ACPUA always designs and implements its QA processes taking into consideration both the national and regional legislation. In order to design a new QA process, the **Board of Directors** (where all stakeholder groups are represented), must approve the new activity and its governing principles (the goals of the evaluation).

After that, the **Commission of Evaluation, Certification and Accreditation (CECA)** defines the evaluation methodologies (evaluation criteria, standards and guidelines), which are subject to consultations with representatives of all

stakeholder groups (reviewed institutions, reviewers, Educational Authorities and others). After considering the information and feedback gathered, the CECA reviews and approves the evaluation protocols, making sure they are sound, objective and impartial.

These evaluation protocols are always published online, disseminated through different social media channels and presented in **public meetings or seminars**. If time permits, processes are initialized with a pilot, in order to assess its implementation and impact on institutions before applying them in a general manner, allowing for modifications and improvements, if needed.

After finalizing an evaluation process, ACPUA carries out a **meta-evaluation** process in which all participants (committees, reviewers, reviewed entities, etc.) assess the implementation of the process and suggest enhancement measures for the future (usually through surveys). Based on the findings, the CECA writes recommendations to improve the evaluation methodologies and updates the protocols, if needed, which are immediately updated in the website.

Finally, ACPUA's Director reports to the **Board of Directors** (where all stakeholders are represented) the results of the meta-evaluation process, which are also published on the website.

When national guidelines apply

Sometimes, the Spanish national legislation requires that some QA activities (especially, evaluation of programmes and, in the near future, institutional evaluation – both with effects in the whole territory of Spain) are implemented following common QA standards in all Spain, no matter the responsible agency (each agency is afterwards allowed to develop and adapt them in accordance with regional needs).

ACPUA has been a member of **REACU** since its foundation, having been in charge of coordinating this network from March'14 to March'15.

ACPUA is the only Spanish QA Agency which is part of **CURSA** not a member of ENOA/ EQAR yet. The others are: ANECA, ACSUCyL, ACSUG and AQU.

In these situations, the **Spanish Network of Higher Education QA Agencies (REACU)** is the body in charge of dictating these basic/common criteria and guidelines. Once written, and according to the legislation, REACU communicates them to the responsible Ministry (Education, Culture and Sport).

The design of methodologies at the national level continues afterwards: the stakeholders (educational authorities and universities) have another chance to discuss these methodologies in at least two other forums: **the University Commission for Follow-up and Accreditation (CURSA)** and **the University General Policy Conference (CGPU)**.

From here, once there is an agreement for general common criteria and guidelines, ACPUA adapts and develops them according to the needs and strategic objectives of the Aragon university system. Hence, evaluation protocols are designed in accordance to the design and stakeholder consultation phases described in the previous section (vid. supra, ESG 2.1). For example, the programmes follow up or accreditation processes have been adapted by ACPUA after said consultations with its stakeholders.

- During the initial phase designing common methodologies in Spain at **REACU**, ACPUA always consults the proposals and contributions with the Aragon university system's stakeholders.

-In the case, for instance, of programmes accreditation, ACPUA held previous meetings with both universities (at the different campuses from the university system: Zaragoza, Huesca and Teruel) as well as with educational authorities and other stakeholders aimed at discussing and collecting feedback about goals, calendar, methodologies, etc. and answer questions. Information was also submitted to [mass media](#).

- In the following phase (CURSA, CGPU), the dialog with stakeholders remains open.

Efficient connexions between internal and external quality assurance

During the methodology's design phase, one of ACPUA's main priorities in regards to the stakeholder participation and involvement is to reach an equilibrium balancing the complexity of the evaluation process (set of indicators, evidences requests, required documentation, red tape workload, etc.) and the HEIs' capability to respond/comply through their own IOAS.

Programmes follow up

ACPUA's evaluation protocol is stricter than the set of common basic indicators approved at REACU. It contains additional criteria in the areas of academic staff and infrastructures, given that Aragon HEIs were already providing ACPUA with that information, thanks to the existing links between external and internal QA in Aragon.

This of course does not mean that the quality requirements are lowered, given that, as we have explained in the previous section (vid supra, ESG 2.1) ACPUA paid close attention to supporting HEIs to strengthen their IOAS previously to the start of programme accreditations in Spain. On the contrary, this strong link between external and internal quality assurance has allowed ACPUA's evaluation protocols for programmes' reviews (follow up and accreditation) to stand out in Spain for requesting

additional criteria (this is, beyond the basic common criteria and guidelines approved by REACU). The solid IOAS developed by the Aragon university system is capable of bearing the weight of these additional criteria (vid infra, ESG 2.6).

Hence, the soundness of this link between internal and external QA allows increasing the level of quality without risking the lightness or efficacy of the evaluation processes. Along the same lines, it is interesting to add that the success of HEIs in Aragon with ANECA's programme AUDIT (vid supra, ESG 2.1) has allowed ACPUA to reach **an effective simplification of its procedures and considerable savings in terms of time and money**: those criteria that have been already certified by said programme are not subject to an additional review.

The same logic will be applied in the future when the institutional evaluation process, introduced last May (through Royal Decree 420/2015) is implemented. According to our estimations, at least three HEIs (Colleges/Faculties) in Aragon have more than half of its programmes favourably accredited by ACPUA and AUDIT-certified IOAS and will consequently be able to undergo an institutional accreditation

ESG 2.3 Implementing processes

STANDARD: External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include

- a self-assessment or equivalent;
- an external assessment normally including a site visit;
- a report resulting from the external assessment;
- a consistent follow-up.

Guidelines:

External quality assurance carried out professionally, consistently and transparently ensures its acceptance and impact. Depending on the design of the external quality assurance system, the institution provides the basis for the external quality assurance through a self-assessment or by collecting other material including supporting evidence. The written documentation is normally complemented by interviews with stakeholders during a site visit. The findings of the assessment are summarised in a report (cf. Standard 2.5) written by a group of external experts (cf. Standard 2.4).

External quality assurance does not end with the report by the experts. The report provides clear guidance for institutional action. Agencies have a consistent follow-up process for considering the action taken by the institution. The nature of the follow-up will depend on the design of the external quality assurance.

List of main evidences	
Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)	Web
Website area "QA evaluations" >> Section: Evaluation Protocol for each process	Web
Online search engine: Programme follow up and accreditation reports database	Web
Example: Programme accreditation report template	EV.2
Example: Review panel site visit agenda	EV.3
Code of Ethics	Web
Procedure for the selection of reviewers/experts	Web
ACPUA in the press	Web

Components of the evaluation processes

ACPUA designs all evaluation processes following the described four-stage model: self-evaluation, external evaluation (including a site visit, depending on the specific process), evaluation report and follow up to monitor progress. The evaluation body in charge of issuing the results is an evaluation committee formed by renowned experts from outside Aragon; the ones in charge of programmes and institutions have student members (one of them, an international student).

All QA processes are designed and planned ensuring its fitness towards its goals and continuous enhancement. The following table summarizes ACPUA's QA processes compliance with ESG 2.3:

Act. Code	QA processes	SER	External assessment (Evaluating entity)	Site visit	Results report	Follow up
PROGRAMMES						
1, 3	Initial accreditation (High-level art master programmes only)	•	- Review panel - Programmes Evaluation Committee	•		Art studies high-level programmes are subject to special legal regulations, revised in 2015. After an initial accreditation of these Masters by ACPUA, the law requires a follow up of these programmes before the next accreditation after 6 years. If any relevant weaknesses are detected during this follow up process, ACPUA has to inform the Aragon Government correspondent authority.
2, 3	Accreditation	•	- Review panel - Programmes Evaluation Committee	•	•	Accredited programmes undergo a continuous follow up, which monitors especially the actions taken to address recommendations contained in the accreditation reports. Programmes with an accreditation report with a result

						of "favourable conditioned to an improvement plan" are subject to a yearly follow up. Programmes favourable accredited are subject to follow up at least once between accreditations (every 4 or 6 years, depending on the type of programme).
INSTITUTIONS						
4.	University research institutes initial accreditation	•	- Review panel - Research Evaluation Committee	• 1	•	Favourable reports contain recommendations for improvement, which are subject to a follow up (since 2015) before the next accreditation round after 5 years.
5.	University research institutes accreditation	•	- Review panel - Research Evaluation Committee	•	•	The evaluation protocol establishes a follow up review process between two rounds of accreditation. The goal of this will be monitoring actions taken to address recommendations in previous reports.
6	Training centre accreditation	•	- Institutions Evaluation Committee		•	This process consists of two phases: Certification and follow up. Once a school is certified, ACPA carries out an annual follow up during the certification/label period (3 years).
7	Initial accreditation HEI	•	- Review panel - Institutions Evaluation Committee	• 2	•	Process in design phase. The evaluation protocol design shall include that favourable reports include recommendations subject to a follow up.
8	DOCENTIA programme: teaching activity evaluation system audit	•	- Review panel - Institutions Evaluation Committee	•	•	This process consists of three phases: design evaluation, implementation follow up and certification. Design evaluation reports' recommendations are monitored in an annual follow up. After the accreditation, the follow up ensures the steps taken to address the recommendation in that report.
9	Teaching staff evaluation system audit	•	-Institutions Evaluation Committee		•	In accordance to the agreement between the Aragon Government and the University of Zaragoza, this is a yearly certification and not subject to a follow up.
10	Partner HEI evaluation	•	- Review panel - Institutions Evaluation Committee	•	•	Follow up is carried out indirectly, through the evaluation of all study programmes implemented in these institutions.

In short, all evaluation processes include:

1. a **self-evaluation** by the reviewed entity;
2. an **external evaluation**, including always a site visit (cf. infra, ESG 2.4);
3. a **report** with recommendations and suggestions for improvement (cf. infra, ESG 2.5. & 2.6);
4. a **follow up** procedure, designed for each process and whereby the intensity or frequency is determined by the provider's record in QA.

The only exception are the training schools accreditation and teaching staff evaluation system audit which have specific characteristics, due to their different nature:

- The external evaluation does not include a site visit, given that all necessary evidences are included in the self-evaluation report(s).

¹ In case of the creation of brand new university research institute, the evaluation protocol foresees replacing the site visit with an interview with the director or management commission. For existing institutes under a re-foundation, the protocol of course foresees a site visit.

² The design of the HEI initial accreditation evaluation protocol will also foresee the possibility of an interview with the director or management commission.

- Reports' results are based on a favourable/not favourable decision (these processes do not include recommendations or suggestions for improvement).
- According to the different agreements with the Aragon Government (mandatory for ACPUA), the teaching staff evaluation system is an annual evaluation, not subject to a follow up (not feasible).

Soundness and reliability of processes

As mentioned before, the new article 85 bis of the Aragon Higher Education Act was introduced in 2014 precisely to reinforce ACPUA's activity transparency and accountability in accordance to this revised ESG:

Aragon Higher Education Act, art. 85 bis: « Accountability and transparency in the activity»

1. The Agency will approve the strategic plans for four years.
2. The Agency's activity will be ruled by annual activity plans.
3. The Agency will prepare annual activity reports.
4. The evaluation procedures and criteria, as well as the composition of the corresponding commissions, will be established and duly reported to the interested parties prior to the start of the evaluation processes.
5. The Agency will have an internal quality assurance system in place.
6. The Agency's complaints and claim processes must be clearly defined; they must form part of all their evaluation and external quality assurance protocols and be appropriately reported to the interested parties.
7. The Agency's collaborators and evaluators, as well as the people who provide their services therein, are subject to the Code of Ethics based on standards established at a national and European level.
8. The Evaluation Commissions will act with full independence and the results of their actions cannot be modified by any other body of the Agency.
9. The Agency will regularly implement internal meta-evaluation processes, leading to adopting actions for improvement. This meta-evaluation will include consultations to the different stakeholders involved according to the nature of the process.
10. Periodically and at least once every five years, the Agency's activity must be subject to an external evaluation by an international committee of experts.
11. All the accountability mechanisms mentioned above, as well as the Agency's evaluation reports, will be subject to be published on its website.



These mechanisms guarantee that the Agency's processes are, by law:

- Reliable
- Useful
- Solid
- Applied consistently
- Pre-defined and published
- Sustainable

Every Evaluation Committee, formed by experts from outside Aragon, is responsible for implementing the

corresponding evaluation processes (cf. supra, section 4. Organizational structure).

To ensure that reviews are carried out in a reliable and consistent manner, and that protocols are applied correctly and with the needed impartiality, ACPUA places a great emphasis in the proper selection and training of expert reviewers (cf. infra, ESG 2.4).

Besides, someone appointed by the Agency (usually, one of the QA Technicians) serves as Technical Secretary of review panels and Evaluation Committees (with voice but no right to vote) ensuring a systematic and consistent application of the evaluation criteria and providing technical support. At the same time, the commission in charge of designing and updating the protocols (CECA) receives ongoing feedback about the implementation of processes (such as evaluation results, meta-evaluation, etc.) and analyses it in order to foster the continuous enhancement and reinforcement of decisions' reliability and consistency.

A special remark: usefulness of QA reports

For ACPUA it is key to ensure the utility and usefulness of its work, given it is a public service for the Aragon university system and thus for the whole society in Aragon.

The activity of ACPUA is of interest for the Aragon society

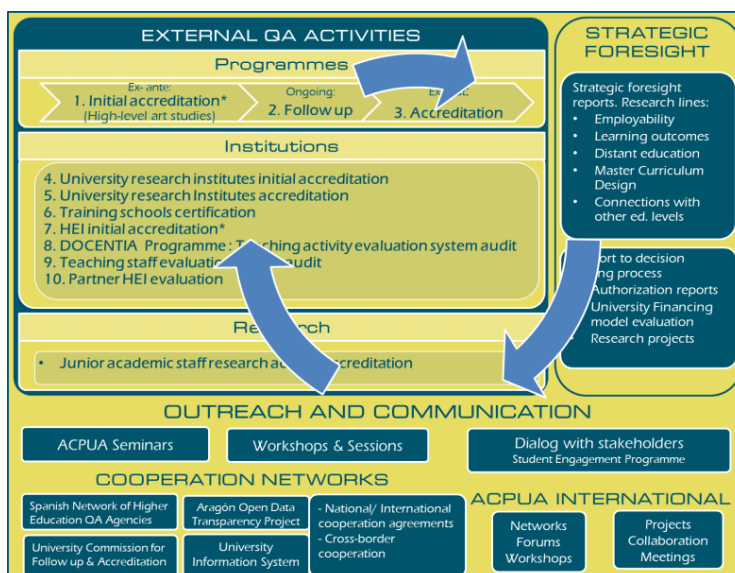
The press coverage about topics such as the programmes accreditation and the internship centres certification reveals the interest and usefulness of these activities for the citizens. Only in 2015, ACPUA's QA activities have been covered by the Aragon regional mass media in at least [11 occasions](#).

Along those lines, we always keep in mind that QA processes are not an end in itself; on the contrary, as mandated by the Aragon Higher Education Act (art. 84. 1), they have to contribute to "promote the enhancement of quality in the Aragon university system fostering its links with the business and labour world and the society as a whole."

This important mission of the Agency is complemented by another one included in the law (art. 84.2): "must promote

and disseminate a culture of quality in the university and higher education area in general of Aragon, that enables enriching the reflection on the role of universities with regard to the society and favour the exchange of experiences at this level with other university systems."

Following this legal mandate, ACPUA has placed a great effort in reflecting and putting in place adequate mechanisms to allow for



its processes to go beyond the mere technical reports and provide with really useful information not only to the reviewees but also to all stakeholders and the citizens in general (families of the students, for example). Thus, there is a real connection between the pure quality assurance and evaluation activities of ACPUA and its functions aimed at disseminating and promoting a culture of quality.

Some of these **mechanisms** mentioned in the paragraph above are the following:

- Participation in international projects, such as “Transparency of European higher education through public quality assurance reports (EQAreps)”, coordinated by ENQA, which contributed to increase the readability and accessibility of our reports and address the needs and expectations of different stakeholders (user-friendly template, glossary, etc.)
- All our protocols include guidelines to support the production of reports that can create value and utility for the enhancement of institutions and/or programmes. Our evaluation reports include always practical **enhancement recommendations** for improvement. Taking as an example the main QA process, the accreditation of programmes: every report includes an assessment of compliance for each standard, as well as clear sections highlighting recommendations, strengths, areas for improvement and best practices.
- Besides the mentioned features of individual QA reports, the Agency publishes a **summary report** summarizing the results at the end of an evaluation process (follow up, accreditation, research activity, etc.), which is presented to the Board of Directors and published in our website.

- Global, summary reports are produced every year or after every accreditation campaign (in case of programme evaluation).
- The one corresponding to 2009-2010 was used by the University of Zaragoza to analyse the enrollment in Master programmes and manage its reorganization.
- Some summary reports place their emphasis on specific aspects from individual reports. For example, ACPUA produces a Summary report of best practices, which compiles all practices identified in accreditation reports (vid. infra, ESG 3.4).

- Evaluation reports are very often connected, so that reports from one process can be used as an evidence for another process. This is the case, for example, of programmes evaluation: the accreditation reports are the base for the process of training schools certification, as well as for other projects such studies on employability or reports on higher education offer by the education authorities.

ESG 2.4 Peer-review experts

STANDARD: External quality assurance should be carried out by groups of external experts that include (a) student member(s).

Guidelines:

At the core of external quality assurance is the wide range of expertise provided by peer experts, who contribute to the work of the agency through input from various perspectives, including those of institutions, academics, students and employers/professional practitioners.

In order to ensure the value and consistency of the work of the experts, they

- are carefully selected;
- have appropriate skills and are competent to perform their task;
- are supported by appropriate training and/or briefing.

The agency ensures the independence of the experts by implementing a mechanism of no-conflict-of-interest.

The involvement of international experts in external quality assurance, for example as members of peer panels, is desirable as it adds a further dimension to the development and implementation of processes

List of main evidences

Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)	Web
Website area "QA evaluations" >> Section: Evaluation Protocol for each process	Web
ACPUA: Organizational structure and internal regulations	Section 4/ Web
Code of Ethics	Web
Procedure for the selection of reviewers/experts	Web
Pool of experts (online)	Web
ACPUA's YouTube Channel: Online tutorial playlist (Programme accreditation)	Web
Student engagement programme: ACPUA + Estudiantes	EV.4/ Web
Cooperation agreements with other QA Agencies (exchange of reviewers)	Web

Composition of review panels and committees, key in quality assurance

All of ACPUA's QA processes are carried out by external reviewers and experts. Moreover, all of them without exception (all members of the panels as well as members of all evaluation committees) perform their professional function **outside Aragon**, which is a critical aspect, given that this territory is a small university community.

The profiles and characteristics that **review panel** members need to meet are defined in advanced for every evaluation process. These carry out an initial assessment (including the evidences and information gathered in a site visit, if foreseen in the protocol) and are made usually by three members (a Chair, an academic, and a student), experts in the knowledge area subject to review. The protocol of course includes the possibility of including business professionals and other experts (EV.6).

The **Evaluation Committees** are composed of renowned experts, and are in charge of receiving and reviewing the first evaluation and, after their analysis, issuing the evaluation reports.

A **technical secretary** of panels and committees, appointed by ACPUA, assures the correct application of the protocol (and has voice but no right to vote).

A special attention has been paid at ACPUA to the **participation of students** in QA. In 2014, students were incorporated to every review panel and to the Programmes and Institutions evaluation committees (in the latter case, an international student), as well as to the Board of Directors and to CECA, the commission in charge of producing the evaluation protocols (vid. supra, Section 4. Organizational structure). Student reviewers are always from an **external university system**.

Student Engagement programme (EV.4):

- ✓ [Seminars](#)
- ✓ [Training workshop ACPUA-Unibasq en Aragón y País Vasco.](#)
- ✓ [Online forum](#)
- ✓ [Informative videos for students](#)

Even though ACPUA is not yet carrying out cross border evaluations, one of our main concerns forward-looking is to include experts in our review panels who don't belong to Spanish universities.



Reviewers' selection, expertise and training

In order to select reviewers, ACPUA receives and examines profiles and resumes of potential reviewers through two channels: a) its online **reviewers' database**, and b) the exchange with other agencies (ANECA, ACSUCyL, ACSUG and Unibasq) under the framework of a **cooperation agreement**. In particular, this spirit of collaboration, which is consolidating very fast (recently, other Spanish agencies have requested to sign cooperation agreements with ACPUA) has led to organizing inter-agency training workshops for students.

Programme accreditation student training
Organized by ACPUA-Unibasq (2015):

- [Student workshop in Zaragoza \(Aragon\) for 30 students \(February '15\)](#)
- Next steps: workshop in Basque country.

The online reviewers' database contains around 180 resumes of experts who have a professional activity outside Aragon, with detailed academic information, professional data, and experience in quality. It allows ACPUA to filter and search through different criteria (knowledge area, position, etc.) and match profiles of experts with the needs for every evaluation process.



The Commission of Evaluation, Certification and Accreditation (CECA) analyses the profiles of the available experts for each evaluation process, making sure all of them fulfil the requirements and skills needed. After that, it appoints them as reviewers through a binding proposal to the Agency's Director (the Director is the responsible for the appointment, which can be challenged for cause). For this selection, CECA applies the [Reviewers' Selection Procedure](#), respecting the principles of merit and skills, and aiming at a panel composition aligned to the goals of the evaluation.

Youtube Chanel: [Online tutorials](#)

Content: 1) Cyclical QA 2) Programmes accreditation, 3) Standards and levels of compliance 4) Reviewers' support tool 5) Connection between accreditation and other QA processes 6) Review panel tasks. The on site visit.



An adequate reviewers' training is basic for the correct development of the processes. ACPUA takes good care of the materials and training methods as well as the support tools created for reviewers:

- Requires that all reviewers take and pass a training related to the evaluation process before its start.
- Provides quite a few training and support tools and materials to reviewers: workshop materials, online tutorials, guides with recommendations to produce reports, guides for site visits, etc.
- Carries out a meta-evaluation at the end of each evaluation process, placing a great emphasis in assessing the quality of the training workshops and the reviewers' satisfaction with the materials provided, the support by ACPUA' staff etc.

Ethics in evaluation

Following the Aragon Higher Education Act in its new article 85 bis, ACPUA requires that all its staff, collaborators and reviewers sign an acceptance of the Agency's Code of Ethics.

Aragon Higher Education Act, art. 85 bis: « Accountability and transparency in the activity»

"7. The Agency's collaborators and evaluators, as well as the people who provide their services therein, are subject to the Code of Ethics based on standards established at a national and European level."


ACPUA's Code of Ethics was subject to review in 2014 in order to include the latest advances in regards to prevention of conflicts of interest, and after a careful comparative study of Codes of Ethics of different European OA Agencies. This revision included a participative process in order to gather contributions from stakeholders, and [ACPUA dedicated one of its seminars to the topic of ethics and social responsibility in OA.](#)

The new Code of Ethics, approved in March 2015 by the Board of Directors and published in our [web](#), includes specific criteria to deal with a potential conflict of interests:

ACPUA: Code of Ethics

"(...) In case of an unexpected conflict of interests, direct or indirect, the person involved will immediately disclose it to the Director of the Agency or the President of the evaluation committee where he/she participates, in order to allow for the foreseen measures to be taken ..."

Moreover, ACPUA has included in all its protocols for OA of programmes and institutions another tool to reinforce the reviewees' protection and defence: the possibility of raising a challenge for cause against reviewers (stating specific reasons) before the start of an evaluation process. For instance, in the case of programmes evaluations, HEIs have 20 days to challenge on qualified grounds the appointed reviewers.



Up to date, ACPUA has received no claims, complaints or appeals regarding the ethics or proper evaluation protocol application of any of its processes.

ESG 2.5 Criteria for outcomes

STANDARD: Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

Guidelines:

External quality assurance and in particular its outcomes have a significant impact on institutions and programmes that are evaluated and judged. In the interests of equity and reliability, outcomes of external quality assurance are based on pre-defined and published criteria, which are interpreted consistently and are evidence-based. Depending on the external quality assurance system, outcomes may take different forms, for example, recommendations, judgements or formal decisions.

List of main evidences

Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)	Web
Website area "QA evaluations" >> Section: Evaluation Protocol for each process	Web
Online search engine: Programme follow up and accreditation reports database	Web
Example: Programme accreditation report template	EV.2
Code of Ethics	Web
Procedure for the selection of reviewers/experts	Web
Pool of experts (online)	Web
ACPUA: Organizational structure and internal regulations	Section 4/ Web
Meeting minutes: Evaluation Committees	Site visit

Definition and publication of evaluation standards and criteria

As previously explained, ACPUA's QA activities are carried out according to evaluation protocols produced and approved beforehand by a specific commission dedicated exclusively to this important task (and without any evaluating functions), the Commission of Evaluation, Certification and Accreditation (CECA).

A very important part of these protocols is the clear description of the evaluation criteria that will be used. Besides, the evaluation protocols include explanations (guidelines) as to how to interpret the standards, placing particular attention to the evidences that must be presented.

All evaluation protocols are published online and then disseminated through social media, making sure the entities subject to review have all needed and updated information before the start of the review process.

The aforementioned reform of the Aragon Higher Education Act spearheaded by ACPUA strengthened the mandate of this ESG 2.5 with legal effects:

Aragon Higher Education Act, art. 85 bis: « Accountability and transparency in the activity»

4. The evaluation procedures and criteria, as well as the composition of the corresponding commissions, will be established and duly reported to the interested parties prior to the start of the evaluation processes.

Additionally, one of the tasks assigned to the new Appeals Committee (vid. infra, ESG 2.7) is to check, in case of appeals, that the evaluation criteria have been defined and published in a timely manner and that the compliance with them has been proved to be ratio decidendi on which the evaluation reports are based. Along these lines, we cannot forget that ACPUA is a public law entity

subject to a specific prohibition of arbitrariness or injustice in its decisions. Thus, all conclusions and/or decisions contained in its reports must be sufficiently proven and justified, and especially when the result is “not favourable”. Equity must be always guaranteed.

Types of results

AGENCIA DE CALIDAD Y PROSPECTIVA UNIVERSITARIA DE ARAGÓN

VALORACIÓN FINAL DEL INFORME

FAVORABLE
 FAVORABLE CON RESERVAS
 DESFAVORABLE

Motivación de la valoración

El denominado "Instituto Agroalimentario de Aragón" (en adelante IA2) se plantea como un Instituto Universitario de Investigación Mixto de titularidad compartida por la Universidad de Zaragoza y el Centro de Investigación y Tecnología Agroalimentaria de Aragón (en adelante CITA). Para la creación del IA2 ambas instituciones suscribieron el pasado 22 de septiembre de 2014 un Convenio Específico de colaboración.

Tal y como sus promotores señalan en la memoria de creación, "El Instituto pretende como objetivo principal, favorecer la agregación de investigadores de prestigio, y de este modo, la definición de proyectos de investigación multidisciplinares, más ambiciosos y globales, como elemento distintivo de calidad en el ámbito nacional e internacional. El propio carácter de centro mixto es, en sí mismo, un aspecto fundamental que el Instituto debe asumir como un sello de identidad y calidad, siendo capaz de generar sinergias entre las instituciones y entre los investigadores. Es por ello que el Instituto nace con la finalidad de convertirse en un centro de referencia en esta área, reuniendo especialistas en los distintos eslabones que componen la cadena alimentaria, favoreciendo su coordinación, y compartiendo experiencia, estructuras, servicios, recursos y técnicas."

Un total de 154 investigadores permanentes (43 dependen administrativamente del CITA y 111 de la Universidad de Zaragoza) han mostrado su interés por adherirse al nuevo Instituto. Además, el Instituto cuenta con una gran cantidad de miembros permanentes que en el futuro podrán integrarse también en el mismo investigadores asociados pertenecientes a otras instituciones tales como la Estación Experimental de Aula Dei (EEAD) o el Instituto Pirenaico de Ecología (CSIC). El compromiso de dichos grupos, unido a su trayectoria investigadora hacen que la propuesta de creación se considere viable si bien deben desarrollarse aspectos importantes para la creación del

The Agency places an important emphasis in presenting the results as clearly as possible. This requires that our reports feature without any doubts the connection between criteria/standards, evidences and results. There is always a clear, evidence-based rationale stating the reasons for the evaluation.

Therefore, we strive for including recommendations, best practices recognitions, and identification of strengths and areas for improvement in our reports and decisions (vid. EV.2).

Example: University research institutes accreditation

As we will see in the following section dedicated to ESG 2.6, the goal of supporting ongoing enhancement through the identification and recognition of best practices is subject to a constant reflection at ACPUA, and we aim for this attitude to be one of our distinctive features.

Activity code	External QA Activity	Report with clear result	Recommendations for improvement	Best practices	Strengths and weaknesses
PROGRAMMES					
1	Initial accreditation (high level art studies)	•	•		
2	Follow up	•	•	•	
3	Accreditation	•	•	•	•
INSTITUTIONS					
4.	University research institutes initial accreditation	•	•	•	•
5.	University research institutes accreditation	•	•	•	•
6.	Training schools accreditation	•	•	•	•
7	HEI initial accreditation	•	•		
8	DOCENTIA Programme: Teaching activity evaluation system audit	•	•		•
9	Teaching staff evaluation system audit	•	•	•	•
10	Partners HEI evaluation	•			

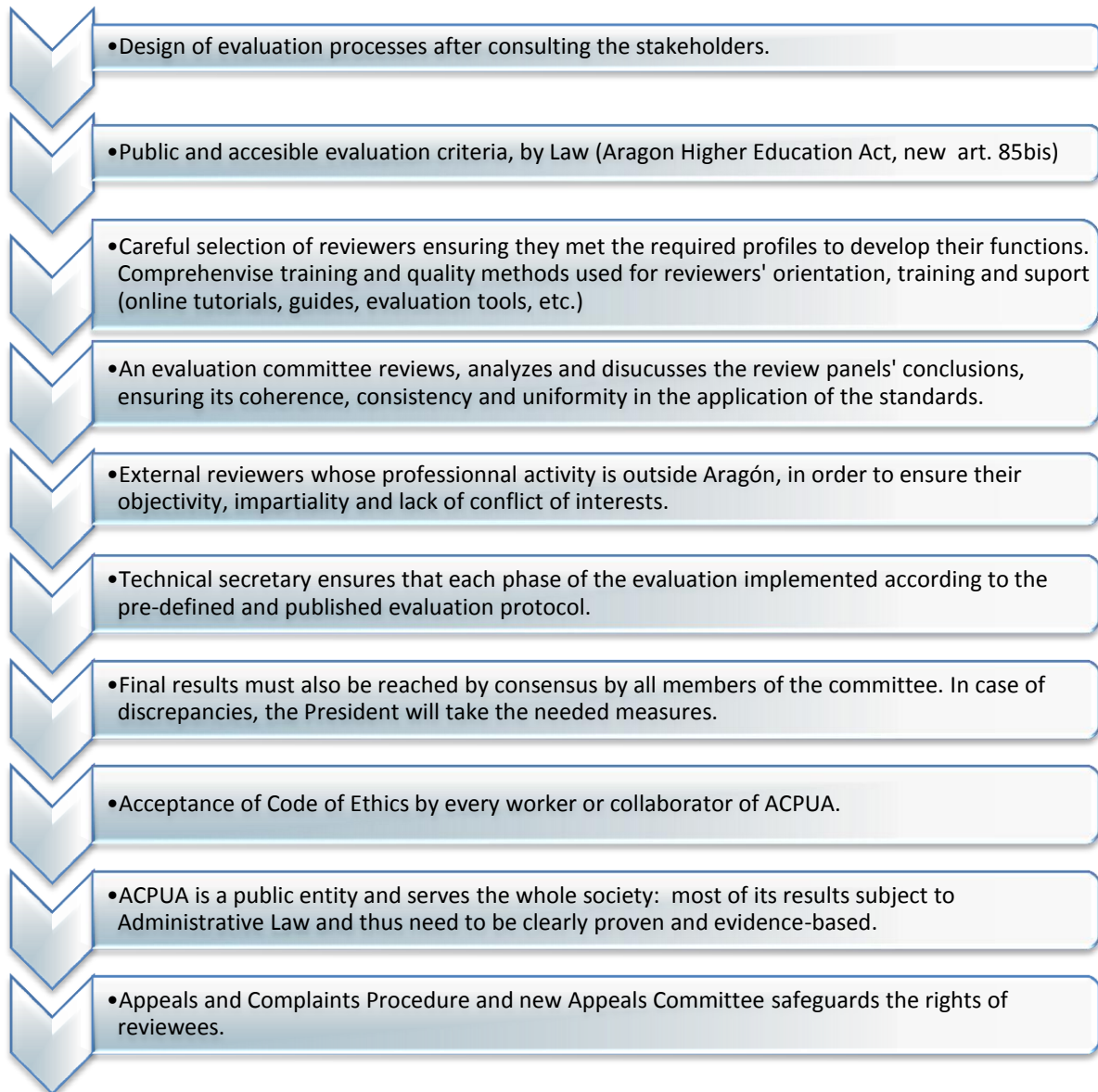
Searching for consistent results

The guarantees mentioned in the previous section are related to ensuring the proof and evidence of our decisions and the rationale for the final results. However, in our evaluation protocols we can also find other mechanisms focused towards a sound and consistent application of the evaluation criteria.

Most of our evaluation processes follow a two-phase model, and the consistency in the application of evaluation criteria is ensured in two ways (vid supra, ESG 2.4):

- Review panel. Carries out the initial assessment and produces a report by consensus. For the programme accreditation, the review panel reviews three study programmes from their specific field of knowledge (on average).
- Evaluation Committees (Programmes, Institutions, Research). These evaluation committees are formed by experts from all fields of knowledge and with expertise in QA who issue the evaluation reports following pre-defined and published evaluation protocols:
 - Evaluation reports are produced by **consensus**, and must offer a clear rationale or explanation on its conclusions, which have to be expressed in constructive and useful terms, explaining how to enhance the areas for improvement. In case of discrepancies, the President will take the needed measures.
 - These evaluation committees have an **overview** of the whole evaluation process, which ensures that evaluation criteria and standards are applied consistently and based on evidences, guaranteeing the equity of results.
 - Once the draft reports have been issued by the committee, the reviewed entity has 20 business days to issue **clarifications or appeals**, which are reviewed by the evaluation committees before issuing the final reports.

To put it briefly, ACPUA's review bodies and evaluation processes ensure that the evaluation criteria are applied in a systematic and consistent manner:

- 
- Design of evaluation processes after consulting the stakeholders.
 - Public and accesible evaluation criteria, by Law (Aragon Higher Education Act, new art. 85bis)
 - Careful selection of reviewers ensuring they met the required profiles to develop their functions. Comprehensive training and quality methods used for reviewers' orientation, training and suport (online tutorials, guides, evaluation tools, etc.)
 - An evaluation committee reviews, analyzes and disucusses the review panels' conclusions, ensuring its coherence, consistency and uniformity in the application of the standards.
 - External reviewers whose professional activity is outside Aragón, in order to ensure their objectivity, impartiality and lack of conflict of interests.
 - Technical secretary ensures that each phase of the evaluation implemented according to the pre-defined and published evaluation protocol.
 - Final results must also be reached by consensus by all members of the committee. In case of discrepancies, the President will take the needed measures.
 - Acceptance of Code of Ethics by every worker or collaborator of ACPUA.
 - ACPUA is a public entity and serves the whole society: most of its results subject to Administrative Law and thus need to be clearly proven and evidence-based.
 - Appeals and Complaints Procedure and new Appeals Committee safeguards the rights of reviewees.

ESG 2.6 Reporting

STANDARD: Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

Guidelines:

The report by the experts is the basis for the institution's follow-up action of the external evaluation and it provides information to society regarding the activities of an institution. In order for the report to be used as the basis for action to be taken, it needs to be clear and concise in its structure and language and to cover

- context description (to help locate the higher education institution in its specific context);
- description of the individual procedure, including experts involved;
- evidence, analysis and findings;
- conclusions;
- features of good practice, demonstrated by the institution;
- recommendations for follow-up action.

The preparation of a summary report may be useful. The factual accuracy of a report is improved if the institution is given the opportunity to point out errors of fact before the report is finalised.

List of main evidences

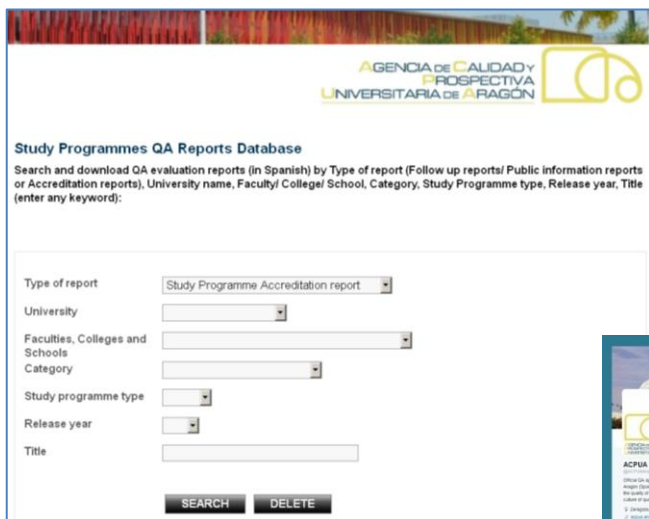
Example: Template for programme accreditation reports	EV.2
Online search engine: Programme follow up and accreditation reports database	Web
Website area "QA evaluations" >> Section: Results for each process	Web
Best practices project: "ACPUA and the higher education change management: From recommendations to best practices"	Web
ACPUA in the press	Web
Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)	Web
Strategic Plan 2015-2018	Web
ACPUA's QA reports in HEIs websites	Example 1 Example 2

Publication and dissemination of reports

- First of all, all evaluation reports are notified to the reviewees, or, when needed, submitted to the authorities in charge of taking the decision or subject to be informed by law (regardless if a mandatory or voluntary evaluation process).
- The same policy is applied for summary reports, produce after finalizing the evaluation processes (vid. supra, ESG 2.3).
- Moreover, all comprehensive reports are published online on ACPUA's website, as well as disseminated through social media channels to the university system and the society as a whole. The same procedure is applied to for meta-evaluation reports and with the Director's resolutions.
- Whenever reports contain a formal statement (favourable or not favourable), the decision is clearly presented in the initial part of the report (EV.2).
- ACPUA publishes and disseminates to the university system and the society as a whole summary reports on global results at the end of every programme accreditation process (the most important QA process in Aragon). The publication of summary reports of best practices identified during the programme accreditation process is also remarkable.

Internet, social media and accessibility

For ACPUA, **internet** plays a very important role as a tool for transparency and communication. 2014 and 2015 have been key years: the Agency has defined and implemented an Online Communication Plan (web and social media) and has culminated a great website reform.



The screenshot shows the 'Study Programmes QA Reports Database' search page. At the top, it features the ACPUA logo and the text 'AGENCIA DE CALIDAD Y PROSPECTIVA UNIVERSITARIA DE ARAGON'. Below the logo, there is a search instruction: 'Search and download QA evaluation reports (in Spanish) by Type of report (Follow up reports/ Public information reports or Accreditation reports), University name, Faculty/ College/ School, Category, Study Programme type, Release year, Title (enter any keyword):'. The search form includes several dropdown menus: 'Type of report' (set to 'Study Programme Accreditation report'), 'University', 'Faculties, Colleges and Schools', 'Category', 'Study programme type', and 'Release year'. There is also a text input field for 'Title'. At the bottom of the form are 'SEARCH' and 'DELETE' buttons.

It is in first place remarkable how the web **usability** as improved, as well as the navigation and the search of QA reports through the integration of a useful report search engine which allows to search by categories and download full QA reports.



Also, ACPUA joined in 2014 the most popular **social media** platforms, which have been actively used to make QA more visible for the society as a whole and to generate direct and regular communications with all stakeholders. In regards to reports,

social media allows for an immediate dissemination of information: deadlines for institutions, publication of reports, global results, etc.



Besides, ACPUA has completed the first phase of the **website** translation, including all sections and the main documentation.

A richer approach to reports: useful, clear and easily accessible

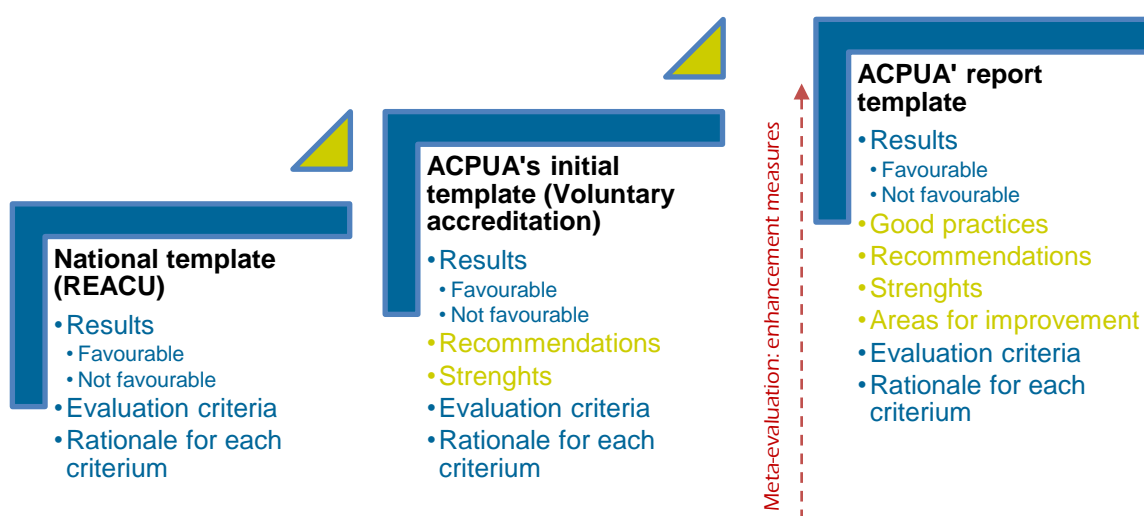
As mentioned before, ACPUA's nature as public entity with a mission of public services reinforces its desire and requirement to ensure the accessibility and utility to all stakeholders (vid. supra, ESG 2.3).

Reports must **contribute with value for HEIs and be helpful and useful to promote enhancements**. Thus, ACPUA's reports always feature not only the final assessment, but also a well based, evidence-based rationale and recommendations for improvements. The structure of reports is well organized and user-friendly, follows the published guidelines and protocols, and includes:

- Introduction with objectives, description and analysis of the evaluation process.
- Process description and legal frame.
- Formal decision.
- Main conclusions and recommendations for improvement.
- Compliance analysis for each evaluation criteria, with evidence-based reasons and explanations in a useful, clear and constructive manner.

In particular, ACPUA's programme accreditation reports (main QA process in Spain) have evolved from the initial basic national model (agreed in the national network REACU, as explained), increasing gradually its utility and clarity (vid. infra, EV.2).

Development of ACPUA's template for programme accreditation reports:



How to assure the quality of QA reports?

1. Reviewers, members of evaluation committees and technical secretaries carry out their functions aiming at producing an evaluation report which portrays study programmes, presenting in a summarized and clear manner results, recommendations, strengths and areas of improvement.
2. Training sessions, working tools and guides for reviewers focus on the utility and orientation towards enhancement of final reports.
2. Study programmes accreditation reports' templates have evolved and improved through meta-evaluation, internal reflection and self-evaluation (e.g. EQArep Project).

To begin with, meta-evaluation processes have led to an **increase in reports' utility**, incorporating recommendations and strengths, and, later on, good practices and areas for improvement. These items foster institutions' and programmes' continuous improvement and add value to reports.

As important as ensuring usefulness and value of reports is guaranteeing its accessibility from all points of view: availability, easy accessibility and clarity for any audience.

Therefore, one main area of concern for ACPUA has been improving the quality of reports, given that QA is sometimes a very technical task, which makes it difficult to understand by non-technical readers. ACPUA strives for a clear and adequate writing not only in evaluation reports,

but also in every communication, in order to reach all the different audiences, including any reader unconnected to QA: students and prospective students, their families, employers, business

associations, society as a whole, etc. Certainly, we have tried to incorporate recommendations from ENQA's project "Transparency of European higher education through public quality assurance reports (EQAreps)", in which we took part (e.g. adding glossaries, etc.)

From publication to dissemination

For ACPUA, the responsibility for publishing and sharing its results goes beyond the mere formality of making reports readily accessible. The ultimate goal is a true transmission of information to the interested stakeholders, providing them with utility and added value (vid. supra, ESG 2.3).

In such a way:

- We recognize the importance of this standard by including in one of our [Strategic Plan's](#) Axis: "Transparency, communication and accountability" specific actions, e.g. "Make progress towards the continuous improvement of the Agency's public information (QA reports as well as documentation, website, etc.) ensuring its adequate style, clarity and utility for the information to reach the different audiences" or "Explore new formats/channels to reach new audiences and expand the reach of the Agency's information".
- We reflect constantly around our QA processes' results, its utility and value for the society as a whole, e.g. production and public presentation of the study: "[ACPUA and the change management in the Aragon university system: From recommendations to good practices](#)".
- We spread the content of QA reports to different audiences (not only academic or technical!) and through different channels by organizing seminars, training workshops within our student engagement programme (EV.4), "Transition to Higher Education" sessions for prospective students and families, "Services for families" sessions organized in collaboration with the General Direction for Families of the Aragon Government, etc.
- We participate regularly in conferences, seminars, sessions, etc. with a view to disseminate our QA activities and its results: International Conference on Learning, Innovation and Competition (CINAIC), Teaching Innovation Sessions of the University of Zaragoza, International Forum on Research and Higher Education Quality Evaluation (FECIES), etc.
- We encourage HEIs to include information about external QA and QA reports as part of their IOAS (public information and transparency) in order to inform students and the wide public.
- We often send summaries of QA reports and results to the [mass media](#), with wide informative purposes (cf. supra, ESG 2.3).

In other words, we believe that the accessibility and clarity of reports implies not only the improvement of the text itself and a good access to the document, but the creation of a dynamic context where the results become alive and useful: conferences, press releases, meetings, dialog with different audiences, etc.

ESG 2.7 Complaints and appeals

STANDARD: Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

In order to safeguard the rights of the institutions and ensure fair decision-making, external quality assurance is operated in an open and accountable way. Nevertheless, there may be misapprehensions or instances of dissatisfaction about the process or formal outcomes.

Institutions need to have access to processes that allow them to raise issues of concern with the agency; the agencies, need to handle such issues in a professional way by means of a clearly defined process that is consistently applied.

A complaints procedure allows an institution to state its dissatisfaction about the conduct of the process or those carrying it out. In an appeals procedure, the institution questions the formal outcomes of the process, where it can demonstrate that the outcome is not based on sound evidence, that criteria have not been correctly applied or that the processes have not been consistently implemented.

List of main evidences	
Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)	Web
Decree 239/2006, of 4 December, of the Aragon Government, on the approval of ACPUA's Bylaws (Art. 92.1, 94.1, 94.2)	Web
Modification of the Aragon Higher Education Act (Law 5/2005, of June 14, on Universities) through Law 14/2014, of 30 December, of Fiscal and Administrative Matters of Aragon. Art. 33	Web
Royal Decree 91/2001, of 8 May, on handling of complaints and suggestions of Aragon public services	Web
Law 30/1992 of Public Administrations and the Administrative Process legal regulations (Art. 62.1 and 63.1)	Web
Decree 2/2001 of 3 of July (Administrative Law of Aragon) (Art. 70.1, 70.2 and 70)	Web
Website area "QA evaluations" >> Section: Complaints and Appeals for each process	Web
Complaints and Appeals Procedure	Web
Appeals Committee Regulations	Web
ACPUA: Organizational structure and internal regulations: Appeals Committee	Section 4/ Web

Commitment towards accountability

With this new standard, the revision of the ESG places a great emphasis in safeguarding the rights of reviewed institutions. The content of this standard was specifically included in the legal reform of the Aragon Higher Education Act, which was requested by ACPUA's Board of Directors to the Aragon Government in its extraordinary meeting on September 22nd 2014:

Aragon Higher Education Act, art. 85 bis: « Accountability and transparency in the activity»

6. The Agency's complaints and appeals processes must be clearly defined; they must form part of all the evaluation and external quality assurance protocols and be appropriately reported to the interested parties.

Indeed, ACPUA is highly committed to working in an accountable way. This implies having clear published procedures for handling appeals against specific decisions and handling complaints from higher education providers (or any individual). This procedure distinguishes between Appeals and Complaints:

In 2015, ACPUA's Board of Directors approved the Complaints and Appeals Procedure, publically available and clearly pointed out in the website.

Appeals

ACPUA is a public Agency and thus ruled by Public Law (national and regional): specifically, its activity is subject to the Administrative Law, which is especially careful in safeguarding the rights of reviewees against public administrations through the appeals mechanism.

Appeals are challenges to specific decisions, in specific circumstances. Through an appeal, reviewees can question or refuse the formal outcomes of QA process (proving an outcome is not based on sound evidence, that criteria have not been properly applied or that the processes have not been consistently implemented).

Due to ACPUA's legal nature, its final decisions take the form of a Director's Resolution, which always include information about the specific appeal mechanism and timeframe. Moreover, many relevant technical decisions (such as publishing a protocol or the members of a Committee) are also a Directors' Resolution and thus subject to appealing. Likewise, whenever ACPUA forwards a review report to a higher body (Education Ministry or University National Council, for example), the final decision (in the form of a Resolution as well) is also subject to appeals in the form and deadlines stated.

Complaints, claims, suggestions

Complaints and claims express dissatisfaction. Complaints or claims can be filled by anyone dissatisfied with our service (e.g. complaints about ACPUA's staff or collaborators work or conduct, about the accuracy of the information provided, about a review that has not been conducted according to the published method, etc.).

ACPUA's takes care of complaints and claims (and welcomes suggestions) as part of its IQAS, in order to improve the quality of its services. Given that ACPUA's activity is a public service, the internal procedure to handle these is based on a regional law (Royal Decree 91/2001).

The new Appeals Committee

Additionally, in order to reinforce the rights of reviewed institutions in accordance to the European requirements, ACPUA's Board of Directors approved on May 4th 2015 the creation of a new body: the Appeals Committee. This technical body is responsible for supervising the correct implementation of all evaluation, certification and accreditation procedures.

ACPUA's new Appeals Committee

- Three experts whose main occupation does not take place in the Aragon university system.
- They can't be part of any other committee of ACPUA.
- At least two of them will have a legal background.
- This Committee ensures the correct implementation of protocols and procedures.
- There is no reassessment involved.

Functions:

- a) Report on appeals against ACPUA's final decisions, ensuring the correct application of the protocols and without reassessment capacity.
- b) Inform about complaints or claims and report to ACPUA's Director.
- c) In order to contribute to ongoing improvement of ACPUA's activities, this committee also provides support and advice about complaints, appeals or any other issue related to the rights, guarantees and ethics of evaluation.

By creating this new body, ACPUA ensures that every complaint or appeal is not only reviewed and analysed by the evaluating body, but also for **a different and independent body**. Its reports are not a re-assessment. This committee is aimed at safeguarding fair decision-making in ACPUA's procedures and is capable of investigating; requesting clarifications or opinions from evaluation committees and reviewers. ACPUA's Director must consult with this Committee whenever there is an appeal.

In short, ACPUA has worked in order to have in place (and communicate) adequate mechanisms to safeguard institutions' rights and handle complaints or dissatisfaction from users and reviewees.

6. Compliance with ESG Part 3: Standards and guidelines for QA Agencies

ESG 3.1 Activities, policy and processes for quality assurance

STANDARD: Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.

Guidelines:

To ensure the meaningfulness of external quality assurance, it is important that institutions and the public trust agencies. Therefore, the goals and objectives of the quality assurance activities are described and published along with the nature of interaction between the agencies and relevant stakeholders in higher education, especially the higher education institutions, and the scope of the agencies' work. The expertise in the agency may be increased by including international members in agency committees.

A variety of external quality assurance activities are carried out by agencies to achieve different objectives. Among them are evaluation, review, audit, assessment, accreditation or other similar activities at programme or institutional level that may be carried out differently. When the agencies also carry out other activities, a clear distinction between external quality assurance and their other fields of work is needed.

List of main evidences	
Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)	Web
Decree 239/2006, of 4 December, of the Aragon Government (Approval of ACPUA's Bylaws)	Web
Mission, vision and values	Web
Strategic Plan 2015-2018	Web
Code of Ethics	Web
Student engagement programme: ACPUA + Estudiantes	EV.4/ Web
Website area "Seminars & Outreach activities" >> Seminars, Dialog with stakeholders, Events	Web
Staff professional training: Sustainability Report (Section 5.5 Professional Development)	Web

ACPUA: Mission and purpose

ACPUA's mission is to assure and promote the quality of the university system of Aragon. In order to achieve this mission, ACPUA mainly develops technical QA activities, such as evaluation, assessment, certification and accreditation tasks. This public service is complemented with research and strategic foresight tasks (studies, reports, etc.), as well as to promoting a culture of quality in higher education within the region.

ACPUA was precisely created to achieve these goals. Art. 82 of the Aragon Higher Education Act establish that the agency is "a Public Law entity" with "legal personality, its own assets and full capacity to fulfil its purposes", which are clearly defined:

Aragon Higher Education Act, art. 85: «Functions»

- a) Evaluating the university system of Aragon, which will include analysing its teaching and research results and proposing the corresponding measures to improve the quality of the services it provides.
- b) To evaluate, accredit and certify the teaching leading to obtaining official titles valid throughout the national territory, without prejudice of the competences that, if applicable, may correspond to other entities or bodies.

- c) To evaluate, accredit and certify the teaching leading to obtaining degrees of the university or higher education centres in Aragon.
- d) To evaluate and accredit the teaching, research and management activities of the teaching and research staff and of those who aspire to be hired by the University of Zaragoza.
- e) To establish the criteria and evaluation of the requests from teachers, researchers and managers of the University of Zaragoza leading to obtaining the additional salary payments that may be established in accordance with the current legislation.
- f) To evaluate and accredit the programmes, services and management activities of the higher education institutions and centres.
- g) To analyse the demands for R&D and from the socioeconomic agents of Aragon and the prospective study of the emerging demands.
- h) To detect the higher education training needs for the good operation of business in Aragon.
- i) To follow-up the labour insertion of the graduates.
- j) The evaluation foreseen in article 86 of Organic Law 6/2001, of 21 December, on Universities, of the centres providing or that wish to provide higher education studies according to foreign education systems.
- k) To evaluate school success or failure in the field of higher education and the proposal, if applicable, of the necessary corrective measures.
- l) To analyse the problems arising in the transit from secondary education to higher education.
- m) To study the degrees proffered by secondary education students in Aragon.
- n) To evaluate the teaching staff of the private university teachers foreseen in article 72 of Organic Law 6/2001, of 21 December, on Universities.
- ñ) To perform any other non-previously mentioned functions specific of university research and education or of higher education related to the Agency's purposes and that are attributed to it by Decree of the Government of Aragon, in which the Agency must generally intervene according to the applicable rules.

Most of the daily activities are dedicated to QA tasks, which are designed and implemented according to the European Standards and Guidelines, taking into account its complementary strategic foresight mission to promote a culture of quality, as stated in the Preamble of the law:

"The name of the entity created reflects the ambition and expectations placed on the new body, as it will not only develop its function in the field of improving the quality of the Aragon university system but also in that of university strategic foresight. Regarding quality, it is obvious that its functions will develop within the explicit framework of that already foreseen in the state legislation; in the field of strategic foresight, however, a new face is provided to this autonomous community body, attributing to it functions based on the reflection of the future needs and possible innovations in configuring the university system of Aragon.

Section 3.3 of this report presents ACPUA's strategic foresight activities with more details.

ACPUA: External quality assurance activities

	Act. Code	EQA Activities	ESG 2.1	ESG 2.2	ESG 2.3	ESG 2.4	ESG 2.5	ESG 2.6	ESG 2.7
PROGRAMMES	1	Initial accreditation (high level art studies)	•	•	•	•	•	•	•
	2	Follow up	•	•	•	•	•	•	•
	3	Accreditation	•	•	• Site visit	•	•	•	•
INSTITUTIONS	4	University research institutes initial accreditation	•	•	•	•	•	•	•
	5	University research institutes accreditation	•	•	• Site visit	•	•	•	•
	6	Training schools accreditation	•	•	•	•	•	•	•
	7	HEI initial accreditation	•	•	•	•	•	•	•
	8	DOCENTIA Programme: Teaching activity evaluation system audit	•	•	•	•	•	•	•
	9	Teaching staff evaluation system audit	•	•	•	•	•	•	•
	10	Partners HEI evaluation	•	•	• Site visit	•	•	•	•
RESEARCH	11	Junior academic staff research activity evaluation	•	•	•	•	•	•	•

During the last years, ACPUA has carried out a very intense process of internal analysis and enhancement in order to align each evaluation process to the revised ESG. Every external QA process has been designed or reviewed carefully against the ESG, Part 2, and the Agency has pursued methodological and legislative reforms.

The starting point of all ACPUA's QA processes are the institutions' IOAS, given that institutions itself are the primary responsible of quality, just as stated in **ESG 2.1**. The best example to illustrate this philosophy is the accreditation of programmes, main QA process: the dossier given to each reviewer is based on evidences from the programme's IOAS:

- Initial accreditation report.
- Yearly activity reports and annual improvement reports.
- ACPUA's evaluation reports (follow up reports)
- Self- evaluation accreditation report produced by the programme's QA responsible.

As can be seen by checking ACPUA's processes' evaluation protocols, their production and updates (through meta-evaluation processes) are systematic and results-driven and improvement-oriented, in accordance with **ESG2.2**. The design of evaluation protocols includes always a previous consultation with stakeholders and a final meta-evaluation process to gather recommendations and suggestions from reviewers, reviewees and other participants.

Evaluation protocols are pre-defined, published and available to reviewees beforehand, shared through in-person meetings, and through the internet (website and social media) according to **ESG.2.3**. In fact, ACPUA has taken the needed measures to assure that evaluation protocols are applied consistently through a distribution of responsibilities:

1. The Board of Directors approves the Agency's vision and strategic lines.
2. CECA is the commission in charge of approving the evaluation protocols.
3. Review panels, composed by external experts, issue initial assessments, which are the basis for the subsequent evaluation.
4. The three evaluation committees (Programme Evaluation Committee, Institution Evaluation Committee and Research Evaluation Committee) are responsible for issuing the draft reports, review any answers of defence from reviewees and issue the final reports. Its regulations and the Aragon Higher Education Act assure that these evaluation committees will be independent and will freely approve their activities results, which will never be subject to modification by any other body of the Agency.
5. ACPUA's Director and technical staff provide support throughout the whole process.

In short, all evaluations contain:

- Self-evaluation report.
- External evaluation (on site visit, depending on the evaluation process).
- Draft report proposed by the Evaluation Committee (SET, SEC or SEI).
- Phase for answers of defence (period of time for reviewees to send clarifications).
- Final report issued by the evaluation committee and published on ACPUA's web.

In regards to **ESG 2.4**, ACPUA avoids any conflict of interests by always selecting reviewers whose main professional activity is based outside Aragon (this applies for both the experts' members of the panels as well as the members of evaluation committees). With this requirement, ACPUA is stricter than other Spanish Agencies who do use reviewers from their university systems (as long as they don't belong to the reviewed HEI). Moreover, ACPUA also includes the possibility of a challenge for cause against its review panels or experts (beyond the legal requirements).

In accordance with **ESG 2.5 y 2.6**, ACPUA is strict in the correct application of evaluation criteria, maintaining the transparency of its activity and publishing clear and readily available evaluation reports. First of all, all experts participate in producing the evaluation reports through a decision making process by consensus. Evaluation reports are subject to revision as part of the meta-evaluation process and are updated whenever there is a possibility to improve its clarity or usefulness for the different audiences. All reports are published on the website, which has been improved with a "Reports search engine" and the translation of the main documents into English.

The Agency's complaints and appeal procedure is applicable to all evaluation processes, as stated in the section dedicated to **ESG 2.7**. ACPUA's recently created Appeals Committee has the specific function of supervising the correct implementation of evaluation protocols, informing about any

appeals against the Agency's final decisions or any other course of action. ACPUA's procedures and evaluation results are subject to the Spanish Administrative Law, which protects the reviewees' rights through the system of administrative appeals.

Strategic foresight and promotion of a culture of quality

Besides QA activities, ACPUA is in charge of important strategic foresight tasks, such as producing reports and studies, supporting the educational decision-making, implementing activities to disseminate a culture of quality and the exchange of experiences with other university systems, etc. (vid. supra, section 5.3). These activities complement the evaluating mission and foster a focus towards enhancement in the university system.

Stakeholders' engagement and participation

Aragon Higher Education Act, art 85 bis "Accountability and transparency in the activity"

8. The Evaluation Commissions will act with full independence and the results of their actions cannot be modified by any other body of the Agency.

9. The Agency will regularly implement internal meta-evaluation processes, leading to adopting actions for improvement. This meta-evaluation will include consultations to the different stakeholders involved according to the nature of the process.

ACPUA ensures that internal and external stakeholders participate effectively in its different bodies and activities, but the Agency's independence is assured through a well-thought system of check and balances that ensures that a stakeholder can never interfere in an evaluation result:

- Board of Directors members representing the different stakeholder groups from the university system: government, universities, trade unions, student unions, business associations, etc.
- Participatory process in order to collect feedback and contributions for important decisions: ad hoc working group "Towards ENQA", Strategic Plan, Code of Ethics, ENQA self-evaluation report, etc.
- In-person meetings with reviewees before the design of the evaluation protocols.
- Meta-evaluation processes at the end of each evaluation process, including a survey to reviewers, reviewees and HEIs aimed at introducing improvement measures.
- Student engagement programme "ACPUA + Estudiantes".
- Links between QA and strategic foresight, e.g. the employability Project designed by ACPYA in collaboration with University of Zaragoza, San Jorge University and the Aragon Government, in order to carry out a statistical study on the work placement of higher education graduates in Aragon.

ESG 3.2 Official status

STANDARD: Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.

Guidelines:

In particular when external quality assurance is carried out for regulatory purposes, institutions need to have the security that the outcomes of this process are accepted within their higher education system, by the state, the stakeholders and the public.

List of main evidences

Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)	Web
National University Act (Organic Law 6/2001, of 21 December, on Universities)	Web
Decree 239/2006, of 4 December, of the Aragon Government (Approval of ACPUA's Bylaws)	Web

The legal recognition of ACPUA at the national level is established by the National University Act:

National University Act 6/2001, of 21 December, art. 31.3: Quality Assurance

“3. The functions of evaluation, certification and accreditation correspond to the National Agency for Quality Assessment and Accreditation of Spain and to the evaluation bodies determined by Law by the Autonomous Communities (...) Thus, the National Agency for Quality Assessment and Accreditation of Spain and the evaluation bodies created by Law by the Autonomous Communities in accordance with international quality standards, will establish cooperation and mutual recognition mechanisms.”

In accordance to the national legislation, the Autonomous Community of Aragon approved the Aragon Higher Education Act 5/2005, of June 14, which creates ACPUA as the responsible agency of external QA for the Aragon university system (Chapter VI. “Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education.”

Legally, ACPUA is a public law entity, affiliated to the Aragon Government Department in charge of higher education (Department of Innovation, Research and University). Hence, it has legal personality, its own assets and full capacity to fulfil its purposes (vid supra, ESG 3.1).

According to art. 84.1 and 84.2 of said Act, the Aragon Agency for Quality Assurance and Strategic Foresight in Higher Education (ACPUA) is an instrument of the Autonomous Community of Aragon to promote the improvement of the quality of the Aragon university system and promote its relationship with the business and labour world and the society as a whole.”

According to this law, ACPUA's main purpose is “to promote and disseminate a culture of quality in the university and higher education area in general of Aragon, that enables enriching the reflection on the role of universities with regard to the society and favour the exchange of experiences at this level with other university systems. “

Its structure and operation was developed by Decree 239/2006, of December 4, which approved the Agency's Bylaws.

ESG 3.3 Independence

STANDARD: Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

Guidelines:

Autonomous institutions need independent agencies as counterparts.

In considering the independence of an agency the following are important:

- Organisational independence, demonstrated by official documentation (e.g. instruments of government, legislative acts or statutes of the organisation) that stipulates the independence of the agency's work from third parties, such as higher education institutions, governments and other stakeholder organisations;
- Operational independence: the definition and operation of the agency's procedures and methods as well as the nomination and appointment of external experts are undertaken independently from third parties such as higher education institutions, governments and other stakeholders;
- Independence of formal outcomes: while experts from relevant stakeholder backgrounds, particularly students, take part in quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.

Anyone contributing to external quality assurance activities of an agency (e.g. as expert) is informed that while they may be nominated by a third party, they are acting in a personal capacity and not representing their constituent organisations when working for the agency. Independence is important to ensure that any procedures and decisions are solely based on expertise.

List of main evidences

Aragon Higher Education Act (Law 5/2005, of June 14, on Universities) (Preamble, Art. 82, 83, 95 bis)	Web
Modification of the Aragon Higher Education Act (Law 5/2005, of June 14, on Universities) through Law 14/2014, of 30 December, of Fiscal and Administrative Matters of Aragon. Art. 33	Web
Decree 239/2006, of 4 December, of the Aragon Government (Approval of ACPUA's Bylaws)	Web
Strategic Plan 2015-2018	Web
Code of Ethics	Web
ACPUA: Organizational structure and internal regulations	Section 4/ Web
Procedure for the selection of reviewers/experts	Web
Pool of experts (online)	Web

Organizational independence

ACPUA develops its evaluation processes in relation to institutions and stakeholder groups, always assuring its independence and objectivity, in accordance this standard. Every external QA process is the result of pre-defined and public evaluation criteria and protocols. There are different mechanisms in place in order to safeguard the absence of conflict of interests.

Aragon Higher Education Act: Preamble

The legal nature of the Agency is that of a Public Right entity, corresponding to one of the types of public bodies regulated by articles 79 et seq. of the Recast Text of the Autonomous Community Administration Law, approved by Legislative Decree 2/2001, of 3 July (LARG 2001,224). This legal nature was chosen among the various that were available for the legislator to organise the Agency as it is considered to allow a greater level of organic and functional autonomy – which is deemed circumstantial to the development of the task by the Agency – and also because its adapts better than any other to the specialisation and flexibility needs required by the Aragon university system. Furthermore, the nature of public body clearly states the permanence of the administrative Right in the exercise of public competences, with all what the content of that branch of the legal framework has as guarantor of the rights of citizens affected by the Agency's procedures.

Special emphasis has been placed in assuring the autonomy and independence of the Agency created regarding any political or administrative guideline. To that end, the weight of the Agency's activity falls upon a Director, whose status intends to assure that effective independence. The creation of an Committee of Experts is also foreseen, made up mainly by people from outside the Autonomous

Community that will also serve to preserve independence in the development of the important functions attributed to the Agency and to guide its task in searching for excellence at all levels.

The law also addresses its capacity and independence to operate, and safeguards the work of the Evaluation Committees for fair-decision making:

Aragon Higher Education Act, art. 82.1, 83 and 93

Art. 82.1 "(...). It will therefore have legal personality, its own assets and full capacity to fulfil its purposes."

Art. 83 The Agency will develop the operations mentioned in articles 85 and 94 with organic and functional independence.

2. In the performance of its functions it must guarantee the objectivity and publicity of the methods and procedures it uses, as well as the impartiality of its governing and administration bodies.

Art. 93 "The Agency's Bylaws will determine the number of the evaluation, accreditation and certification commissions that are going to exist and their composition and functions, subject to that stipulated in that Law. Said Commissions will act with complete independence, freely approving the result of their actions, and will be ultimately responsible for them. The composition of these Commissions will be public. The Commissions will make their work procedures public in accordance with that set force in the Agency's Bylaws."

Important legal reform in 2014

In fact, Law 14/2014 was approved on December 30, 2014 "in order for ACPUA to achieve its registry in the European Quality Assurance Register for Higher Education gaining the maximum competences according to national legislation (...). The main modifications were aimed towards s culminating students' participation in its bodies and specify its accountability and transparency mechanisms." and introduced a new article 85 bis to the Aragon Higher Education Act:

Aragon Higher Education Act, art. 85 bis. "Accountability and transparency in the activity»

1. The Agency will approve the strategic plans for four years.
2. The Agency's activity will be ruled by annual activity plans.
3. The Agency will prepare annual activity reports.
4. The evaluation procedures and criteria, as well as the composition of the corresponding commissions, will be established and duly reported to the interested parties prior to the start of the evaluation processes.
5. The Agency will have an internal quality assurance system in place.
6. The Agency's complaints and claim processes must be clearly defined; they must form part of all their evaluation and external quality assurance protocols and be appropriately reported to the interested parties.

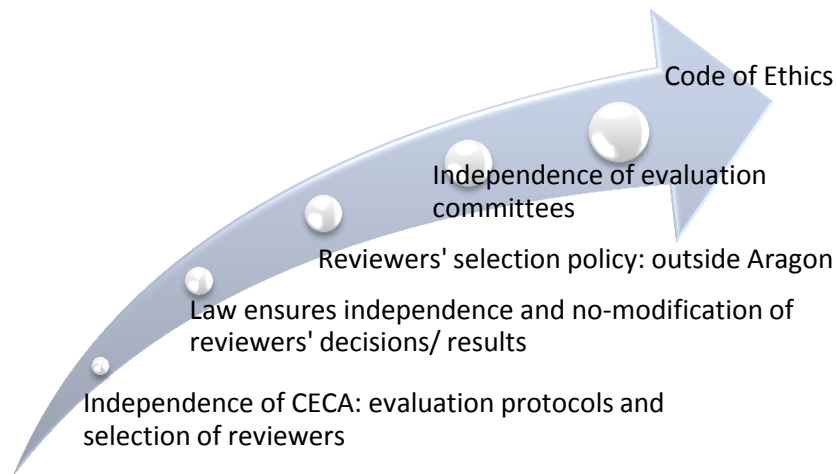
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7. The Agency's collaborators and evaluators, as well as the people who provide their services therein, are subject to the Code of Ethics based on standards established at a national and European level.
 8. The Evaluation Commissions will act with full independence and the results of their actions cannot be modified by any other body of the Agency.
 9. The Agency will regularly implement internal meta-evaluation processes, leading to adopting actions for improvement. This meta-evaluation will include consultations to the different stakeholders involved according to the nature of the process.
 10. Periodically and at least once every five years, the Agency's activity must be subject to an external evaluation by an international committee of experts.
 11. All the accountability mechanisms mentioned above, as well as the Agency's evaluation reports, will be subject to be published on its website.

In short, this legal reforms reinforces ACPUA's obligation to give account and be held accountable of its activities to the Aragon Government, all stakeholders and the society as a whole, making sure these activities are performed with Independence and in accordance with protocols and evaluation criteria previously defined and adequately published.

Operational independence

ACPUA works with de facto independence: its evaluation protocols, technical and evaluating bodies and results are assured. An effective division of responsibilities (protocols definition/evaluation decisions) and a careful selection of reviewers to avoid conflicts of interests ensure the independence of evaluation decisions, which can't be modified:

- Independence of technical and evaluating bodies (CECA, review panels and evaluation committees) in charge of defining methodologies, writing evaluation protocols and issuing evaluation reports, respectively. This is assured in first place by the Aragon Higher Education Act (art. 85 bis. 8).
- The members of ACPUA's committees, panels and commissions will act with full independence and will approve and be responsible for their decisions (Aragon Higher Education Act).
- A strict policy for the selection of reviewers and committees' members safeguards evaluations independence and equity. All of them carry out their main professional activity outside the Aragon university system, in order to avoid any chance of conflict of interests. Besides, belonging to a technical body of ACPUA is not compatible to being appointed in any one-person management position in any HEI subject to review.
- The selection of reviewers and review panels is carried out following the published requirements, according to the corresponding evaluation protocol. CECA is in charge of analysing and assessing the best candidates for each of the review panels and forward its proposal to the Director.



- ACPUA's staff and every reviewer/collaborator is asked to sign the acceptance of the Code of Ethics, which includes a declaration of ethical commitment, professionalism, integrity, confidentiality, impartiality and non-conflict of interests.

Code of Ethics: avoiding conflicts of interests

" (...) In case of an unexpected conflict of interests, direct or indirect, the person involved will immediately disclose it to the Director of the Agency or the President of the evaluation committee where he/she participates, in order to allow for the foreseen measures to be taken."

- The Appeals Committee and the new Complaints and Appeal Procedure ensure reviewees' rights and defence (vid. supra, ESG 2.7).

Independence of outcomes

- The definition of procedures and protocols of each evaluation process is responsibility of the Agency's Directors, after CECA's technical recommendation.
- The decisions of review panels must be reached through a consensus decision making process.
- Final reports of each evaluation process must be written by the correspondent evaluation committees by consensus in the light of review panels' initial assessment.
- The Evaluation Committees' evaluations or decisions will by no means modified by any other body.
- ACPUA's Director is in charge of signing the final reports as the ultimate responsible person of the process.

Financial independence

ACPUA is a public entity sustained with public funds. Since its creation, the Agency has always had the needed human and economic resources for the continuous development of its activity. Besides, the Agency has had access to the needed resources to facilitate a continuous improvement of processes

Looking at the future, and especially crucial given the current economic situation, ACPUA considers crucial seeking additional sources of funding. Therefore, the Agency is currently developing a policy on public prices, in order to provide services to institutions or users outside the Aragon university system and obtain alternative funding sources (vid. Infra, ESG 3.5). Actually, the Agency has been approached in 2015 by the first external institutions interested in being rewired by ACPUA (potential "clients").

ESG 3.4 Thematic analysis

STANDARD: Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.

Guidelines:

In the course of their work, agencies gain information on programmes and institutions that can be useful beyond the scope of a single process, providing material for structured analyses across the higher education system. These findings can contribute to the reflection on and the improvement of quality assurance policies and processes in institutional, national and international contexts.

A thorough and careful analysis of this information will show developments, trends and areas of good practice or persistent difficulty.

List of main evidences

Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)	Web
Strategic Plan 2015-2018	Web
Example: Summary report on global results 2014	Web
Example: Summary report of good practices 2014	Web
Strategic foresight study line: Report on distance learning students	Web
Strategic foresight study line: Report on the status of EQA in Spanish universities	Web
Strategic foresight: Study on learning outcomes	Web
Strategic foresight: Presentation & study on students' transition to higher education	Web
Strategic foresight: Graduated students' employability monitoring project	Web
Strategic foresight: Best practices project: "ACPUA and the higher education change management: From recommendations to best practices"	Web
Example: ACPUA Seminars 2015	Web
Example: Workshops & meetings 2015	Web
Website >> "Studies and strategic foresight" >> Studies and reports	Web
Website >> "Seminars & Outreach activities" >> Seminars	Web
Website >> "Seminars & Outreach activities" >> Other activities and events	Web

Due to its activity and close connection with the region, ACPUA has direct access to very valuable first-hand information about programmes, institutions, higher education trends and other key information. This overview perspective and information is very useful for a global analysis of the university system (results, good practices, persistent difficulties, etc.) and to drive improvement.

The Aragon Higher Education Act explicitly states the content of ESG 3.4, requiring that ACPUA informs the society about its results and about the quality of the Aragon university system, as well as about any new trend and emerging demand on higher education. In fact, as mentioned before, (vid. supra, ESG 3.1) the preamble of the Law assigns ACPUA an important function in the area of strategic foresight, being a key agent to promote reflection about demands and possible innovations in higher education (EV.1):

(...) promote and develop continuous evaluation and quality promotion initiatives of the Aragon university system and also be capable of carrying out the function of collecting and channelling the information between the university centres, the politicians responsible and the society. In the framework of the progressive construction of the European Higher Education Area, the Agency's role can be decisive to position the Aragon university system in the right conditions to provide its services regarding quality and therefore provide it with a sufficient degree of competitiveness and thereby make it more attractive for those demanding its services. In this regard, it cannot be overlooked that the analysis of the trends and emerging demands on higher education is a key element to set priorities in the governmental actions and with those responsible for the university institutions, as is the harmony between the university and its environment in jointly defining and developing multidisciplinary R&D projects and in favouring technological innovation which is in the centre of the progress of our knowledge society.

ACPUA fulfils this mission and legal request aligned with ESG 3.4 through a wide range of activities:

- Places a great emphasis on producing reports that are useful for HEIs and for the society as a whole, striving to detecting and signalling trends, recommendations, areas for improvement, good practices or strengths that can really make an impact on quality. Evaluation reports are not limited to a final decision.
- Publishes and disseminates to the university system and the society as a whole summary reports on global results at the end of every programme accreditation process (the most important QA process in Aragon). The publication of summary reports of best practices identified during the programme accreditation process is also remarkable.
- Works actively in the field of strategic foresight, carrying out studies upon request of the Aragon Government about different key topics, e.g. employability of university graduates, connections of higher education with other education levels, learning outcomes, etc. For the future, it is crucial for ACPUA to reinforce this area of work, given that it is a very valued and high-impact activity (as shown by the stakeholder consultation carried out in 2014 to draft ACPUA's strategic analysis and Strategic Plan).
- Publishes and disseminates an annual report with information about all its activities and results.
- Since 2008, it publishes and disseminates a Report on the status of EQA in Spanish universities in cooperation with ANECA and the remaining Spanish agencies, summarizing global results of all Spanish QA agencies in different evaluation processes.
- Is currently working in collaboration with other Spanish QA agencies in the design of a new University Information System, defining a set of indicators to reflect the reality with accuracy and reliability and allowing comparative research about the different university systems.
- In 2015, ACPUA's Board of Directors approved the "Basis for an Excellence Programme" aimed at fostering and recognizing excellence and best practices in the Aragon university system (for both institutions and programmes).
- Organizes monthly seminars, which have proven to be a very valued activity by the different groups of stakeholders, as they offer an open forum to reflect, discuss, share ideas and perspectives around quality and improvement in a non-evaluating environment.
- Organizes meetings and sessions on different QA topics of interest. It also attends forums and working sessions organized by other institutions in order to share information about its activity and/or the Aragon university system.

ESG 3.5 Resources

STANDARD: Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.

Guidelines:

It is in the public interest that agencies are adequately and appropriately funded, given higher education's important impact on the development of societies and individuals. The resources of the agencies enable them to organise and run their external quality assurance activities in an effective and efficient manner. Furthermore, the resources enable the agencies to improve, to reflect on their practice and to inform the public about their activities.

List of main evidences	
Aragon Higher Education Act (Law 5/2005, of June 14, on Universities) (Art. 92 and 95)	Web
Decree 239/2006, of 4 December, of the Aragon Government (Approval of ACPUA's Bylaws)	Web
Strategic Plan 2015-2018	Web
Activity Plans & Yearly Reports	Web
ACPUA: Organizational structure and internal regulations	Section 4/ Web
Staff professional training: Sustainability Report (Section 5.5 Professional Development)	Web
ACPUA's Budget	Web
Laws of Administration, Assets and the Fiscal Authority of Aragon	Web

Since its creation, ACPUA has always the needed human and economic resources to carry out its functions with efficacy and efficiency. Besides, the Agency has had access to the needed resources to facilitate a continuous improvement of processes, including an ongoing training of the staff and external collaborators, considered key resources.

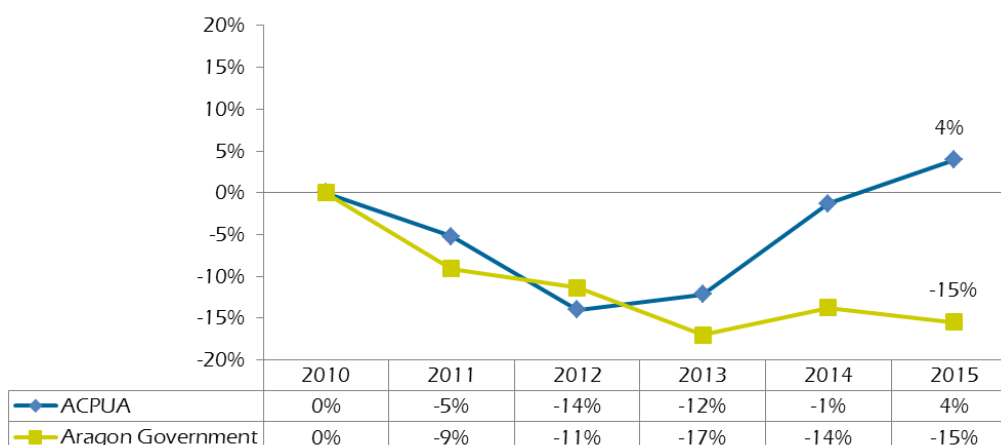
Financial resources

In 2015, ACPUA's budget amounts to 509.504€ and its staff is formed by seven employees. This size may look modest in comparison to other bigger Agencies, but, in fact, the available human and economic resources have proved to be enough to cover the Aragon university systems' needs. The size of the Aragon University System is indeed also modest: two universities, 120 study programmes, 38,000 students.

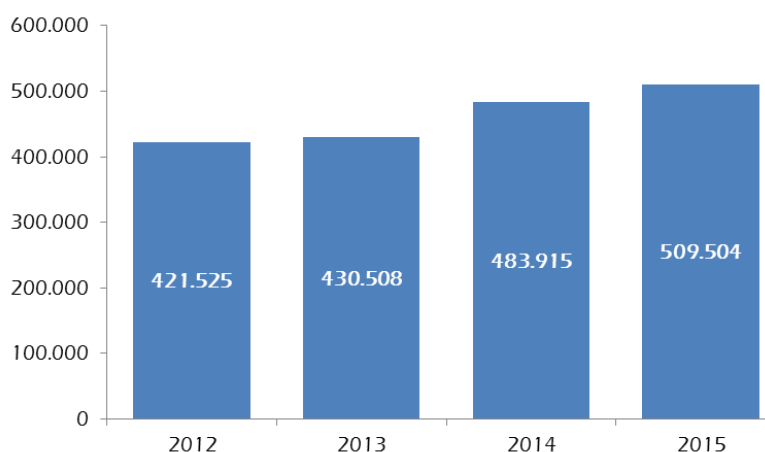
Since 2008, both Spain and Aragon have experience a serious economic crisis and an important deficit of the public sector. Given this context, the public administrations have carried out a serious control of expenses, which has affected ACPUA as well as all other public entities.

In spite of the situation, the budgetary commitment of the Aragon Government with ACPUA has been firm during this shortage period: the Agency's resources have grown since 2010 by 4% (as opposed to the -15% reduction in the Aragon Government as a whole). That is, even in a period of public expenses cuts, ACPUA's budget has grown, following a trend against the Aragon Government budget as a whole.

Budget: ACPUA and Aragon Government. Period 2010-2015 (Year 2010 base 0)



ACPUA budget 2012-2015



Human Resources

During the economic crisis, Public Administrations in Spain have faced staff's standstill or even reductions (e.g. only 10% of the retired employees have been replaced). However, and due to the continuous development of ACPUA's QA activities, the Aragon Government supported the recruitment of a new QA Technician in 2014.

ACPUA has in place an [internal professional development plan](#) which is reviewed and approved every year. Every employee can suggest new training courses. A key element of it is the study of other european languages (English, mainly) by the technical and administration staff.

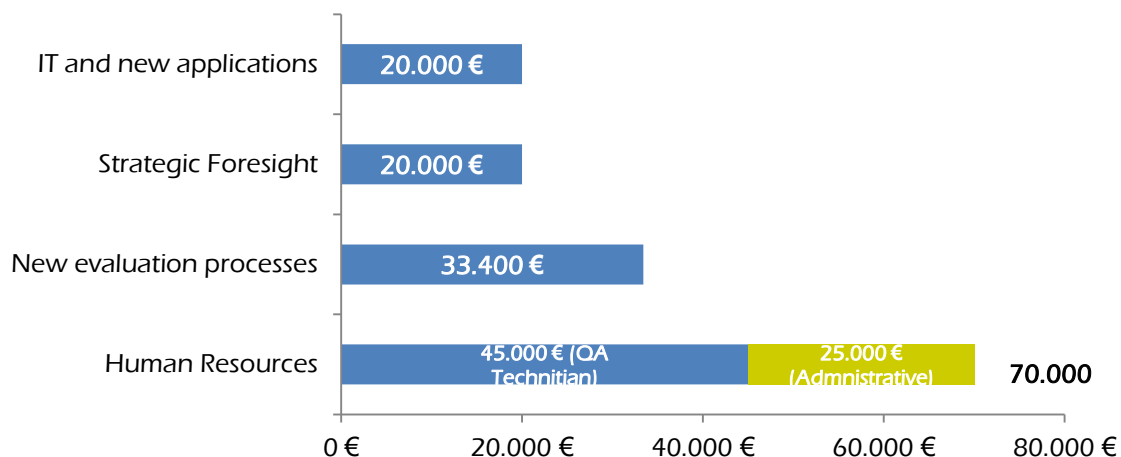
ACPUA's staff is a small team dedicated to quality assurance and promotion. Hence, good coordination, team work and a culture of enhancement are core values. The Director ensures a good working environment and opportunities for the staff professional development. For example, ACPUA sees a clear link between its international aspirations and the proficiency in English among staff. Therefore, the study of English is one of the priorities of the professional development plan.

It is remarkable that for ACPUA the role of the sub-contracted staff (members of committees, reviewers and experts) is crucial. Therefore, ACPUA places a great emphasize in taking care of this staff's proper selection, training and working relations.

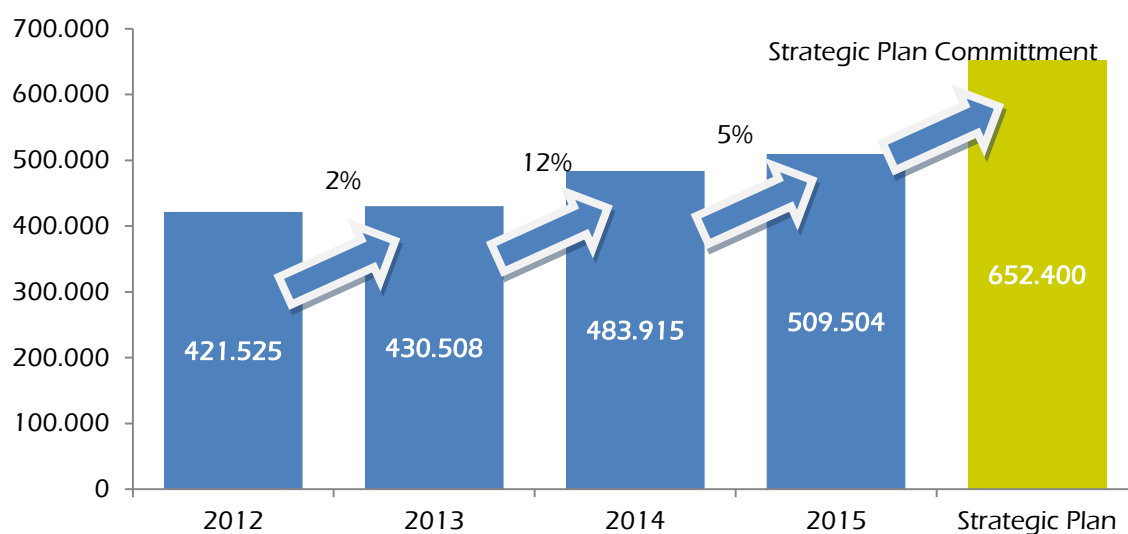
Looking at the future

By joining ENQA and EQAR, ACPUA' functions and responsibilities in Aragon will grow, and so will its activities and needs for resources. ACPUA's Board of Directors, well aware of this upcoming scenario, approved on May 4th 2015 the Agency's Strategic Plan 2015-2018, which specifies in an Annex economic report the new needs in terms of human and economic resources that will be required to face upcoming, additional activities. The approval of this economic report is a commitment by the Board of Directors to increase the Agency's resources by 28% (143.400€):

Additional economic needs (Strategic Plan 2015-2018)



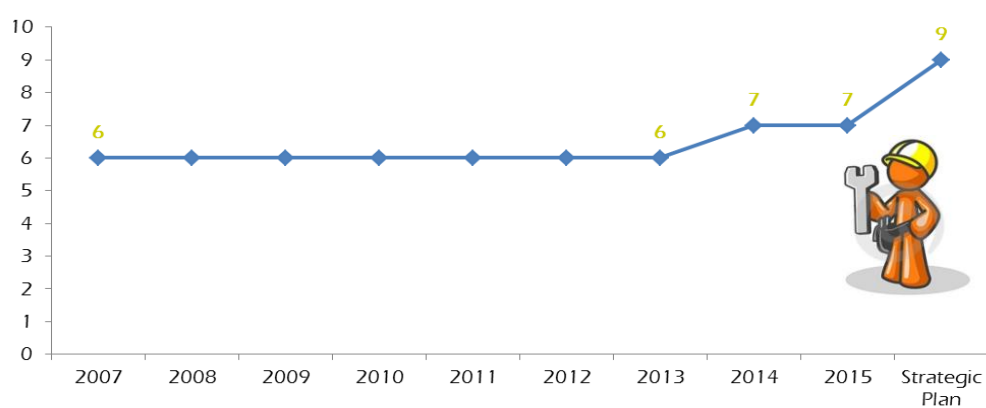
Budget ACPUA 2012-2015 and Strategic Plan 2015-2018 commitment



In regards to human resources, the Strategic Plan also foresees two new recruitments in order to support the additional responsibilities and activities: a new QA Technician and a new administrative. Hence, the staff of the Agency would add up to 9 employees:

- Direction: Director and Secretary to the Director.
- Administration area: Head of Administration and 1 Administrative Assistant.
- Technical area: 4 QA Technicians and one Administrative Clerk.

Staff: ACPUA 2007-2015 and Strategic Plan 2015-2018 commitment



This been said, ACPUA is confident in the firm commitment of the Aragon Government towards taking care of the Agency’s financial and material needs.

Moving towards financial autonomy

ACPUA is well aware of the fact that seeking additional sources of funding is important for the upcoming future. Looking at the future, the goal is to increase funding and to reinforce a proactive attitude in order to diversify funding sources.

In fact, ACPUA is currently developing a policy on public prices, in order to provide services to institutions or users outside the Aragon university system. This policy was approved by the Agency’s Board of Directors in June of 2014 and it is expected that it will be effective starting in 2016. It includes the following provisions:

- ✓ Programme evaluation price.
- ✓ University research institute evaluation price.
- ✓ Institutional evaluation price.
- ✓ Research projects evaluation price and staff research activity evaluation price
- ✓ Strategic foresight and QA services price.

Actually, in 2015 ACPUA has taken the first steps towards providing external services, responding to an evaluation request from the University of the Basque Country (junior staff activity research evaluation).

ESG 3.6 Internal quality assurance and professional conduct

STANDARD: Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.

Guidelines:

Agencies need to be accountable to their stakeholders. Therefore, high professional standards and integrity in the agency's work are indispensable. The review and improvement of their activities are on-going so as to ensure that their services to institutions and society are optimal.

Agencies apply an internal quality assurance policy which is available on its website. This policy

- ensures that all persons involved in its activities are competent and act professionally and ethically;
- includes internal and external feedback mechanisms that lead to a continuous improvement within the agency;
- guards against intolerance of any kind or discrimination;
- outlines the appropriate communication with the relevant authorities of those jurisdictions where they operate;
- ensures that any activities carried out and material produced by subcontractors are in line with the ESG, if some or all of the elements in its quality assurance activities are subcontracted to other parties;
- allows the agency to establish the status and recognition of the institutions with which it conducts external quality assurance.

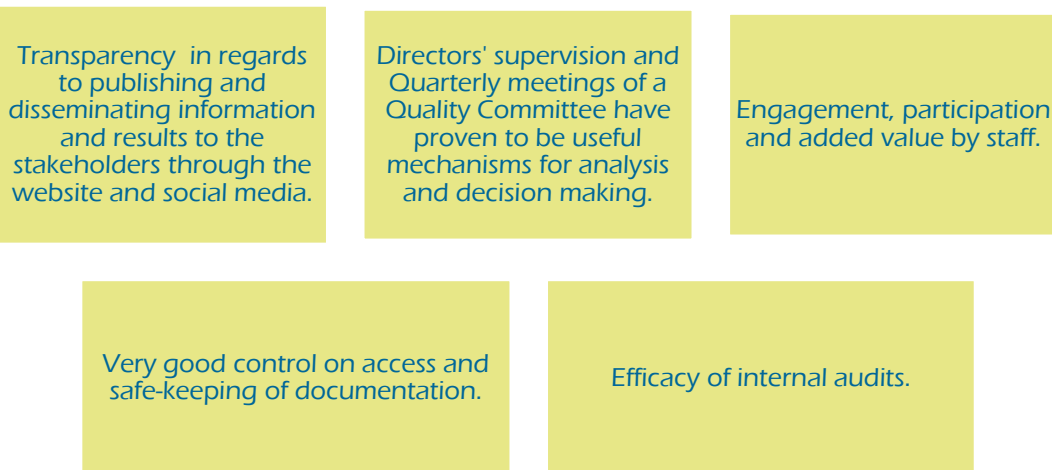
List of main evidences

Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)	Web
Internal documentation on IQAS, Label ISO9001:2008	Site visit
Mission, Vision and Values	Web
Code of Ethics	Web
Corporate Social Responsibility initiatives	Web
Staff professional training: Sustainability Report (Section 5.5 Professional Development)	Web

The Aragon Higher Education Act requires ACPUA to have an internal quality system policy in place. In order to respond to this mandate, the Agency established an IOAS certified by the internationally recognized **ISO 9001:2008**.

- Ensures a good performance of the Agency's QA processes, guaranteeing the participation and engagement of staff as well as a commitment towards continuous enhancement.
- Handles ACPUA's activities as a whole, setting indicators for each one of the processes for the purpose of their control. These indicators are reviewed **quarterly by the Director**.
- Ensures the monitoring and continuous improvement of all processes through a systematic meta-evaluation process. For all evaluation processes, the meta-evaluation includes gathering and analysing all participants' satisfaction (reviewers, reviewees, institutions, etc.) through surveys.
- Quarterly meetings of the Quality Committee (formed by ACPUA's Director, one QA Technician, and the Head of Administration) facilitate a follow up and continuous improvement.
- The IOAS is subject to a yearly audit (both internally and externally) since its start in 2009. The external audit is implemented by an auditing firm: once a year, an external reviewer carries out a site visit to the Agency and issues an auditing report pointing out areas for improvement. On December 11th, 2014, the certifying entity Bureau Veritas renewed the ISO certification, pointing highlighting the following strengths::

ACPUA: Strengths of IQAS (2014)



ACPUA's quality policy is covered in its Mission, Vision and Value and reviewed annually by the Director as part of the IQAS monitoring process.

As mentioned before (cf. *infra*, ESG 3.1), ACPUA requests that its and every reviewer/collaborator reads and signs the acceptance of the Code of Ethics, which includes a declaration of agreement and non-conflict of interests.

By reason of its mission towards higher education and the society as a whole, a QA agency must be extremely committed to professional ethics and concepts such as integrity, responsibility, accountability, independence and transparency. Indeed, the engagement of ACPUA with these principles involves a socially responsible attitude. This reveals itself in its voluntary adherence to Social Responsibility initiatives, such as the following:

- Global Compact Initiative: UN Global Compact initiative for organizations committed to aligning their operations and strategies with ten universally accepted principles in the areas of human rights, labour, environment and anti-corruption.
- Luxembourg Declaration on Workplace Health Promotion in the European Union: this initiative features ACPUA's commitment to respecting and promoting the European principles on occupational health and safety services.
- Sustainability Report: since 2014, ACPUA reports about its economic, environmental, social, staff and human rights impact.

ESG 3.7 Cyclical external review of agencies

STANDARD: Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG.

Guidelines:

A periodic external review will help the agency to reflect on its policies and activities. It provides a means for assuring the agency and its stakeholders that it continues to adhere to the principles enshrined in the ESG.

List of main evidences

Aragon Higher Education Act (Law 5/2005, of June 14, on Universities)

[Web](#)

With this first self-evaluation report, produced as part of our evaluation process to gain ENQA's full membership and join EQAR, ACPUA complies with this standard. In the future, the Agency will undergo a cyclical review at least every five years so as to renew its membership by demonstrating compliance with the ESG and the steps taken to follow up on any recommendations provided.

It is remarkable to highlight that compliance with this ESG is a legal requirement for ACPUA, as it was included as part of the legal reform undergone by the Aragon Higher Education Act in 2014:

Aragon Higher Education Act, art. 85 bis: « Accountability and transparency in the activity»

10. Periodically and at least once every five years, the Agency's activity must be subject to an external evaluation by an international committee of experts.

7. Self-evaluation reflection: ACPUA, today and tomorrow

Even though this document has been produced in 2015, it is the result of an internal reflection process started back in 2012.

At the end of 2014, ACPUA began a wide consultation process with stakeholders' representatives in order to culminate this self-evaluation and enhancement process through a final strategic analysis as a basis to produce a Strategic Plan. The Strategic Plan was finally approved on the Board of Directors meeting in May 4th 2015:

Weaknesses	<ul style="list-style-type: none">• Not a member of ENQA and EQAR yet.• Limited size and human and economic resources.• Limited awareness of ACPUA's activity by part of the society.
Threats	<ul style="list-style-type: none">• Reorganization of evaluation responsibilities in the Spain.• Economic difficulties in Spain, and particularly in the public sector.• Assumption of new responsibilities without the needed resources.
Strengths	<ul style="list-style-type: none">• Qualifications and professionalism of its human resources.• Sound knowledge of the Aragon university system.• Good communication with stakeholders.• Efficiency and efficacy in its activities.• Solid IQAS of the Aragon university system as a whole.• Flexible, creative, proactive and fast-reacting spirit.
Opportunities	<ul style="list-style-type: none">• ENQA and EQAR membership: will allow to assume new responsibilities.• Improvement of economic situation.• Provision of external services to other university systems.• Quality assurance in Doctoral programmes.• Institutional evaluation (new legal frame in 2015).• Implementation of new "Excellence programme".

ACPUA strives to fulfil its mission with efficiency, being aware of its strengths and weaknesses. Currently, in order to be able to assume full quality assurance responsibilities in Aragon, continue improving its processes and consolidates a recognition inside and outside Aragon and Spain, it is crucial for this Agency to join ENQA as full member and EQAR.

In summary, these are ACPUA's main strengths and weaknesses:

OUR STRENGTHS:

1. ACPUA carries out all responsibilities assigned by the current legislation to Aragon, coordinating its activity with the Spanish national Agency ANECA with efficacy through different cooperation agreements.

2. ACPUA has developed in an effective way all OA activities and processes required by its university system, in spite of being one of the smallest Agencies in Spain. The Committee of Experts highlighted that “strength within the Agency is the efficacy in complying with its responsibilities with limited resources”.

3. ACPUA works in close connection to the territory, it is a proactive and flexible Agency in order to respond in a fast manner to the needs of the university system and society as a whole:

- Fast response to new evaluation and reporting requests and fast adjustment to new needs and demands, respecting always the legal deadlines.
- Smooth, fast and efficient internal and external communication.
- Creativity (e.g. online tutorials for reviewers, social media for communication, seminars, student engagement programme, etc.)

4. ACPUA also develops strategic foresight functions and produces strategic analysis and studies. This is a strategic aspect towards the enhancement of the Aragon university system. ACPUA fosters a culture of quality through crucial not-evaluative activities, and strives for a wide concept of quality.

5. ACPUA is a QA Agency of reference in Spain due to the implementation of its programmes follow up process supporting the HEIs in the initial stage of the Bologna Plan implementation. Its follow up process was the most extended (targeted 100% of titles in 2012 against 55% on average in other Spanish regions) and deeper (site visits by the technical staff and review of human resources and facilities). As a result of this, the Aragon university system has an exemplary IQAS.

6. ACPUA and the Aragon university system are a reference in Spain in regards to programmes accreditation, being right now the region with the highest percentage of accredited titles (60%).

7. By law, ACPUA carries out a few innovative QA processes in Spain, such as the internship schools certification or the evaluation of University research institutes.

8. By law, ACPUA supports HEI's assurance of teaching staff's research activity and teaching merits (Teaching staff evaluation system audit junior academic staff research activity).

9. Began its internationalization process through an active participation in workshops (ENQA, EQAR, ANECA, etc.), the recruitment of a new QA Technician to take care of this area and the promotion of different initiatives with foreign QA agencies (e.g. seminars, cooperation proposals, shared projects, etc.).

OUR AREAS FOR IMPROVEMENT:

1. Once ACPUA becomes a full member of ENQA and EQAR, the assumption of new responsibilities (initial accreditation of all study programmes) and a more intense international activity require a reinforcement of the Agency's human and financial resources. This priority is part of the aforementioned Strategic Plan and its attached Economic Report.
2. Even though it is remarkable that all reviewers as well as members of all Evaluation Committees are external to the Aragon university system, ACPUA is aware of need to continue working towards an increase in the internationalization of its pool of reviewers, incorporating experts from outside Spain. The process has already been started, by integrating a student from the University of Oslo to the Institutions Evaluation Committee and two international experts (of the UC Berkeley and Università degli Studi di Napoli) in the Committee of Experts.
3. Looking at the future, ACPUA must reinforce its work in the area of strategic foresight, given that this activity is very valued by the whole university system and the stakeholders, and an adequate supplement to reinforce the evaluating activity towards a culture of quality and enhancement.
4. Also, ACPUA must continue moving towards opening new financing sources such as the provision of external services, in order to assure a diversification of its financial resources.
5. In the area of internationalization, Spain in general faces challenges as far as there currently is no specific QA policy for cross-border higher education.

In conclusion

Today we assist to a great transformation in higher education. "A change is taking place" has never been such a truth as today: new technologies, changing labour market, mobility, new teaching methods, new types of HEIs, cross border initiatives, new professions, new cultural identities... The regional dimension of ACPUA's activity should be especially suitable to connect, face and assess.

With this conviction, we are sure that the review panels' recommendations will help and support us in our process to continue improving. Our Strategic Plan, approved in 2015 as we culminated our improvement process "Towards ENQA" will continue to guide our steps. This will be the next chapter: responding to these new challenges.



8. Annex



EV.1 - Description of QA activities³

	Act. Code	Act. Name	Start date	Period	Pilot	SER	Site visit	Evaluating entity	Student involvement	Nr of eval '13	Nr of eval '14	Nr of eval '15	Appeals up to now	Budget '15	Staff '15
PROGRAMMES	1	Initial accreditation (Homologation high-level art studies- Masters)	2015	Ad hoc		•	•	Programme Eval. Committee	Peer review panel Programme Eval. Committee	--	--	3	0	1.800€	3
	2	Follow up	2007	At least once between accreditations		•	•	Programme Eval. Committee	Peer review panel Programme Eval. Committee	37	3	5	0	2.000€	3
	3	Accreditation	2014	Bachelor's degree: 4 yrs Master: 6 yrs	•	•	•	Programme Eval. Committee	Programme Eval. Committee	--	33	50	0	26.500€	3
INSTITUTIONS	4.	University research institutes initial accreditation	2013	Ad hoc		•	•	Research Eval. Committee	No	0	0	1	0	1500€	3
	5.	University research institutes accreditation	2013	Every 5 years		•	•	Research Eval. Committee	No	2	0	0	0	0€	3
	6	Training centres accreditation	2013	Annual		•		Institutional Eval. Committee	Institutional Eval. Committee	35	213	35	0	700€	3
	7	Initial accreditation HEI	--	Ad hoc		•	•	Institutional Eval. Committee	Institutional Eval. Committee	--	--	--	--	0€	3
	8	DOCENTIA programme: teaching activity evaluation system audit	2008	Ad hoc		•		Institutional Eval. Committee	Institutional Eval. Committee	1	0	0	0	0€	3
	9	Teaching staff evaluation system audit	2008	Annual		•	•	Institutional Eval. Committee	Institutional Eval. Committee	1	1	1	0	700€	3
	10	Partner HEI evaluation	2013	Ad hoc		•	•	Institutional Eval. Committee	Institutional Eval. Committee	6	--	--	0	0€	3

³ Detailed information and documentation about each process can be found online: description, legal frame, evaluation protocol, evaluation committee, results and meta-evaluation.

This has been the implementation schedule:

PROGRAMAS DE EVALUACIÓN		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
PROGRAMMES	1	(ANECA)										ACQUA	
												High-level art Masters	
	2					Pilot							
	3									Pilot			
INSTITUTIONS	4		Pilot										
	5							Pilot					
	6												
	7											Protocol development	
	8			Pilot									
	9	Pilot											
	10	Partners HEI evaluation											

EV.2 - Example: Accreditation report template

PROGRAMME:

UNIVERSITY:

SCHOOL:

INITIAL ACCREDITATION DATE:

ACCREDITATION RENEWVAL REQUEST:

CODE RUCT:

In accordance to art. 27 of Royal Decree/2007, of October 29, ACPUA has proceeded to carry out the evaluation for the accreditation of the above mentioned study programme.

The evaluation has included an onsite visit to the university by a review panel to produce a report. This report, along with the documentation contained in the accreditation dossier has been subject to an evaluation by the Programmes Evaluation Committee of ACPUA.

ACPUA's Programmes Evaluation Committee reviewed the programme in accordance with the evaluation criteria and standards contained in the Evaluation Protocol for accreditation published at ACPUA's website and issued a draft report for the University to appeal and, if needed, establish an Improvement Plan.

Thus, in light of the documentation presented by the University in the period for appeals or clarifications and the level of compliance to the evaluation criteria referred below, the Programmes Evaluation Committee issues the following **Accreditation renewal Report**

RESULT (Favourable, Not favourable)

As well as, when applicable, the following recommendations, good practices, strengths, and areas for improvement.

RECOMMENDATIONS

(Rationale)

GOOD PRACTICES:

(Rationale)

STRENGTHS

(Rationale)

AREAS FOR IMPROVEMENT

(Rationale)

COMPLIANCE WITH EVALUATION CRITERIA

DIMENSION 1. PROGRAMME MANAGEMENT

Standard 1. Organization and implementation

The study programme is updated and has been implemented according to the terms established in the Initial Accreditation Report and/or its subsequent modifications.

(Rationale)

Standard 2. Information and transparency

The institution has in place mechanisms to communicate in a proper manner the programme's features and the quality assurance processes to all stakeholders.

(Rationale)

Standard 3. Internal Quality Assurance System (IQAS)

The institution has in place an internal quality assurance system formally established and implemented which ensures efficiently, the continuous enhancement of the programme.

(Rationale)

DIMENSION 2. RESOURCES

Standard 4. Academic staff

The teaching academic staff is enough and adequate, according to the programmes' particularities and the number of students.

(Rationale)

Standard 5. Support staff, material resources and services

Support staff, material resources and services made available to the implementation of the programme are adequate according to the nature and modality of the programme, the number of students enrolled and their expected learning outcomes.

(Rationale)

DIMENSION 3. RESULTS

Standard 6. Learning outcomes

Learning outcomes reached by the graduates are coherent with the graduate profiles and are aligned with the programme level according to the Spanish Higher Education Qualifications Framework.

(Rationale)

Standard 7. Satisfaction and results indicators

Programmes results and indicators are coherent with its design, management and resources, and meet its environments' social needs.

(Rationale)

EV.3 - Example: Review panel site visit agenda

The following is a template of a site visit agenda, taken a real example from a site visit implemented for the 2015 programme accreditation.

- Site visits' agendas are defined by every review committee's Chair, supported by the Technical Secretary and sent in advance to institutions and the whole review panel.
- In order to guarantee a smooth and productive site visit, ACPUA sends in advance a set of logistical instructions to the reviewed institution:
 - Material requests: type of room, internet connections, etc.
 - Publicity and transparency in regards to the site visit, especially to the schedule of the open public audience (where anybody is welcomed to participate).
 - Online accessibility requests: access to subject's evidences before-hand (such as passwords, online platforms, etc.)

Site visit agenda

School of Health Sciences, University of Zaragoza, May 14-15 2015

- Bachelor's Degree in Physical Therapy
- Bachelor's Degree in Nursing
- Bachelor's Degree in Occupational Therapy

Review panel composition:

Member	Name	University	Title
1.- Chair		Universitat de Barcelona	
2.-Vocal (academic)		Universidad Autónoma de Barcelona	
3.-Vocal (student)		Universidad Pública de Navarra (Facultad de Ciencias de la Salud)	
4.-Technical secretary		ACPUA	

Day 1: Thursday, May 14th

- 3:30 – 4:00pm Reception of review panel at the school. Preparation time.
- 4:00 – 4:30 pm Interview with school management. Introduction to Degrees' Coordinators.
- 4:30 – 5:30 pm Interview with graduate students (sample from the three Degrees)
- 5:30 – 6:30 pm Interview with employers (sample from the three Degrees)
- 6:30 – 7:30pm Public open audience

Day 2: Friday, May 15th

09:00 – 10:30am Interviews: Bachelor’s Degree in Physical Therapy

- Students (30 minutes)
- Teachers (30 minutes)
- Coordinator (30 minutes)

10:30 - 11:00am Break/Internal meeting review panel (30 minutes)

11:00h – 12:30 pm Interview: Bachelor’s Degree in Nursing

- Students (30 minutes)
- Teachers (30 minutes)
- Coordinator (30 minutes)

12:30 - 1:00pm Break/Internal meeting review panel (30 minutes)

1:00 – 2:30pm Interviews: Bachelor’s Degree in Occupational Therapy

- Students (30 minutes)
- Teachers (30 minutes)
- Coordinator (30 minutes)

2:30 – 3:30pm Work lunch

3:30 – 4:00pm Preparatory meeting review panel (30 minutes)

4:00-4:45 pm Subject’s evidences review

Physical Therapy:

- Subject 1
- Subject 2
- Practicum
- Final project (pre-reviewed online)

Nursing:

- Subject 1
- Subject 2
- Practicum
- Final project (pre-reviewed online)

Occupational Therapy:

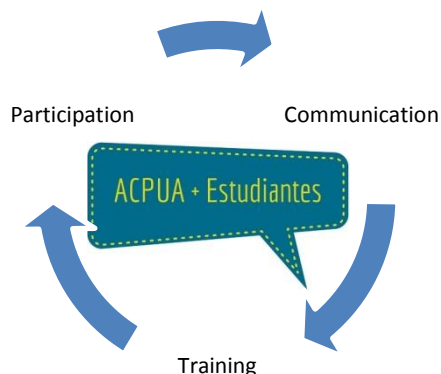
- Subject 1
- Subject 2
- Practicum
- Final project (pre-reviewed online)

4:45 – 5:30pm Meeting with service staff and visit of facilities

5:30 – 6:00pm Final internal meeting

6:00 pm End of site visit

EV.4 - Engaging students: ACPUA + Estudiantes Programme



Engagement Programme: ACPUA + Estudiantes

The goal is to strengthen:

- ✓ Student integration in ACPUA 's structure
- ✓ Communication with Aragon's students
- ✓ Cooperation and stable relations with Student Unions in Aragon
- ✓ Student training in main QA process: programme accreditation
- ✓ Student awareness about QA and QA Agencies

ACTION PLAN:

Communication

- Online Forum ACPUA + Estudiantes as a space for ACPUA to "meet" students and communicate/inform them, sharing QA news, updates about the agency and the university system, addressing questions or concerns, promoting student participation in QA, getting and responding to feedback, deploying student surveys, etc. <https://www.facebook.com/ACPUAEstudiantes>
- ACPUA Seminars: two student-oriented seminars where students are the key players serve as kick-start of the programme: "Students talking: Experience promoting quality in higher education". In these seminars, in the form of a round table, students take the stage and share their experiences working in QA, opening a dialog about quality with students in Aragon, encouraging them to participate in QA and to collaborate towards the enhancement of the Higher Ed system.
 - December 15th 2014: University of Zaragoza.
 - February 2 2015: Universidad San Jorge.
- Other:
 - Meetings with student representatives, student unions, etc.
 - Increase/Improve database of students.



Training

- Creation of specific training materials for students: Presentations, Video (https://www.youtube.com/watch?v=E5mt_DIXoss)
- Student training plan in collaboration with Unibasq QA Agency (linked to ACPUA through a cooperation agreement) in order to foster the exchange of student reviewers:
 - Goal 1: providing students from Aragon-Basque country with information about QA and the activity of QA Agencies
 - Goal 2: participants to join review panels according to the needs of both university systems
 - Session 1: March 25 2015: Student training session: "Student participation in QA – Programme Accreditation". 4-hour workshop organized jointly by the ACPUA and Unibasq
 - Session 2: October-December 2015: Training workshop in Basque country.



Participation

- Evaluation Committees, Commission of Evaluation, Certification and Accreditation.
- Board of Directors.

EV.5 – Visual summary ACPUA’s 2014 Activity Report

News 2014: Summary infographic from ACPUA’s 2014 Activity Report

Novedades 2014

-  Proceso renovación de la acreditación
-  Programa Hacia ENQA:
Reforma órganos ACPUA - Participación en workshop ENQA: EQArep Workshop on QA reports
Reforma LOSUA - Candidatura formal a ENQA
-  Lanzamiento Programa ACPUA+Estudiantes
-  Fortalecimiento de la Agencia
Contratación de una nueva técnica
-  Redes Sociales

Comunicación y transparencia

Actividades de Evaluación

Titulaciones

Seguimiento

203
informes

Renovación de la acreditación



33
títulos



Actividad investigadora

Institucional

Proyectos de investigación

11
proyectos

Profesorado

119
sexenios

Centros de prácticas

213
centros

Certificación Dedicación y Docencia

2.021
solicitudes



9. List of abbreviations

- AAC:** Andalusian Knowledge Agency.
- ACECAU:** Canarian Agency for University Evaluation and Accreditation.
- ACSUCYL:** Agency for the Assessment of the University System in Castilla y Leon.
- ACSUG:** Agency for Quality Assurance in the Galician University System.
- ANECA:** National Agency for Quality Evaluation and Accreditation.
- AQU:** Catalan University Quality Assurance Agency.
- AQUIB:** Agency for University Quality Assurance of the Balearic Islands.
- AVAP:** Valencian Agency for Evaluation and Prospective.
- CECA:** Commission of Evaluation, Certification and Accreditation (ACPUA's body).
- CGPU:** University General Policy Conference.
- CUD:** University Centres for Defence Studies.
- CURSA:** University Commission for Follow-up and Accreditation.
- EFQUEL:** European Foundation for Quality in e-Learning.
- EHEA:** European Higher Education Area.
- ENQA:** European Association for Quality Assurance in Higher Education.
- EQA:** External Quality Assurance.
- EQAF:** European Quality Assurance Forum.
- EQAR:** European Quality Assurance Registry.
- ESG:** European Standards and Guidelines.
- ESU:** European Students' Union.
- EUA:** European University Association.
- EURASHE:** European Association of Institutions in Higher Education.
- HEIs:** Higher Education Institutions.
- IQAS:** Internal Quality Assurance System.
- INOAAHE:** International Network for Quality Assurance Agencies in Higher Education.
- Madrid + d:** Madrimasd Knowledge Foundation.
- QA:** Quality assurance.
- REACU:** Spanish Network of Higher Education QA Agencies.
- RUCT:** Register of Universities, Higher Education Colleges and Degrees.
- SEC:** Institutions Evaluation Committee (ACPUA' Evaluation Committee).
- SEI:** Research Evaluation Committee (ACPUA's Evaluation Committee).
- SET:** Programmes Evaluation Committee (ACPUA's Evaluation Committee).
- UNIBASO:** Agency for Quality Evaluation and Accreditation of the Basque University System.



10. Additional information

- Self-evaluation participants and involvement
- Ongoing dialog with stakeholders: Examples

A deep process of internal evaluation and improvement

1) Back in 2013, ACPUA's Committee of Experts approved the first strategic document regarding the need to join ENOA: Recommendations plan "Towards ENOA", emphasizing the urge for ACPUA to start a self-evaluation process:

- José Ángel Villar Rivacoba, University of Zaragoza (President).
- Jaume Farrés Vicén, Universidad Autónoma de Barcelona.
- Lilia Costabile, Universidad «Federico II» Napoli (Italy).
- Laurent Mayali, Universidad of California in Berkeley (U.S.)
- Secretary: Carlos Oliván Villobas, Quality Assurance Technician at ACPUA.

Among others, a key recommendation was to create a Steering Group formed by people with experience in international evaluation processes, in charge of reviewing and evaluating ACPUA's compliance with the ESG and suggesting a set of recommendations and improvement measures leading to an Action Plan.

2) These recommendations were presented, discussed and backed up by the Agency's Board of Directors (with representation of all stakeholders) on its June 10th meeting, and ACPUA took its first international step by joining ENOA as an affiliate on September 19th 2013.

3) Strategic analysis project "Service to the territory" was developed in 2013 with participation and discussion at ACPUA's Board of Directors, the Aragon Government, the Aragon university system and the Aragon parliament.

The resulting document "Service to the territory" summarized a competitive analysis (SWOT) on ACPUA's mission in Aragon and its future, including the Government and Parliament's explicit support towards full membership in ENOA. and served as the basis draft for ACPUA's Self-evaluation report (sections 2. Legal framework, 3. ACPUA's activities, 4. Organizational structure).

4) On October 3rd. 2013, ACPUA created a steering group formed by:

- Antonio Serrano González, Director of ACPUA.
- Ana Isabel Ortega Pardos, Quality Assurance Technician at ACPUA.
- Carlos Oliván Villobas, Strategic Foresight Technician at ACPUA.
- Group of experts with international background led by Francisco Marcellán, former Director of ANECA and ENOA evaluation expert, and Elena Tejedor, former Director of ACSUCyL

This steering group's working sessions goal was to create an operative action plan aimed "Towards ENOA" with explicit and measurable objectives, a working calendar and progress indicators in order to guide the enhancement process in all areas:

- Transparency.
- Evaluation of satisfaction.
- Student engagement.
- Quality assurance evaluation processes.
- Internal Quality Assurance System (henceforth, IQAS)/ISO9001/Strategic Plan.
- Reviewers.
- Communication.
- Accountability.
- Legal reform.
- Resources.
- Technical committees.

5) In 2014, ACPUA's internal team was reinforced with the recruitment of a new Quality Assurance Technician (Irene Melchor Lacleta) who was in charge of spearheading the internal self-evaluation process and leading the internal team:

- Antonio Serrano González, Director of ACPUA.
- Ana Isabel Ortega Pardos, Quality Assurance Technician at ACPUA.
- Carlos Oliván Villobas, Strategic Foresight Technician at ACPUA.
- Coordinator: Irene Melchor Lacleta, Quality Assurance Technician at ACPUA.

6) At the end of 2014, ACPUA initiated a participative process in order to include all stakeholders in the Agency's self-evaluation process.

- November 2014: Initial consultation of ACPUA's mission, vision and strategic milestones. ACPUA sent an online survey to a group of 139 collaborators and representatives of Universities, Administrators, students, business world, trade unions and other organizations. The survey asked feedback in order to identify the agency's situation through a SWOT analysis (strengths, weaknesses, opportunities and threats). The results of the survey were returned to the collaborators.
- February 2015: invitation to all collaborators and the general public to participate in a working meeting (focus group) to discuss the Agency's vision and Strategic Plan draft and suggest additions or edits. A varied group of people participated in this meeting: representatives of the Aragon Government, University personnel (Vice Rectors, Vice Deans, and Directors), students, business representatives, trade unions representatives, etc.

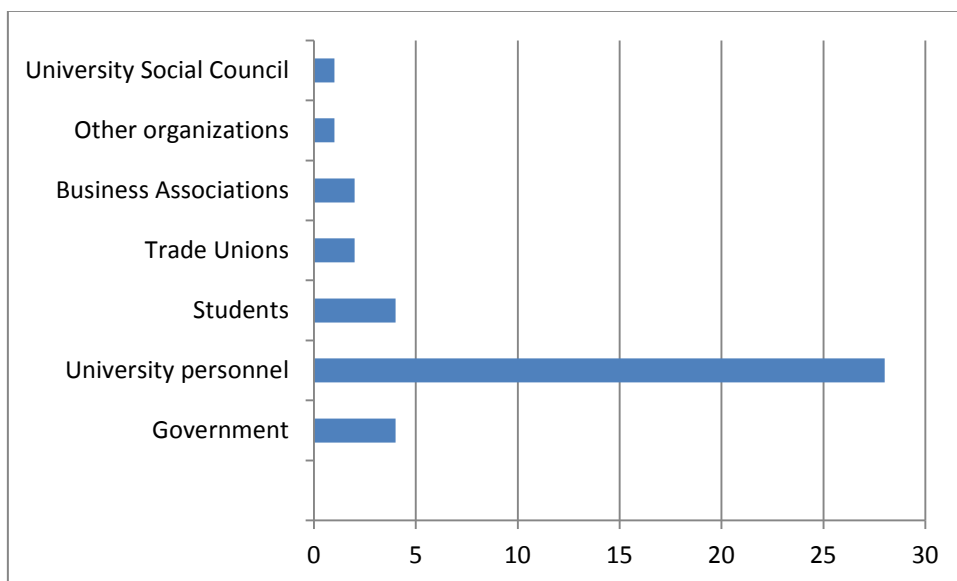
Nombre	Relación con ACPUA	Institución
Juan José Cubero	CECA	ARARSE
Carmelo Pérez	Consejo Rector	CEPYME
Nuria del Olmo Vicén	Vicedecana UZ	UZ. Facultad de Ciencias Sociales y del Trabajo
Inmaculada Plaza	Directora UZ	UZ. Escuela Universitaria Politécnica de Teruel
Elena Ausejo	Consejo Rector	CC.OO.
Octavio Ansón	Estudiante	UZ. Consejo de Estudiantes

Fernando José Belaza Vallejo	Estudiante	UZ
Sergio Martín Segura	Estudiante	UZ
José Ángel Villar	Comité de Expertos	UZ. Facultad de Ciencias
José Antonio Yagüe	Vicedecano UZ	Escuela de Ingeniería y Arquitectura
Cristina Seguí	PAS UZ	UZ. Coordinadora de Calidad de la Biblioteca
Andy Tunncliffe	Vicerrector USJ	Adjunto al Rector en Internacionalización y Calidad
Alberto Gil	Jefe de Servicio de Universidades	DGA. Jefe de Servicio de Universidades
Gracia Serrano	SEC	ESIC. Directora de Acreditaciones
Irene Melchor Lacleta	ACPUA	ACPUA
Antonio Serrano González	ACPUA	ACPUA
Carlos Oliván Villobas	ACPUA	ACPUA

During this working session, the group discussed different point of views and ideas about ACPUA's strategic vision as well as its role in Aragon. All the comments and ideas were incorporated to the draft of the Self-evaluation report as well as to ACPUA's Strategic Plan (which submitted to the Agency's Governing Board for additional feedback and finally approved in its May 2014 session).

7) On September 2015, ACPUA carried out a final consultation on the final Self-evaluation report document: the SER was submitted online for feedback to a group of 42 stakeholder representatives:

- Members of ACPUA bodies
- University personnel (Academic staff, coordinators, University Rectors and Directors, etc.)
- Students
- Aragon Government personnel (Education, University and Research areas)
- Business associations, Trade Unions, other organizations.



The contributions of stakeholders can be found in the following chart:

Consulta autoinforme ENQA –Septiembre 2015

GRUPO DE INTERÉS	COMENTARIOS
Aragon Government	Para tu tranquilidad, tras leerlo "en diagonal", no veo nada digno de mención por mi parte.
University personnel	<p>Me lo he leído y no tengo nuevas aportaciones, me parece exhaustivo y bien estructurado.</p> <p>He leído el documento y me parece un autoinforme de alta calidad, sintéticamente redactado y sobradamente justificado. Se nota el progreso de la agencia y no dudo que se conseguirá el objetivo.</p> <p>Te envío el documento con algunas puntualizaciones en texto marcado en amarillo...poco. La verdad que considero que el informe tiene un formato y contenidos más que adecuados. Las únicas sugerencias generales:</p> <p>He visto que los link a la web llevan a los apartados pero en versión español. Creo que sería una mejora si se ponen todos los links a la web en el apartado en ya versión inglés.</p> <p>Otra cuestión que he puesto en algunos puntos es el añadir datos cuando se hablan de actividades, los indicadores más significativos o por mucho (número de informes editados hasta la fecha) o por poco (número de quejas) o poner grado de satisfacción de las universidades con las actividades de la agencia.</p> <p>Muchas gracias por tu mensaje y por enviarnos el documento con el Autoinforme. Habéis realizado una magnífica labor, tanto en el documento mismo como en la actualización y traducción de vuestra web corporativa. Por favor, felicita a todo el equipo de mi parte. Me he leído detenidamente el documento y creo que se ajusta muy bien a los requerimientos de ENQA. He encontrado algunos gazapos ortográficos (muy pocos) pero, dado que lo vais a traducir, no me detengo en comentarlos.</p> <p>La única incoherencia que he detectado es cuando, en las páginas 32 y 35 habláis de que en " El apartado 5.3 de este informe presenta en detalle la labor de ACPUA en el ámbito de la prospectiva." De hecho, ese apartado no existe. Supongo que os referís al apartado 3.4. Eso es todo. Reitero mi enhorabuena por un trabajo muy bien</p>

	<p>ejecutado.</p> <p>El informe de autoevaluación que habéis preparado me parece bastante bien. Solo tengo una consideración de carácter general y tres cuestiones particulares.</p> <p>A nivel general:</p> <p>Las directrices tienen 3 partes:</p> <ol style="list-style-type: none"> 1. Aseguramiento interno 2. Aseguramiento externo 3. Directrices específicas para agencias de calidad <p>El autoinforme describe cómo se satisfacen las directrices de las partes 2 y 3. Pero no de la parte 1. Eso me ha extrañado. Quizá tenga que ver con la mecánica de la evaluación externa que va a hacer la ENQA. Hubiera encontrado normal que el autoinforme se centrara en la parte 3, o en las tres partes, pero solo en la 2 y 3 y no en la 1, me ha extrañado. Las cosas particulares: En el punto 3.3 se habla de una reforma orientada a incorporar a los alumnos en los procesos de evaluación. Creo que estaría bien mencionar eso también en el punto 3.1, en el que hay que justificar que los agentes implicados participan en los procesos. En el punto 3.1 se dice que la independencia de las actuaciones de la agencia se garantiza mediante un cuidado sistema de pesos y contrapesos. Yo creo que eso no se entiende muy bien y habría que aclararlo. Por otra parte, esa justificación referente a la independencia quizá debería hacerse en el punto 3.3 que es el criterio que tiene que ver con la independencia de las agencias. En el punto 3.6 donde se habla de los sistemas internos de garantía de calidad, si fuese posible, yo pondría no solo los puntos fuertes que esos sistemas han identificado. También pondría algunas mejoras pendientes. En mi opinión, cualquier organismo inmerso en procesos de mejora continuada a través de sistemas de garantía interna de calidad debe estar en condiciones de enumerar las mejoras pendientes y cuáles de ellas va a abordar a corto y medio plazo.</p> <p>No sé si tenéis previsto añadir una introducción al autoinforme. En el caso de UNIBASQ, al menos en el primer borrador si estaba prevista. En ella se explicaba el contexto de la Agencia y la estructura de la Agencia. Creo que esto último es importante porque cuando habláis de los estándares se hace mención a diferentes órganos de la Agencia que el evaluador puede que no conozca. Hay algunas erratas de redacción que supongo se subsanarán en una revisión formal o en la traducción. En algunos de los recuadros parece que no se ve el texto completo. En el ESG 2.7 cuando se explican los diferentes tipos de recursos, sería conveniente explicarlo de una manera más clara y menos "jurídica" porque puede ser que los evaluadores extranjeros no estén tan familiarizados con nuestro sistema normativo.</p>
Students	Le he echado un ojo y lo veo bien. Igual se me ha escapado algo, pero en líneas generales lo he visto bien.

	Based on the previous information you have send me, I expected to have a few weeks to read and provide the SER with feedback. Due to the tight deadline, I may not be able to read the full report thoroughly and provide the feedback as I would normally do. Therefore I would like to ask if there is any flexibility in the deadline
Trade Unions	--
Business Associations	--

ACPUA: An ongoing dialog with stakeholders. Information and opinions from key stakeholders.

As part of its daily activity, ACPUA communicates and receives feedback systematically from stakeholders, the university community and the society as a whole through different channels:

1. All stakeholder groups are represented in the Board of Directors, providing feedback on ACPUA's activities and performance.
2. Monthly seminars open to all stakeholders, to foster discussion and exchange of ideas about QA and education topics.
3. Specific stakeholder consultation for strategic activities (internationalisation, strategic plan, etc.).
4. Stakeholder participation in the design and continuous improvement (meta-evaluation) of QA processes.

This document presents some examples of the above mentioned participation.

1. Board of Directors: a conversation with all stakeholders

Minutes of Board of Directors Meeting March 9th 2015

REUNION DEL CONSEJO RECTOR DE LA AGENCIA DE CALIDAD Y PROSPECTIVA UNIVERSITARIA DE ARAGÓN

ACTA Nº 18

En la sala de reuniones de la Agencia de Calidad y Prospectiva Universitaria de Aragón, sita en la C/ Pablo Ruiz Picasso, 65 D, de Zaragoza, se reúnen en sesión ordinaria el día **9 de marzo de 2015** los miembros que componen el Consejo Rector de la Agencia de Calidad y Prospectiva Universitaria de Aragón que abajo se relacionan convocados por su Presidenta a las 12:00 h en primera convocatoria y a las 12:30 h en segunda, con arreglo al siguiente

ORDEN DEL DÍA:

1. Lectura y aprobación, si procede, del acta de la reunión anterior.
2. Informe del Director.
3. Aprobación de la Memoria Anual correspondiente a 2014.
4. Propuesta de Plan de Actividades correspondiente a 2015.
5. Ratificación del Presupuesto para el año 2015.
6. Propuesta de Plan Estratégico 2015-2018.
7. Propuesta de revisión del Código Ético.
8. Propuesta de medidas para completar la adaptación de la Agencia a los criterios y estándares europeos.
9. Propuesta de bases del programa de impulso de la excelencia.
10. Propuesta de convenio específico de colaboración con ANECA para la obtención del sello EUR-ACE y de convenio de colaboración con la agencia gallega ACSUG.
11. Ruegos y preguntas.

ASISTENTES:

Presidenta:

D^a. Dolores Serrat Moré, Consejera de Educación, Universidades, Cultura y Deporte.

Vicepresidente:

D. Tomás Martínez Terrer, Director General de Universidades.

Secretario:

D. Antonio Serrano González, Director de la Agencia.

Vocales:

D. Manuel López Pérez, Rector de la Universidad de Zaragoza.

D. Carlos Pérez Caseiras, Rector de la Universidad San Jorge.

D. Manuel Serrano Bonafonte, Presidente del Consejo Social de la Universidad de Zaragoza.

D. Fernando Beltrán Blázquez, Vicerrector de Política Académica de la Universidad de Zaragoza.

D^a. Amaya Gil Albarova, Vicerrectora de Ordenación Académica y Estudiantes de la Universidad San Jorge.

D. Jaume Farrés Vicén, miembro del Comité de Expertos de la Agencia.

D^a. Josefina Jiménez Villar, representante de UGT.

D^a. Elena Ausejo Martínez, representante de CC.OO.

D. Carmelo Pérez Serrano, representante de CEPYME Aragón.

D. Rafael L. Rubio Gracia, representante de estudiantes de la Universidad de Zaragoza.

D. Jesús J. Monge Sánchez, representante de estudiantes de la Universidad San Jorge.

Item #9 of discussion: Review and discussion of ACPUA's draft proposal of a "Plan for excellence" that connects titles' accreditation with labels of excellence in order to foster improvement and the recognition of excellent results. D^a Elena Ausejo, representing a Trade Union organization (*Comisiones Obreras*) objects and requests a revision of the proposal and its approval in the next Board of Directors meeting.

9. Propuesta de bases del programa de impulso de la excelencia

El Director toma la palabra para explicar la nueva estrategia europea de impulso de la excelencia en la enseñanza universitaria que se está desplegando a nivel internacional con el apoyo de ENOA. Tiene el valor añadido de ser una apuesta específicamente europea, basada -por oposición a una lectura simplificada de los rankings- en la noción de mejora institucional, en el valor primordial de la docencia y en la sólida praxis de evaluación que han venido desarrollando en los últimos años las agencias de evaluación europeas. Tal y como recuerda el Comité de Expertos en sus últimas recomendaciones, y a la vista tanto de los instrumentos y sellos de reconocimiento de la excelencia que están ya implantando varias agencias españolas y extranjeras como de los buenos resultados que está arrojando en Aragón el proceso de renovación de la acreditación, se propone al Consejo Rector que se sienten las bases de un programa propio de ACPUA de impulso de la excelencia del sistema universitario aragonés, el cual podría dar lugar a la concesión de sellos a las titulaciones que se acrediten con excelencia.

Abierto el turno de debate, varios intervinientes, como el Director General de Universidades, subrayan el interés o las bondades de la propuesta. D^a Elena Ausejo, representante de CC.OO., objeta sin embargo que en su opinión resulta inoportuno plantear esta cuestión tan delicada en los momentos actuales, por lo que solicita que su discusión, necesitada de más tiempo para su estudio, se aplaze para mejor ocasión. El debate suscitado tras esta intervención, y en el que participan, entre otros asistentes, el Rector, el Vicerrector y el Presidente del Consejo Social de la Universidad de Zaragoza, se resuelve cuando se alcanza el consenso de que el Director reformule la propuesta en términos más sincréticos y sin entrar en detalles sobre las condiciones de obtención de los sellos de excelencia. Ese texto revisado de la propuesta se hará llegar a los miembros del Consejo Rector.

Minutes of Board of Directors meeting May 4th 2015

ACTA Nº 19

En la sala de reuniones de la Agencia de Calidad y Prospectiva Universitaria de Aragón, sita en la C/ Pablo Ruiz Picasso, 65 D, de Zaragoza, se reúnen en sesión ordinaria el día **4 de mayo de 2015** los miembros que componen el Consejo Rector de la Agencia de Calidad y Prospectiva Universitaria de Aragón que abajo se relacionan, convocados por su Presidenta a las 12:00 h en primera convocatoria y a las 12:30 h en segunda, con arreglo al siguiente

ORDEN DEL DÍA:

- 1.- Lectura y aprobación, si procede, del acta de la reunión anterior.
- 2.- Informe del Director.
- 3.- Cuentas anuales y memoria correspondientes a 2014.
- 4.- Bases del programa de Impulso a la Excelencia.
- 5.- Plan Estratégico 2015-2018.
- 6.- Creación del Comité de Garantías de ACPUA.
- 7.- Convenio multilateral para la valoración y análisis de la inserción de los egresados del Sistema Universitario de Aragón.
- 8.- Ruegos y preguntas.

Item #4 of discussion: Discussion of ACPUA's draft proposal plan for excellence after reviewing the document submitted by the Trade Unions.

4. Bases del programa de Impulso a la Excelencia

El Vicepresidente del Consejo Rector toma la palabra para recordar a los asistentes que en este punto se reanuda la discusión iniciada en el anterior Consejo Rector de 9 de marzo, a partir ahora de un nuevo documento, adelantado a todos los miembros, elaborado por la Dirección de la Agencia y en el que se revisa la propuesta inicial siguiendo las indicaciones formuladas en esa anterior reunión. Habiéndose recibido y remitido también con antelación a los miembros del Consejo Rector el documento

titulado "Aportaciones de UGT a la propuesta de impulso a la excelencia", toma la palabra D^a. Josefina Jiménez para presentarlo. Resalta que el proceso de acreditación de titulaciones y centros es la actividad evaluadora fundamental en el EEES pero que "se encuentra todavía en una fase prematura y experimental"; que por ello "se debe profundizar primero en el estudio de si los índices utilizados son adecuados y están siendo marcadores correctos de calidad" y que en todo caso "el establecimiento de sellos de excelencia debería establecerse en un marco voluntario". Abierto el turno de debate, interviene D^a. Elena Ausejo, quien, tras expresar su agradecimiento por haber podido disponer de este tiempo para estudiar la propuesta, considera que, dado que el sistema universitario español está todavía en una primera fase de acreditación, que no disponemos todavía de estudios de seguimiento de nuestros egresados, que ACPUA no está todavía formalmente acreditada por ENOA y que esta asociación europea no llega a conclusiones terminantes en su documento "The Concept of Excellence in Higher Education", seguramente ahora no es el momento de lanzar un programa de impulso a la excelencia en Aragón.

Toma a continuación la palabra el Director de la Agencia para matizar que, si bien hay ya agencias autonómicas, como AOU Catalunya, que ya han procedido incluso a entregar, en acto público y con notable difusión en los medios, sellos de excelencia a las titulaciones acreditadas, la nueva propuesta que se somete ahora a discusión se limita con cautela a declarar “que la Agencia dé los pasos necesarios para elaborar un Programa ACPUA de impulso de la excelencia del sistema universitario de Aragón”, añadiendo que “en el diseño del mismo se consultará a los diferentes grupos de interés”. El Vicepresidente del Consejo Rector, por su parte, subraya la razonabilidad de la propuesta, precisando que el proceso de renovación de la acreditación en Aragón está siendo pionero en relación con el resto de España, pero que esto en modo alguno significa que resulte prematuro o que tenga un carácter experimental. Los dos Rectores de las dos universidades toman a su vez la palabra para señalar la bondad de la idea de excelencia, no viendo inconveniente alguno en que se empiece a trabajar sobre su aplicabilidad en Aragón. El Presidente del Consejo Social de la Universidad de Zaragoza interviene finalmente para puntualizar que la propuesta tan solo dice que se habilita a la Agencia para dar unos primeros pasos en esta dirección, pasos que lógicamente tendrán que ser desarrollados y convenientemente discutidos en el futuro. Tras lo cual,

se aprueba la nueva propuesta por unanimidad.

Items #6 and #7: Discussion and approval of Appeals Committee and Agreement for Graduates Employability Follow up.

6. Creación del Comité de Garantías de ACPUA

El Director de la Agencia presenta el documento de creación del Comité de Garantías de ACPUA (adelantado a los miembros del Consejo Rector), señalando que con esta propuesta se viene a cumplir con lo que exige el apartado sexto del nuevo art. 85 bis de la LOSUA, al tiempo que se ejecuta una de las medidas principales para completar la adaptación de la Agencia a los criterios y estándares europeos que fueron aprobadas por el Consejo Rector del pasado 9 de marzo. Destaca también el marcado carácter garantista de la propuesta, puesto que a la protección que el Derecho administrativo ya concede en nuestro ordenamiento al evaluado para su defensa, se suma ahora un procedimiento interno dentro de la Agencia que postula la intervención, durante la tramitación del recurso, de un órgano técnico diferente de aquéllos que en su momento evaluaron al recurrente. Tras las deliberaciones oportunas, durante las cuales el Director aclara (a D^a Josefina Jiménez) que este Comité no reevalúa porque su función, según los estándares europeos, es la de velar por la pureza de los procesos de evaluación y (a D^a Elena Ausejo) que los informes del Comité serán preceptivos pero no vinculantes porque es la Dirección de la Agencia la que por ley debe resolver en reposición,

se aprueba por unanimidad la creación del Comité de Garantías de ACPUA.

7. Convenio multilateral para la valoración y análisis de la inserción de los egresados en el Sistema Universitario de Aragón

El Director explica las razones y objetivos perseguidos con la suscripción de este convenio multilateral, que trae causa del proyecto de seguimiento de los egresados del cual se informó al Consejo Rector en su anterior reunión. El texto de la propuesta ha sido adelantado a los miembros del Consejo Rector y su aprobación permitiría empezar a articular y poner en marcha esta importante iniciativa. Tras las deliberaciones oportunas, en las cuales el Presidente del Consejo Social subraya el consenso generalizado y el completo acuerdo existentes entre todas las partes que lo suscriben,


se aprueba la propuesta de Convenio por unanimidad.

2. Monthly seminars: a space for interaction and Exchange of ideas.

Since 2012, ACPUA's monthly seminars provide an effective opportunity to reflect and exchange ideas about quality in higher education with all stakeholders, invite feedback and input from all interested and foster a culture of quality and enhancement. With these seminars, ACPUA seeks to foster debate and collaborations that support enhancement, interaction and a direct communication with stakeholders and the society as a whole. A survey at the end of each seminar asks attendees to rate the quality of the seminar as well as to request topics of interest for future seminars.

Most of the seminars cover topics directly related to quality assurance and QA reviews, offering a good opportunity for feedback, questions and a fruitful communication with stakeholders. Indeed, this has proven to be a very valued activity, as it creates an open space for discussion in a non-evaluating environment where all stakeholders can exchange ideas about evaluations, QA and the culture of quality.

Template of Seminar Feedback Survey:



Fecha: _____

Desde la ACPUA valoramos su opinión. Por favor, conteste este breve cuestionario para ayudarnos a mejorar y buscar temas de interés para promover la calidad en Aragón.

Valore su satisfacción con el seminario:

	Nada satisfecho	Poco satisfecho	Satisfecho	Muy satisfecho
Oportunidad e interés del tema	●	●	●	●
Capacidad comunicativa del ponente y claridad	●	●	●	●
Organización	●	●	●	●
Intensidad e interés del debate	●	●	●	●
Satisfacción global	●	●	●	●

¿Cómo se enteró del seminario?

- Email de ACPUA
- Página web de ACPUA
- Redes sociales
- A través de un amigo o compañero de trabajo
- Otros: _____

¡Nos interesan su opinión y sus sugerencias!
Incluya a continuación, por favor, su opinión sobre el seminario y el debate generado, sugerencias de temas para próximos seminarios, comentarios y/o recomendaciones de mejora

3. “Towards ENQA”: Steering Group working plan and Action Plan

Back in 2013, ACPUA’s Committee of Experts approved the first set of recommendations “Towards ENQA”, which recommended creating a Steering Group formed by people with experience in international evaluation processes. Thus, on October 3rd. 2013, ACPUA created a steering group in charge of reviewing and evaluating ACPUA’s compliance with the ESG and designing an Action Plan “Towards ENQA” with recommendations and improvement measures:

- Antonio Serrano González, Director of ACPUA.
- Ana Isabel Ortega Pardos, Quality Assurance Technician at ACPUA.
- Carlos Oliván Villobas, Strategic Foresight Technician at ACPUA.
- Group of experts with international background led by Francisco Marcellán, former Director of ANECA and ENQA evaluation expert, and Elena Tejedor, former Director of ACSUCyL

PROGRAMA SESIÓN DE TRABAJO- GRUPO DE PILOTAJE “HACIA ENQA” - 4 de octubre de 2013

9:15 1.- “Hacia ENQA”. Un programa prioritario para la ACPUA (presentación).
2.- Situación actual de la ACPUA en el Sistema Universitario Aragonés.

11:00 Pausa Café.

11.30 3.-Repaso de las directrices ENQA para agencias de calidad y su grado de cumplimiento por la ACPUA.
4.- Impacto de las directrices ENQA sobre la estructura de la Agencia.
5.- Programación del proceso de autoevaluación.

Documentación de la reunión adelantada por email:

Doc.01.- Ley de Ordenación del Sistema Universitario Aragonés (LOSUA).

Doc 02.- Estatutos de ACPUA.

Doc 03.- Memoria de actividades de ACPUA, 2012.

Doc.04.- Plan de Actividades de ACPUA, 2013.

Doc 05.- Recomendaciones del Comité de Expertos.

Doc.06.- Carta a ENQA de solicitud de afiliación.

Doc.07.- Propuesta ACPUA a borrador de anteproyecto de reforma de la LOSUA

Otra documentación:

Doc.08.- Resolución nombramiento miembros del Grupo.

Doc.09.- Cumplimiento estándares ENQA por parte de ACPUA.

Evidence 1:	“Towards ENQA” Action plan
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4. Strategic Plan Stakeholder Participation process

From fall 2014 to May 2015, ACPUA carried out a participation process in order to gather contributions from all stakeholders for the creation of the ACPUA's Strategic Plan 2015-2018.

First of all, ACPUA surveyed 139 stakeholder representatives of Universities, Administrators, students, business world, etc. The survey asked for feedback in order to identify the agency's situation through a SWOT analysis (strengths, weaknesses, opportunities and threats). The survey results were returned to the contributors and used to create the Strategic Plan's first draft. After that, ACPUA invited the contributors to a working meeting (focus group) on January 27th 2015 to discuss the Strategic Plan draft (which was conveniently published and open to anyone interested in contributing). A varied group of people participated: representatives of the Aragon Government, University personnel (Vice Rectors, Vice Deans, and Directors), students, business representatives, trade unions representatives, etc.:

Nombre	Cargo	Institución
Juan José Cubero	CECA	Asociación Aragonesa para el Desarrollo de la Responsabilidad Social Empresarial
Carmelo Pérez	Consejo Rector	Confederación Española de la Pequeña y Mediana Empresa
Nuria del Olmo Vicén	Vicedecana UZ	UZ. Facultad de Ciencias Sociales y del Trabajo
Inmaculada Plaza	Directora UZ	UZ. Escuela Universitaria Politécnica de Teruel
Elena Ausejo	Consejo Rector	Comisiones Obreras CCOO.
Octavio Ansón	Estudiante	UZ. Consejo de Estudiantes
Fernando José Belaza Vallejo	Estudiante	UZ
Sergio Martín Segura	Estudiante	UZ
José Ángel Villar	Comité de Expertos	UZ. Facultad de Ciencias
José Antonio Yagüe	Vicedecano UZ	Escuela de Ingeniería y Arquitectura UZ
Cristina Seguí	PAS UZ	UZ. Coord. de Calidad de la Biblioteca
Andy Tunnicliffe	Vicerrector USJ	Adjunto al Rector Internacionalización y Calidad
Alberto Gil	Jefe de Servicio de Universidades	Gobierno de Aragón
Gracia Serrano	SEC	ESIC. Directora de Acreditaciones
Antonio Serrano González, Carlos Oliván Villobas, Irene Melchor Lacleta,	ACPUA	ACPUA



Evidence 2:	Strategic Plan Stakeholder Participation process (September 2014-May 2015): Working Methodology for Participation Process
Evidence 3:	Strategic Plan Stakeholder Participation process (September 2014-May 2015): Comments collected through online participation process for the development of ACPUA's Strategic Plan 2015-2018

5. Evaluation processes design and metaevaluation: The example of programme accreditation.

ACPUA's Commission of Evaluation, Certification and Accreditation (CECA) defines the evaluation methodologies (evaluation criteria, standards and guidelines), which are subject to consultations with representatives of all stakeholder groups (reviewed institutions, reviewers, Educational Authorities and others). After considering the information and feedback gathered, the CECA reviews and approves the evaluation protocols. These evaluation protocols are always published online, disseminated through different social media channels and presented in public meetings or seminars to the whole community of the university system.

After finalizing an evaluation process, ACPUA carries out a meta-evaluation process in which all participants (committees, reviewers, reviewed entities, etc.) assess the implementation of the process and suggest enhancement measures for the future (usually through surveys).

Before

First of all, ACPUA arranged three meetings (one in each of the university campuses) aimed mainly at Degrees' Coordinators/ Directors but open to anyone from the academic community. Goal of these meetings was to present the new accreditation process developed within the Spanish QA Agencies Network (through agreement with the national agency ANECA), show the evaluation criteria and guidelines, and gather feedback from the reviewees.

- Zaragoza, Aula Magna del Paraninfo. 4 February 2014.
- Huesca, Sede del Vicerrectorado del Campus Huesca. 14 February 2014.
- Teruel, Edificio del Vicerrectorado del Campus Teruel. 19 February 2014.

After that, ACPUA organized in presence meetings with the institutions in order to review the proposed methodology. In these meetings, ACPUA discussed with the institutions' Quality units and the responsible Managers for academic affairs the accreditation process implementation and calendar, also gathering comments and feedback about the process and its challenges from the institutions representatives.

- 14 March 2014: Meeting with University of Zaragoza
- Abril 2 2014: Meeting with San Jorge University
- Abril 4 2014: Meeting with Director of Higher Education of the Government of Aragon

After

Specifically, ACPUA surveys reviewees and reviewers in order to collect comments, suggestions and detect needs or opportunities for improvement:

Reviewees: <http://www.encuestafacil.com/RespWeb/Qn.aspx?EID=1752882>

Reviewers: <http://www.encuestafacil.com/RespWeb/Qn.aspx?EID=1748013>

Based on the findings, the Commission of Evaluation, Certification and Accreditation writes recommendations to improve the evaluation methodologies, produces a Meta-evaluation report (which follows) and updates the protocols, if needed.

Finally, ACPUA's Director reports to the Board of Directors (where all stakeholders are represented) the results of the meta-evaluation process, which are also published on the website. The Board of Directors discusses the meta-evaluation report and provides additional comments and feedback.

Besides, ACPUA sends at the end of every year a survey to the Higher Education Management of the Aragon Government and to both institutions' Rectors or Academic Affairs responsible in order to gather satisfaction about ACPUA's activity and performance as well as comments and feedback (Evidence 3).

Evidence 4:	Meta-evaluation Report: Accreditation 2014
Evidence 5:	Online survey results: Degrees Accreditation 2014 - Feedback from reviewee institutions/ Online survey results: Degrees Accreditation 2014 - Feedback from reviewers
Evidence 6:	Survey results: Institutional satisfaction 2014

List of evidences

Evidence 1:	"Towards ENQA" Action plan (<i>Recomendaciones Grupo de Pilotaje "Hacia ENQA"/ Plan de acción "Hacia ENQA"</i>)
Evidence 2:	Strategic Plan Stakeholder Participation process (September 2014-May 2015): Working Methodology for Participation Process (<i>Metodología para la definición del plan estratégico de ACPUA</i>)
Evidence 3:	Strategic Plan Stakeholder Participation process (September 2014-May 2015): Comments collected through online participation process for the development of ACPUA's Strategic Plan 2015-2018 (<i>Aportaciones recogidas en el proceso participativo online para la elaboración de un DAFO</i>)
Evidence 4:	Meta-evaluation Report: Accreditation 2014 (<i>Metaevaluación del proceso de evaluación para la renovación de la acreditación (convocatoria 2014)</i>)
Evidence 5:	Online survey results: Degrees Accreditation 2014 - Feedback from reviewee institutions/ Online survey results: Degrees Accreditation 2014 - Feedback from reviewers (<i>Acreditación: Encuesta a evaluados/ Encuesta a evaluadores</i>)
Evidence 6:	Survey results: Institutional satisfaction 2014 - Annual survey about ACPUA's role and activity

Evidence 1: "Towards ENQA" Action plan

Recomendaciones Grupo de Pilotaje "Hacia ENQA"

Se han identificado las siguientes recomendaciones agrupadas en cinco ejes:

A.- ESTRUCTURA:

- A.1 Incorporación de los estudiantes en el funcionamiento de la ACPUA
- A.2 Reestructuración de los órganos de la ACPUA
- A.3 Modificación normativa
- A.4 Adaptación de los recursos a las nuevas necesidades

B.- PROCESOS:

- B.1 Mejora continua de los procesos de evaluación
- B.2 Sistematización de la utilización del Banco de Evaluadores

C. TRANSPARENCIA Y RENDICIÓN DE CUENTAS

- C.1 Mejora de la página web para incrementar la transparencia
- C.2 Establecimiento de la Política de Comunicación de la Agencia
- C.3 Mejora las herramientas de control internas
- C.4 Mejora la rendición de cuentas a la sociedad

D. INTERNACIONALIZACIÓN

- D.1 Convenios con otras Agencias.

Plan de acción “Hacia ENQA”

A.- ESTRUCTURA:

A.1 Incorporación de los estudiantes en el funcionamiento de la ACPUA

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
A.1.1 Incluir a los estudiantes en los Órganos Asesores: Grupo de pilotaje	Realizado	Bajo	Octubre	
A.1.2. Incluir a los estudiantes en los Órganos Asesores: Comité de expertos	Sin realizar	Medio	Próximo Consejo Rector	
A.1.3 Incluir a los estudiantes en los Órganos de Evaluación	En marcha	Medio	Se asocia a la redefinición de los procesos de evaluación	
A.1.4 Formación a estudiantes	Parcial	Alto	En fase de planificación: para la renovación de la acreditación	
A.1.5 Contactos con las asociaciones de estudiantes y acciones de divulgación entre estudiantes (Ejemplo: Presentación de la Agencia a las asociaciones de estudiantes con la asistencia del estudiante europeo, Seminario ACPUA sobre el rol de los estudiantes en el EEES)	Sin realizar	Medio	Planificarlo para 2014	
A.1.6 Acoger estudiantes en prácticas como una forma de difundir la cultura de la calidad tal y como se viene haciendo con los estudiantes del máster de políticas públicas (incluir difusión en la página web)	Parcial Incorporado un estudiante de derecho	Bajo	Analizar oportunidad de ampliar	
A.1.7 Elevar la petición al Gobierno de Aragón desde la Agencia de la importancia de crear un órgano de representación de estudiantes	Sin realizar	Alto	Analizar oportunidad	

A.2 Reestructuración de los órganos de la ACPUA

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
A.2.1 CECA: Debe reconfigurarse la actividad de la agencia para que asuma de manera efectiva las competencias de evaluación, las cuales delegará en subcomisiones de evaluación. Es compatible su rol evaluador con la aprobación de los protocolos y metodologías, pudiendo resolver los recursos y aprobar los informes finales.	Sin realizar	Medio	Diciembre-Febrero (Consejo Rector)	
A.2.2 El Consejo Rector podría delegar en la CECA expresamente las competencias de aprobación de metodologías de evaluación.	Sin realizar	Medio	Próximo Consejo Rector	
A.2.3 Identificación del órgano para recursos y para reclamaciones dentro de cada proceso.	En marcha	Medio	Próximo Comité de Expertos	

A.3 Modificación normativa

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
A.3.1 Modificación LOSUA para su adaptación a los ASG.	Sin realizar	Alto	Externo	
A.3.2 Compromiso del Gobierno con la modificación	Sin realizar	Alto	De cara a la evaluación ENQA	
A.3.3 revisión normativa autonómica. Orden de autorización	En marcha	Medio	Primer trimestre 2014	

A.4 Adaptación de los recursos a las nuevas necesidades

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
A.4.1 Se requiere la incorporación de un técnico que refuerce a la Agencia de cara a los nuevos retos evaluativos y al ingreso en ENQA	Sin realizar	Bajo	Cuanto antes	
A.4.2 Justificar y visibilizar que la Agencia basa sus proyectos en las actividades de Comités y paneles suficientes para realizar todas las funciones. Publicar la estructura de comisiones/funciones.	Sin realizar	Bajo	Analizar como de cara a la evaluación ENQA	
A.4.3 Resaltar la labor, el conocimiento del staff generado por el contacto con los centros	Sin realizar	Bajo	Analizar como de cara a la evaluación ENQA	
A.4.4 Establecer un plan de formación del staff (Incluir acciones de movilidad de los técnicos, facilitar la actuación de los técnicos en otros programas, acoger a técnicos de otras agencias (europeas de referencia)	Sin realizar	Bajo	Planificación 2014	

B.- PROCESOS:

B.1 Mejora continua de los procesos de evaluación

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
B.1.1 Realizar una revisión pormenorizada de que cumplen con los estándares europeos y que existen evidencias de todas las actividades revisables. Esta revisión debe realizarse sobre todos los procesos de evaluación a incluir en el autoinforme.	Sin realizar	Medio	Diciembre	
B.1.2 Incluir encuestas de satisfacción (amplias) en todos los programas de forma sistemática	Parcial	Bajo	Al finalizar cada proceso	
B.1.3 Revisar el formato de los informes a publicar	Sin realizar	Bajo	Con la revisión de cada proceso	
B.1.4 Preparar un documento sobre las consecuencias de evaluaciones desfavorables	Sin realizar	Bajo	Analizar si por proceso o global	
B.1.5 Tramitar la incorporación de tasas	Sin realizar	Medio	Diciembre (Consejo Rector)	
B.1.6 Ampliación de la actividad evaluadora hacia la evaluación de los títulos propios	Sin realizar	Bajo	Analizar oportunidad	
B.1.7 Desarrollo de la evaluación institucional	Sin realizar	Medio	Analizar oportunidad	
B.1.8 Estudiar la realización de evaluaciones por áreas temáticas	Sin realizar	Alto	Analizar oportunidad	
B.1.9 Tramitar el reconocimiento de la evaluación de sexenios con la CNEAI	Sin realizar	Alto	Analizar oportunidad	

B.2 Sistematización de la utilización del Banco de Evaluadores

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
B.2.1 Revisar/mejorar la plataforma Banco de Evaluadores	Parcial	Bajo	Diciembre	
B.2.2 Publicar una convocatoria de evaluadores (genérica)	Sin realizar	Medio	Planificar para 2014	
B.2.3 Establecer y publicar el protocolo de selección de evaluadores (evaluadores internacionales, equilibrio género, estudiantes, recusación, etc...)	Sin realizar	Bajo	Noviembre (CECA)	
B.2.4 Intentar contar con la BBDD de otras agencias como ANEP o CNEAI	Sin realizar	Medio	Diciembre	
B.2.5 Establecer convenios de intercambio de evaluadores con agencias extranjeras	Sin realizar	Alto	Analizar oportunidad	
B.2.6 Formación de evaluadores (recopilar evidencias de los programas de formación, incluir apartado de trabajo en grupo, liderazgo y roles en la comisión (presidente), formación en red)	Sin realizar	Medio	Diciembre	
B.2.7 Establecer por escrito el funcionamiento de las comisiones: Diferenciar los roles (presidente, secretario y vocales): funciones, responsabilidades y tarifas	Sin realizar	Bajo	Noviembre (CECA)	

C. TRANSPARENCIA Y RENDICIÓN DE CUENTAS

C.1 Mejora de la página web para incrementar la transparencia

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
C.1.1 Reforzar la identidad corporativa de la ACPUA en la web diferenciándola en la medida de lo posible del Gobierno de Aragón (sustitución de la cabecera de la página para mejorar la visibilidad de la ACPUA)	Realizado	Bajo	Octubre	
C.1.2 Incluir breve CV en la web de los miembros de los órganos de la Agencia (Dirección, Comité de Expertos, CECA, Evaluadores, Staff)	Parcialmente	Medio	Diciembre (y en los procesos de evaluación nuevos)	
C.1.3 Incluir buzón de sugerencias en la web (solución inmediata link con correo ACPUA o solución corporativa actualmente en desarrollo)	A implementar Depende de externo	Bajo Externo	Noviembre	
C.1.4 Cambiar la estructura de la web alineándola con el esquema de actividades	Sin realizar	Alto (por el impacto en tiempo)	Valorar externalización	
C.1.5 Traducción de la web y documentación principal al inglés	Sin realizar	Medio	Una vez redefinida la web	

C.2 Establecimiento de la Política de Comunicación de la Agencia

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
C.2.1 Programar contactos estables con los medios de comunicación para potenciar la visibilidad y la imagen e independencia. Definir dentro de la política de comunicación de la Agencia	Sin realizar	Alto	Planificación 2014	

C.3 Mejora de las herramientas de control internas (SGIC/ISO9001/CARTA DE SERVICIOS/PLAN ESTRATÉGICO)

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
C.3.1 Desarrollo de un Plan Estratégico	Sin realizar	Medio	Diciembre (externalizar)	

C.3.2 Publicar la Carta de Servicios de la Agencia	Parcialmente	Bajo	Diciembre	
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C.4 Mejora de la rendición de cuentas a la sociedad

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
C.4.1 La LOSUA establece en su art. 88 que "cada tres años, el Consejo Rector dispondrá la elaboración de un informe sobre el estado de la calidad del sistema universitario de Aragón y las tendencias emergentes en las demandas sociales. Dicho informe, una vez aprobado por el Consejo Rector, será elevado al Gobierno y a las Cortes de Aragón." La ejecución de dicha competencia daría visibilidad a la agencia y contribuiría al cumplimiento de sus fines.	Sin realizar	Bajo	Próximo Consejo Rector?	
C.4.2 Desarrollar un informe haciendo valer el impacto de la Agencia en el entorno desarrollando las mejoras introducidas en las universidades gracias a la existencia de la Agencia (mejora de la información pública, implantación de los SGIC...)	Sin realizar	Medio	De cara al autoinforme ENQA	

D. INTERNACIONALIZACIÓN

D.1 Convenios con otras Agencias

RECOMENDACIÓN	Estado	Grado de dificultad	Temporalidad	Observaciones
D.1.1 Acceder a la INQHAAE	Sin realizar	Bajo	Analizar oportunidad	
D.1.2 Potenciar el contacto con otras agencias europeas a medio plazo (recomendable alguna nórdica)	Sin realizar	Alto	Planificación 2014	
D.1.3 Generar intercambios del staff con agencias europeas (preferiblemente del board de ENQA y que trabajen en inglés o español (Rumania -técnicos que hablan español, Portugal, Suiza, Bélgica, Francia, Finlandia)	Sin realizar	Alto	Planificación 2014	
D.1.4 Estudiar la posibilidad de acuerdos de acreditación para títulos conjuntos con Francia	Sin realizar	Alto	Analizar oportunidad	

METODOLOGÍA PARA LA DEFINICIÓN DEL PLAN ESTRATÉGICO DE LA ACPUA

INTRODUCCIÓN

Dentro de los procesos de mejora continua y rendición de cuentas en los que se encuentra inmersa de manera continua la ACPUA, y a la vista de las recomendaciones de su comité de expertos, es necesaria la elaboración de un plan estratégico.

Los planes estratégicos son documentos que deben marcar los objetivos a medio plazo que debe alcanzar una organización, y que constituyen guías de referencia para su actividad operativa. En este sentido, un plan estratégico está muy relacionado con la definición de la misión, visión y valores de la organización y suele partir de la realización de un diagnóstico inicial de la situación de la organización.

En este sentido, la ACPUA cuenta ya con valiosas referencias, como lo son los documentos de recomendaciones del Comité de Expertos y las conclusiones del grupo de Pilotaje del programa "Hacia ENOA". Igualmente cuenta ya con una definición de su misión, visión y valores que ha sido recientemente revisada a partir de las cuales se propone la siguiente metodología para la definición del Plan Estratégico para los próximos 3 años de la ACPUA.

PROPUESTA DE METODOLOGÍA

I. Elaboración de un diagnóstico

Para realizar el diagnóstico de la situación de partida de la ACPUA se propone utilizar la metodología DAFO.

Un DAFO es una herramienta de análisis estratégico que permite analizar de modo conjunto los elementos internos a la organización y por tanto controlables: Fortalezas y Debilidades; así como factores externos y por tanto no controlables: Oportunidad y Amenazas.

Análisis Interno	Fortalezas	Debilidades
Análisis Externo	Oportunidades	Amenazas

Este diagnóstico inicial debe guiar la definición de unos objetivos estratégicos dirigidos a reducir sus debilidades y potenciar las fortalezas organizativas, a la vez que le deben permitir navegar en entornos complejos y cambiantes y aprovechar las oportunidades que estos ofrezcan.

Para esta fase de diagnóstico, se propone la elaboración de un cuestionario online para recabar a modo de tormenta de ideas las percepciones de los distintos actores sobre las Debilidades, Amenazas, Fortalezas y Oportunidades de la Agencia. De esta primera tormenta de ideas, el staff técnico de la ACPUA extraerá un documento de síntesis que será retornado a los participantes y publicado en la web de la ACPUA y en sus redes sociales para abrirlo a la participación de cualquier interesado. En caso necesario, podrán realizarse diversas rondas de interacción con los participantes al objeto de refinar el documento.

II. Revisión de misión, visión, valores y objetivos estratégicos

A la luz de este análisis DAFO, deberán definirse unos objetivos estratégicos que permitan alcanzar la visión de la ACPUA en el contexto actual. Para la definición de estos objetivos se considera más efectiva la realización de una sesión de trabajo presencial con representantes de los distintos actores, por lo que se convocará una o más reuniones con diferentes grupos de expertos (representantes de todos los grupos de interés) a los que previamente se les facilitarán un borrador de trabajo.

Estas reuniones presenciales culminarán con la elaboración de un borrador de plan estratégico.

III. Aprobación de plan estratégico

Finalmente, la propuesta de plan estratégico será sometido a la aprobación por el Consejo Rector de la ACPUA.

GRUPOS DE INTERÉS:

El proceso participativo para la elaboración del plan estratégico debe recoger las sensibilidades y opiniones de los distintos colectivos que interaccionan con la ACPUA. Concretamente se consultará a los siguientes grupos de interés:

Miembros de órganos de la ACPUA:

- Consejo Rector
- Comité de Expertos
- Comité de Evaluación, Certificación y Acreditación
- Subcomisión de Evaluación de Titulaciones
- Subcomisión de Evaluación de la Investigación
- Subcomisión de Evaluación de Centros
- Comisiones y paneles de Evaluación en los distintos procesos

Otros Partners de la ACPUA no representados directamente en sus órganos:

- Representantes del Gobierno de Aragón
- Comunidad Universitaria:
 - Equipos directivos de universidades, centros e institutos universitarios de investigación.
 - Profesorado.
 - Estudiantes.
 - Personal de Administración y Servicios.

Agencias de Calidad Universitaria

Ministerio de Educación, Universidad, Cultura y Deporte

Otros stakeholders

Sociedad:

Cualquier miembro de la sociedad aragonesa (futuros estudiantes, familias, empleadores, etc.) que desee participar en la definición de la política estratégica de la ACPUA, para lo que podrá utilizar los medios electrónicos de carácter público que se habilitarán en la web de la ACPUA y en sus redes sociales.

Este informe recoge los literales recogidos a partir del cuestionario DAFO remitido a los principales grupos de interés de la ACPUA. En total se han recogido 27 respuestas, 4 procedentes de agencias de evaluación, 6 de equipos directivos de las universidades o sus centros, 12 de profesorado, 2 de la administración autonómica, 1 de personal de administración y servicios, 1 de estudiantes y 1 de organizaciones sindicales o empresariales. Si bien se ha preferido no realizar un tratamiento o agrupación de respuestas para respetar la integridad de las opiniones recogidas, dicha labora de análisis se realizará de cara a la elaboración del borrador de diagnóstico y plan estratégico de la ACPUA, el cual se debatirá en grupos presenciales con la participación de los distintos actores en el mes de enero.

DEBILIDADES	
Grupo de interés	Aportaciones
Agencia de evaluación	Es difícil encontrar algo que decir. Tras mi contacto con vosotros tengo una impresión muy positiva. A largo plazo: dado que sois un grupo pequeño trabajando juntos pudiera ser necesario tener especial cuidado en vuestra organización interna
	Introducir el concepto de la RSE en las actividades de la agencia. Evitar desequilibrios políticos. Desconocimiento de la agencia por parte de la sociedad.
	Falta de capacidad de autofinanciación Disminución de la presencia institucional (Gobierno, Universidades) en los órganos de gobierno de la Agencia e incremento de expertos independientes
	El no estar en ENQA, lo que conllevará un aumento del prestigio que se supone vinculado. Reconocimiento internacional.
Equipos directivos de universidades y sus centros	La debilidad principal, resultante de los obstáculos antes mencionados, es la limitación que para la actividad de la agencia representa la carga de trabajo que debe asumir
	- Falta de presupuesto suficiente - Derivado de lo primero, falta de capacidad para asumir más tareas relacionadas con sus competencias y funciones

	<p>No considero que afecten a la calidad ni que lo haga peor que otras agencia, más bien todo lo contrario, lo hacen muy bien, pero creo que necesitan más recursos humanos y probablemente económicos.</p>
	<ul style="list-style-type: none"> - Falta de recursos - Se percibe como departamento de Gobierno de Aragón, falta de independencia - Cambios constantes de protocolos/calendarios (no hay dos cursos iguales)
	<p>1) incorporación de nuevo personal</p>
Estudiante	<ul style="list-style-type: none"> -No se os conoce a nivel global (es decir: salvo que estés interesado en la calidad y/o en puestos de representación "de algo", no se es consciente de vuestra existencia ni de la labor que desempeñáis) -Solo creen en vuestra labor los interesados en la mejora y optimización del sistema (el conjunto en términos globales no cree posible los cambios del sistema) -Vuestra labor se puede entender como "incómoda" para y en determinadas ocasiones. -Son procedimientos de resolución lenta (necesario confiar en la mejora de los resultados respecto a la situación actual).
Gobierno de Aragón	<p>El aumento en número de evaluaciones de diferente índole que afronta la ACPUA debería conllevar una estructura de la que no dispone. Parece milagrosa su labor. Intentar acometer un plan de acción sobredimensionado a sus posibilidades de recursos humanos y técnicos podría conllevar unos resultados inferiores.</p>
	<p>Su tamaño (muerte de éxito). Se debería profundizar en estructuras y procedimientos informáticos para intercambio formal de información con los grupos de interés. Sobre todo el triángulo: universidades-DG-ACPUA</p>
Personal de Administración y Servicios	<p>No tiene la suficiente visibilidad ni en las universidades ni en la sociedad Escasez de recursos materiales y humanos</p>
Profesorado	<p>No conozco suficientemente el funcionamiento de la ACPUA como para cuestionar con seriedad qué debe mejorarse</p>
	<p>Desconozco muchos aspectos de la agencia, de modo que una posible debilidad que ustedes deberán evaluar si realmente lo es: conocimiento e intercambio de conocimientos y experiencias con otras agencias nacionales, de países europeos y de terceros. Tener que trabajar con presupuestos muy reducidos que implican agendas muy densas y quizá con tiempo insuficiente para las visitas de evaluadores externos</p>
	<p>La excesiva cercanía con los evaluados.</p>

	- El escaso presupuesto con el que cuenta para retribuir a los miembros de los equipos de evaluación externa.
	El escaso personal técnico.
	- No aprovechamiento de personal autonómico (por ejemplo de la propia Universidad) con conocimientos en calidad, certificación, acreditación, homologación... Sólo se cuenta con determinadas personas, cuando muchas mas podrían sumar conocimientos, ideas y apoyar.
	Creo que ninguna. Para mí es una agencia de excelencia en todos los sentidos.
	Indiferenciación de otras Agencias
	Creo que a la Agencia le faltan recursos humanos, es decir, mayor número de personas para la labor que desarrollan.
	1.-Financiación insuficiente y/o retrasos en los pagos. 2.-Personal técnico insuficiente en número si se quiere alcanzar una orientación proactiva y hacia el Aseguramiento.
	El desarrollo de nuevas actividades o programas de evaluación se desarrolla sin más medios, ni personal lo que dificulta su implementación.
	La posible actuación de la ANECA Avanzar en la ENOA

AMENAZAS	
Grupo de interés	Aportaciones
Agencia de evaluación	Si se decide reducir el control o supervisión sobre las universidades y los resultados formativos. Si se aumentase el grado de autonomía
	Presupuestos insuficientes. Falta de recursos humanos. Falta de recursos materiales
	Restricciones presupuestarias que podrían afectar al desarrollo de los programas de acreditación y evaluación de la Agencia Rigidez normativa que limite las mejoras en los programas y procedimientos Intervención excesiva del Gobierno de Aragón o de las universidades de Aragón
	Centralización por parte del estado. Poca relevancia de sus actividades por parte de las universidades de Aragón.
Equipos directivos de universidades y sus centros	los obstáculos principales son el antes mencionado de lo limitado de los recursos y la cultura existente en la universidad española respecto de la necesidad de sistemas consolidados de garantía de la calidad de los estudios
	Las debilidades de un sistema universitario donde las competencias están divididas entre las 17 comunidades autónomas, con los problemas que ello acarrea, puede impulsar a la administración central a intentar recuperar parte del control. La supresión de las agencias autonómicas puede ser planteada en este contexto (ver lo ocurrido en Francia)
	- Dependencia de los presupuestos de la Comunidad Autónoma - Existencia de una agencia nacional cuyas competencias pueden llegar a colisionar con agencias autonómicas
	Los cambios políticos que pueden producirse tras las elecciones. Los aspectos económicos orientados a la reducción de costes de la administración pública.
	- Recortes económicos - Cambios políticos / nueva legislación estatal - Vínculo estrecho con gobierno autonómico - Exceso de burocracia

	1) tendencia a reducir organismos "regionales"
Estudiantes	<p>Solo os conocen los relacionados con la Calidad.</p> <p>-Social (no se confía en los procesos de control y/o evaluación. Recomendable contemplar la posibilidad de evidenciar o publicar tanto las sanciones negativas como las recompensas por la buena praxis. Es importante tanto el castigo, como medio preventivo para los futuros posibles, como la recompensa y/o reconocimiento de las actuaciones ejemplares, para estimular el deseo de hacer lo correcto)</p> <p>-Político (sometido a la voluntad social)</p> <p>-Económico (Necesaria una inversión de tiempo y capital en difundir la actividad desempeñada)</p>
Gobierno de Aragón	<p>Falta de recursos de todo tipo.</p> <p>Un desigual punto de partida de cara a otras agencias autonómicas en lo relativo a competencias y reputación.</p>
	<p>La tendencia a la centralización de procesos y competencias.</p> <p>Las limitaciones presupuestarias.</p>
Organizaciones empresariales, sindicales y empleadores	<p>Excesiva burocracia en el proceso de evaluación</p> <p>Falta de cultura de evaluación</p> <p>Diferencias de procedimiento en la evaluación de las Agencias en los distintos niveles territoriales</p> <p>La utilización inadecuada de la actividad investigadora</p> <p>Falta de referencias sobre indicadores relevantes de mejora de calidad en el ámbito universitario</p>
Personal de Administración y Servicios	<p>Escasa financiación que puede derivar en eliminación de competencias frente a organismos centrales</p> <p>Percepción meramente burocrática de las agencias de evaluación.</p> <p>Que el Ejecutivo no respalde con firmeza las actuaciones de la ACPUA</p>
Profesorado	La actuación de la agencia nacional de calidad
	la crisis económica y la no adopción de medidas eficaces para afrontar cómo ha afectado a la Universidad

<p>Sistema universitario español en continuo cambio: ¿modificaremos a grados de 3 años? En el caso anterior, ¿qué pediremos a las agencias? ¿cuántos recursos deberán dedicar a la adaptación en lugar de dedicarlos a buenos procesos de evaluación? Economía débil en Europa y España: falta de recursos de todo tipo.</p>
<p>La excesiva cercanía de la Agencia a los evaluados</p>
<p>- la posible futura reducción del presupuesto de las Agencias autonómicas puede hacer que los procesos no cuenten con expertos de elevado nivel por retribuirles de manera insignificante. - la posible desaparición de las Agencias autonómicas por temas presupuestarios y la cesión a la ANECA de sus competencias.</p>
<p>Los factores económicos y políticos pueden obstaculizar la progresión en la actividad de la Agencia</p>
<p>- La situación económica puede influir en cerrar agencias y servicios a nivel autonómico. - La posible asunción de funciones por parte de otros organismos -> tanto a nivel autonómico como a nivel nacional.</p>
<p>Evidentemente la crisis económica está condicionando las actuaciones en todos los ámbitos.</p>
<p>Restricciones presupuestarias generales Recentralización de competencias en materia de evaluación universitaria</p>
<p>Una amenaza para cualquier Agencia es la falta de credibilidad derivada del hecho de no estar a su vez evaluada/acreditada por una organización/asociación como ENQA y no pertenecer al registro Europeo EQAR</p>
<p>1.-Incertidumbre con respecto a las políticas educativas en general en el horizonte 2015-2020. 2.-Reducción de la financiación del sistema universitario público y de sus Agencias. 3.-Los programas VERIFICA y sobre todo ACREDITA absorben y absorberán una gran parte de los escasos recursos disponibles. 4.-Débil cultura entre los universitarios y sobre todo entre los políticos respecto a lo que significa el Aseguramiento de la Calidad en los sistemas públicos. 5.- Universidades privadas On-line que ofertan estudios sin profesorado suficiente y/o suficientemente cualificados.</p>
<p>Simplificar los parámetros de control que se deben fijar en personal, medios de apoyo y desarrollo programa formativo. Los demás aspectos son de carácter técnico, se podrían examinar con carácter general para toda la universidad, ya que no dependen ni pueden implementarse por los responsables de los títulos.</p>

FORTALEZAS	
Grupo de interés	Aportaciones
Agencia de evaluación	Contacto directo con los centros y el profesorado. Los centros no sienten a la Agencia como algo externo Confianza de los centros hacia el asesoramiento de la Agencia en la búsqueda de la excelencia
	Eficiencia del equipo humano. Clima laboral. Actualización y mejora permanente. Calidad en la gestión.
	Clientes bien definidos de acuerdo con la legislación Nivel tecnológico adecuado para cubrir las necesidades de la actividad Personal cualificado para el desarrollo de la labor de la Agencia y con buen conocimiento del Sistema universitario de Aragón Trato personal hacia los evaluadores y hacia los evaluados exquisito
	Mucha seriedad en el seguimiento y acreditación de titulaciones. Acercamiento a las universidades de Aragón Excelente dirección y capacidad de sus empleados con pocos recursos.
Equipos directivos de universidades y sus centros	Los puntos fuertes que hacen de la ACPUA una de las agencias calificadoras más destacadas en España son su profesionalidad y el talante de colaboración con las instituciones universitarias
	Procedimientos bien desarrollados y gestionados con ambas universidades de forma satisfactoria eficiencia en la gestión de recursos.
	- Profesionalidad y capacidad de sus miembros - Eficiencia en la gestión - Orientación europea

	<p>Logros conseguidos por la ACPUA que han posicionado al sistema universitario aragonés como pionero y referente en España, en la implantación de protocolos de seguimiento de implantación de las titulaciones oficiales, y de procesos de renovación de la acreditación, con muy buenos resultados. Capacidad de trabajo y de gestión de la dirección y equipo humano de la agencia. Eficiencia. Muy buenas relaciones con las Universidades aragonesas. Reconocimiento a la labor de la agencia a lo largo de los 10 años por parte de las universidades.</p> <ul style="list-style-type: none"> - Know-how y experiencia del personal - Proactividad - Comunidad autónoma sin complejidades de otras (pocas universidades) - Cercanía con universidades <p>1) personal bien formado y motivado 2) buena trayectoria temporal que ha consolidado a la agencia.</p>
Estudiantes	<p>-Se encuentra bien relacionada (a nivel de elementos y/o individuos con cargos de representación), lo que favorece el proceso de conocer la información real. -Actualmente se considera necesaria su labor. -Se os considera íntegros y coherentes con vuestro trabajo (no influidos por las corrientes políticas, independientes a los cambios de gobierno, virtud extraña en organismos gubernamentales). -Se os reconoce y respeta los informes de evaluación.</p>
Gobierno de Aragón	<p>Optimización de recursos Buena interrelación con las universidades aragonesas</p> <p>La coordinación con el Dpto. de Educación. La agilidad, perfil y competencia de sus RRHH. La configuración.</p>
Organizaciones empresariales, sindicales y empleadores	<p>Comunicación a todos los actores sociales de las actuaciones que se acometen y sus resultados Participación y relación con otras Agencias Colaboración con otros organismos e Instituciones</p>

<p>Personal de Administración y Servicios</p>	<p>Cercanía a la universidad Colaboración con los clientes demostrada a lo largo de su existencia Impulso de foros de debate y difusión de ideas y experiencias Personal altamente cualificado</p>
<p>Profesorado</p>	<p>Creo que es positivo que no evalúe al profesorado contratado como hacen otras agencias.</p> <p>Experiencia contrastada. Tamaño de su ámbito de actuación que le permite conocer el conjunto "at a glance". Personal entusiasta e implicado en su trabajo.</p> <p>Dedicación y motivación del personal ACPUA El estar creando los procesos desde cero</p> <ul style="list-style-type: none"> - El perfecto conocimiento que el personal de la Agencia tiene de los estudios que imparten las Universidades y centros de enseñanza universitarios aragoneses. - La eficiencia de estos profesionales. - La intención de la Agencia por facilitar los procedimientos de evaluación. <p>La implicación de la agencia en los procesos de re acreditación y seguimiento de títulos con un escaso personal técnico pero de muy alta calidad profesional y humana</p> <ul style="list-style-type: none"> - Cercanía con la Universidad y trato muy personalizado - Personal propio muy cualificado y competente. <p>Destaca por el trato personal y la dedicación exclusiva a sus universidades.</p> <p>Sistema universitario de tamaño controlable (1 universidad pública y 1 universidad privada). Nivel de especialización en el ámbito de la evaluación universitaria y optimización burocrática de los trámites</p> <p>De acuerdo con mi experiencia, como aspecto positivo resalto mi percepción de independencia respecto de los distintos actores gubernamentales y autoridades académicas. Otro aspecto es el elevado compromiso y profesionalidad del personal de la Agencia que he tenido oportunidad de conocer.</p> <ol style="list-style-type: none"> 1.-Equipo técnico joven y ambicioso. 2.-Gestión de los evaluadores directa y cercana (viajes, alojamiento, honorarios...) 3.-Alineamiento en REACU y ENOA

	<p>Se trata de una Agencia pequeña que tiene una gran capacidad de trabajo por la calidad de directivos y técnicos. Solo debe controlar dos universidades por lo que puede desarrollar programas implementados con corrección y profesionalidad.</p>
	<p>Profesionalidad Cercanía a las universidades Rigurosidad</p>

OPORTUNIDADES	
Grupo de interés	Aportaciones
Agencias de evaluación	Medidas políticas concretas de efectos directos de la evaluación sobre el profesorado y las titulaciones
	Variables sociales: - transparencia. - coherencia. - información y comunicación a los grupos de interés de la agencia.
	Incremento de la apuesta por la calidad de las Universidades de Aragón Cambios legislativos que aumenten/desarrollen las competencias actuales y futuras de la Agencia Ser reconocidos y acreditados en la ENQA Necesidad por parte de ANECA de compartir responsabilidades con las Agencias autonómicas en su las labores de evaluación y acreditación
	Estar en ENQA Realizar actividades totalmente ajenas a las que marca el Real Decreto (encuestas de inserción laboral, de satisfacción de los estudiantes, estudios trasversales de titulaciones, ...)
Equipos directivos de universidades y sus centros	La variable principal es en mi opinión el fin de las carencias de recursos financieros y humanos de las Administraciones Públicas
	- Estructura eficiente de la agencia, con capacidad de realizar su trabajo de forma altamente profesional con una plantilla reducida - Ausencia de agencias similares en el entorno - Capacidad para proyección internacional
	El cambio del marco legal del sistema universitario, hacen necesario el apoyo de la agencia a las universidades aragonesas. Por otra parte, todas variables externas citadas en la pregunta, son determinantes para la necesaria actualización y trabajo de prospectiva que caracteriza a la ACPUA.
	- Más competencias (verificación, AUDIT etc.) - Ofertar servicios fuera de Aragón - Evaluación internacional

	<p>1) ligera mejora de la situación económica</p> <p>2) auge de las nuevas tecnologías e implantación de los currículos electrónicos, acceso a bases de datos para informes bibliométricos, acceso a software de evaluación tipo Kampal</p>
Estudiante	<p>Los principales aspectos que favorecerían la actividad de ACPUA son:</p> <ul style="list-style-type: none"> -Educativo (existe un descontento social con el sistema actual, y se confía en la posibilidad de mejora.) -Legal (por parte de órganos universitarios y gubernamentales se está iniciando una corriente de limpieza de imagen e invirtiendo en aspectos sociales. Momento idóneo para modificar y/o incluir artículos nuevos en las normativas.) -Tecnológico (aprovechando el anonimato que confieren las plataformas digitales, contemplar la creación de app's de evaluación insitu)
Gobierno de Aragón	<p>Mayor dotación presupuestaria. Mayor dotación de personal. Mejor coordinación nacional en lo relativo a programas de evaluación y renovación de la acreditación. Redefinición nacional y de CCAA de competencias autonómicas.</p>
	<p>La creciente demanda de herramientas de gestión de calidad y de evaluación de servicios y/o políticas públicas tanto en Aragón/España como en otros ámbitos geográficos (sobre todo América Latina)</p> <p>La posible revisión de la legislación en materia de estructura de enseñanzas universitarias</p> <p>La necesaria implantación del programa Docentia en la Universidad de Zaragoza.</p>
Organizaciones empresariales, sindicales y empleadores	<p>Integración de títulos</p> <p>Demanda empresarial de profesionales evaluados ya desde la etapa educativa</p> <p>Empresa cada vez más cercana a la universidad calando en ella su sentido productivo</p> <p>Incremento de acciones de RSE</p> <p>Valor de la certificación en todos los ámbitos: empresarial, social,...</p> <p>Incremento de la movilidad para el aprendizaje y el empleo</p> <p>Reconocimiento de los clientes del diseño certificado</p>
Personal de Administración y Servicios	<p>No tiene competidores ni en el sector público ni en el privado, en el marco de la C.A.</p> <p>El campo de acción está muy concentrado (solo 2 universidades), permitiendo un conocimiento más profundo.</p> <p>La normativa de transparencia facilita y favorece el mejor conocimiento del entorno y las actividades de la ACPUA</p> <p>Ya existe una experiencia con la ANECA en los clientes.</p> <p>La sociedad, debido a los esfuerzos que exige el momento económico, es más perceptiva a un control más exigente de la actividad pública.</p>
Profesorado	<p>En este momento la publicación de los nuevos decretos para la acreditación es una oportunidad para la agencia.</p>
	<p>La movilidad universitaria en general y de carácter internacional en particular.</p>

	<p>Interés europeo en correctos procesos de gestión y producción (aseguramiento de la calidad) en general. Interés europeo en la calidad de la enseñanza superior. Interés europeo en tener Universidades que puedan competir bien con las de USA, Japón, ...</p>
	<p>La aceptación por ENQA</p>
	<p>- la posibilidad de que cambie la estructura de la enseñanza universitaria pasando a 3+2 (eso supone que la Agencia va a tener que verificar y acreditar nuevas titulaciones)</p>
	<p>La agencia debe poder dotarse de un mayor número de RRHH tanto a nivel técnico como administrativo. Por lo tanto precisa de una mayor inyección económica que le permita afrontar los retos futuros. El Sistema Universitario Aragonés crece y la agencia debe crecer en consonancia.</p>
	<p>- La creciente exigencia hacia el sistema universitario que hace más precisas las acreditaciones, evaluaciones, y procesos de verificación externos. - La diferencia de funciones entre agencias autonómicas puede servir de ejemplo a ACPUA para asumir más roles y fortalecer su papel.</p>
	<p>Supongo que todos influyen de manera decidida en las actuaciones futuras.</p>
	<p>Potencial mercado de formación y reciclaje destinado a población senior con expectativas profesionales post-jubilación reglamentaria. Desarrollo de modalidades formativas on-line y semipresenciales</p>
	<p>La evaluación y acreditación de las enseñanzas universitarias es una oportunidad para aportar transparencia y, por tanto, confianza y reconocimiento de dichas enseñanzas en un contexto global y abierto como el cada vez tenemos en el ámbito académico y profesional. Es esencial para la rendición de cuentas a la sociedad. Para ello, la información a través de indicadores adecuados para cada "público" es muy importante</p>
	<p>1.-El probable reconocimiento por ENQA abrirá el abordar más programas como serían la acreditación de profesorado y de la investigación. 2.-El pequeño tamaño del Sistema Universitario Aragonés permitirá una evaluación más orientada al Aseguramiento que a la Garantía de Calidad. 3.-Probable emergencia de gobiernos autonómicos y centrales que mejoren la financiación del sistema universitario público y de las Agencias de Evaluación.</p>
	<p>Se trata de un proceso caro si se trata de evaluar títulos de forma individual, se debería evaluar por centros. Los parámetros de control no son adecuados para que se puedan implementar a nivel de títulos, que en el fondo dependen en su implementación de la buena voluntad y trabajo de sus responsables que no siempre cuentan con la ayuda suficiente.</p>

METAEVALUACIÓN DEL PROCESO DE EVALUACIÓN PARA LA RENOVACIÓN DE LA ACREDITACIÓN [Convocatoria 2014]

1. ANTECEDENTES

El proceso de Renovación de la Acreditación de enseñanzas universitarias en Aragón se ha realizado en 2014 en dos fases:

- Una campaña voluntaria, pero con efectos jurídicos plenos.
- Una campaña obligatoria

La **CAMPAÑA VOLUNTARIA** encuentra su regulación en el Real Decreto 534/2013 que estableció una **moratoria de dos años** en los plazos establecidos para la renovación de la acreditación, habilitando igualmente a las **universidades** para que **podiesen presentar sus títulos de manera voluntaria con carácter anticipado**, a través de las convocatorias que a tal efecto desarrollen las Comunidades Autónomas.

La **Comunidad Autónoma de Aragón se acogió a dicha posibilidad**, y así mediante Orden de 17 de diciembre de 2013, de la Consejera de Educación, Universidad, Cultura y Deporte del Gobierno de Aragón, se abrió un plazo de dos meses para que las universidades aragonesas puedan solicitar la renovación de la acreditación en fase voluntaria de sus títulos.

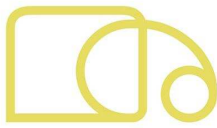
Esta posibilidad de adelantar a este curso el proceso de evaluación para la renovación de la acreditación tenía carácter voluntario y excepcional. La avanzada implantación de los sistemas de garantía de calidad de las universidades aragonesas (Universidad de Zaragoza y Universidad San Jorge) y el estrecho seguimiento de la implantación de sus títulos por parte de la ACPUA facilitaron la puesta en marcha anticipada de este nuevo procedimiento, al que finalmente se presentaron nueve títulos.

La **CAMPAÑA OBLIGATORIA** se reguló mediante la Orden de 16 de mayo de 2014, de la Consejera de Educación, Universidad, Cultura y Deporte, por la que se establece el plazo de solicitud obligatoria de renovación de la acreditación de títulos universitarios oficiales en el ámbito de la Comunidad Autónoma de Aragón en 2014. Esta campaña significó la evaluación de 24 títulos.

2. LOS CRITERIOS Y EL PROCESO DE EVALUACIÓN

Los criterios de evaluación habían sido aprobados previamente por la Red Española de Agencias de Calidad Universitaria (REACU), y figuran en el documento "Criterios y directrices de evaluación para la acreditación de títulos oficiales de Grado, Máster y Doctorado." Para el desarrollo del proceso de renovación de la acreditación voluntaria, la ACPUA estableció un convenio de colaboración con la ANECA, a través del cual adapta la documentación del programa ACREDITA a las peculiaridades del Sistema Universitario Aragonés y al intenso trabajo desplegado en el seguimiento de sus titulaciones.

El proceso de evaluación requiere la realización de un autoinforme para la renovación de la acreditación para cada uno de los títulos, bajo el modelo establecido por la ACPUA conforme a las siguientes dimensiones y criterios:



DIMENSIÓN 1. LA GESTIÓN DEL TÍTULO

- Criterio 1. Organización y Desarrollo
- Criterio 2. Información y Transparencia
- Criterio 3. Sistema de Garantía Interno de Calidad (SGIC)

DIMENSIÓN 2. RECURSOS

- Criterio 4. Personal Académico
- Criterio 5. Personal de Apoyo, Recursos Materiales y Servicios

DIMENSIÓN 3. RESULTADOS

- Criterio 6. Resultados de Aprendizaje
- Criterio 7. Indicadores de Satisfacción y Rendimiento

Estos criterios son evaluados de acuerdo a la siguiente escala de puntuaciones: "A. Se supera excelentemente", "B. Se alcanza", "C. Se alcanza parcialmente", "D. No se alcanza". Para obtener una evaluación favorable es necesario obtener al menos una puntuación de "B. Se alcanza" en los criterios "4. Personal Académico", "5. Personal de Apoyo, Recursos Materiales y Servicios" o "6. Resultados de Aprendizaje".

Estos Autoinformes son evaluados por paneles compuestos por expertos de fuera de Aragón (académicos y estudiantes), que realizan posteriormente una visita a cada uno de los títulos para entrevistarse con los distintos colectivos universitarios (profesores, alumnos, egresados, etc.) y comprobar in-situ el adecuado cumplimiento de los criterios. Cada uno de los paneles genera un informe de visita, que fue trasladado con el resto de la documentación disponible a la Subcomisión de Evaluación de Titulaciones (SET) de la ACPUA, la cual emite las correspondientes propuestas de informe. Tras el periodo de alegaciones, **la SET emite informe final con carácter favorable o desfavorable, enviándolo a las universidades, Gobierno de Aragón y Consejo de Universidades. Los informes tienen carácter público en la web de la ACPUA.**

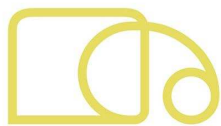
3. LOS RESULTADOS

De esta manera **las universidades aragonesas se han convertido en unas de las primeras en toda España en contar con enseñanzas universitarias acreditadas**, es decir, en posesión del permiso necesario para seguir siendo impartidas, tras superar unos procesos de evaluación que certifican la calidad de la formación impartida según los requisitos europeos y nacionales.

En 2014 un total de 33 títulos han sido evaluados por la ACPUA, 9 en la campaña voluntaria y 24 en la obligatoria, habiendo obtenido todos ellos informe favorable.

Todos los informes de evaluación son públicos en la página web de la ACPUA y su estructura incluye los siguientes apartados:

- Resultado (favorable o desfavorable)
- Plan de Mejora (si procede)
- Valoración y Seguimiento del Plan de Mejora (si procede)
- Recomendaciones
- Puntos Fuertes
- Puntos Débiles
- Motivación: Análisis de los Criterios



AGENCIA DE CALIDAD Y
PROSPECTIVA
UNIVERSITARIA DE ARAGÓN



Campaña Voluntaria 2014

	9
Universidad de Zaragoza	6
Escuela Politécnica Superior	1
Grado en Ciencias Ambientales	1
Facultad de Ciencias Sociales y del Trabajo	1
Grado en Trabajo Social	1
Facultad de Filosofía y Letras	3
Grado en Filosofía	1
Grado en Información y Documentación	1
MU Tecnologías de la Información Geográfica para la Ordenación del Territorio: Sistemas de Información Geográfica y Teledetección	1
Facultad de Medicina	1
MU Salud Pública	1
Universidad San Jorge	3
Escuela de Gobierno y Liderazgo	1
MU Dirección de Empresas (MBA)	1
Facultad de Ciencias de la Salud	1
Grado en Farmacia	1
Facultad de Comunicación	1
MU Marketing y Comunicación Corporativa	1

Campaña Obligatoria 2014	24
Universidad de Zaragoza	22
Escuela de Ingeniería y Arquitectura	3
MU Energías Renovables y Eficiencia Energética	1
MU Ingeniería Biomédica	1
MU Ingeniería Electrónica	1
Facultad de Ciencias	3
MU Biología Molecular y Celular	1
MU Física y Tecnologías Físicas	1
MU Materiales Nanoestructurados para Aplicaciones Nanotecnológicas	1
Facultad de Ciencias de la Salud	1
MU Gerontología Social	1
Facultad de Economía y Empresa	4
MU Contabilidad y Finanzas	1
MU Economía	1
MU Sociología de las Políticas Públicas y Sociales	1
MU Unión Europea	1
Facultad de Educación	2
MU Aprendizaje a lo Largo de la Vida en Contextos Multiculturales	1
MU Profesorado	1
Facultad de Empresa y Gestión Pública	1
MU Dirección y Planificación del Turismo	1
Facultad de Filosofía y Letras	5
MU Estudios Avanzados en Historia del Arte	1
MU Gestión del Patrimonio Cultural	1
MU Investigación y Estudios Avanzados en Historia	1
MU Ordenación Territorial y Medioambiental	1
MU Traducción de Textos Especializados	1
Facultad de Medicina	1
MU Iniciación a la Investigación en Medicina	1
Facultad de Veterinaria	2
Grado en Ciencia y Tecnología de los Alimentos	1
MU Nutrición Animal	1
Universidad San Jorge	2
Escuela de Gobierno y Liderazgo	1
MU Liderazgo y Administración Pública	1
Facultad de Ciencias de la Salud	1
MU Gestión Medioambiental de la Empresa	1
Total general	33

4. CONCLUSIONES

Mejoras introducidas de la campaña voluntaria a la obligatoria:

- ✓ Creación de tutoriales para la formación online.
- ✓ Mejora del documento para la preparación de las visitas por parte de las universidades.
- ✓ Revisión paralela a la realizada por ANECA sobre las evidencias a incluir en el protocolo de evaluación
- ✓ Intensificación en la formación de los mensajes acerca de la independencia del panel de evaluación.

Nuevas propuesta de mejora a implantar en las campañas de 2015:

- ✓ Revisión de los documentos publicados sobre el programa buscando la simplificación de los mismos y la aclaración de los aspectos más complicados (p.e. revisión de asignaturas).
- ✓ Revisión y simplificación de la herramienta del evaluador.
- ✓ Introducción de reuniones por videoconferencia unos días antes de la visita para prepararla y dar tiempo a los expertos a revisar sus evaluaciones antes de la misma.
- ✓ Ampliar el número de tutoriales online
- ✓ Estudiar el posible desarrollo del criterio "aprendizaje centrado en los estudiantes": Sello Student Friendly basado en criterios objetivables como por ejemplo la utilización de las plataformas online, proyectos de innovación docente, satisfacción de los alumnos, etc
- ✓ Desarrollar los sellos de excelencia basados en un número de criterios evaluados con la máxima puntuación A.
- ✓ Simplificar la gestión de los viajes de los paneles. Proponer la "externalización" de la misma.
- ✓ Sobre las visitas:
 - Ampliar la duración a día y medio (visitas de 3 títulos o más).
 - Entrevistar a los estudiantes los primeros.
 - Entrevista con coordinador al inicio y al cierre. Al inicio con el Presidente de la Comisión de Calidad. En caso de cambio reciente de coordinador que vayan los dos.
 - En las visitas a centros ya vistos puede obviarse la entrevista con el equipo directivo.
 - Programar un tiempo de reflexión para el panel entre grupos.
 - Los tiempos de las entrevistas de 30 minutos son muy justos, ver en función del grupo si se pueden hacer mayores.
 - Solicitar a los centros el listado de convocados confirmados
 - Asistencia a las entrevistas por video y teléfono será optativo pero siempre sólo en el caso de que no haya asistentes presenciales.
 - Insistir en que no deben repetirse asistentes en las diferentes entrevistas.
 - Publicitar en la RRSS las visitas y las audiencias abiertas que no se suprimen aunque en paralelo puede abrirse un buzón en la página web.
 - Comunicación de la agenda y las instrucciones de visita por mail en paralelo a la responsable de la universidad para la renovación de la acreditación y al decano/director de centro acompañando de una llamada para solucionar las posibles dudas
 - Revisión de asignaturas:
 - El profesor que le toque la asignatura debe estar presente para en 5 minutos presentar el dossier de la asignatura.
 - Selección aleatoria previa por parte de la Agencia dejando la opción al panel de que solicite alguna extra si lo considera necesario
 - Siempre se revisarán TFG/TFM y prácticas externas (con listados de notas).
- ✓



Título: 140502 RENOVACIÓN DE LA ACREDITACIÓN: ENCUESTA A EVALUADOS (COORDINADORES Y RESPONSABLES DE TÍTULOS

UNIVERSARIOS) Español ?

No hay ningún filtro aplicado a los resultados de esta encuesta

25/11/2015 15:29

Cuestionarios contestados: 11

Cuestionarios finalizados: 10

Página 1. Aspectos generales del proceso

▼ 1. Es usted coordinador de una titulación de:

	%	Total
Grado	50%	5
Máster Universitario	50%	5
Preguntas sin contestar: 1		
Respuestas recogidas: 10		

▼ 2. Es usted miembro de la Universidad:

	%	Total
de Zaragoza	60%	6
San Jorge	40%	4
Preguntas sin contestar: 1		
Respuestas recogidas: 10		

▼ 3. ¿Poseía suficiente información sobre el Programa de renovación voluntaria de la acreditación de ACPUA antes del comienzo del proceso?

	%	Total
Si	70%	7
No	30%	3
Preguntas sin contestar: 1		
Respuestas recogidas: 10		

▼ 4. ¿Cómo valoraría la calidad de la información proporcionada por la ACPUA durante la jornada de información a coordinadores de titulación sobre el Programa de renovación voluntaria de la acreditación?

	%	Total
Muy mala	0%	0
Mala	0%	0
Buena	60%	6
Muy buena	40%	4
Preguntas sin contestar: 1		
Respuestas recogidas: 10		

▼ 5. ¿Cómo valoraría la calidad de la información proporcionada por su Universidad sobre el Programa de Renovación Voluntaria de la Acreditación?

	%	Total
Muy mala	0%	0
Mala	0%	0
Buena	60%	6
Muy buena	40%	4
Preguntas sin contestar: 1		
Respuestas recogidas: 10		

Página 2. Respetto al proceso

▼ 6. ¿Cómo valora la implicación de los siguientes colectivos en el proceso de renovación de la acreditación?

	Escasa	Poca	Buena	Muy buena	Total
PDI	0%(0)	0%(0)	30%(3)	70%(7)	10
PAS	0%(0)	0%(0)	40%(4)	60%(6)	10
Alumnado	0%(0)	0%(0)	50%(5)	50%(5)	10
Preguntas sin contestar: 1					
Respuestas recogidas: 10					

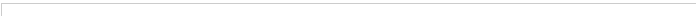



▼ 7. Valore la actuación del Panel de evaluadores:

	Muy mala	Mala	Buena	Muy buena	Total
Cumplimiento de los horarios establecidos en la agenda	0%(0)	0%(0)	20%(2)	80%(8)	10
Adecuación del comportamiento de los miembros del Panel	0%(0)	0%(0)	30%(3)	70%(7)	10
Conocimiento de la realidad de la titulación a evaluar	0%(0)	10%(1)	40%(4)	50%(5)	10
Adecuación de las preguntas realizadas a las evidencias detectadas en los autoinformes	0%(0)	10%(1)	20%(2)	70%(7)	10
Preguntas sin contestar: 1					
Respuestas recogidas: 10					

▼ 8. Valore la utilidad del Programa de renovación voluntaria de la acreditación:

	%	Total
Nada útil	0%	0
Poco útil	10%	1
Bastante útil	40%	4
Muy útil	50%	5
Preguntas sin contestar: 1		
Respuestas recogidas: 10		

▼ 9. Indique su satisfacción global con el Programa de renovación voluntaria de la acreditación:

		%	Total
Nada satisfecho		0%	0
Poco satisfecho		10%	1
Bastante satisfecho		30%	3
Muy satisfecho		60%	6

Preguntas sin contestar: 1
Respuestas recogidas: 10

▼ 10. Le agradeceríamos que comparta con nosotros cualquier comentario adicional o sugerencia para mejorar el protocolo de evaluación y sus herramientas:

		Total
	Pulsa para ver el detalle	4

Preguntas sin contestar: 7
Respuestas recogidas: 4

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Detalle de respuestas

Las preguntas que admiten un texto libre, fechas u horas, como respuesta, permiten ver cada una de las respuestas dadas por los encuestados. En el caso de que la pregunta tenga varias opciones de respuesta se presentan por separado.

RESPUESTAS

Pregunta:

Le agradeceríamos que comparta con nosotros cualquier comentario adicional o sugerencia para mejorar el protocolo de evaluación y sus herramientas:

No hay ningún filtro aplicado a los resultados de esta encuesta

[Alta ▲](#)

[Respuesta](#)

14/07/2014 15:00:59	En muchas preguntas me he tenido que inclinar por la respuesta "buena" o "mala" cuando ni era buena ni mala, sino "regular", opción que no existe.
14/07/2014 16:30:00	Por mi parte es adecuado. Un saludo.
16/07/2014 18:20:46	En la reunión final de los componentes del panel de evaluadores debería de haberse adelantado las valoraciones del final. Dicha reunión resultó ser más un gesto de agradecimiento, lo cual se agradece.
24/07/2014 8:27:17	El proceso ha sido muy positivo. Como el conjunto de actuaciones en materia de evaluación de la calidad -Informes anuales- ha servido para reflexionar y mejorar la titulación. Quiero subrayar que, aunque he indicado "Muy buena" en la pregunta 7 en relación a "conocimiento de la realidad de la titulación a evaluar", es matizable por cuanto sólo 1 miembro de la comisión tenía capacidad técnica específica para el ámbito de la titulación. Todos mostraron una actitud positiva y esfuerzo por conocer la titulación, pero realmente sólo uno la podía valorar con pleno conocimiento de causa.

Mostrar filas:

1

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Título: 140425 RENOVACIÓN DE LA ACREDITACIÓN: ENCUESTA A EVALUADORES Español

No hay ningún filtro aplicado a los resultados de esta encuesta

25/11/2015 15:31
Cuestionarios contestados: 21
Cuestionarios finalizados: 20

Página 1. Valoración del proceso

▼ 1. Es Usted evaluador en calidad de:

	%	Total
Presidente	25%	5
Vocal académico	45%	9
Estudiante	30%	6

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ 2. Grado de conocimiento previo del proceso de renovación voluntaria de la acreditación:

	%	Total
Ninguno	25%	5
Poco	5%	1
Bastante	55%	11
Mucho	15%	3

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ 3. Valore la formación recibida sobre el Programa ACPUA de renovación de la acreditación de titulaciones:

	%	Total
Muy mala	0%	0
Mala	5%	1
Buena	55%	11
Excelente	40%	8

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ 4. Valore la utilidad de la formación recibida para llevar a cabo el proceso de renovación de la acreditación:

	%	Total
Nada útil	0%	0
Poco útil	15%	3
Bastante útil	15%	3
Muy útil	70%	14

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ 5. ¿Con qué frecuencia se ha puesto en contacto con el personal de la ACPUA para coordinar el proceso de renovación voluntaria de la acreditación?

	%	Total
Poca	30%	6
Bastante	55%	11
Mucha	15%	3

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ 6. Valore los conocimientos y la atención del personal de la ACPUA:

	Muy malos	Malos	Buenos	Excelentes	Total
Conocimientos técnicos	0%(0)	0%(0)	25%(5)	75%(15)	20
Atención personal y disponibilidad	0%(0)	0%(0)	15%(3)	85%(17)	20

Preguntas sin contestar: 1
Respuestas recogidas: 20

Página 2. Respecto al proceso de renovación de la acreditación

▼ 7. ¿Pudo acceder fácilmente a la información pública proporcionada por las universidades?

	%	Total
Si	90%	18
No	10%	2

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ ¿Qué problemas tuvo?

	Total
	2

Preguntas sin contestar: 19
Respuestas recogidas: 2

[Pulsa para ver el detalle](#)

▼ 8. Valore la utilidad de:

	Nada útil	Poco útil	Bastante útil	Muy útil	Total
El seguimiento previo de la ACPUA para la renovación de la acreditación del título	0%(0)	0%(0)	40%(8)	60%(12)	20
La realización de visitas institucionales a los centros	0%(0)	10%(2)	10%(2)	80%(16)	20

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ 9. ¿Le parecen adecuados con la realidad de la titulación los resultados obtenidos en los informes de renovación de la acreditación?

		%	Total
Nada adecuados		0%	0
Poco adecuados		5%	1
Bastante adecuados		45%	9
Muy adecuados		50%	10

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ 10. Valore la coordinación entre los miembros de su Panel durante el procedimiento de Renovación voluntaria de la acreditación:

		%	Total
Ninguna		5%	1
Poca		10%	2
Muy buena		25%	5
Excelente		60%	12

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ 11. Indique su satisfacción global con el proceso de renovación de la acreditación de la ACPUA:

		%	Total
Nada satisfecho		0%	0
Poco satisfecho		0%	0
Bastante satisfecho		45%	9
Muy satisfecho		55%	11

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ 12. Le agradeceríamos que comparta con nosotros cualquier comentario adicional o sugerencia para mejorar el protocolo de evaluación y sus herramientas:

		Total
	Pulsa para ver el detalle	4

Preguntas sin contestar: 17
Respuestas recogidas: 4

▼ 13. En función de la disponibilidad de su agenda, ¿Volvería a colaborar con ACPUA en futuros procesos de renovación de la acreditación?

		%	Total
Si		90%	18
No		10%	2

Preguntas sin contestar: 1
Respuestas recogidas: 20

▼ Argumente brevemente sus motivos:

		Total
	Pulsa para ver el detalle	2

Preguntas sin contestar: 19
Respuestas recogidas: 2

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Detalle de respuestas

Las preguntas que admiten un texto libre, fechas u horas, como respuesta, permiten ver cada una de las respuestas dadas por los encuestados. En el caso de que la pregunta tenga varias opciones de respuesta se presentan por separado.

RESPUESTAS

Pregunta:

Le agradeceríamos que comparta con nosotros cualquier comentario adicional o sugerencia para mejorar el protocolo de evaluación y sus herramientas:

No hay ningún filtro aplicado a los resultados de esta encuesta

[Alta ▲](#)

[Respuesta](#)

05/05/2014 10:06:13	Debería concentrarse en un solo día
14/07/2014 10:07:59	Más tiempo entre que tienes la documentación y la visita
14/07/2014 10:59:09	La cantida de información por título es muy elevada, por lo que considero que es difícil realizar una evaluación eficaz de más de dos títulos por proceso.
17/07/2014 3:07:57	Creo que se dió tanta documentación que complicaba el proceso porque uno debía estar atento a muchas cosas a la vez

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1

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RESPUESTAS

Pregunta:

Argumente brevemente sus motivos:

No hay ningún filtro aplicado a los resultados de esta encuesta

[Alta](#) ▲

[Respuesta](#)

05/05/2014 10:03:59 Es difícil de compatibilizar con la docencia

05/05/2014 10:08:22 En caso de encontrar trabajo, sería complicado compatibilizar ambas actividades

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Evidence 6:

Survey results: Institutional satisfaction 2014 - Annual survey about ACPUA's role and activity

Cuestionarios	2010	2012	2014
	Sobre 5	Sobre 5	Sobre 5
Percepción de ACPUA			
Transparencia en los procesos	4,17	4,58	4,50
Información (disponibilidad y accesibilidad)	4,44	5,00	5,00
Comunicación con su organización	4,58	5,00	5,00
Colaboración con su organización	4,58	5,00	5,00
Utilidad de los resultados de evaluación	NA	NA	4,00
Satisfacción general con la actividad de la Agencia	NA	NA	4,50
Respecto a las peticiones realizadas desde su organización a ACPUA			
Plazos de respuesta	4,44	4,17	5,00
Atención del personal de la agencia	5,00	5,00	5,00
Respecto de los estudios propuestos por ACPUA			
Interés de los temas propuestos	5,00	4,17	4,50
Calidad de los resultados	4,58	4,17	4,50
Proyectos			
Seguimiento de las titulaciones acreditadas	4,38	5,00	NA
Autorización nuevas titulaciones	3,75	3,75	NA
Evaluación complementos retributivos: docencia	3,75	2,50	NA
Evaluación complementos retributivos: investigación	3,75	2,50	NA
UIMP Pirineos. Universidad y territorio		5,00	NA
Informe sobre la titulación de Geografía de la Universidad de Zaragoza	3,75	NA	NA
Perfil, Expectativas y Necesidades del alumnado de las sedes aragonesas de la UNED	5,00	NA	NA
Informe sobre la demanda esperada de Turismo de la Universidad de Zaragoza	5,00	NA	NA
	4,41	4,29	4,70
DGU	<p>Perfecta colaboración en los procedimientos con el Gobierno de Aragón</p> <p>Necesidad de reorientar complementos retributivos y el rol de la ACPUA en esta materia.</p> <p>Sería importante que socialmente se visualicen los efectos de los resultados de evaluación, es decir, sistematizar el causa-efecto en el Sistema Universitario de Aragón de la labor de la ACPUA.</p>		
USJ	<p>Estamos muy satisfechos con el trabajo realizado por la Agencia hasta la fecha. Cabe destacar las buenas relaciones que existen entre los representantes de ambas entidades a todos niveles y la posibilidad de valorar el diseño de los distintos protocolos y procesos antes de su implantación.</p>		
UZ	<p>Creo que la disponibilidad para tratar los temas que interesan a la Universidad es total, y se percibe además un enorme esfuerzo en la realización de las tareas.</p> <p>Como Directora de Secretariado de Calidad docente puedo afirmar que siempre se ha dado respuesta a todos los requerimientos realizados por parte de la Universidad, encontrando una actitud muy positiva en la resolución de los problemas. Creo que se debería de seguir en esa misma línea de total colaboración.</p> <p>La Universidad de Zaragoza ha establecido con la ACPUA un fructífero modelo de relación, sumamente útil para la mejora de la calidad del sistema público universitario aragonés.</p>		