

# Verifica/ Monitor Programs

## The Practical Point of view of the experts and their role in the evaluation processes

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**The Practical Point of view of the experts and  
their role in the evaluation process**

# **About the programs: Verifica/ Monitor Programs**

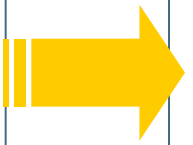
# Ex-ante evaluation Process

## UNIVERSITIES



**Master proposal for the Master degree application**

- Royal Decree



**Evaluation**

- Evaluation Process



Report to the Universities Council

Universities Council

↑  
Procedure

↑  
Experts

# Evaluation Committees

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**ANECA has formed**

Knowledge area Assessment  
Committees



Commission Issue Report

The evaluations of the curriculum will be made by Knowledge area Assessment Committees

ANECA moves the evaluation reports to the University Council through the Commission Issue Report

**The Practical Point of view of the experts and  
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# **About the Commissions**

# The Practical Point of view of the experts and their role in the evaluation processes: about the commissions

## What did we evaluate

- Verifica: So far, more than 500 Master has been evaluated..
- Monitor: More than 400.

Checking the Master's data (about professors, educational programs, using the University and Departments webs )

- Acredita: Next years..(may be the most important..)

# The Practical Point of view of the experts and their role in the evaluation processes: about the commissions

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## Knowledge area Assessment Committees

- ✓ **A president.**
- ✓ **Academic members**, which number is determined depending on the knowledge area, final number of different degrees to be evaluated and number of applications received.
- ✓ **International** academic members,
- ✓ **Professional member** of the corresponding knowledge area are included,
- ✓ **External Experts**, at least for the Quality Assurance.
- ✓ **At least one student.**
- ✓ **A secretary.**

# The Practical Point of view of the experts and their role in the evaluation processes : about the commissions

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## Knowledge area Assessment Committees: evaluating a Master

- 1 **expert of each area** (Electrical Engineering, Telecommunication Engineering, Industrial Engineering, Chemical Engineering, Architecture, and other..)
- 1 **expert from a different** (but close) **area**
- 1 **International academic** expert . (In our case from France)
- 1 **Student**
- 1 **Professional** expert

**For evaluation: 1 expert of the same area + 1 expert close to the area + 1 professional / foreign expert**



# The Practical Point of view of the experts and their role in the evaluation processes: : about the commissions

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## Knowledge area Assessment Committees

- Members of the Commission need to be “flexible”
- Good feeling between commission members
- If one member of the Comisión has special “strong” opinion.....you need a balance...other evaluator of the same area (more moderate), and President action
- Most of the areas have to be represented (almost the most significant)



AGENCIA NACIONAL DE EVALUACIÓN  
DE LA CALIDAD Y ACREDITACIÓN

# The Practical Point of view of the experts and their role in the evaluation processes

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## About the evaluation staff

# The Practical Point of view of the experts and their role in the evaluation processes: About the evaluation staff

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## Academic Evaluators:

Knowledge and experience in the design and management of higher education study programmes.

Knowledge or experience in evaluating study programs or university courses

Knowledge or experience in Quality Assurance Systems of higher education

Experience in innovation projects and implementation of new models in relation with the Europe Space of Higher Education

Experiences in other activities in relation with the quality of higher education

Experience in the design and implementation of Quality management systems in other areas

**Condition > 2 periods of 6 years = 6+6 years research**

# The Practical Point of view of the experts and their role in the evaluation processes: About the evaluation staff

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## Professional Expert:

- Professional experience in relation with the degrees to be evaluated.
- Experience in evaluation processes at the university.
- Experience in quality assurance systems.

## Students:

- Experience in study programmes evaluation.
- Representative of students unions legally established.



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# The Practical Point of view of the experts and their role in the assessment processes

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## About the Evaluation process

# The Practical Point of view of the experts and their role in the evaluation process: Avoid the evaluation process

**Mission: to evaluate the projects of official degrees**

**Study and analyze the Masters and complete the template.**

**This implies:**

**A**ssess the adequacy of the proposed title of the criteria established by ANECA, according to Law (RD 1393)

**N**ot valued the relevance, importance or necessity of the Master, neither if there are many or few like this ,

**A**ssesses the consistency of the proposed formation with respect to designation, objectives and competences provided, etc..

**T**he authorization of the deployment of the title corresponds to government

# The Practical Point of view of the experts and their role in the evaluation processes

## *KEY ASPECTS IN THE DESIGN AND EVALUATION OF MASTERS*

- Name of the degree: clear, precise, does not lead to errors on academic or professional effects of the degree
- Orientation of the Master: research, professional
- Teaching method
- Competences aligned with the ones requested for the Master level; competences which can be evaluated and settle with the proposal
- Admission criteria, profile and training complements
- The study programme well coordinated and oriented to the established competences; arranged in sequence and with a realistic workload
- Adequate qualification of the teaching staff: experience in research/professional which can be corroborated
- External work placement

## The Practical Point of view of the experts and their role in the evaluation processes : Avoid the evaluation process

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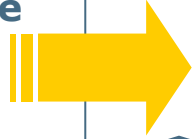
- Evaluation using criteria. *No personal assessments*
- The assessments are supported by *references, documentary evidence or data*, not "information inaccurate, incomplete or untested", "intuitions" ...
- The key is to *corroborate the information*.
- The *context* is the one of the university evaluated, not the evaluator college university.



# The Practical Point of view of the experts and their role in the evaluation processes : Practical aspects of the evaluation process in VERIFICA Program

Universities Council

**Master proposal for the Master degree application**



**Personal assessment**

1 expert of the same area + 1 expert close to the area + 1 professional / foreign expert



**Committee assessment**

**Evaluation: Is a true master?..**

**Not sense ?**

**Not master level ?**

**According to the Law (Royal decree)**

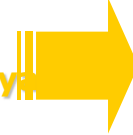


1 expert of the same area + 1 expert close to the area + 1 professional / foreign expert

**+All Committee Members**



Report to the CEI: focused to principal aspects



Report to the CEI

## The Practical Point of view of the experts and their role in the evaluation processes : Practical aspects of the evaluation process: **During the evaluation meeting**

- Try to maintain a focus (all members) on the meeting all the time
- All the expert opinions have to be equally taken into account
- Try to reach to a final unanimous report
- Avoid long discussions: If necessary, stop them and transfer them outside
- President and Academic Secretary should be fully aligned

# The Practical Point of view of the experts and their role in the evaluation processes : Practical aspects of the evaluation process:

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# Thanks you for your attention

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