



# Impact of the Bologna process on the design of study programmes in Spain Roma, 13-15 November

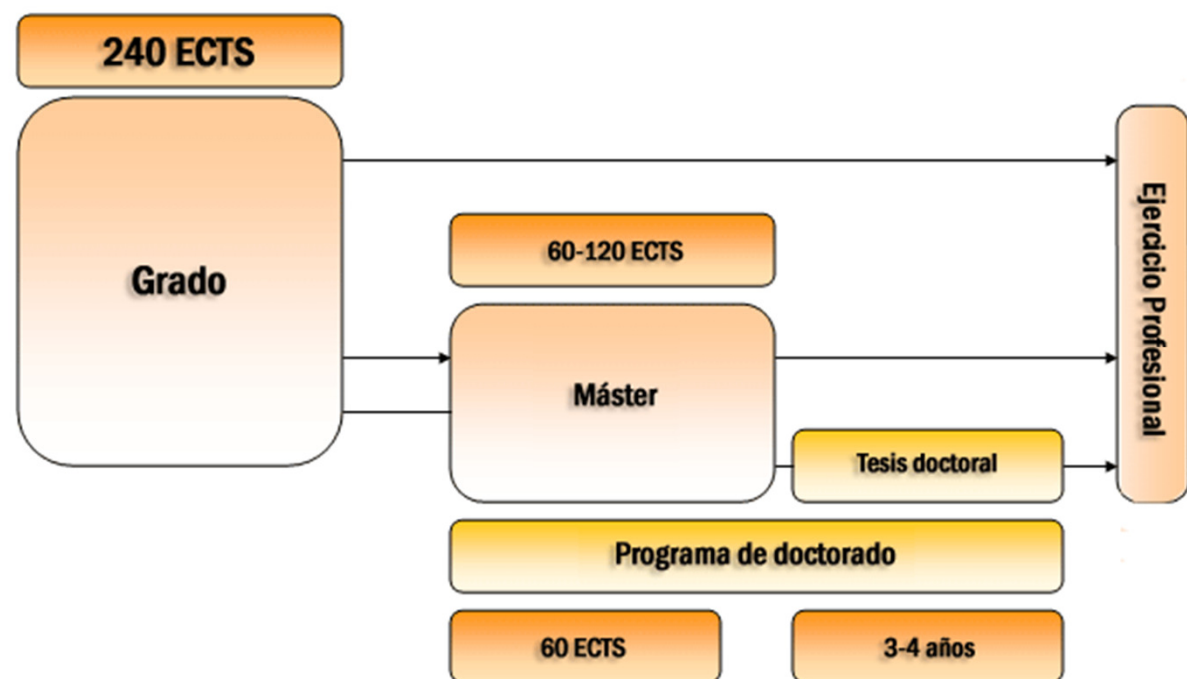
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- The Spanish Context: a clear departure from Napoleonic model, by granting universities greater levels of autonomy
- LOU (2001), Organic Law on Universities. A modification was introduced in 2007: strengthen the autonomy of spanish universities. Spanish universities have modified their policies, governance structure and funding priorities.
- Royal Decree 1393/2007: the Universities are given freedom to propose titles and define the curricula, *makes the organization of university teaching more flexible, favoring curricula diversification...*
- ***this is an historical change!***

- The Spanish Context: a long road
- LOU (2001)
- ECTS credits and Diploma Supplement introduced very early (2003).
- QA for Spanish HE (or ANECA) defined in 2002.
- A modification of the Spanish Universities Law introduced in 2007.
- Long discussion about the BMD structure: Catalogue versus Register, 3 or 4 years for Bachelors, ... .
- Different Royal Decrees regulating the BMD structure ... were ... published in 2005, 2007, 2010 and 2011.
- Degree Structure and Study Programmes “kick-off” ended in 2010.

- **The Spanish Context: Space**

- Public universities funding in Spain is regional based while the main HE regulation is a competence of the national authorities.
- University autonomy is in the Spanish Constitution.
- 78 universities (50+28), 17 autonomous regions, 1.500.000 students at Spanish Universities, ...
- ANECA (The National Agency for Quality Assessment and Accreditation of Spain), 4 QA regional agencies in ENQA&EQAR, 6 QA regional agencies, ... .



## Bachelor:

- 240 ECTS (with some exceptions).
- Classified according to five thematic areas
- 60 ECTS of basic training for automatic recognition.
- Bachelor thesis (between 6 and 30 ECTS).
- Some specific Bachelors with regulations.

## Master:

- Between 60 and 120 ECTS
- Access & Admission
- Master Thesis (between 6 and 30 ECTS)
- Some specific Bachelors with regulations.

## Doctorate:

- Training & Research
- Training: (Master or ...)
- Admission

Royal Decree 861/2010, of 2 July, amending the Royal Decree 1393/2007, of 29 October, on the management of official university education, includes the guidelines, the conditions and accreditation ex ante procedures that study programmes should meet prior to their inclusion in the Register of Universities, Centres and Degrees.

In accordance with the provisions set out in the aforementioned Royal Decree, the study programmes leading to official degrees will be verified by the Council of Universities, being the Spanish Agency for Quality Assessment and Accreditation (ANECA), together with the evaluation agencies established by the Law of the Autonomous Communities, responsible for establishing the accreditation ex ante protocols, evaluating study programmes prepared by the universities and developing assessment reports.

# Accreditation of programmes



# EVALUATION PROGRAMMES

EVALUATION EX-ANTE: VERIFICATION (VERIFICA)

FOLLOW-UP PROCEDURE (MONITOR)

Public information

Outcomes

indicators

ACCREDITATION (after 4 or 6 years) (ACREDITA)

Fulfillment

# Accreditation System in Spain

STAGE 1 Ex-ante accreditation

*Verificación*



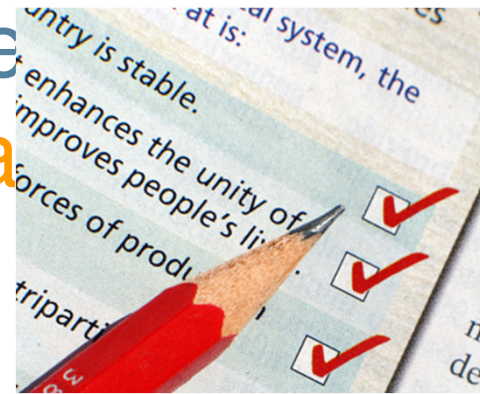
To verify that the **design** of the study programme includes the criteria established by the Ministry whose interpretation and application is made by ANECA.

A public report is delivered by ANECA.

# Accreditation System in Spain

Spanish legislation  
(Royal Decrees 1393/2007 & 861/2010)  
establishes, for the **Ex-ante** accreditation,  
that:

Designs for new degrees have  
to be evaluated **according to a  
series of quality-based  
criteria.**



# Evaluation Criteria

## 1. DESCRIPTION OF THE DEGREE

***Each degree design must include a description that is adequate and consistent with the level and/or academic validity so there is no confusion concerning its content or, where applicable, qualification for professional purposes.***

## 2. JUSTIFICATION

***Each degree design must be relevant in terms of the corresponding learning and/or research experience, be appropriate to the academic field that it refers to and/or comply with other similar existing studies.***

- In the case of the Master's, external equivalents with studies in other countries may be provided.
- In the case of the Master's, justification must be provided for the research, academic or professional orientation of the programme.
- In the case of a Master's with a professional or research orientation, the design must refer to the situation of R+D and innovation in the professional sector.

# Evaluation Criteria

## 3. COMPETENCES

*The competences to be acquired by students must be consistent with those required in order for the degree to be awarded and the qualifications established in the EHEA. Consequently, these competences must be assessable and consistent with the corresponding level of the Bachelor or Master's degree.*

## 4. STUDENT ENTRY AND ADMISSION.

*The degree programme must have accessible systems that regulate and provide clear information on the different means of entry, admission and new student orientation.*

- In the case of Master's degrees, in addition to the envisaged entrance exams, state the body that is responsible for admissions, together with the applicable procedures and requirements.

# Evaluation Criteria

## 5. PROGRAMME PLANNING.

***The programme of studies must constitute a proposal for study that has been designed in a coordinated way and takes into consideration the student's dedication within a given period of time and the competences to be acquired in the degree proposal.***

In the case of a Master's degree with a professional orientation, the approach given to adequate professional practice will be of special importance, as well as collaboration agreements with private enterprise and other institutions for this practice.

## 6. ACADEMIC STAFF.

***Teaching staff and other support human resources in each degree must be adequate in order for the general aims and competences envisaged in the degree design to be achieved.***

## 7. MATERIAL RESOURCES AND SERVICES.

***Material resources and services that are necessary for the development of the envisaged activities must be adequate for the envisaged aims and competences in the programme of studies to be achieved.***

# Evaluation Criteria

## 8. EXPECTED RESULTS

*The degree design must include the anticipated outcomes in connection with the degree's efficiency and the general mechanisms for assessing the learning outcomes of the students.*

# Evaluation Criteria

## **GRADUATION RATE:**

the percentage of students who complete the course in the time envisaged in the programme of study (d) or take one year longer (d+1) in relation to their entrant cohort. This gives a measure of overall academic performance.

## **DROP OUT RATE:**

the percentage relation between the total number of students in a new entry cohort who should have obtained the degree the year before who neither registered this year nor the year before. In the case of one year Master's programmes, the following definition shall be applied: percentage relationship between the total number of students in a new entry cohort that should have obtained their degree the previous academic year and that did not enrol in either that academic year or the subsequent one.

## **EFFICIENCY RATE:**

the percentage relation between the total number of credits in the programme of study and the total number of credits in which the group of graduated students in a particular academic year had to enrol in throughout their studies.



# Evaluation Criteria

## 9. QUALITY ASSURANCE SYSTEM

*The degree design must include an internal quality assurance system that ensures the control, review and continuous enhancement of the programme.*

Specify the body or unit **in charge of the quality assurance system for the programme of study (structure and composition)**, together with the internal rules of procedure. Details must be provided in this section on how participation in this body by teaching staff, students, academic managers, support staff and external stakeholders is organized.

Establish how the development of the programme of study is to be **reviewed** (aims, competences, planning, etc.) through the application of adequate **mechanisms and procedures** applied periodically for gathering and analysing information on:

- The quality of the programme and the teaching staff.
- The quality of placement/work experience and mobility programmes.
- Graduate employment and degree satisfaction.
- The satisfaction of the different groups involved (students, academic staff and administration and services staff, etc.) and the attention paid to suggestions and complaints.

# AUDIT

# Evaluation Criteria

## QUALITY ASSURANCE SYSTEM

Have adequate and systematic mechanisms and procedures for decision- making that ensure the **enhancement of the programme of study**. These should include:

- The quality of the programme and the teaching staff.
- The quality of placement/work experience and mobility programmes.

These mechanisms and procedures must at least provide for who is in charge, the way that decisions are made and follow-up of decisions that are made.

Define the criteria that establish the limits whereby the degree is finally **suspended**. A procedure needs to be established beforehand that describes the system set up to define these criteria in the institution/university, together with its review, approval and periodic updating.

Establish mechanisms to **publish the information on the programme of study, its development and outcomes**, and for this to be sent to all those involved and/or interested (students, teaching staff, support staff, prospective students, external stakeholders, etc.).

# Evaluation Criteria

## 10. SCHEDULE FOR IMPLEMENTING THE DEGREE

*The process of introducing new degree programmes must be planned in terms of a schedule, and there will need to be a mechanism, where applicable, to help students from existing courses to adapt to the new programme of study.*

# Evaluation Procedures

Evaluation ex-ante (verification)

- Evaluations Commissions for Bachelor/Master/Doctorate and for the five thematic areas: *Arts and Humanities, Sciences, Health, Social Sciences and Law and Engineering and Architecture.*
- Global Commissions for Bachelor/Master/Doctorate
- Cooperation with regional agencies (those in ENQA)

# Accreditation System in Spain

## STAGE 2 Follow-up procedure

*Seguimiento*



To check, by non-intrusive means, that the institution is **implementing** the study programme according to the approved design.

# Strengths

- The Universities are given freedom to propose titles and define the curricula, *makes the organization of university teaching more flexible, favoring curricula diversification...*
- According with the EHEA principles, the students have the main role in the education system.
- To this effect, the student learning experience leads to a correct definition of the objectives of the study programmes taking into account society and the needs of the labour market.
- **Information for students.** Transparency
- Embedding development of outcome-based and flexible curricula
- Improved efficiency and success rates
- The implementation of the BP has contributed to improve transparency: degree structure, QF, quality, ECTS, DS, LO.

# Strengths

- The legislative changes stipulating a transfer to Bologna structures were adopted relatively late, but all the programmes are following the Bologna –cycles structure, ECTS are allocated and DS is issued
- QA system is in operation according the ESG.
- The new evaluation processes have been initiated with clear consequences for those that are evaluated, and generated new information for decision making of governments and stakeholders
- In 2010 the Spanish Qualifications framework was established and it integrates as part of the evaluation process according with competences. The Dublin Descriptors are part of the legal framework.
- Mobility: The recognition of credits benefits students, allows mobility between qualifications and universities.
- The use of ICT is widespread in administrative and teaching-learning processes

# weaknesses

- The possibility for innovation through the new legislation is not being taken advantage of. But some new and innovative study programmes proposals are appearing.
- Most of the programmes submitted to the initial ex-ante accreditation were programs that already existed with a few modifications.
- Bachelor programmes 240 ECTS. Weakness or Strength ?
- Master programmes 60-120 ECTS. **Most of them 60 ECTS including Master's Thesis** (this is the length of the curricula of the Doctorate study program in the pre-Bologna system before to start The research period) Now Doctoral schools are introduced by recent legislation.



# weaknesses

- Formally the study programmes follow the definitions of the learning outcomes...In Spain the use of l.o. is compulsory through law
- Appropriate use of learning outcomes, **not just a paper exercise**
- How far the definition of l.o. is known?
- The use of l.o. will be monitored by programme assessments in external quality assurance
- Some resistance from academic staff to face change in curricula and methods : academic freedom. Training activities to assist academic staff are organized (not mandatory)
- Bureaucratization: the new evaluation processes requires an excess of documentation and evidences that applicants have to provide and to a long process that include too many administrative steps
- CONTINUOUS EVALUATION IS NOT CONTINUOUS EXAMINATION

*Thank you for your attention*