



THE DOCENTIA PROGRAMME: AN EXAMPLE OF THE DEVELOPMENT IN MUTUAL RECOGNITION PRACTICES - COLLABORATION AMONG THE QUALITY ASSURANCE AGENCIES IN SPAIN

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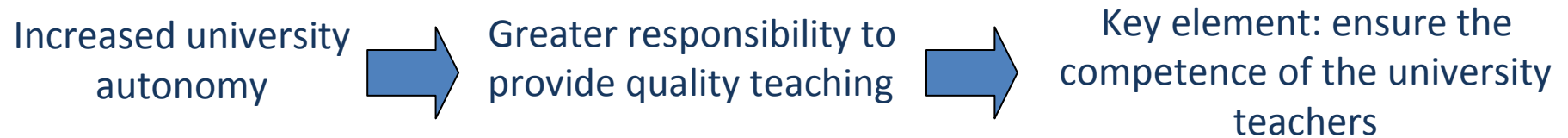
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1. STARTING POINT



Universities should have procedures for the assessment of the teaching activity, as well as for the training and motivation of their teachers.

DOCENTIA Programme provides a model and procedures to ensure the quality of teaching activity.

2. FRAME OF REFERENCE

DOCENTIA PROGRAMME

Standards and Guidelines for quality assurance in the EHEA (ENQA)

Standards and guidelines for the accreditation of university degree programmes leading to nationally recognised undergraduate and Master's degrees (ANECA)

Strategic Framework of the University and teaching policy

Article 33.3 of the Spanish University Act

Standards established by international organizations

Institutions should have means to ensure that staff involved with teaching of students are qualified and competent.

Institutions should have enough, adequate and qualified academic staff to fulfil the planning of the degree.

Evaluation of teaching activity, teacher training, promotion or payment bonus.

Institutions will have procedures for the periodic evaluation of teaching activity.

The Personnel Evaluation Standards of The Joint Committee of Standards for Educational Evaluation.

3.1. DOCENTIA PROGRAMME: What is it?

DOCENTIA PROGRAMME is a twofold process for the SUPPORT and CERTIFICATION of university models for teaching performance assessment applied by Quality Assurance Agencies in Spain.

- ❑ SUPPORT to the Universities.
- ❑ CERTIFICATION of University Teaching Assessment Procedures.

3. 2. AIMS OF THE PROGRAMME

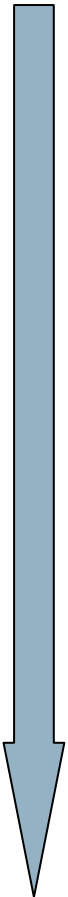
AIMS

1. To provide a frame of reference, a model and procedures to evaluate teaching in universities.
2. To promote the professional development of the university teachers (promotion).
3. To promote the process of decision making related to the evaluation.
4. To contribute to the necessary cultural change in the universities.
5. To promote experience exchanges among institutions so as to improve the quality of teaching activity.

3. 3. EVALUATION DIMENSIONS & PROCEDURES

DIMENSIONS of TEACHING ASSESSMENT	STAKEHOLDERS AND ASSESSMENT PROCEDURES		
	Teacher <i>Self-report</i>	Academic Authority <i>Report</i>	Student <i>Survey</i>
Planning	<ul style="list-style-type: none"> • Teaching programme • Coordination 	<ul style="list-style-type: none"> • Teaching programme • Coordination 	<ul style="list-style-type: none"> • Teaching programme • Coordination
Development	<ul style="list-style-type: none"> • Teaching and learning activities • Evaluation procedures 	<ul style="list-style-type: none"> • Teaching and learning activities • Evaluation procedures 	<ul style="list-style-type: none"> • Teaching and learning activities • Evaluation procedures
Results	<ul style="list-style-type: none"> • Learning outcomes • Review of teaching 	<ul style="list-style-type: none"> • Learning outcomes • Review of teaching 	<ul style="list-style-type: none"> • Learning outcomes

3.4. STAGES OF DOCENTIA PROGRAMME



STAGE I. MANAGEMENT AND GUIDELINES: Quality assurance agencies establish ways of working together and set out the guidelines for universities to design their own teaching performance assessment models.

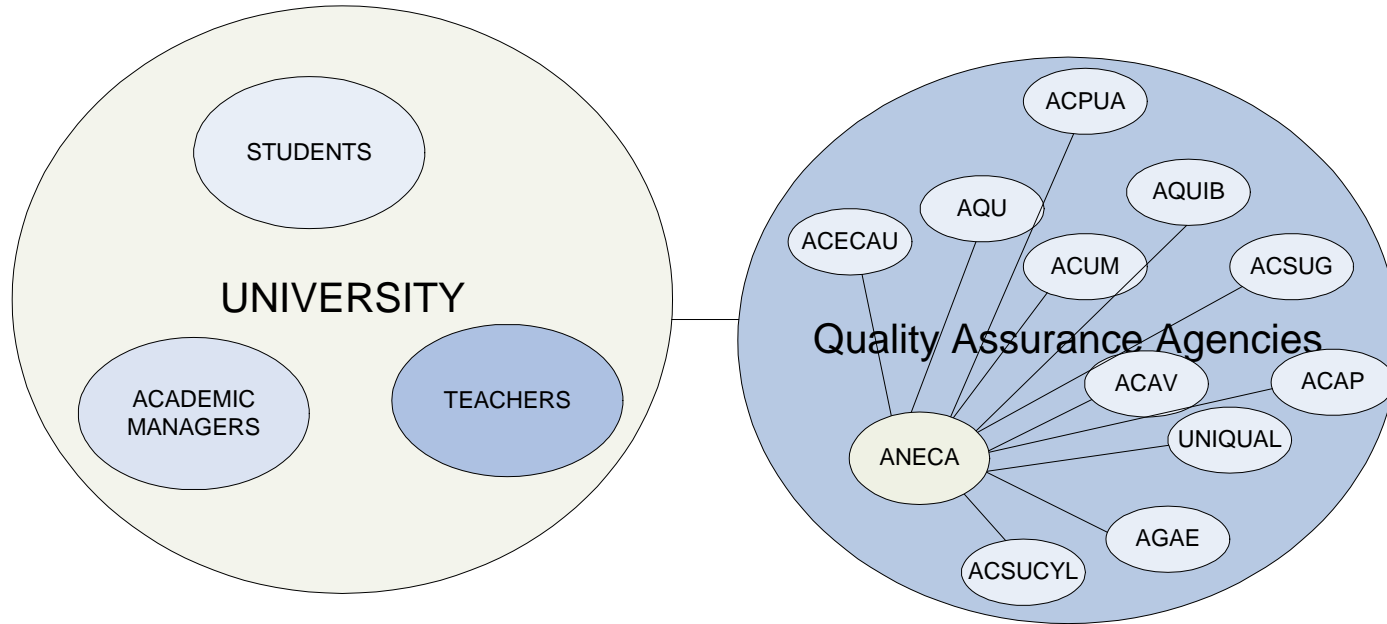
STAGE II. DESIGN: Universities prepare their model for teaching assessment taking into account the guidelines and defining dimensions, criteria, tools, aims and consequences, evaluation panels, etc.

STAGE III. ASSESSMENT: Agencies verify that university models for teaching performance assessment comply with DOCENTIA requirements. It is an assessment of the design.

STAGE IV. EXPERIMENTATION: Universities apply the verified model for the teaching competence assessment. Evaluation of the teaching activity is conducted by the universities.

STAGE V. CERTIFICATION: Agencies certify the university handbooks and the results of their application. Mutual recognition among agencies.

3.5. STAKEHOLDERS IN DOCENTIA

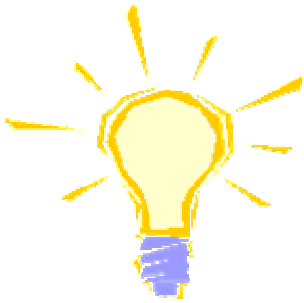


4. APPLICATION OF DOCENTIA PROGRAMME

4. APPLICATION OF DOCENTIA

4.1. RESULTS TO DATE AND KEY ASPECTS

- ✓ The Programme has issued two official calls (2007 and 2008): 68 universities have participated (90%).
- ✓ 53 have a model that has been positively evaluated, which means that they are ready to begin the implementation stage. 26 universities are in this stage.



- ✎ A range of tools and stakeholders have been involved in the process.
- ✎ Wide conception of teaching activity: planning, classroom activity and learning outcomes.
- ✎ Teacher staff assessment is now seen as an overall process for promotion, salary increments, training programmes, recruitment, ...
- ✎ Importance of the university context: many valid models for teaching performance assessment.
- ✎ Reinforces the culture of quality in Spanish universities.
- ✎ It is a process set up on the basis of joint work between universities and agencies and is one that respects university autonomy
- ✎ Example of collaboration among the twelve QAA in Spain.

4. APPLICATION OF DOCENTIA

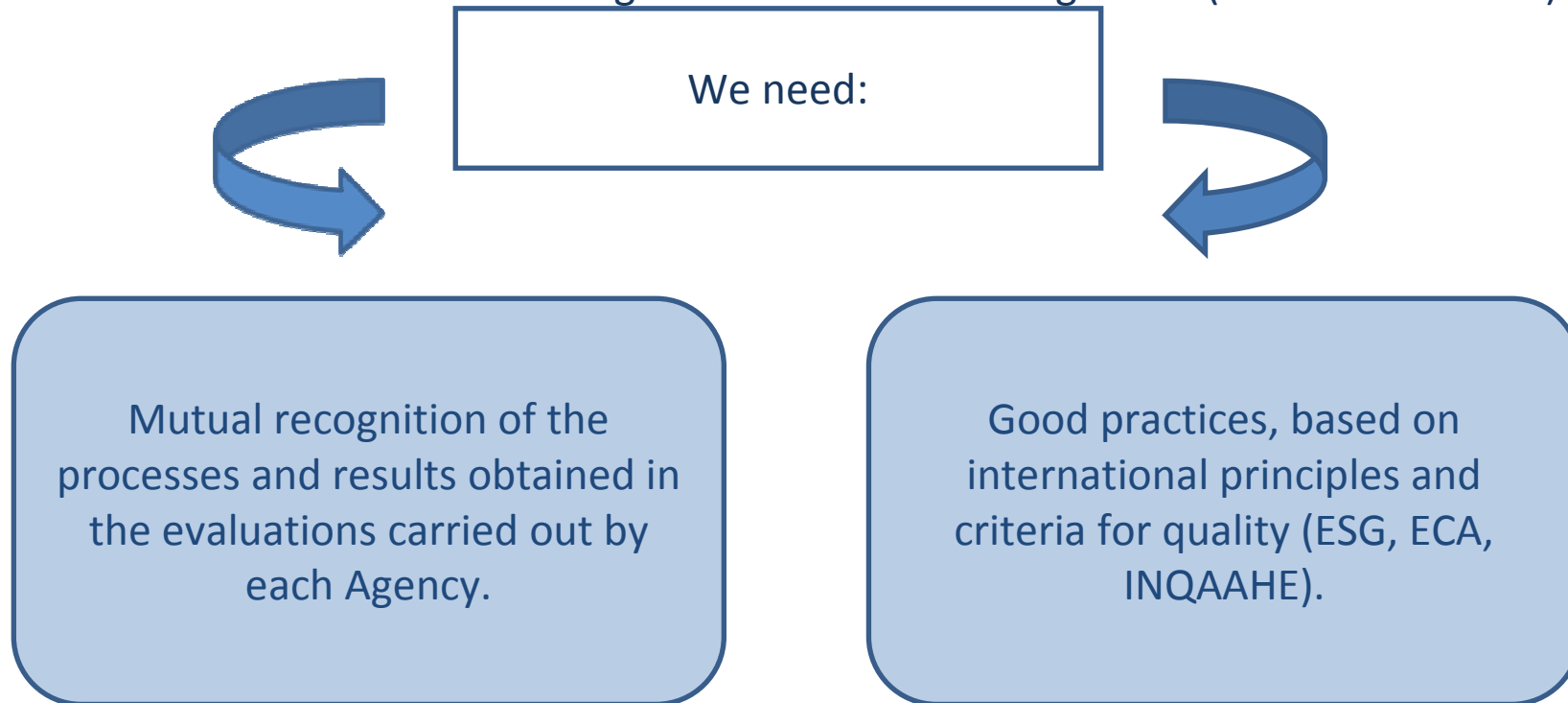
4.2. QUALITY ASSURANCE AGENCIES INVOLVED



4. APPLICATION OF DOCENTIA

4.3. MANAGEMENT AND NEEDS OF THE PROGRAMME

- All twelve of the QA Agencies in Spain participate in the DOCENTIA Programme.
- Each agency has been responsible for managing the Programme within the geographical context of its jurisdiction (regional Autonomous Community), with overall coordination together with the other Agencies (DELOCALISATION).



5. MUTUAL RECOGNITION PRACTICES

Nature	Practice	Functions
Body	1. DOCENTIA Committee	<ul style="list-style-type: none"> - Functions. - Ensures compliance with the principles and agreements. - Review of complicated cases (adjustment of criteria).
Processes	2. Design of the materials	Design, production and revising of the necessary documents in the different stages of the programme: ex-ante accreditation, monitoring and certification.
Processes	3. Training	Joint training workshops on the Programme (for agency advisers and experts, university quality unit advisers, reviewers, review panel secretaries)
Processes	4. Evaluation	<ul style="list-style-type: none"> - Exchange of experts. - Training for review panels. - Selection and appointment of reviewers. - Ensure that reviewers are not from the same regional Autonomous Community. - Systematic inclusion of students in the review panels.
Results	5. Analysis of the results	<ul style="list-style-type: none"> - Review of the results by all the stakeholders. - Evaluation questionnaire for the universities on the activities of the Agencies.
Results	6. Dissemination	<ul style="list-style-type: none"> - Joint report. - Agencies' websites .

5. MUTUAL RECOGNITION PRACTICES

Practice 1. Docentia Committee.

Difficulty: To harmonise the Programme's principles and criteria among the different Agencies, and to ensure their compliance.

The Committee's main purposes are:

- ✓ To monitor the University Teaching Assessment Support Programme.
- ✓ To ensure compliance with the principles and criteria of the Programme.

5. MUTUAL RECOGNITION PRACTICES

Practice 2. Design, production and revision of the evaluation materials.

Difficulty: To ensure that the Programme is implemented consistently on a national level.

- ✓ Documents for the different stages of the Programme are designed, produced and revised jointly by all Agencies.
- ✓ Each stage involved producing the guidebooks and guidelines for the universities enabling them to:
 - Design their teaching assessment model.
 - Carry out the self-evaluation of its implementation and draw up the corresponding annual progress report.
 - Prepare the necessary documentation for certification of their models.
- ✓ The corresponding report protocols and models (forms) for the external review panels have also been produced.

5. MUTUAL RECOGNITION PRACTICES

Practice 3. Course design and training.

Difficulty: Training for all stakeholders. Availability of external reviewers trained in accordance with the Programme's requirements.

- ✓ The DOCENTIA Committee sets up the training programmes, which are aimed at:
 - QA agency staff
 - Reviewers and
 - The different heads and staff of QA units in the universities.
- ✓ The course materials are designed, distributed and shared by all of the Agencies.
- ✓ Joint training sessions have been carried out among Agencies.

5. MUTUAL RECOGNITION PRACTICES

Practice 4 . The evaluation process.

Difficulty: To ensure that the criteria are applied consistently by the different review panels.

- ✓ Agencies jointly define and approve the composition, selection and appointment of the members of the panels that review the universities' various models and their implementation.
- ✓ There is an exchange of experts among the Agencies.
- ✓ Joint review panels for various Agencies have been organised.
- ✓ The presence of reviewers from the same geographical region/Autonomous Community as the universities participating in the evaluation is avoided.
- ✓ Students are systematically included in the review panels. There has been the exchange of students with sufficient training between different Agencies.

5. MUTUAL RECOGNITION PRACTICES

Practice 5. Analysis of the results.

Difficulty: To detect the important factors in the different contexts that may impact the Programme's implementation.

- ✓ A review is made of the results obtained by all of the member Agencies in the Programme.
- ✓ This review is set out in a report on the Programme produced jointly by the QA Agencies, which include data on the participating universities, the evaluation itself and the results.
- ✓ Each Agency also gathers more detailed information from the universities in its corresponding geographical area, which provides qualitative information on the internal process in each university.
- ✓ This process is currently systematised for dissemination purposes and the possible use of good practices by other universities.

5. MUTUAL RECOGNITION PRACTICES

Practice 6. Dissemination: Public information on the DOCENTIA Programme.

Difficulty: To obtain a local and at the same time global perspective of the current situation of the Programme.

- ✓ Agencies update the universities with information on developments in the Programme.
- ✓ Meetings are periodically held with the heads and staff of QA units in the universities, with information being provided and feedback given by the universities on the running of the Programme.
- ✓ All relevant information on the Programme is made available through the corresponding Agency's website: purpose and aims, guidebooks, evaluation protocols and criteria, make-up of the review panels and evaluation reports.

6. CONCLUSIONS (I)

- ✓ Collaboration between the twelve QA Agencies in the higher education system in Spain has acquired the form of a series of good practices and processes in mutual recognition.
- ✓ These practices and processes are the result of the application of the international standards and principles for quality assurance.
- ✓ Although good practices are still being developed, various basic aspects that mutual trust is based on have been made specific: **transparency, collaboration and coordinated decision-making.**
- ✓ Also, there are aspects of the practices that most contribute to a **mutual trust-building process** between the different stakeholders (next page).

6. CONCLUSIONS (II): Aspects contributing to a mutual trust-building process

- The establishment of an understanding regarding the purpose and consequences of evaluation: the acceptance of a diversity of points of view, but with agreement regarding what is fundamental.
- Results and consequences that are accepted, even though one may not be in total agreement with them.
- Each stakeholder must trust the role being played by others, even if they do not share the same point of view.
- It is transparency that gives credibility to the review process: stakeholders must have information on activities and results connected with the review.
- The overall credibility of review is based on the revision and ongoing enhancement of the process, whereby it is defined and developed.

7. QUESTIONS FOR THE FUTURE

- ✓ What practices in mutual recognition can help in the development of certification processes?
- ✓ How can the involvement of all stakeholders be ensured in this process?

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THANK YOU FOR YOUR KIND ATTENTION

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