A QU Agència
per a la Qualitat
del Sistema Universitari
de **Catalunya**

Guide to the self-evaluation of e-learning degree programmes

Guide to institutional evaluation

Index

Foreword

The aims of the Catalan University Quality Assurance Agency (AQU Catalunya) are the assessment, accreditation and certification of quality in universities and higher education institutions in Catalonia. Its mission is to promote, through its evaluation activities, the enhancement of quality in the Catalan higher education system within the framework of the European Higher Education Area.

The institutional evaluation of the quality in universities has two main aims: to promote the enhancement of quality and provide valid and objective information on the service provided to society by universities. Evaluation therefore combines two purposes:

- It is intended to be a useful tool to assist degree programmes and institutions in managing and enhancing the quality of university education and, more specifically, to help bring about significant changes in the design of degrees and in the teaching-learning process.

- It seeks to provide greater satisfaction to students' learning requirements and a better response to social demands by ensuring the effectiveness and efficiency of investment in higher education, and improve the quality of information made available to society on the running of the higher education system.

The fundamental principle that impregnates evaluation processes is that the universities, through the exercising of their autonomy, have the primary responsibility for the quality of education and its quality assurance. Furthermore, evaluation processes start with the recognition that it is the institutions themselves that are best qualified to provide updated, reliable and valid information on the quality of their educational processes.

This Guide to THE SELF-EVALUATION OF E-LEARNING DEGREE PROGRAMMES has been drawn up by experts in e-learning education and evaluation methodologies. It consists of an adaptation to the particular characteristics of distance learning of the *Guide to degree programme assessment* used in the PRO-QU programme. It is important to mention that the evaluation methodology in this programme has been used throughout a long period of adjustment (the first evaluations carried out by AQU Catalunya were made more than ten years ago) during which time it has progressively been transformed. The guide presented here is therefore based not just on the current instruments for evaluation used by AQU Catalunya, but also international specifications for the evaluation of this type of degree programmes.

To sum up, the adapted guide is intended to be true to the stated aims of the first evaluation, namely an approach based on enhancement and information to society, through public and transparent evaluation methodologies, for setting in place and accomplishing the goal of the Bologna Declaration for a European dimension to quality assurance.

The evaluation methodology

The evaluation model follows a system based on the European model adapted to the evaluation culture within the university and social context of Catalonia. The various stages of the evaluation process are described below, together with the two envisaged units of analysis, institutional evaluation and degree evaluation.

The evaluation process

The stages in the quality evaluation process are as follows:

1. Self-evaluation

This begins with the gathering and systemisation of information on the unit[1] being evaluated (its actual situation). This information will consist of statistics, administration data and indicators on the inputs, processes and results of the unit's activity. The internal assessment committee's self-evaluation report will incorporate new observations, opinions and appraisals made throughout the process into this information.

The self-evaluation should be seen as a diagnostic process and a starting point for detecting, as objectively and thoroughly as possible, areas of excellence so that these can be recognised and enhanced, as well as detecting areas capable of being improved.

2. External review

An external review panel analyses the self-evaluation report and carries out a site visit to the unit. On the basis of its observations and the information obtained and opinions and appraisals made during contact with the different interviewees, it issues an external report. This report will be submitted for consideration by the unit so it can submit pleas or make any appropriate remarks.

The aim of the external review is to help the degree or institution in making its analysis, i.e. validate the diagnosis made by the internal assessment committee, and also collaborate in identifying possible ways to enhance its quality.

---

[1] Hereinafter referred to as the "unit".

3. Evaluation report

A balanced and comprehensive summary of the self-evaluation report and the external report gives rise to the definitive report on the unit (degree programme), which must be disseminated and made public.

This report must have a dual format:

- One meant for external information purposes (to society). Based on the external report and drawn up by AQU Catalunya, this report shall be submitted to the degree for consideration and approved by the AQU Quality Assessment Committee (CAQ). Its content shall be included in the annual report made public by the Agency.

- One meant for the degree community and the university itself. Based on the self-evaluation report and the external report and drawn up by self-evaluation committee, this report contains a summary of the evaluation of the different dimensions, the strong and weak points and essentially the **degree improvement plan**.

4. Improvement plan

In order for quality enhancement to come full cycle, the evaluation, as a fundamental diagnostic tool, must lead to an improvement plan.

An improvement plan is the proposal of actions, resulting from the prior process of diagnosis, which sets out and formalises the goals for improvement and corresponding actions aimed at enhancing the strong points and resolving the weak ones, according to priority and a schedule.

The improvement plan needs to include the design for actions considered appropriate for eliminating or reducing the weaknesses detected in the evaluation. Details of the aims, actions and follow-up indicators, together with those responsible for these being carried out, are several of the requirements of an improvement plan.[2]

---

[2] For more details on this subject, see the *General framework for the setting, monitoring and reviewing of improvement plans* (AQU Catalunya, 2005) at: www.aqucatalunya.org.

Diagram 1. The quality assessment spiral
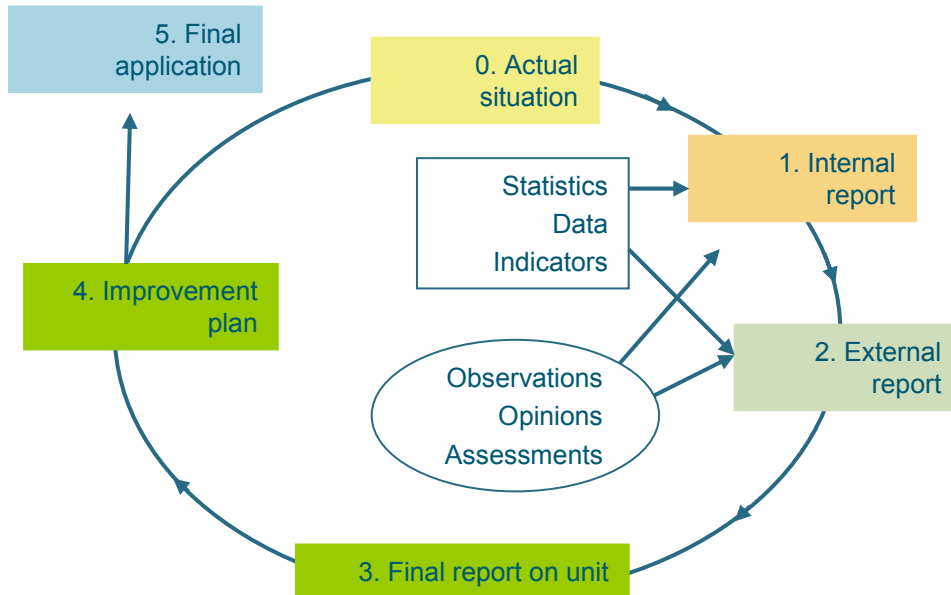
5. Follow up and evaluation of the improvement plan

This stage enables actual changes in the enhancement of quality in the unit to be assessed, and a new cycle of the continuous assessment of quality in the unit is thereby started.

The evaluation process incorporates different approaches: self-evaluation and external review, evaluation based on the judgments of experts, performance indicator-based evaluation, etc. (see table 1).

Table 1. The main features of the AQU Catalunya evaluation methodology

- A combination of self-evaluation (self-evaluation reports) with external review (external experts). The self-evaluation report is the key evidence that serves as the basis for the external review, the aim of which is to validate and assist in improving the diagnosis carried out by the unit itself, and also orientate and advise on the suggested proposals for improvement.

- Combination of performance indicators (outcomes) and input process indicators. Performance indicators are based on input indicators. For example, assessment of the adequacy of academic outcomes will depend on the student profile (entrance exam mark, combination of studies and work, etc.), although aspects on the process (evaluation schedule, group size, strategies used, etc.) will also be considered. At the same time, the main function of the outcome indicators used in the methodology is to guide the quality of the processes, as these can be improved and are the means through which the outcomes can be modified.

- A combination of quantitative and qualitative information. The evidence on which the analysis is based is both quantitative (data, indicators, percentages, etc.) and qualitative (the opinions of the committee, outside experts, students, etc.). The quantitative information is set in context and interpreted by the committees through the combined analysis of different types of evidence.

- Accountability and quality enhancement. As is mentioned in the foreword, there are two combined aims in the evaluation: information to society and the continuous enhancement of quality.

The unit of evaluation

As with other projects such as the one dealing with the evaluation of the transition of graduates to the labour market, this evaluation process has a dual structure:

a) One which is centralised and includes all aspects that are common to all degrees (mission, vision, human resource policies, etc.), with special emphasis on the policies and mechanisms of quality assurance, including the information systems to support these mechanisms.
A *Guide to institutional evaluation* is available for the evaluation of these aspects.

b) One that is specific to each degree, which specifies the way in which the aspects, policies and general mechanisms work: adequacy of the learning outcomes, adequacy of the profile and types of teaching staff, etc.
A *Guide to the evaluation of e-learning degree programmes* is available for the evaluation of these aspects.

Two types of committee are consequently defined, an institutional committee and specific committees to evaluate the degree programmes.

Diagram 2. The evaluation units
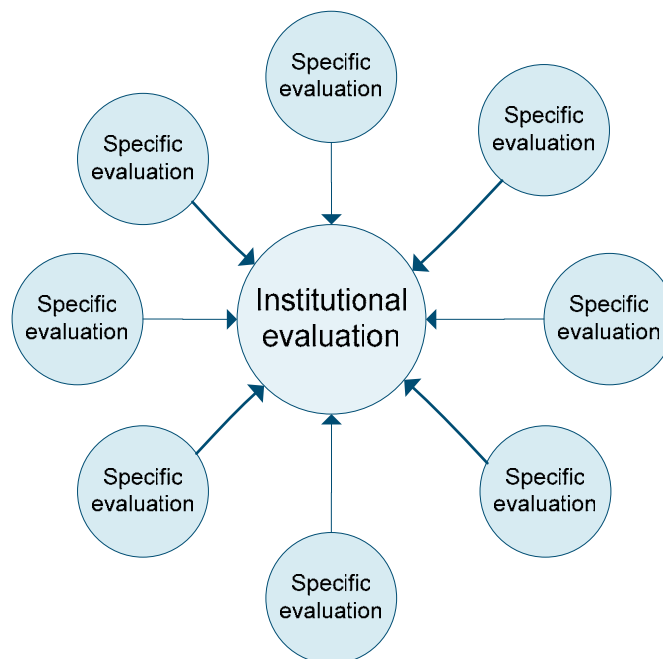
The content of the evaluation

The **institutional evaluation** is organised into three main sections (see table 2):

- The institutional mission and vision, which set out the aims of the institution.

- Envisaged resource management (*inputs*) to achieve the goals: the analysis of the policies covering all the elements that determine the system's potential and capacity (students, teaching staff, etc.).

- The quality assurance mechanisms – including the information systems and their management – for monitoring the achievement of envisaged goals.

Table 2. Content of the institutional evaluation

1. Institutional mission and vision

1.1. Institutional mission

1.2. Institutional vision

2. System capacity

2.1. Students

2.2. Teaching staff

2.3. Infrastructure

2.4. External relations

3. Quality assurance mechanisms

3.1. Institutional vision and mission

3.2. System capacity: students, teaching staff, infrastructure and external relations

3.3. Internal and external strategic position

3.4. Learning outcomes and study programme

3.5. Instruction design

3.6. Learning assessment

3.7. Outcomes: academic, professional and personal

The *Guide to institutional evaluation* deals with the defining of goals and policies, together with an assessment of the relevance of these goals, whereas the *Guide to the evaluation of degree*

programmes focuses on assessing the adequacy of different institutional policies, in the light of the results of these processes.

The *Guide to the evaluation of degree programmes* is organised in five sections (see table 3):

- Firstly, the degree programme's potential and soundness are analysed in relation to both the university itself and other similar degree programmes. This analysis includes the adequacy of the student and teaching staff profile in relation to the envisaged goals.

- The study programme, or the learning goals, is then considered.

- The implementation and running of the study programme are then analysed: instruction design (section 3) and learning assessment (section 4).

- Lastly, consideration is given to the outcomes, bearing in mind both the adequacy of resources/inputs (students profile, teaching staff, infrastructure, etc.) and the functioning of the learning processes.

Table 3. Content of the degree evaluation reports

1. The degree's strategic position

1.1. Internal strategic position

1.2. External strategic position

2. Study programme

2.1. Definition of the learning outcomes

2.2. Adequacy of the study programme

3. Instruction design

3.1. Teaching methodology

3.2. Adequacy of the activities

3.3. How the degree is organised

3.4. Student orientation and tutorial system

3.5. Technical set-up for instruction

3.6. Interpersonal communications systems

4. Learning assessment

4.1. Assessment system

5. Outcomes

5.1. Academic outcomes

5.2. Professional outcomes

5.3. Personal outcomes

The self-evaluation

The self-evaluation report

The self-evaluation report is the key piece to the evaluation model that is used and the main evidence in the external review process. In order for it to serve as the basis for a good improvement plan, the self-evaluation report needs to be an accurate and objective diagnosis. Amongst other things, it must comply with the following requirements:

- Complete and rigorous. It must analyse and assess the key elements in the situation that is to be assessed and improved.

- Based on evidence, in order for it to be sound, objective and contestable, and unquestionable.

- Systematic and detailed with regard to the analysis of the causes and anything else that is necessary for dealing with improvements

- Balanced, in terms of both the positive aspects as well as those that need improving.

- It must involve both the stakeholders and the communities affected, in order to ensure their representation in the analysis and therefore the report's thoroughness by including the different points of view.

The self-evaluation committee has the responsibility for drawing up the self-evaluation report and, in accordance with the guidelines given in the Guide, for making it publicly available so it can be validated by the university community and the degree. Once it has been validated, it is made available to the external review panel.

The self-evaluation committees

Two types of internal committee have been established:

1. The self-evaluation committee, which is in charge of drawing up the internal institutional evaluation report. This committee shall be made up of nine members:

   · two vice-rectors,

   · two assistant managers,

   · three directors of studies, and

   · two programme directors.

2. The degree evaluation committee, which is responsible for drawing up the self-evaluation reports as laid down in the *Guide to the evaluation of degree programmes*. This committee shall be made up of the following profiles:

   · the director of studies,

   · the programme directors,

   · teachers,

   · study advisors,

   · the study programme administrator, and

   · at least one graduate from the Open University (UOC) for each degree programme.

Publicity and participation mechanisms

The opinion of the various different stakeholders in the organisation needs to be obtained. Specific information needs to be provided on the degrees that are to be evaluated to ensure that all stakeholders are knowledgeable of the process. The publicising of the self-evaluation report and it being submitted to the relevant bodies (departments, committees, student associations, services, etc.) are essential conditions for the internal validation of the process.

The drafting of the report: the evaluation protocol

Details of the technical aspects and methodology to be taken into consideration when the self-evaluation report is written up are given below. The approach and structure of the evaluation process is meant to make the coincidences and discrepancies of the internal and external

points of view converge in one analytical framework, which will require the use of one protocol by both the internal and external committees.

As can be seen from diagram 3, the protocol is organised as follows:

a) The left-hand page gives the **dimensions to be evaluated**, with a list of indicators and elements that are aspects of quality in relation to the dimension analysed. Assessments here are made on a four-point scale (highly favourable, favourable, satisfactory and unfavourable).

b) The right-hand page gives the **standards** to orientate the committee's value judgment and a list of **evidence** in support of the opinions and appraisals made.

  · The **standards** are statements about the level and anticipated quality of the dimension evaluated. This ensures that the evaluation is based on explicit and public criteria.[3]

  · **Evidence** may include the data, documents or opinions obtained from different stakeholders, which serve as the basis for, and support or justify value judgments that are made.

---

[3] The protocol standards are based on the following sources:

- On the one hand, the specific standards for e-learning education: Council for Higher Education Accreditation (CHEA), Institute for Higher Education Policy (IHEP) and The cooperative advancing in the effective use of technology in higher education (WCET).
- On the other, the accreditation standards of the degree programmes participating in the EHEA's degree programme pilot testing project, and the standards and guidelines for quality assurance in the EHEA (standards for internal quality assurance) adopted in the Bergen Declaration by the ministers responsible for higher education, which from now on will guide the preparation of all assessment and accreditation methodologies in Europe.

Diagram 3. Organisation of the protocol
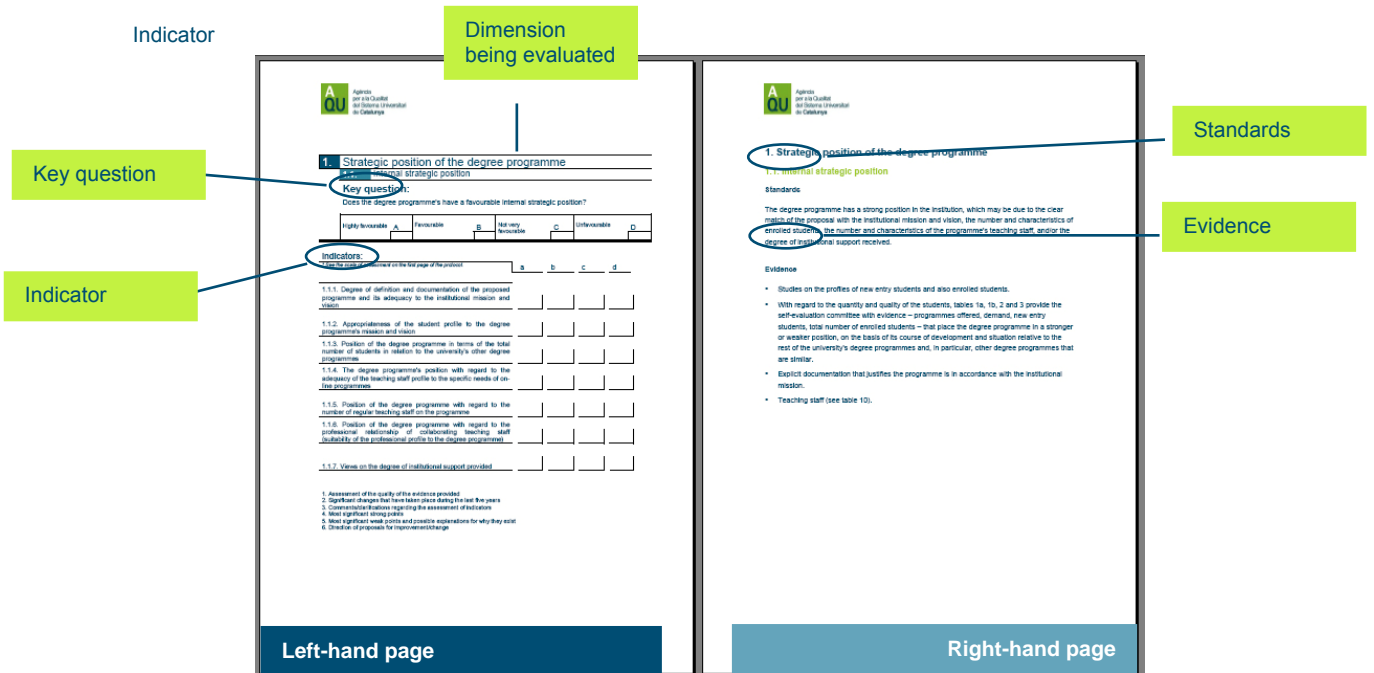
The purpose of this structure, with defined and public data and criteria for the evaluation, is to make the process more rational and reduce the variability of the criteria that serve as the basis for judgments by both the internal and external committees.

The different steps involved in preparing the report are described below:

Diagram 4. Steps to fill out the evaluation protocol
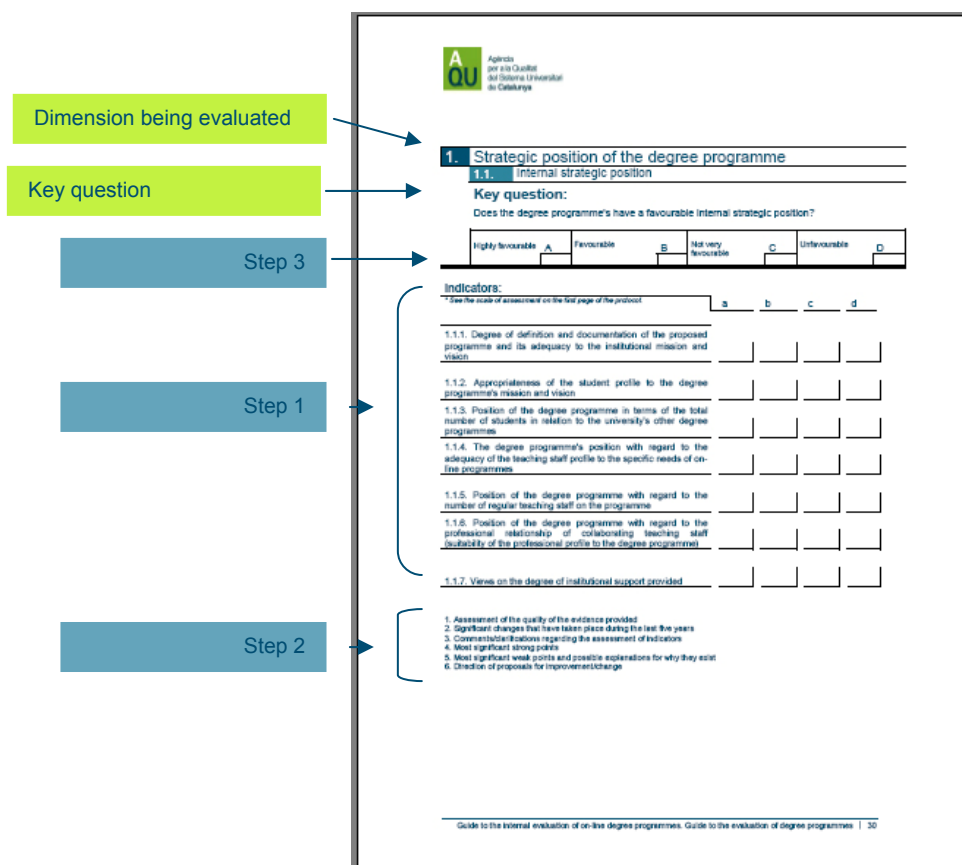
Step 1: Assessment of each indicator in the section

Using the data and evidence available for each indicator, the internal committee[4] makes an assessment according to one of the following value judgments:

a)   Highly positive   / Highly adequate   / Very coherent

b)   Positive   / Adequate   / Coherent

c)   Not very positive / Not very adequate / Not very coherent

d)   Not at all positive / Inadequate   / Incoherent

When the value judgment that best describes the degree's is made, account needs to be taken of the following:

---

[4] The external panel only makes an assessment of the key question and not each indicator of the dimension evaluated.

- The data and evidence provided. In the case of data, trends need to be taken into consideration and, when possible, comparisons with other data made (for example, data on the degree in relation to other degrees in the same subject, etc.).

- The recommended standards.

- The criterion of either the committee itself or the criterion validated by the community being evaluated as the result of a more or less structured consultation process.

Step 2: Overview of the situation

1. Assessment of the quality of the evidence provided:

   For each aspect and section evaluated, the availability and use of evidence serving as the basis for judgments made in step 1 need to be specified.

   An appraisal is also made of the sufficiency, relevance and adequacy of the evidence as a basis for the assessment made.

2. Significant changes during the previous five-year period.

   Given the cyclic character of the evaluation process, any variations – changes – and the most notable improvements that have occurred during the previous five years need to be taken into consideration.

3. Comments on and clarifications of the judgments made:

   This section should include all considerations and remarks not entered in the assessment of the different indicators that describe the situation of a particular aspect or dimension, due to their being adjusted to pre-established benchmarks or criteria.

4. Most significant strong points:

   This section gives a summary of the situations, practices and facts that represent the degree's strong points, with special emphasis on the possibility of ensuring their effect and presence in the medium term.

5. Most significant weak points and possible explanations for why they exist:

   In the same way, the summary of the weak points and deficiencies that have been observed, together with explanatory hypotheses for their causes, is a compulsory stage if appropriate improvement actions are to be carried out. The diagnosis needs to be accepted by the community as an initial step in order for shortcomings to be reduced and eliminated.

6. The direction of possible proposals for improvement/change:

   Following the analysis of both strong and weak points, this section is for proposals for possible lines of action to be adopted in order to resolve or reduce the weaknesses detected. This enables an initial assessment to be made of the level of coherency between the current situation and strategies proposed in order to achieve a certain goal.

Step 3: Overall judgment of the section evaluated

The evaluation committees have to give their opinion by way of an overall assessment of each section covered in the guide. This enables both specificity (indicators) and comprehensiveness (sections) to be included and provides an overview of the **quality profile of the degree programme**. Judgments result from two combined criteria: the strength or weakness of the current situation and the organisation's (degree or university) attitude to this situation.

The external review process

The credibility and validity of the self-evaluation report produced by the degree or university need to be confirmed in the external review, which is carried out by a committee of external experts (peer review) or the external review panel. This type of evaluation originated with the programme accreditation committees, the referees of scientific journals and research funding advisers.

The reliability of the experts' judgments, and their validity, is largely conditioned by the evidence (objective information) provided in the self-evaluation report and gathered by the external review panel itself, and also by the methodical use made of the *Guide to the external review*. As is pointed out in the guide, the general aim of the external review is the formulation of value judgments regarding the design, organisation and delivery of learning processes and the outcomes in relation to the units' goals, in order for their quality to be appraised and proposals made for measures for improvement.

The external review has a twofold aim:

– It must serve to guide and orientate institutions and degrees being reviewed in improving the level and quality of study programmes and associated degrees.

– It complies with the need to provide independent and rigorous information to students and society in general, who share an interest in the high quality of higher education.

Composition of the external review panels

Composition and profile of the external review panels

The **external institutional review panel** shall be made up of at least four persons: two academics, one professional and one methodologist. Their qualifications' profiles shall be as follows:

▪ One professor with extensive experience in teaching, research and administration (of higher education institutions), fundamentally in the Catalan higher education system.

▪ One expert in e-learning higher education, from a foreign university with prestige in the field of distance learning.

▪ One professional expert in e-learning education, outside of the scope of the university, with knowledge and experience in ICT application.

▪ One methodologist with experience in evaluating learning outcomes or institutional quality at the university level, who will act as an intermediary between the external institutional review panel and the external panels that review the degree programmes.

The **external panels that review the degree programmes** shall include the profiles of an academic, a professional and an expert in evaluation methodology, the qualifications' profiles of which are as follows:

- The academic profile shall be represented by a member of senior university teaching and research staff with recognised prestige, preferably from outside the Catalan higher education system. It is advisable for the person to have held a governing position in the university and to therefore be familiar with university administration. Experience in institutional evaluation processes is preferred.

- The professional profile shall be a graduate of the Open University (UOC) who is a professional with experience in the same field of work as the degree being evaluated. In terms of the profile, the professional must provide information on the latest requirements for qualified staff in industry or on professional practice associated with the corresponding degree programmes.

- The profile of the methodologist shall be a person with experience in evaluating learning outcomes or institutional quality at the university level. Knowledge of the field of e-learning education is preferred.

The members of the external review panels are appointed by the AQU Catalunya Management, with the prior knowledge of the degree or university. One of the reviewers holds the position of chairperson of the external panel.

The site visit

The external experts receive training on the virtual campus prior to the visit, so as to be able to make best use of the interviews, and passwords provided so that the virtual campus can be accessed prior to the actual site visit.

The visit is arranged beforehand and it will have a duration of two days. There is an interval of at least three weeks between the time when the self-evaluation report is received and the visit to the institution or unit. The visit itself starts with a meeting of the external review panel on the evening of the first day, the purpose of which is for each member to make an individual appraisal of the self-evaluation report and prepare the contents to be dealt with in each interview to be held. The interviews with the different groups start on the second day. The interviews held by each committee are as follows:

The external institutional review panel carries out interviews with:

1. the self-evaluation committee and/or the Board of Governors,
2. teaching staff,
3. technical staff,

4. studies communication and administration, and

5. directors of studies.

The external panels reviewing the degrees carry out interviews with:

1. the self-evaluation committee (face-to-face),

2. students (on-line),

3. teaching assistants: advisers and tutors (on-line),

4. graduates (face-to-face),

5. teaching staff on the degree programme itself (face-to-face), and

6. academic managers of the degree programme: directors of studies and programmes (face-to-face).

In both cases the visit ends with a meeting with the self-evaluation committee, where the external review panel orally presents a first draft of its report.

It is recommended that on-line interviews be made in advance in order to facilitate maximum participation.

Structure of the external report

The external review report is based on the external review panel's report and consists of the following subsections:

– Introduction: goals, composition of the external review panel, work schedule, incidents.

– Assessment of the self-evaluation process.

– The external review panel's assessment of each section in the protocol, including a justification of the value judgment (evidence on which it bases its assessment, etc.).

– General assessment: strong and weak points, conclusions and recommendations.

– Assessment of the external review process.

The external report, which is drawn up by the external review panel, is based on the institutional external report and the self-evaluation report on degrees. For example, the outcomes section will include the external institutional review panel's analysis of the planning and functioning of quality assurance mechanisms with regard to outcomes, which is followed by an assessment of whether the outcomes are in practice satisfactory for each degree programme assessed.

Reaction of the unit (degree)

An important characteristic of the institutional evaluation process is its transparency, and the possibility is thus open to the university to qualify the external report. This means that instead of there being a need for absolute agreement between the two committees, a formal mechanism is established whereby different lines of reasoning for the assessment can be put on record.

Once this stage has been completed, the external review panel's report is considered to be definitive and the external review stage comes to an end.

The final reports

The **university** that has been evaluated may, where appropriate, produce a report for its community, with the following characteristics:

- It is the self-evaluation committee that drafts this report using the self-evaluation report and the external report. This report contains a summary of the assessment of the different dimensions, the strong and weak points and essentially **the improvement plan for the degree programme, studies or institution in general**.

- This report shall be widely publicised among the members of the community and addressed to the university's quality committee. The report thereby fulfils the functions of:

  - Accountability of the development and results of the evaluation before a higher body.

  - Guaranteeing the degree community's commitment to carry out the improvement actions proposed in the report.

  - Ensuring the institution's commitment and support to the proposals for improvement.

AQU Catalunya will also prepare a report for outside information purposes (to society), the basis for which is the external review report. This report is submitted to the studies or institution for consideration and approved by the Agency's Quality Assessment Committee. Its content shall form part of the annual assessment report made public by AQU Catalunya.

Evaluation protocol

Scale of assessment:

a)   Highly positive   / Highly adequate   / Very coherent

b)   Positive   / Adequate   / Coherent

c)   Not very positive / Not very adequate   / Not very coherent

d)   Not at all positive / Inadequate   / Incoherent

0. The self-evaluation process

Key question:

Is the internal institutional evaluation process positive?

Highly positive	A	Positive	B	Not very positive	C	Not at all positive	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d
0.1. Attitude of the community with regard to the evaluation process				
0.2. Support and collaboration of the technical evaluation unit				
0.3. Internal process of preparing the report				
0.4. Actions to disseminate and promote participation in the evaluation process				
0.5. Level of the community's response to the process				
0.6. Overall assessment of the internal report				

1. Assessment of the quality of the evidence provided
2. Significant changes in relation to the previous evaluation process
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

NB: Details must be given of the composition of the self-evaluation committee, together with the number of meetings and work schedule.

1. Institutional mission and vision

1.1. Institutional mission

Key question:

Is the institutional mission specified in an appropriate way?

Highly appropriate	A	Appropriate	B	Not very appropriate	C	Inappropriate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d
1.1.1. Degree to which the institutional mission is defined				
1.1.2. Relevance of the mission in relation to the general social framework				
1.1.3. Publicising of the mission in an adequate format and using appropriate means				
1.1.4. Degree to which the mission is known				
1.1.5. Appropriateness of the mission's implementation in core/specific aims				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

1. Institutional mission and vision

1.1. Institutional mission

The mission is an organisation's aim or purpose.

The existence of the mission is meaningful in that it needs to be established whether online degree programmes actually play a role in helping the institution to achieve its stated purpose or not.

The mission also incorporates the distinctive elements that distinguish one institution from another.

> This section assesses the appropriateness of the mission. For the mechanisms providing evidence of its appropriateness (quality assurance mechanisms), see section 3.1.

Standards

- The mission — which is defined and documented — is relevant in relation to the general demands of the social framework.

- The mission is made public in due form, the university community knows about it, and it forms part of the institutional culture.

- The mission is implemented in core aims, which are then implemented with specific goals.

Evidence

- Explicit documentation (physical or electronic) of the mission and its implementation in core aims.

- Validation reports on the mission's relevance as regards the requirements for the context and characteristics of online degree programmes.

- Indicators of the degree to which the institutional mission is known, according to the different university group categories.

- The data in table 1, which provide evidence on the university's profile and its course of development over the last four years, can be used to check the evaluation of this section.

1.2. Institutional vision

Key question:

Is the institutional vision coherent and clearly defined in relation to the mission?

Very coherent	A	Coherent	B	Not very coherent	C	Incoherent	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d
1.2.1. Adequate explanation and documentation of the basic core aims by the institution				
1.2.2. Relevance and coherency of the core aims in relation to the mission				
1.2.3. Existence of an appropriately developed and documented strategic plan for the institution, in which the medium-term aims, goals and priorities are arranged.				
1.2.4. Appropriateness of the strategic plan to the mission and vision				
1.2.5. Adequacy of the structure and basic instrumental elements that enable the institution to run as online study/education institution				
1.2.6. Adequacy of the specific technical staff that support the running of the institution				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

1.2. Institutional vision

The vision is the role and position that the university seeks in a given period of time.

Vision here stands for the role and position to be acquired by the university in a given period of time. Specification of the vision means foretelling the desirable way for its development, which will help in the designing of required actions in order for this to be achieved.

> To assess the quality assurance mechanisms, see section 3.2.

Standards

- The **vision** is defined, documented and coherent with the mission in that it sets out the goals and actions established in the mission, with set dates.

- The institution has developed and documented a **strategic plan** based on the mission and vision, which structure the aims and goals in a rational way and establishes the medium term priorities.

- The strategic plan assures an environment where quality **online education** is provided, in terms of infrastructure and technology plan:

  – It establishes the structure and basic instrumental elements that enable it to run and develop as an online education institution.

  – It provides for and establishes the specific technical staff that ensure the running of the institution where online education is made available.

Evidence

- Explicit documentation (physical or electronic) on the vision and its implementation in relation to the aims and goals of the mission.

- Document in which the strategic plan is set out, which includes actions for the correct online development in the short and medium terms of the study programme.

- Functional diagram of the organisational structure that serves as the support system for online degree programmes.

- Number and details of the qualifications of technical staff in charge of the online delivery of the degree programme.

- The data in table 1, which provide evidence on the university's profile and its course of development over the previous four years, can be used to check the evaluation of this section.

2. System capacity

2.1. Students

Key question:

Are the mechanisms to attract and receive students adequate, and do they correspond to the characteristics of the institution?

Highly adequate	Adequate	Not very adequate	Inadequate
A	B	C	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d
2.1.1. Appropriateness of policies to publicise courses: informative measures and documents/material used, etc.				
2.1.2. Appropriateness of the informative actions and documents used for student reception				
2.1.3. Use of the information obtained on the needs of users and employers for updating the mission and vision				
2.1.4. Appropriateness of programmes offered to the needs of the users				
2.1.5. Appropriateness of the general student profile in relation to the mission and vision				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

2. System capacity

The system's capacity refers to all the elements that determine the development of the study programme in a particular way. In this respect, the content to be assessed by the self-evaluation committee comprises the following sections: 2.1. Students, 2.2. Teaching staff, 2.3. Infrastructure and 2.4. External relations.

To assess the quality assurance mechanisms for all these elements, see section 3.2.

2.1. Students

Standards

- The students receive information on the degree programme, including the admission requirements, registration and fees, books and other material, technical requirements and support services for study.

  > "Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering."

  > ENQA, 2005 (standard 1.7)[5]

- Prospectuses, advertising and admission materials clearly and accurately reproduce the programme and services made available to students.

- The studies offered correspond to the characteristics and needs of the students, as defined in the institution's mission and vision.

Evidence

- Studies on the characteristics of distance learning degree students and the specific needs of this type of student.

- Studies on the profile of students enrolled at the university.

- Publications (brochures, pamphlets, etc.) published by the university aimed at students in secondary education and new-entry students.

- Plan to attract and receive students on the degree programme and similar mechanisms (open days, education fairs, website, etc.).

---

[5] The standards and guidelines for quality assurance in the European Higher Education Area, drawn up by the European Association for Quality Assurance in Higher Education (ENQA), were adopted by 45 ministers responsible for higher education in the Bergen communiqué. Seven of these standards refer to internal quality assurance.

![AQU Agència per a la Qualitat del Sistema Universitari de Catalunya](logo)

2.2. Teaching staff

Key question:

Are teaching staff policies (recruitment, support, training, evaluation, promotion) adequate?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d
2.2.1. Appropriateness of the institution's regular teaching staff profile to the profile and types of teaching staff on distance learning programmes				
2.2.2. Coherency of the recruitment and hiring models with the profile and types of teaching staff				
2.2.3. Appropriateness of training policies in terms of teaching enhancement				
2.2.4. Appropriateness of the evaluation and teaching staff promotion systems to the institution's mission and vision				
2.2.5. Support systems for teaching staff (logistics, technical, etc.)				
2.2.6. Teaching staff's satisfaction with training and teaching enhancement policies				
2.2.7. Teaching staff's satisfaction with evaluation and promotion policies				
2.2.8. Teaching staff's satisfaction with support mechanisms for teaching staff				
2.2.9. Suitability of the type and volume of the institution's regular teaching staff in relation to its mission and vision				
2.2.10. Adequacy of research policies				
2.2.11. Teaching staff's satisfaction with research policies				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

2.2. Teaching staff

Standards

- The institution has established the profile and various types of regular teaching staff on its distance learning programmes, in accordance with which it sets the models for teaching staff recruitment and hiring.

- The teaching staff structure is adequate and totally qualified to deliver functioning learning programmes at the present time, give appropriate attention to the students and promote adequate levels of achievement in their learning.

  "Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports."

  ENQA, 2005 (standard 1.4)

- The institution has established the system for recruitment, hiring and professional development of its teaching staff, including models for training, evaluation and promotion.

- The institution provides teaching staff with technical support for the development of courses and there are support services connected specifically with online teaching.

Evidence

- Analysis of the suitability of the teaching staff structure bearing in mind the particular characteristics of distance learning programmes.

- Existence of documentation on specific transparent policies for teaching staff recruitment, selection and hiring.

- Existence of a teaching staff training plan at the university scale, such as the courses organised by the Institute of Educational Sciences[6] or an equivalent (with the number of participants). Mention of the budget allocation for training.

- Assessment plan: documentation on the assessment policy and explicit mechanisms (results of surveys of teaching staff). Mention of the budget allocation for teaching staff assessment.

- The teaching staff promotion plan.

---

[6] ICE

2.3. Infrastructure

Key question:

Is the infrastructure adequate for the development of the online degree programmes?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d
2.3.1. Degree to which the all-inclusive technology development plan is specified				
2.3.2. Updating of the system in relation to the technical requirements of distance learning programmes				
2.3.3. Suitability of infrastructure in relation to requirements				
2.3.4. Functionality of the infrastructure				
2.3.5. Level at which infrastructure is used				
2.3.6. Comparability of the online campus structure with other distance learning education systems at well-known and prestigious universities				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

2.3. Infrastructure

Standards

- The institution has analysed the infrastructure requirements to ensure sufficient coverage and has set up the required technical system for distance learning programmes.

- The institution has an all-inclusive fail-safe technology development plan, which includes:

  – Electronic security measures (password protection, encryption, back-up systems) to ensure both standards of quality and information integrity and validity.

  – A centralised system that provides support to the building and maintenance of the infrastructure for online education.

- The institution guarantees the infrastructure's level of functionality and promotes its appropriate use.

  "Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered."

  ENQA, 2005 (standard 1.5)

Evidence

- Plan for technological projects to develop its own distance learning programmes and technological innovation.

- Documentation of studies on the analysis of the particular needs of distance learning programmes.

- Indicators on the functionality and good use of infrastructure.

- Infrastructure plan that safeguards security, system reliability, service availability, etc.

2.4. External relations

Key question:

Are external relations adequate for the development of online degree programmes?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

See the scale of assessment on the first page of the protocol.

	a	b	c	d
2.4.1. Adequacy of the institutionalised system of external relations				
2.4.2. Level of relationship with other higher education institutions with online degree programmes				
2.4.3. Level of relationship with other higher education institutions				
2.4.4. Level of relationship with public institutions				
2.4.5. Level of relationship with industry in sectors associated with the institution's degree programmes				
2.4.6. Level of relationship with Spanish research institutes				
2.4.7. Level of relationship with international research institutes				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

2.4. External relations

Standards

- The institution has an established model for its external relations which states its basic strategic priorities.

- The institution guarantees the necessary support to promote relations with other institutions.

Evidence

- Existence of a model for external relations with the defined priorities and strategies for developing this.

- Documentation of studies on the analysis of the requirements regarding the external relations of distance learning programmes.

- Indicators: number of agreements, data on stays, etc.

- Indicators supporting the promotion and maintaining of relations with other institutions.

3. Quality assurance mechanisms

3.1. Institutional vision and mission

Key question:

Are planning and the functioning of quality assurance mechanisms adequate in relation to the institutional vision and mission?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d
3.1.1. Adequacy of the mission and vision's follow-up and review mechanisms				
3.1.2. Adequacy and functioning of the strategic plan's follow-up and review mechanisms (procedures used to establish what planned goals are achieved)				
3.1.3. Adequacy of the body and staff in charge of the follow-up and quality assurance				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

3. Quality assurance mechanisms

Quality assurance mechanisms refer to all the strategies and instruments that the institution implements to ensure the constant functioning of its processes. In this regard, the content to be assessed by the self-evaluation committee includes the following sections: 3.1. Institutional vision and mission, 3.2. System capacity (students, teaching staff, infrastructure and external relations), 3.3. Internal and external strategic position, 3.4. Learning outcomes and study programme, 3.5. Instruction design, 3.6. Learning assessment and 3.7. Outcomes (academic, professional and personal).

3.1. Institutional vision and mission

Standards

- The review mechanisms for the documentation and publicising of the mission ensure that it is relevant and achieved / ensure that it is updated in accordance with contextual requirements.

- The review mechanisms for the documentation and publicising of the vision ensure that it is relevant and achieved / ensure that it is updated in accordance with contextual requirements.

- The review mechanisms for the documentation and publicising of the strategic plan ensure that it is relevant and achieved / ensure that it is updated in accordance with contextual requirements.

    "Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.."

    ENQA, 2005 (standard 1.1)

Evidence

- Procedures for the periodic review of the mission, its monitoring and the analysis and updating of aims, and also for the renewal of publicity.

- Existence of procedures for the review of the strategic plan and the analysis and updating of the structure that provides service and support for e-learning activities.

3. Quality assurance mechanisms

3.2. System capacity

Key question:

Are the planning and functioning of the quality assurance mechanisms adequate in relation to the system's capacity?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d

Students

3.2.1. Mechanisms and strategies to find out about the needs of users and employers and consequently to define the student profile (target)				

Teaching staff

3.2.2. Mechanisms to review the profile and systems to ensure its adequacy				
3.2.3. Selection mechanisms				
3.2.4. Evaluation and promotion mechanisms				
3.2.5. Policies for teacher training and teaching enhancement				

Infrastructure

3.2.6. Mechanisms to analyse the functioning of infrastructure				
3.2.7. Mechanisms to review and upgrade infrastructure				

External relations

3.2.8. Mechanisms to review the institutional model for external relations				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

3.2. System capacity

Students
Standards

- Detection and definition of the required profile.

    – The institution has mechanisms (market surveys) to find out about the needs of the market and consequently define the student profile according to the sources detected.

- Knowledge of the real student profile

    – The institution has mechanisms to find out about and analyse the origin of its students.

Evidence

- Market studies on the sources where students come from.

- Studies on the profile of students enrolled at the university.

Teaching staff
Standards

- The institution has established mechanisms to review the profile and suitability of teaching staff.

Evidence

- Existence of procedures for the review of the teaching staff profile and policies for staff selection and professional development.

Infrastructure
Standards

- The institution has established procedures to analyse the functioning and use of infrastructure.

- The institution has established procedures and mechanisms to review and upgrade infrastructure.

Evidence

- Procedures to monitor the functioning of the plan for reviewing and upgrading infrastructure.

External relations
Standards

- The institution has established procedures to analyse the mechanisms of its relations, how they function, and for their review.

Evidence

- Existence of monitoring procedures on how the external relations model functions.

3. Quality assurance mechanisms

3.3. Internal and external strategic position

Key question:

Are the planning and functioning of the quality assurance mechanisms adequate in relation to the internal and external strategic position?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d
3.3.1. Internal information mechanisms (benchmarking, interdegree programmes, data on internal business, etc.)				
3.3.2. Mechanisms to make public data on external institutions (data on competitors and benchmarks)				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

3.3. Internal and external strategic position

Standards

- The review mechanisms for reviewing information on internal workings and administration ensure that it is relevant and updated.

- The review mechanisms of information on data from external institutions ensure that it is relevant and updated.

  "Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities."

  ENQA, 2005 (standard 1.6)

Evidence

- Procedures for the periodic review of information on internal workings and administration.

- Procedures for the periodic review of information on data from external institutions.

3. Quality assurance mechanisms

3.4. Learning outcomes and the study programme

Key question:

Are the planning and functioning of quality assurance mechanisms adequate in relation to the learning outcomes and study programme?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d

Definition of the learning outcomes

	a	b	c	d
3.4.1. Review mechanisms for the learning outcomes and the associated competences and goals				

Appropriateness of the study programme

	a	b	c	d
3.4.2. Review mechanisms for and updating of the study programme				
3.4.3. Review mechanisms for and updating of syllabi				
3.4.4. General procedures for evaluating the development of the programme				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

3.4. Learning outcomes and study programme

"Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards."

ENQA, 2005 (standard 1.2)

Definition of the learning outcomes

Standards

- Review mechanisms of the learning outcomes and associated competences and goals guarantee the adequacy of the profile and the continuous updating of the competences and goals associated with the profile.

Evidence

- Procedures for the periodic review of the learning outcomes.
- Studies on the skills and goals associated with the learning outcomes.

Appropriateness of the study programme

Standards

- The review mechanisms for the study programme guarantee that it is continuously reviewed and updated.
- The review mechanisms for syllabi ensure that they are updated.
- The general procedures for programme evaluation ensure that they are developed correctly.

Evidence

- Procedures for the periodic review of the study programme and syllabi and the analytical evaluation of the general development of the study programme.

3. Quality assurance mechanisms

3.5. Instruction design (I)

Key question:

Are the planning and functioning of quality assurance mechanisms adequate in relation to the instruction design?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d

Activity appropriateness

	a	b	c	d
3.5.1. Specification of review mechanisms and the updating of learning and evaluation activities				
3.5.2. Criteria and procedures to ensure the quality of external practices				

Organisation of the degree programme

	a	b	c	d
3.5.3. Mechanisms to find out about the specific needs of students				
3.5.4. Mechanisms to find out about the students' satisfaction concerning the organisation of administration and learning support				
3.5.5. Mechanisms to find out about the satisfaction of teaching and auxiliary staff regarding the organisation of administration and learning support				

Teaching methodology and student orientation and tutoring systems

	a	b	c	d
3.5.6. Mechanisms to find out about the teaching staff's satisfaction regarding the teaching methodology				
3.5.7. Mechanisms to find out about the level of student satisfaction with the teaching methodology and tutoring				
3.5.8. Level at which the student orientation system is specified				
3.5.9. Level at which the students know about the characteristics of the orientation system and the services that it provides				
3.5.10. Level at which the tutoring programme is specified				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

3.5. Instruction design (I)

"Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards."

ENQA, 2005 (standard 1.2)

"Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered"

ENQA, 2005 (standard 1.5)

Adequacy of activities

Standards

- The mechanisms for reviewing and updating learning and evaluation activities are appropriately fixed and specified.
- The external practices have established quality assurance criteria.

Evidence

- Specific procedures for the review of learning activities.
- Specific procedures for the review of the quality assurance criteria of external practices.

Organisation of the degree programme

Standards

- The institution has established mechanisms to gather and analyse information on detecting the students' specific needs, student satisfaction regarding the organisation of administration and support for learning, and the satisfaction of teaching and part-time staff regarding the organisation of administration and support for teaching.

Evidence

- Procedures to detect the specific needs of students.
- Procedures to find out about and analyse student satisfaction regarding the organisation of administration and support for learning.
- Procedures to find out about and analyse the satisfaction of teaching and part-time staff regarding the organisation of administration and support for teaching.

Teaching methodology and orientation and tutoring systems

Standards

- The institution has a specific orientation system that students know about.
- The institution has a tutoring programme that is properly documented.
- The institution has established efficient mechanisms to find out about the opinion of teaching staff regarding teaching methodology.
- The institution has established efficient mechanisms to find out about the level of student satisfaction with the teaching methodology and tutoring.

Evidence

- Procedures to find out about the opinion of teaching staff regarding teaching methodology.
- Procedures to find out about the level of student satisfaction with the teaching methodology and tutoring.
- Documentary evidence of the orientation plan and tutoring programme.
- Existence of a tutor referral system.
- Existence of an advisory teacher system.

3. Quality assurance mechanisms

3.5. Instruction design (II)

Key question:

Are the planning and functioning of the quality assurance mechanisms adequate in relation to the instruction design?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d

Technical set-up for instruction

	a	b	c	d
3.5.8. Mechanisms to check the quality of how the system functions				
3.5.9. Mechanisms to check the quality of the level of teaching staff satisfaction with how the system functions				

Interpersonal communications systems

	a	b	c	d
3.5.10. Mechanisms to check the frequency of contact between the different subjects				
3.5.11. Mechanisms to check the level of satisfaction with the facilities for interpersonal communications and how they work				
3.5.12. Mechanisms to review the functioning of interpersonal communications systems				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

3.5. Instruction design (II)

Technical set-up for instruction

Standards

- The institution has mechanisms to ensure that the quality of the system's functioning is checked.

- The institution has established mechanisms that ensure that the level of the teaching staff's satisfaction with the system's functioning is checked.

Evidence

- Procedures to check the quality of the system's functioning.

- Procedures to check the level of the teaching staff's satisfaction with the system's functioning.

Interpersonal communications systems

Standards

- The institution has efficient mechanisms to check the frequency of contact between the different subjects.

- The institution has mechanisms to ensure the periodic check of the level of satisfaction with the interpersonal communications facilities and how they work.

- The institution has mechanisms that ensure the periodic review of the way in which the interpersonal communications systems function.

Evidence

- Procedures to check the frequency of contact between the different subjects.

- Procedures to check the level of satisfaction with the interpersonal communications facilities and how they work.

- Procedures for the periodic review of the way in which the interpersonal communications systems function.

3. Quality assurance mechanisms

3.6. Learning assessment

Key question:

Are the planning and functioning of the quality assurance mechanisms adequate in relation to learning assessment?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d
3.6.1. Procedures to update assessment tests and strategies				
3.6.2. Mechanisms to check student satisfaction with the system of assessment				
3.6.3. Mechanisms to check the opinion of teaching staff regarding the system of assessment				
3.6.4. Specification and knowledge of the systems to appeal the results of assessment				
3.6.5. System for the institutional validation of non-classroom-based assessments				
3.6.6. Systems to review assessment methodologies				

1. Assessment of the quality of the evidence provided
2. Significant changes that have taken place in the last five years
3. Comments/clarifications regarding the assessment of indicators
4. Most significant strong points
5. Most significant weak points and possible explanations for why they exist
6. Direction of proposals for improvement/change

3.6. Learning assessment

Standards

- The institution has established procedures to ensure the periodic updating of assessment tests and strategies.

- The institution has established efficient mechanisms to check student satisfaction with the assessment system.

- The institution has established efficient mechanisms to check the opinion of teaching staff regarding the assessment system.

- The institution has specified appeal systems applicable to the results of assessment and ensures that they are disseminated.

- The institution has established systems to validate non-classroom-based assessments.

- Assessment methodologies are reviewed periodically to check their adequacy in relation to the type and nature of studies and any changes, and also to technological innovations incorporated into the system

  "Students should be assessed using published criteria, regulations and procedures which are applied consistently."

  ENQA, 2005 (standard 1.3)

Evidence

- Procedures for the periodic updating of assessment tests and strategies.

- Up-to-date studies on the quality of assessment tests and strategies.

- Procedures to check student satisfaction with the assessment system.

- Procedures to check the opinion of teaching staff regarding the assessment system.

- Existence and publicising of the appeal system applicable to the results of assessment.

- Established procedures for validating non-classroom-based assessments.

- Procedures to review and enhance the appropriateness of the assessment methodologies

3. Quality assurance mechanisms

3.7. Outcomes

Key question:

Are the planning and functioning of the quality assurance mechanisms adequate in relation to the outcomes?

Highly adequate	A	Adequate	B	Not very adequate	C	Inadequate	D

Indicators:

* See the scale of assessment on the first page of the protocol.

	a	b	c	d
Academic outcomes				
3.7.1. Mechanisms to gather information on the different rates and other information on academic outcomes				
3.7.2. Established procedures to periodically analyse the outcomes achieved according to the different rates				
3.7.3. Established procedures to generate actions for enhancement stemming from the analysis of academic outcomes				
3.7.4. Mechanisms to periodically check the level of teaching staff and student satisfaction with academic outcomes				
Professional outcomes				
3.7.5. Established system for external stakeholders to participate in the assessment of professional outcomes				
3.7.6. Mechanisms to gather and analyse information on the outcomes of graduate employment/short term improvement				
3.7.7. Mechanisms to gather and analyse information on the outcomes of graduate employment/medium term improvement				
3.7.8. Mechanisms to gather and analyse information on graduates' satisfaction with their university studies				
3.7.9. Procedures used to convert information on professional outcomes into actions to enhance the study programme				
Personal outcomes				
3.7.10. Mechanisms to systematically gather information on personal outcomes as expressed by graduates themselves on completing their studies				
3.7.11. Mechanisms to record information on personal outcomes as expressed by graduates themselves in the medium term following completion of their studies				
3.7.12. Mechanisms to gather information on the personal information expressed by employers				
3.7.13. Procedures to transfer personal outcomes to decision-making and enhancement of the study programme				

3.7. Outcomes

> "Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered."

<div align="right">ENQA, 2005 (standard 1.6)</div>

Academic outcomes

Standards

- The institution has established efficient systems to gather information on academic outcomes.

- The institution has established accurate systems to analyse academic outcomes.

- The institution has established procedures to generate improvements based on the analysis of the academic outcomes.

- The institution has established mechanisms to check the levels of teaching staff and student satisfaction with academic outcomes.

Evidence

- Procedures to gather information on academic outcomes.

- Procedures to analyse academic outcomes.

- Committees or another type of body responsible for designing improvement actions deriving from the analysis of the academic outcomes.

- Procedures to check the levels of teaching staff and student satisfaction with academic outcomes.

Professional outcomes

Standards

- The institution has established systems for the external stakeholders to participate in the assessment of professional outcomes.

- The institution has established procedures to gather and analyse information on graduate employment/short and medium term improvement.

- The institution has established mechanisms to gather and analyse information on graduates' satisfaction with their university studies.

- The institution has established efficient procedures to transfer information on professional outcomes so as to improve the study programme.

Evidence

- Procedures for external stakeholders to participate in the assessment of professional outcomes.

- Procedures to gather and systems to analyse information on graduate employment / short term improvement.

- Procedures to gather and systems to analyse information on graduate employment / medium term improvement.

- Established procedures to gather and analyse information on graduates' satisfaction with their university studies.

- Bodies in charge of transferring information on professional outcomes so as to improve the study programme.

Personal outcomes

Standards

- The institution has established procedures to gather information from graduates on their personal outcomes on completion of their studies.

- The institution has established procedures to gather information from graduates on their medium term personal outcomes.

- The institution has established procedures to gather information from employers on the graduates' personal outcomes.

- The institution has established bodies in charge of transferring information on professional outcomes so as to improve the study programme.

Evidence

- Procedures for gathering information on the personal outcomes of students on completing their studies.

- Procedures for gathering information on the medium term personal outcomes of students.

- Procedures for gathering information from employers on the personal outcomes of graduates.

- Bodies in charge of converting the information on personal outcomes so as to improve the study programme.