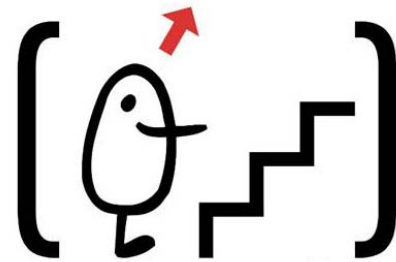


QUALITY ASSURANCE AT THE UV – PLANS AND VISIONS



VNIVERSITAT DE VALÈNCIA
UNITAT DE QUALITAT

Burjassot, December 9th, 2015

STARTING POINT

Are QA managers from Mars?

[From: J. Huisman, *The value(s) of Quality (Assurance)*
http://www.eua.be/Libraries/eqaf-2015/plenary-1_jh.pdf?sfvrsn=0]

Burjassot, December 9th, 2015

TABLE OF CONTENTS

- 1.- **Past.** Quality Assurance (QA) in the European Higher Education Area (EHEA).
- 2.- **Present.** Accreditation of degrees.
- 3.- **Future.** New challenges.

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1.- Past. QA in the EHEA

Bologna Declaration (1999)

- Easily readable and comparable degrees based on two main cycles
- Promotion of citizens employability
- International competitiveness/attractiveness of the EHEA
- Establishment of a system of credits (ECTS)
- Promotion of mobility
- **Co-operation in Quality Assurance**
- Promotion of the European dimensions

1.- Past. QA in the EHEA

Berlin Communiqué (2003)

“The quality of higher education has proven to be at the heart of the setting up of a European Higher Education Area.”

Message from Salamanca (2001)

“Quality is the basic underlying condition for trust, relevance, mobility, compatibility and attractiveness in the European Higher Education Area.”

*Is QA really necessary?
Our pharmacists, our physicians,
our lawyers are already excellent,
aren't they?*

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1.- PAST. QA in the EHEA

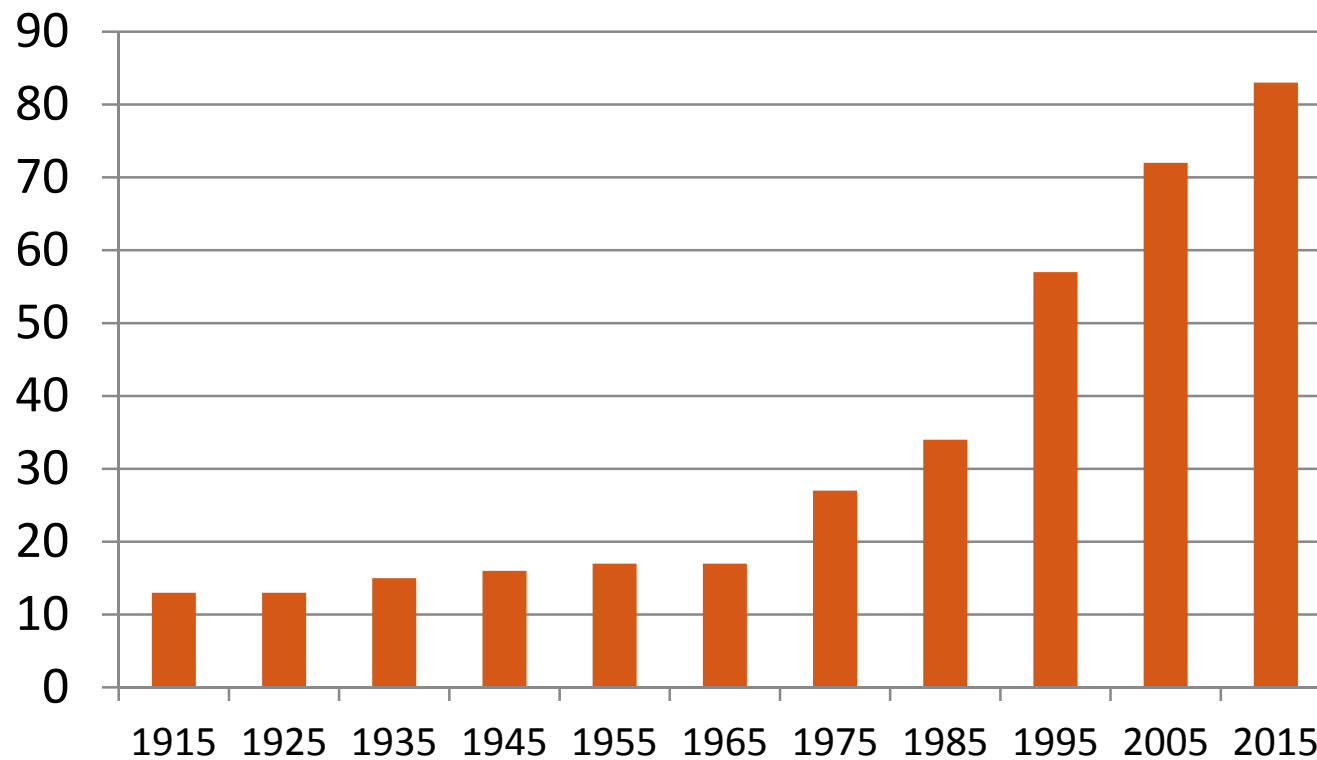
Message from Salamanca (2001)

“Inherent quality does not suffice, it needs to be demonstrated and guaranteed in order to be acknowledged and trusted by students, partners and society at home, in Europe and in the world.”

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1.- PAST. QA in the EHEA

Spanish Universities



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But Quality does not need to be demonstrated by a 500-year-old University, such as UV !

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1.- PAST. QA in the EHEA

Changes on the Degrees offered

Faculty of Pharmacy

1985

Bachelor's Degree in
Pharmacy

2015

Degree in Pharmacy
Degree in Food Science and
Technology
Degree in Human Nutrition and
Dietetics
Degree in Gastronomic Science

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1.- PAST. QA in the EHEA

New Official Master's Degrees

Faculty of Pharmacy

2015

Master's Degree in Tropical Parasitic Diseases

Master's Degree in Research in and Rational Use of Medicines

Master's Degree in Food Quality and Safety

Master's Degree in Personal and Community Nutrition

Master's Degree in Public Health and Health Management

+ additional changes (240 vs 300 credits)

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1.- PAST. QA in the EHEA

Main objectives:

ACCOUNTABILITY

IMPROVEMENT

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*Relevant goals, no doubt, but...
how to measure quality in education?
And who should measure it?*

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1.- PAST. QA in the EHEA

European Standards and Guidelines for the QA in the EHEA (ENQA, 2005)

1.- Internal QA: Universities



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2.- External QA: Agencies



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1.- PAST. QA in the EHEA

Internal Quality Assurance System (SGIC)

Berlin Communiqué (2003)

“The primary responsibility for quality assurance in higher education lies with each institution itself”

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1.- PAST. QA in the EHEA

PROGRAMMES FROM ANECA



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2.- PRESENT. ACCREDITATION OF DEGREES

Dimensions and Criteria

1.- MANAGEMENT

ORGANIZATION
AND DEVELOPMENT

PUBLIC INFORMATION
AND TRANSPARENCY

INTERNAL QA
SYSTEM

2.- RESOURCES

ACADEMIC
STAFF

SUPPORT STAFF,
RESOURCES AND
SERVICES

3.- RESULTS

LEARNING
OUTCOMES

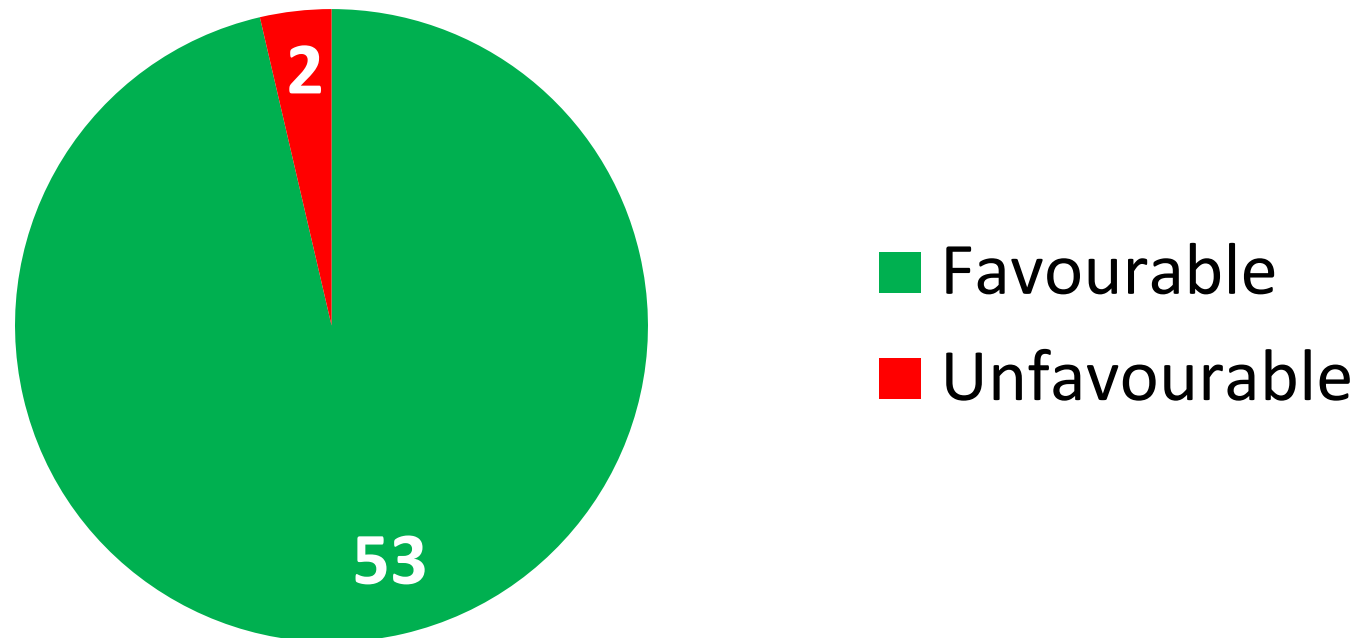
INDICATORS

2.- PRESENT. ACCREDITATION OF DEGREES

A+. Excellent	The standard is met and, in addition, it is a remarkable example of good practice.
A. Satisfactory	The standard is completely met.
B. Adequate	The standard is met, but several improvement areas have been detected.
C. Sufficient	The standard is met at a minimal level, but mandatory improvement areas have been detected.
D. Insufficient	The standard is not met at a minimal level.

2.- PRESENT. ACCREDITATION OF DEGREES

Results at the UV

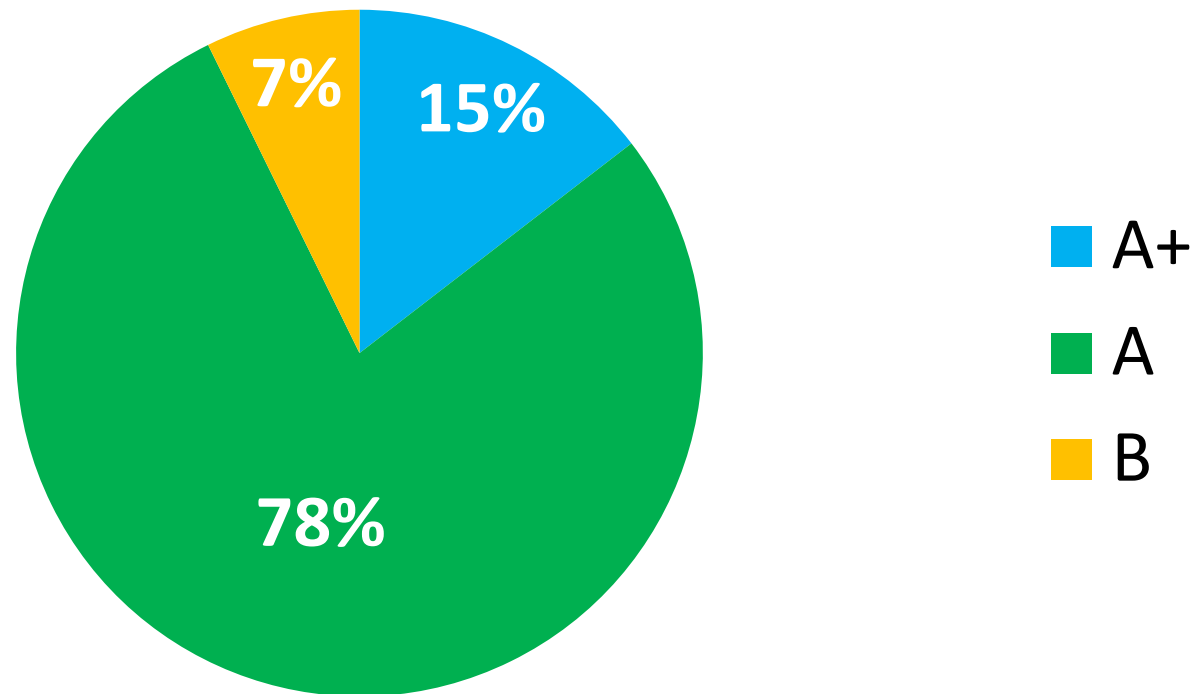


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2.- PRESENT. ACCREDITATION OF DEGREES

Results at the UV

Support staff, resources and services



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2.- PRESENT. ACCREDITATION OF DEGREES

Catalyst for Improvement

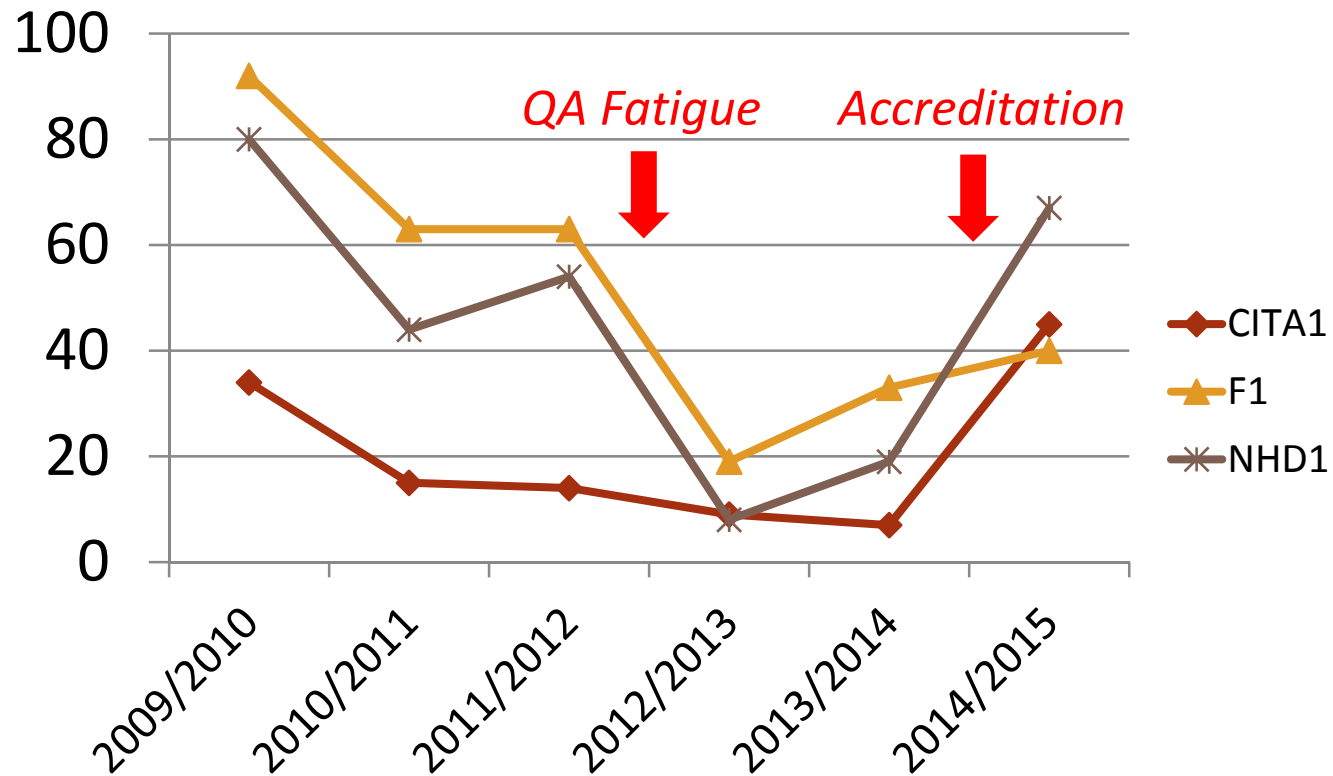
- Teachers' coordination.
- Discrepancies between the information published on webs.
- The academic guide of every module is not always complete.
- Adaptation of the study programme for different graduates.
- Surveys with too low participation.
- DOCENTIA is not implemented.
- Information about employability is not enough.
- ...

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2.- PRESENT. ACCREDITATION OF DEGREES

Catalyst for Engagement

Questionnaires (2nd Semester Survey)



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3.- FUTURE. NEW CHALLENGES

QA programmes to be developed in the near future

- DOCENTIA: Certification of the Design and Implementation of the QA System for Teaching.
- AUDIT: Certification of the Implementation of SGIC.
- ACREDITA: Accreditation of Degrees and Doctorates.
- ACREDITA PLUS: International Certification of Quality.
- Quality Management of Support Services ...

*Is this sustainable? Not at all!
Efforts become too heavy.*

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3.- FUTURE. NEW CHALLENGES

Sustainability

“Our model of accreditation of degrees (is an) expensive process in its development”

“the convenience of finding more efficient formulas”

*“It is regulated the **institutional accreditation of faculties**, as an alternative to the model of accreditation of degrees established nowadays”.*

(Real Decreto 420/2015 de creación, reconocimiento, autorización y acreditación de universidades y centros universitarios)

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*Anyway, all this is just bureaucracy
and more bureaucracy.*

*Is it related to what happens in the
classroom? I don't think so.*

3.- FUTURE. NEW CHALLENGES

Quality Assurance vs Quality Enhancement Bureaucracy vs Teaching/Learning

Yerevan Communiqué (2015)

“Implementation of the structural reforms is uneven and the tools are sometimes used incorrectly or in bureaucratic and superficial ways.”

“Enhancing the quality and relevance of learning and teaching is the main mission of the EHEA.”

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3.- FUTURE. NEW CHALLENGES

Revised Version of the European Standards and Guidelines for the QA in the EHEA (ENQA, 2015)

1.3.- Student-centred learning, teaching and assessment.

Standard:

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.- FUTURE. NEW CHALLENGES

The teacher:

- respects and attends to the **diversity of students** and their needs, enabling **flexible learning paths**;
 - considers and uses different modes of delivery, where appropriate;
 - flexibly uses a **variety of pedagogical methods**;
 - regularly evaluates and adjusts the modes of delivery and pedagogical methods;
 - encourages a **sense of autonomy in the learner**, while ensuring adequate guidance and support from the teacher;
 - promotes **mutual respect** within the learner-teacher relationship;
 - has appropriate procedures for dealing with students' **complaints**.
-
- Where possible, assessment is carried out by **more than one examiner**;

MORE INFORMATION

EHEA: <http://www.ehea.info/>

European Standards and Guidelines for the QA in the EHEA:

- 2005 Version:

http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf

- 2015 Version:

http://www.ehea.info/Uploads/SubmittedFiles/5_2015/151153.pdf

External agencies: www.aneca.es, www.avap.es

QA at the UV: www.uv.es/uq

Teaching innovation at the UV: www.uv.es/sfpie

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DO YOU STILL THINK WE ARE FROM MARS?



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