

SELF 2014

EVALUATION REPORT

APPLICATION
FORM
ENQA
MEMBERSHIP

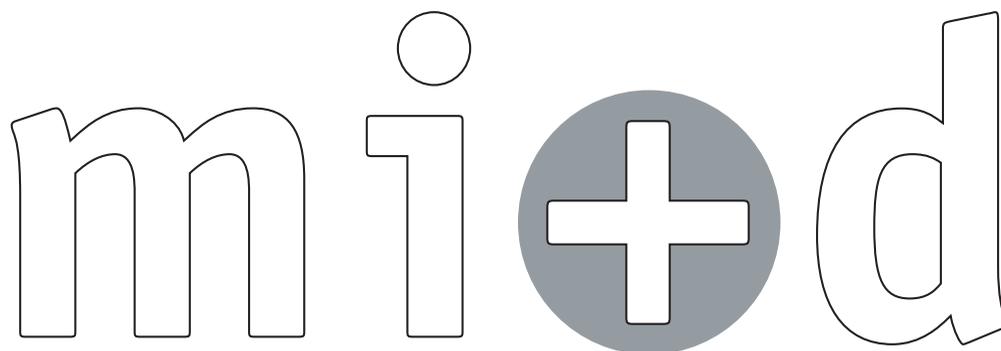
mi+d

fundación para el
conocimiento
madri+d

SELF 2014

EVALUATION REPORT

APPLICATION
FORM
ENQA
MEMBERSHIP



fundación para el
conocimiento
madri+d

index

OF CONTENTS

INTRODUCTION AND CONTEXT	6
chapter 1	
THE MADRID HIGHER EDUCATION SYSTEM	8
Legal Framework	9
chapter 2	
THE MADRID HIGHER EDUCATION SYSTEM	14
Presentation and history of Fundación para el Conocimiento Madrimasd	15
Structure of fmid	16
Activities of the Assessment and Accreditation Area	19
chapter 3	
ENQA CRITERIA REVIEW	26
Criterion 1 – Activities (ESG 3.1, 3.3)	27
Criterion 2 – Official status (ESG 3.2)	44
Criterion 3 – Resources (ESG 3.4)	46
Criterion 4 – Mission statement (ESG 3.5.)	53
Criterion 5 – Independence (ESG 3.6.)	55
Criterion 6 – External quality assurance, criteria and processes used by members (ESG 3.7)	58
Criterion 7 – Accountability procedures (ESG 3.8)	62
Criterion 8 – Consistency of judgements, appeals system and contribution to ENQA aims	68
chapter 4	
STRENGTHS AND AREAS FOR IMPROVEMENT	72
chapter 5	
SUPPORTING DOCUMENTS	76

chart index

chart 1	Number of students enrolled by University 2012/2013. Source: Advanced Statistics of University Students – 2012/2013 Academic Year. Ministry of Education	11
chart 2	Distribution of Approved Degrees in Universities of Madrid and the Rest of Spain. Advanced Statistics of University Students – 2012/2013 Academic Year. Ministry of Education	12
chart 3	Fmid Organization Chart	16
chart 4	Correspondence between ESG and fmid models	29
chart 5	Official programmes review cycle	45
chart 6	Evaluation and Accreditation Committee structure	47
chart 7	Fmid budget evolution	49
chart 8	Fmid headquarters premises plan	51
chart 9	fmid process flowchart	64

introduction and context

INTRODUCTION AND CONTEXT

Since 2010, the former Agency for Quality, Accreditation and Prospective of the Universities of Madrid, ACAP (which operated until 2013), and currently the Fundación para el Conocimiento Madrimasd, Fundación Madrimasd, hereafter referred to as “fmid”, have set out to prepare the organization of the European criteria for agencies of external quality assurance in Higher Education.

This report has been drafted in compliance with both the principles and tasks of this Foundation, and the European Standards and Guidelines for the Quality Assurance of Higher Education

By formally applying for membership of the European Association for Quality Assurance in Higher Education (ENQA), fmid aims at strengthening its mechanisms and reliability of its external quality assurance processes. The Foundation’s Articles of Association foresee that fmid shall be subjected to a periodic external evaluation process with the participation of international experts, at least every five years.

Moreover, the Spanish legal framework has limited the participation in the process for accreditation of official programmes to those Spanish agencies that have passed the external evaluation to become a full member of ENQA.

In order to meet those objectives, fmid has carried out an internal reflection to analyse and adapt all its procedures to the European principles. This has led to a reorientation both within the organization and in the achievement of fmid’s objectives as such. Some evidence of this transformation can be traced in actions such as the reinforcement of its Internal Quality Policy through the design and implementation of the Internal Quality Assurance System, the adaptation to the criteria demanded by ENQA with regard to the design and implementation of all its evaluation processes, and the students’ participation in most of the evaluation processes and in the Foundation’s international advisory board.

The present report gathers all the evaluation processes that the Fundación para el Conocimiento Madrimasd, formerly the ACAP, has developed since its creation, by analysing the level of compliance with the European Standards and Guidelines (ESG).

chapter 1

THE MADRID HIGHER EDUCATION SYSTEM

1. Legal Framework

National Legal Framework

While the Spanish legal framework grants the regional governments statutory powers on Higher Education¹, it is the national government's competence² to establish the basic legal setting for the development of Higher Education. Finally, the autonomy of universities is recognised by the Constitution³, as well as the promotion and general coordination of scientific and technical research by these.

The national Organic Act on Universities 6/2001, of 27 December, amended by the Organic Act 4/2007, of 4 April, features the regulations that lay down the responsibilities of universities, regional governments, and the national government regarding Higher Education.

The legal framework for the Madrid Higher Education System is established in article 29 of the Statute of Autonomy of Madrid (the legal framework of the Region), approved by Organic Act 3/1983, of 25 February. Under this Act, the Regional Government of Madrid is assigned the competence for the legislative development and execution of educational matters, at all levels and in all degrees, modalities and specialties, in line with article 27 of the Spanish Constitution and the aforementioned organic acts.

Quality Assurance in Higher Education

Quality assurance in the field of Higher Education is contained in the above mentioned Organic Act on Universities. Therein QA is defined as a key objective of Higher Education policies, and as an area of competence that corresponds to the Regional Governments. Thus, the responsibilities of evaluation, accreditation, and certification lie within the competence of the aforementioned bodies.

In compliance with the Organic Act on Universities, the Regional Government of Madrid created the Agency for Quality, Accreditation and Prospective of the Universities of Madrid (Act 15/2002, of 27 December), as the official accrediting body in the Region of Madrid.

The Agency for Quality, Accreditation and Prospective of the Universities of Madrid operated until 31 December 2013, after which all its activities were transferred to *Fundación para el Conocimiento Madrimasd*⁴. Thus *Fundación para el Conocimiento Madrimasd* has since been designated as the official body for the Higher Education assessment in the Region of Madrid.

¹ As stated in the Spanish Constitution and in the respective Statutes of Autonomy of the different regions.

² As set out in article 149 of the Spanish Constitution.

³ Article 27.

⁴ Decree 63/2014, of 29 May.

A National Agency, the ANECA, furthermore complements the activities developed by Spanish regional agencies (such as fmid). This National Agency for Quality Assessment and Accreditation of Spain is a Foundation the aim of which is to provide external quality assurance for the Spanish Higher Education system and to contribute to its constant improvement through evaluation, certification and accreditation. ANECA is the designated body for monitoring the ex-ante assessment of tenured professors⁵. Moreover ANECA is the official accrediting body for programmes and teaching assessment in the regions in which there is no regional agency.

The Madrid Higher Education System

The Region of Madrid, located in the central area of Spain, holds a total of fifteen universities in its territory, i.e. 18% of the country's universities. Most of the universities of Madrid feature a long tradition and rich history. E.g. it is worth mentioning that the Universidad Complutense de Madrid and the Universidad de Alcalá, founded in 1293, are among the oldest in Europe.

Of these fifteen universities which make up the Madrid Higher Education System six are public:

- Universidad de Alcalá.
- Universidad Autónoma de Madrid.
- Universidad Carlos III de Madrid.
- Universidad Complutense de Madrid.
- Universidad Politécnica de Madrid.
- Universidad Rey Juan Carlos.

The other nine are private:

- Universidad Alfonso X El Sabio.
- Universidad Antonio de Nebrija.
- Universidad Camilo José Cela.
- Universidad a Distancia de Madrid.
- Universidad Europea de Madrid.
- Universidad Francisco de Vitoria.
- Universidad San Pablo CEU.
- Universidad Pontificia Comillas de Madrid.
- Universidad para la Tecnología y la Empresa⁶.

⁵ With the status of civil servants, such as *Catedrático* and *Profesor Titular*.

⁶ As a newly established university, there were no students enrolled during the 2013-2014 academic year.

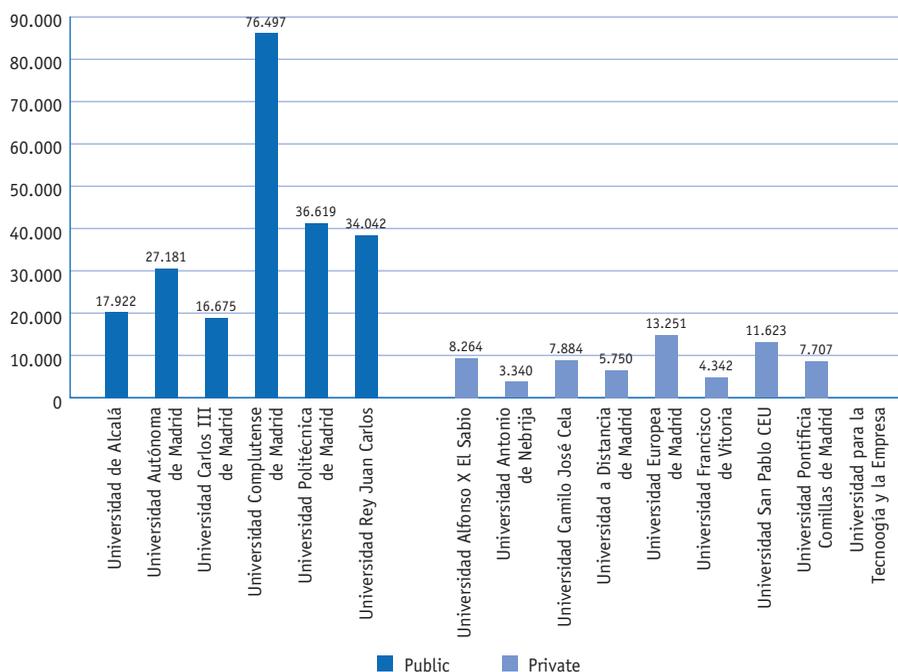
This large university network has granted access to Higher Education to 271.097 students in the Region of Madrid during the academic year 2012-2013⁷. This is a 17% of the total students enrolled in all the universities of Spain.

The distribution of students enrolled in the Region of Madrid during the aforesaid academic period was:

- 208.936 in public universities and their affiliated centres.
- 56.411 in private universities and in those of the Catholic Church.
- 5.750 in the Universidad a Distancia de Madrid (UDIMA)⁸.

CHART 1

Number of students enrolled by University 2012/2013



Source: Advanced Statistics of University Students – 2012/2013 Academic Year. Ministry of Education.

Furthermore, the Madrid Higher Education System features the highest percentage of students coming from other areas of the country, as well as international students, especially Latin Americans and Europeans. 29% of the total number of students enrolled in Madrid comes from

⁷ Advanced Statistics of University Students – 2012/2013 Academic Year. Ministry of Education.

⁸ The data referring to UDIMA are presented separately, since this is a distance learning institution.

outside the region. As for students coming from other countries, the percentage in Madrid is 7.1% of the total⁹.

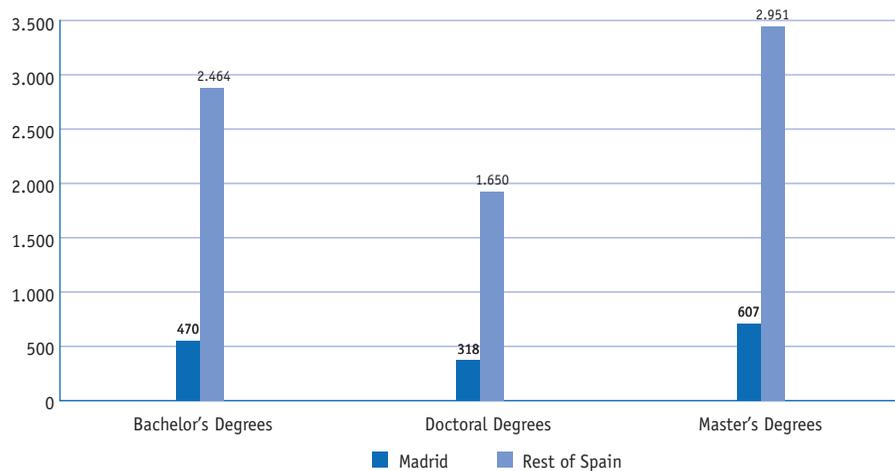
According to the latest data published by Eurostat¹⁰, the population in Higher Education (including the Bachelor, Master, and Doctoral degree cycles) in the 27 European Member States reaches approximately 20 million students. The United Kingdom, Germany, France, Poland, Italy, and Spain are the countries with the highest number of students (all above two million each, except for Italy, with approximately 1.93 million, and Spain, with approximately 1.97 million). This means that more than 50% of the total number of students in the European Union is enrolled in Higher Education Institutions in these six countries.

The convergence and adaptation processes of programmes at the universities of Madrid to the guidelines of the European Higher Education Area had begun in the academic year 2008-2009. By 2013-2014 the universities ceased to offer the programmes previous to the system of European Convergence. This means that currently all students who access a university will find themselves in the new education system that has been designed according to the guidelines established by the European Higher Education Area.

The total number of official programmes offered by the different universities of Madrid during the academic year 2012-2013, including Bachelor and Master degrees, were 1077. Among these, 470 were Bachelor degrees, while the remaining 607 were Master degrees. As for the doctoral level, Madrid has 318 approved programmes from the 1650 that are currently approved in Spain.

CHART 2

Distribution of Approved Degrees in Universities of Madrid and the Rest of Spain



Source: Advanced Statistics of University Students – 2012/2013 Academic Year. Ministry of Education.

⁹ Advanced Statistics of University Students – 2012/2013 Academic Year. Ministry of Education.

¹⁰ Eurostat: <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&plugin=1&language=en&pcode=tps00062>

With regard to the teaching staff, the current total number of university lecturers and professors in the Region amounts to 22.845¹¹. 76.0% are employed by public universities, out of which 49.65% are tenured with the status of civil servants, while 50.35% are lecturers under different categories. The percentage of PhD holders among all of them is 65.1%.

Madrid hosts four of the sixteen Campuses of International Excellence (CEI) created in Spain (University Strategy 2015, launched in 2008 by the Spanish government), converting the region into the driving force in knowledge development in strategic research areas, such as nanoscience and materials for the future, biology, innovative medicine, engineering, information and communication technologies, global change and new energies, etc.

¹¹ Spanish Integrated System of University Information (SIIU). <https://www.educacion.gob.es/siiu>

chapter 2

FUNDACIÓN PARA EL CONOCIMIENTO
MADRIMASD

1. Presentation and history of *Fundación para el Conocimiento Madrimasd*

Fundación para el Conocimiento Madrimasd (madi+d, fmid) is a non-profit organization established in 2002¹² on the initiative of the Regional Government of Madrid. Its objectives are strengthening and coordinating the Madrid R&D Regional System¹³ through joint projects and actions in the areas of:

- Technology-based entrepreneurship.
- Technology transfer.
- European Research Area.
- Science and Society.
- Quality of the Higher Education System.

Fmid aims at promoting the development of science and technology knowledge and culture (with the help of its web portal www.madrimasd.org), enhancing technology innovation and consolidating joint actions between the scientific and business communities, supporting technology transfer and commercialization activities, developing a framework to encourage start-ups from R&D projects, fostering the participation in European R&D programmes, and improving the quality of the Higher Education system in the Region of Madrid.

Fmid actively participates in European programmes and projects and is involved in European networks like EBN, EBAN, ERAWATCH, EURAXESS, and ENTERPRISE EUROPE NETWORK.

Towards the end of 2013, the Agency for Quality, Accreditation and Prospective of the Universities of Madrid, ACAP, was absorbed into fmid. Thus the activities related to evaluation, certification and accreditation of institutions, programmes, and individuals of the Madrid Higher Education System were taken over by fmid.

The merger of the two institutions was reflected in the revision of the fmid Articles of Association, approved on 20 December 2013, in the meeting of the Board of Trustees, and endorsed by the publication of the Decree 63/2014, of 29 May, which designates the *Fundación para el Conocimiento Madrimasd* as the official assessment body for the Madrid Higher Education System. The updated mission of fmid in the new Articles of Association reflects the expansion of the Foundation's mandate:

“The Foundation’s goal is to contribute to converting the quality in Higher Education, science, technology and innovation into a key element in the competitiveness and wellbeing of the citizens”.

¹² On 25 April, by Decree 63/2002.

¹³ Madi+d is a network of 47 institutions including universities, public research bodies and business organizations.

Before the merger, ACAP and fmid shared the leadership team. Since then fmid has taken over from ACAP most of the staff, leadership, activities, procedures, and resources, even the headquarters premises.

Therefore the current *Fundación para el Conocimiento Madrimasd* can be considered the successor of ACAP.

As a public foundation, fmid is subject to Royal Decree 1337/2005 of 11 November, which establishes the national regulation for foundations, and the Act on Foundations 1/1998 at the regional level in Madrid.

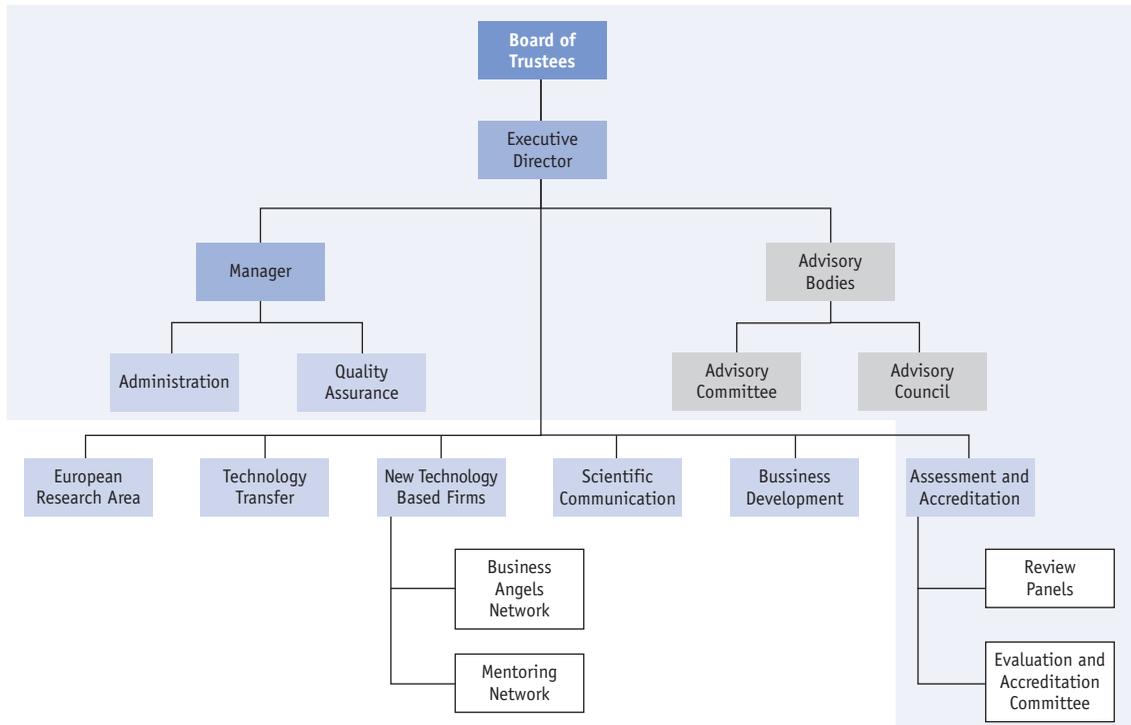
2. Structure of fmid

Organizational Chart

The structure of fmid is described in the organization chart shown below. Highlighted in light blue are the parts of the organization that are related to the activities of evaluation of quality in Higher Education.

CHART 3

Fmid Organization Chart



Details on human resources and technical bodies, namely Review Panels and the Evaluation and Accreditation Committee, are provided under Criterion 3 – Resources.

Governing Bodies

The Board of Trustees, the Executive Director and the Manager are the governing bodies of fmid. All these bodies are described in detail under the Articles of Association of fmid.

The Board of Trustees

The Board of Trustees is the governing body of fmid. Its competence extends to all matters related to either governance or management of the Foundation. The Executive Director has been endowed with all the powers in the organization, except for the approval of the Annual Accounts and Budget, the approval of the Annual Action Plan, the modification of the Articles of Association, the merger and closure of the Foundation, and those other matters that require the authorization of the Foundation's Protectorate¹⁴ and those that remain in the Board of Trustees.

Its composition is regulated in the Articles of Association:

- The Regional Minister for Higher Education.
- A representative from the Regional Ministry with legal competences in Higher Education, appointed by the Regional Minister.
- A representative from the Regional Ministry with legal competences in innovation, appointed by the Regional Minister in charge.
- A representative designated by the Madrid Confederation of Employers and Industries (CEIM), according to their charter.
- Up to two representatives from the Universities of Madrid, nominated by the Madrid Higher Education Council, and appointed by the Regional Minister for Higher Education.
- Up to three experts of proven experience in the areas related to the Foundation's aims, designated by the Regional Minister for Higher Education.
- Up to four additional persons of recognised prestige in the areas related to the goals of fmid.

The Board of Trustees meets periodically, at least twice a year.

¹⁴ The Foundation's Protectorate is the legal authority that ensures that foundations comply with the law.

The current composition is:

- Regional Minister for Higher Education: Ms. Lucía Figar de Lacalle (President of fmid).
- General Director of Universities (Madrid Regional Government): Ms. Rocío Albert López-Ibor.
- General Director of Economy, Statistics and Innovation (Madrid Regional Government): Mr. Pablo Abejas Juárez.
- Secretary General of CEIM: Ms. Sol Olábarri Cervantes.
- Mr. José Eugenio Martínez Falero (Vicepresident of fmid), Full Professor of the Universidad Politécnica de Madrid, former President of ACAP.
- Mr. Jesús Andreu Ardura, General Director of Fundación Carolina.

Executive Director

The Executive Director is designated by the Board of Trustees and must be a person of recognised professional prestige in the areas of the Foundation's scope.

The Executive Director is endowed with all of the powers corresponding to the Board of Trustees, as mentioned above.

Manager

The Manager is designated by the Executive Director of fmid, and must be a qualified expert for the position.

His duties, under supervision of the Executive Director, are:

- Managing and coordinating the general services of fmid, in particular administrative, financial, economic and legal issues. Likewise he/she is responsible for the financial and economic control of fmid.
- Preparing the draft of the annual budget and accounts.
- He/she is responsible for human resources, the adoption of corporate responsibility policies, health and safety at work, gender equality, and work-life balance.
- Coordinating and supervising the use of premises, technical facilities, and equipment, in particular their maintenance, renewal and adaptation to legal requirements. Establishing quality policies at all levels in fmid.
- Coordinating the work of each unit, in order to achieve efficient performance in quality, service and costs, taking economic control of each project and activity of fmid.

Advisory Bodies

Advisory Committee on Higher Education Quality

The Advisory Committee is an international advising body, the aim of which is to assess fmid's activities, to suggest the organisational innovations that, based on the experiences of other advanced university systems, may be included in the Higher Education institutions of Madrid, and to propose actions of quality improvement for the University System of Madrid.

It consists of a maximum of nine independent, international experts of recognised prestige in the academic and scientific fields. Among them there is one student.

Advisory Council in University Quality of the Region of Madrid

The Advisory Council is a regional advising body, the aim of which is to assess fmid's operation and activities, to suggest the organisational innovations based on the knowledge and experience of the most relevant institutions related to the University system of the Region of Madrid.

The Advisory Council is comprised of representatives of the Government of the Region of Madrid, the public Universities of Madrid, the Social Council of the public Universities of Madrid, the private Universities and experts in evaluation, accreditation, prospective and quality.

3. Activities of the Assessment and Accreditation Area

In the field of Higher Education quality assessment, fmid's mandate according to the Articles of Association is to "contribute to the improvement of Higher Education through evaluation and other reports leading to the accreditation and certification of quality in the Higher Education field, as well as performance measurements of the public Higher Education service pursuant to objective procedures and transparent processes, considering the Spanish, European, and international settings."

This general definition is deployed every year in an Annual Action Plan, which is approved by the fmid Board of Trustees, and which features a detailed programme of activities for each area of the organization.

The most relevant activities related to the Assessment, Certification and Accreditation in Higher Education carried out by fmid are listed below.

Accreditation of Official Programmes

The accreditation of official programmes in Spain is a process in three stages:

- “Verification” is an ex-ante evaluation. The university proposes a project previous to the authorization and implementation of the programme. The National Quality Assurance and Accreditation Agency of Spain (ANECA), attending to the current legal framework (Royal Decree 1393/2007, of 29 October, modified by the Royal Decree 861/2010, of 2 July), carries out this evaluation.
- “Monitoring” is a follow-up evaluation. The aforementioned national legal framework establishes that once a programme has been authorised, the accrediting official body (fmid) will monitor the completion of the project contained in the curriculum (project) approved.

To that end, fmid assesses the implementation of the programme according to the commitments made in the Verification process. The Monitoring process serves as a medium term evaluation and is a tool for the improvement, specially referred to the internal quality assurance system, transparency and accountability.

- “Accreditation Renewal” is the ex-post evaluation, including an on-site visit that takes place 4 or 6 years (Master or Bachelor degrees, respectively) after the programme has been verified (Verification). This evaluation is carried out by fmid.

Fmid carries out the Monitoring and Accreditation Renewal processes.

The implementation of these activities takes place in coordination with the Network of Spanish Quality Agencies (Red Española de Agencias de Calidad Universitaria, REACU) and the national agency ANECA.

The DOCENTIA Programme

In March 2007 the Agency for Quality, Accreditation, and Prospective of the Universities of Madrid (ACAP) and the National Agency for Quality Assessment and Accreditation (ANECA) signed a cooperation agreement for the development of an assessment programme of the teaching activity, DOCENTIA. The objective of this programme is to provide a frame of reference, a model, and several procedures that allow tackling the assessment of the teaching activity in universities.

DOCENTIA has been designed according to the European Standards and Guidelines for Quality Assurance, with the aim to guarantee compliance with criteria 1.4, by which Higher Education institutions must provide themselves with means to ensure that their teaching staff is qualified and competent in teaching. Likewise, the programme’s design includes an external assessment of the model; a monitoring phase of the implementation, and a certification phase with an external visit.

“Ex-Ante” Faculty Assessment for Their Subsequent Hiring by the Universities of Madrid

The current Spanish law (Organic Act 6/2001, of 21 December, modified by the Organic Act 4/2007, of 12 April, on Universities) establishes a series of assessment mechanisms for those candidates who plan to apply for a position as university lecturer.

Upon request from the Regional Ministry of Education, fmid carries out the evaluation of candidates for lecturer positions. This evaluation is valid in the Madrid Region only. The national agency ANECA provides a national evaluation (valid throughout the country).

Evaluation Prior to the Establishment of the Higher Education in the Arts

The Organic Act 2/2006, of 3 May, on Education, specifically in its articles 54 and 58, regulates Higher Education in the arts. Thus postsecondary education in music and dance, in performing arts, in preservation and restoration of cultural heritage, and in design and visual arts, are described as Higher Education.

The regulation establishes that both the definition of the programme and the evaluation of its teaching will take place within the context of the European Higher Education Area, and will be structured under the Bachelor and Graduate Degree cycles. Furthermore, as a previous step to their standardization by the Ministry of Education, Culture, and Sports, the Master programmes will have to be evaluated by an external assessment agency, in compliance with the established protocols. Fmid, and previously ACAP, is the external assessment body for the Regional Government of Madrid, endowed with the competence to assess these study programmes.

Cooperation with International Sectorial Accreditation Programmes

In order to promote cooperation with other international accreditation agencies, fmid has signed cooperation agreements (memorandum of understanding) with renowned entities specialised in sectorial accreditations.

The Madrid universities, keen to offer more internationally recognised programmes, are asking for this kind of cooperation and the support of fmid. In addition, this cooperation is most fruitful for fmid, providing an opportunity to become acquainted with other accreditation systems and to learn more about them.

The role of fmid is to serve as a bridge between the universities and the former agency, both to help them understand how the process works, and to serve as an interface between both institutions. Besides, fmid usually participates in the process with one or more observers, in order to train them as future experts in these processes.

Framework Cooperation Agreement with the National Architectural Accreditation Board (NAAB)

Among the most internationally prestigious sectorial accreditation entities in the field of Architecture studies is the NAAB. Based in Washington, it was established in 1975 by following a model that is especially based on self-assessment and the learning results acquired by students.

The NAAB focuses its mission on “Developing and maintaining an accreditation system in the training of professionals in Architecture that responds to the needs of the society, and that allows the institutions to evolve according to their own needs, in an environment where the resources and circumstances are in perpetual change.”

A Memorandum of Understanding was signed in 2014 between fmid and the NAAB in order to further the cooperation between the two organizations with the signing of a first Memorandum of Understanding between NAAB and ACAP.

Framework Cooperation Agreement with the Accreditation Board for Engineering and Technology (ABET)

This sectorial accreditation entity based in the United States of America has a long international record and a great prestige in the accreditation of programmes related to engineering and technology in general. This cooperation agreement between both institutions, signed on 26 January 2009¹⁵, has led fmid to promote the assessment system designed by ABET among the Universities of Madrid.

Framework Cooperation Agreement with the Association of Collegiate Business Schools and Programs (ACBSP)

This sectorial accreditation entity based in the United States of America, ACBSP, was created in 1988 with the objective to carry out an accreditation specialised in the field of business management and administration, addressed to universities and Business Schools. The intended

¹⁵ That MoU was signed by ACAP and is now in the process of being updated with fmid.

accreditation is based on the institution's mission to specifically recognize the quality of teaching and its learning outcomes.

A Memorandum of Understanding between The Association of Collegiate Business Schools and Programs and ACAP was signed on 27 April 2010. The signature for the update between fmid and ACBSP will take place in the near future.

Framework Cooperation Agreement with the American Bar Association (ABA)

In the United States of America, the Association has the competence to issue activity licenses for any centre that plans on teaching a Law degree programme, but it also has among its objectives to promote a quality education in the teaching of Law.

The cooperation established between fmid and ABA was formalized through the signing of a cooperation agreement on 12 March 2009, by which the cooperation and exchange of action lines for the accreditation of Law programmes were established.

Dissemination Actions in the Field of Quality in Higher Education

Organization of seminars and Meetings

On a regular basis fmid organises seminars and meetings to encourage discussion and exchange of views in the field of Higher Education quality. With the involvement of other agencies, stakeholders, and experts, these initiatives contribute to the continuous improvement of fmid.

In addition to that, these events are opportunities to let stakeholders know what the Foundation is doing, by informing them about future plans, achievements, and trends.

Organization of Training Activities

The organization of training activities is one of the activities that fmid develops in two ways with two objectives:

- Dissemination of the quality policy and the current trends in the accreditation processes. These are typically training activities addressed specifically to professors and quality professionals at the universities of Madrid.

- Training of independent professionals who participate in the assessment processes carried out by fmid.

Here the training focuses on the explanation of the assessment systems designed by fmid, in which these professionals are going to participate as external reviewers. The essential objective of these training courses is to achieve increased consistence in the judgements that are going to be issued. They comprise a practical training module for the use of the computer tools that provide support in the assessment processes. This training was originally intended for academics only, yet since recently it is also addressed to students, as they are now participating in the process.

Dissemination of Studies and Reports

Another activity by which fmid has endeavoured to disseminate the new criteria designed within the framework of the European Higher Education Area, as well as to inform the society about the status of specific issues in the university system of Madrid, has consisted in promoting studies and reports.

These studies have been carried out either on fmid's staff's initiative or upon request from the universities, provided that a need to promote a particular study has been identified or agreed upon by this agency.

All the studies are made public on fmid's web site, and they may be consulted by everybody who wishes to access them.

chapter 3

ENQA CRITERIA REVIEW

Criterion 1 – Activities (ESG 3.1, 3.3)

Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.

The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

The external quality assurance activities may involve evaluation, review, audit, assessment, accreditation or other similar activities and should be part of the core functions of the member.

ESG 2.1. Use of internal quality assurance procedures

STANDARD

External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

GUIDELINES

The standards for internal quality assurance contained in Part 1 provide a valuable basis for the external quality assessment process. It is important that the institutions' own internal policies and procedures are carefully evaluated in the course of external procedures, to determine the extent to which the standards are being met.

If Higher Education institutions are to be able to demonstrate the effectiveness of their own internal quality assurance processes, and if those processes properly assure quality and standards, then external processes might be less intensive than otherwise.

The assessment of Higher Education programmes models adopted by fmid takes into account the effectiveness and utility of the internal quality assurance systems of the institutions evaluated.

In particular, the Monitoring process comprises two dimensions and fourteen elements for the evaluation. The University must elaborate a self-report in which it analyses the development of the programme with the help of the data provided by its internal quality assurance system. The elements that must be included in this self-report are:

Dimension – Public information

- Description of the degree.
- Competences.
- Student access and admission.
- Programme description.
- Academic staff.
- Infrastructure and services.

Dimension - Qualitative analysis

- Internal quality assurance system.
- Analysis of quantitative indicators.
- Outcomes provided by the internal quality assurance system.
- Recommendations.
- Modifications.
- Strengths.
- Overall analysis of the situation.

The Accreditation Renewal includes an external assessment visit to the university. A negative report implies the loss of the “official” condition of the programme. Seven criteria are assessed in this process:

- Organization and development of activities.
- Information and transparency.
- Internal quality assurance system.
- Academic staff.
- Infrastructure and services.
- Learning outcomes.
- Indicators of performance and satisfaction.

As foreseen in the Spanish legal framework, the Higher Education Studies in Arts are going through an ex-ante evaluation, similar to the Verification process for the rest of programmes. The following elements are assessed by fmid for any Masters programme:

- Description of the degree.
- Rationale behind the degree.
- Competences.
- Student access and admission.
- Programme description.
- Academic staff.
- Infrastructure and services.
- Learning outcomes.
- Estimated implementation calendar.

In the DOCENTIA institutional evaluation scheme, which supports universities in designing an internal quality assurance process for the evaluation of their teaching staff prior to accreditation by fmid, the quality assurance of the teaching activities of university academic staff is assessed.

The following chart shows the correspondence between the ESG Part 1 requirements and the assessment models implemented by fmid.

CHART 4

Correspondence between ESG and fmid models

ESG	PROGRAMME EVALUATION			INSTITUTIONAL EVALUATION			PERSON EVALUATION
	UNIVERSITY PROGRAMMES		HIGHER EDUCATION IN ARTS	DOCENTIA			TEACHING STAFF ACCREDITATION
	MONITORING	ACCREDITATION RENEWAL		MODEL APPROVAL	MONITORING	MODEL CERTIFICATION	
1.1. Policy and procedures for quality assurance	•	•		•	•	•	•
1.2. Approval, monitoring and periodic review of programmes and awards	•	•	•				
1.3. Assessment of students	•	•	•	•	•	•	
1.4. Quality assurance of teaching staff	•	•	•	•	•	•	•
1.5. Learning resources and student support	•	•	•				
1.6. Information systems	•	•	•	•	•	•	
1.7. Public information	•	•	•	•	•	•	

SUPPORTING DOCUMENTS

1.1.1	Web site (www.madrimasd.org/acreditacion)
1.1.2	Royal Decree 1393/2007, of 29 October, modified by the Royal Decree 861/2010, of 2 July
1.1.3	DOCENTIA Guide for Certification
1.1.4	Higher Education in the Arts Evaluation Protocol
1.1.5	Framework Document for Official Degrees Monitoring
1.1.6	Accreditation Renewal Protocol

ESG 2.2. Development of external quality assurance processes

STANDARD

The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including Higher Education institutions) and should be published with a description of the procedures to be used.

GUIDELINES

In order to ensure clarity of purpose and transparency of procedures, external quality assurance methods should be designed and developed through a process involving key stakeholders, including Higher Education institutions. The procedures that are finally agreed should be published and should contain explicit statements of the aims and objectives of the processes as well as a description of the procedures to be used.

As external quality assurance makes demands on the institutions involved, a preliminary impact assessment should be undertaken to ensure that the procedures to be adopted are appropriate and do not interfere more than necessary with the normal work of Higher Education institutions.

Fmid performs its external quality assurance processes taking into account the following:

1. The national and regional legal framework on Higher Education.
2. The interaction with relevant stakeholders.

On the one hand, the Advisory Council in Higher Education Quality of the Region of Madrid is the main entity for the interaction mentioned under point two, providing advice on any evaluation process fmid is planning to implement. On the other hand, fmid fosters regular communication with the Madrid universities and their quality units, so to ease this process.

Moreover, the Foundation is in close coordination with the Network of Spanish Quality Agencies (Red Española de Agencias de Calidad Universitaria, REACU), the national agency ANECA and the Regional Government, among others.

The design and implementation of a new assessment model is managed as a pilot project under the IQAS, according to the procedure P001 Design of evaluation models for education quality. A Monitoring File is created in order to schedule and monitor the project. This procedure establishes that the following elements must be taken into account in a project design:

- Aims and objectives.
- Applicant, if applicable.
- Object to be assessed.
- Initial requirements.
- Supporting documents.
- Project manager, a member of fmid staff.

The duties related to the model design are developed by an experts' working group, under the supervision of the project manager. Fmid has established that as of 2014 the working group in charge of developing new models will be set up by the Evaluation and Accreditation Committee.

The structure of an assessment model contains the aims and objectives, the purpose, the object to be assessed, standards and guidelines, and the evaluation protocol and criteria.

Once the draft of the model is outlined it will be reviewed by the Advisory Council in Higher Education Quality of the Region of Madrid, prior to the formal approval by the Executive Director of fmid. The approved procedures, evaluation protocols and guidelines are published in fmid's web before the evaluation processes start, as well as the setting up of the evaluation bodies.

Typically, the implementation of a new model comprises a pilot application on a limited universe of assessment subjects, which allows detecting strengths and weaknesses of the process.

Concretely, during the renewal of the accreditation of degrees, a pilot experience has been carried out which has helped to improve the procedures and to adapt them accordingly to the needs of the process.

After the end of the pilot application, a meta-evaluation is performed taking into account the commentaries and suggestions of all parties involved in order to improve the model in terms of effectiveness, achievement of the objectives of the process, and efficiency, optimization of resources employed by fmid and the assessed entity.

SUPPORTING DOCUMENTS

1.2.1.	Web site (www.madrimasd.org/acreditacion)
1.2.2	DOCENTIA Guide for Certification
1.2.3	Higher Education in the Arts Evaluation Protocol
1.2.4	Framework Document for Official Degrees Monitoring
1.2.5	Accreditation Renewal Protocol
1.2.6	Minutes of the Advisory Council in Higher Education Quality of the Region of Madrid
1.2.7	P001 Design of evaluation models for education quality
1.2.8	PE04 Evaluation and Accreditation Committee

ESG 2.3. Criteria for decisions

STANDARD

Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

GUIDELINES

Formal decisions made by quality assurance agencies have a significant impact on the institutions and programmes that are judged. In the interests of equity and reliability, decisions should be based on published criteria and interpreted in a consistent manner.

Conclusions should be based on recorded evidence and agencies should have in place ways of moderating conclusions, if necessary.

Fmid disseminates protocols and criteria, and other complementary documentation developed for any assessment process. These are published on fmid's web site before the process starts.

In the programme accreditation processes, three different panels or committees are involved consecutively before issuing the final report, to help ensure that the reports are both balanced and consistent. Each of these committees acts at a higher level than the previous one, and checks out a larger number of programmes, so that the perspective gradually becomes more general:

- Review panel, one per school, which evaluates from three to four programmes on average.
- Branch Committee, which prepares provisional reports (subject to appeal). There are five committees, one per field of knowledge, as described in Criterion 3- Resources (ESG 3.4), and they handle reports from the review panels in the particular domain, along with other supplementary pre-existing reports and complementary information.
- The Plenary Meeting of the Evaluation and Accreditation Committee. The institution may appeal to the plenary of this Committee, that reviews and issues final reports.

SUPPORTING DOCUMENTS

1.3.1	Web site (www.madrimasd.org/acreditacion)
1.3.2	DOCENTIA Guide for Certification
1.3.3	Higher Education in the Arts Evaluation Protocol
1.3.4	Framework Document for Official Degrees Monitoring
1.3.5	Accreditation Renewal Protocol
1.3.6	PE04 Evaluation and Accreditation Committee

ESG 2.4. Processes fit for purpose

STANDARD

All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.

GUIDELINES

Quality assurance agencies within the EHEA undertake different external processes for different purposes and in different ways. It is of the first importance that agencies should operate procedures which are fit for their own defined and published purposes.

Experience has shown, however, that there are some widely-used elements of external review processes which not only help to ensure their validity, reliability and usefulness, but also provide a basis for the European dimension to quality assurance.

Amongst these elements the following are particularly noteworthy:

- insistence that the experts undertaking the external quality assurance activity have appropriate skills and are competent to perform their task;
- the exercise of care in the selection of experts;
- the provision of appropriate briefing or training for experts;
- the use of international experts;
- participation of students;
- ensuring that the review procedures used are sufficient to provide adequate evidence to support the findings and conclusions reached;
- the use of the self-evaluation/site visit/draft report/published report/follow-up model of review;
- recognition of the importance of institutional improvement and enhancement policies as a fundamental element in the assurance of quality.

The following elements are present in the design of any external quality assurance process faced by fmid:

- Aims and objectives.
- Requirements of the stakeholders.

- Legal framework and other initial conditions.
- Evaluation activities.
- Reporting procedures.
- Meta-evaluation.

Accuracy in the definition of the model and in the delivery of supporting documents are core requirements in order to achieve reliable outcomes. However, fmid is aware that assessment activities are carried out by human beings. Therefore the key element of the system is the assurance of the proper training and qualification of the reviewers and a balanced constitution of the review panels with representation of all relevant actors.

Selection of reviewers and composition of review panels

The composition of the review panels is defined in each assessment model document. Fmid has access to a huge database of more than 800 eligible reviewers, from which the panels are formed.

The person responsible of each assessment process selects suitable experts for each panel depending on the curricula, field of expertise, and profile required for the panel. In case the panel can't be formed with the experts included in fmid's database, a specific search is carried out in cooperation with other evaluation agencies and institutions.

For the accreditation of official programmes and for the DOCENTIA programme, the panels consist of teaching staff, external experts in the areas to be assessed, and students. In the accreditation of official programmes, and upon request from the universities, the door is open for professionals to participate.

IQAS sets the requirements for the participation of reviewers in fmid's activities through the Procedure PS05 Experts participation in evaluation systems and PM06 Evaluation and re-evaluation of reviewers.

Ever since, and as a matter of fact, fmid has been including students in its assessment processes and advisory bodies, following the Standards and Guidelines for Quality Assurance in the European Higher Education Area. These suggest that students participate in the review panels in Bachelor, Master and higher studies in the arts and in the DOCENTIA programme. Students are also full members of the Evaluation and Accreditation Committee. Moreover, an international student participates in the Advisory Committee on Higher Education Quality.

Use of the self-evaluation/site visit/draft report/published report/follow-up model of review

Typically, any review model by fmid includes the following: a self-evaluation report, a site visit, a draft report, a final report, and a follow-up, as described in section “Criterion 6 – External quality assurance, criteria and processes used by members (ESG 3.7)”

Continuous improvement process

At the end of any assessment process, a meta-evaluation is carried out. Information from the parties involved in the process is requested through different procedures, typically surveys. After the analysis of the information gathered, findings are incorporated for the effective improvement of future processes.

In addition to the meta-evaluation, fmid counts on its advisory bodies, on the results of external evaluations such as the ENQA review process or the certification of its IQAS, and the internal improvement tools included in the IQAS as mechanisms for continuous improvement.

SUPPORTING DOCUMENTS

1.4.1	Web site (www.madrimasd.org/acreditacion)
1.4.2	DOCENTIA Guide for Certification
1.4.3	Higher Education in the Arts Evaluation Protocol
1.4.4	Framework Document for Official Degrees Monitoring
1.4.5	Accreditation Renewal Protocol
1.4.6	Internal Reviewers Database (available on site)
1.4.7	PS05 Experts' participation in evaluation systems
1.4.8	PM06 Evaluation and re-evaluation of reviewers
1.4.9	PE03 Advisory Committee on Higher Education Quality
1.4.10	PE04 Evaluation and Accreditation Committee

ESG 2.5. Reporting

STANDARD

Reports should be published and should be written in a style which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.

GUIDELINES

In order to ensure maximum benefit from external quality assurance processes, it is important that reports should meet the identified needs of the intended readership. Reports are sometimes intended for different readership groups and this will require careful attention to structure, content, style and tone.

In general, reports should be structured to cover description, analysis (including relevant evidence), conclusions, commendations, and recommendations. There should be sufficient preliminary explanation to enable a lay reader to understand the purposes of the review, its form, and the criteria used in making decisions. Key findings, conclusions and recommendations should be easily locatable by readers.

Reports should be published in a readily accessible form and there should be opportunities for readers and users of the reports (both within the relevant institution and outside it) to comment on their usefulness.

The evaluation reports drafted by the review panels and the Evaluation and Accreditation Committee follow a structure previously established in the assessment model. Generally, the reports include:

1. An introduction with the objective of the report.
2. A description of the assessment performed.
3. A section with conclusions, comments and recommendations for improvement.

Since the assessment models are designed with the supervision of the Advisory Council in Higher Education Quality of the Region of Madrid in which the main stakeholders are represented, the reports, as part of the model, are conceived as a tool for improvement that must be easy to understand by its intended readership. Therefore, the structure and concepts to be included in the reports are known in advance by the target audience.

Reports are directly notified to the institution and published on the fmid web site.

Fmid has foreseen a procedure for anybody to make suggestions, claims, or complaints via email. Furthermore the Foundation offers other communication mechanisms such as face-to-face meetings on its premises, phone or email assistance, and surveys.

SUPPORTING DOCUMENTS

1.5.1	Web site (www.madrimasd.org/acreditacion)
1.5.2	DOCENTIA Guide for Certification
1.5.3	Higher Education in the Arts Evaluation Protocol
1.5.4	Framework Document for Official Degrees Monitoring
1.5.5	Accreditation Renewal Protocol
1.5.6	Assessment Reports
1.5.7	Minutes of meetings of the Review Panels
1.5.8	Records of meetings with the Higher Education Institutions

ESG 2.6. Follow-up procedures

STANDARD

Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.

GUIDELINES

Quality assurance is not principally about individual external scrutiny events: It should be about continuously trying to do a better job. External quality assurance does not end with the publication of the report and should include a structured follow-up procedure to ensure that recommendations are dealt with appropriately and any required action plans drawn up and implemented. This may involve further meetings with institutional or programme representatives. The objective is to ensure that areas identified for improvement are dealt with speedily and that further enhancement is encouraged.

Any programme accreditation activity evaluates how the institution is taking into account the recommendations made to them previously. Thus the Monitoring process includes a follow-up of the recommendations of the Verification, and the Accreditation Renewal with respect to Monitoring.

The renewal process of the accreditation envisages that the University comes up with a plan for improvement which will be followed up by fmid in order to ensure its accomplishment.

Regarding the DOCENTIA programme, fmid monitors the implementation for at least two years, and in the third year of implementation the Certificate for the Procedure will be issued, provided the conditions are met.

SUPPORTING DOCUMENTS

1.6.1	Web site (www.madrimasd.org/acreditacion)
1.6.2	DOCENTIA Guide for Certification
1.6.3	Higher Education in the Arts Evaluation Protocol
1.6.4	Framework Document for Official Degrees Monitoring
1.6.5	Accreditation Renewal Protocol
1.6.6	Assessment Reports
1.6.7	Improvement plan of Universities

ESG 2.7. Periodic reviews

STANDARD

External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

GUIDELINES

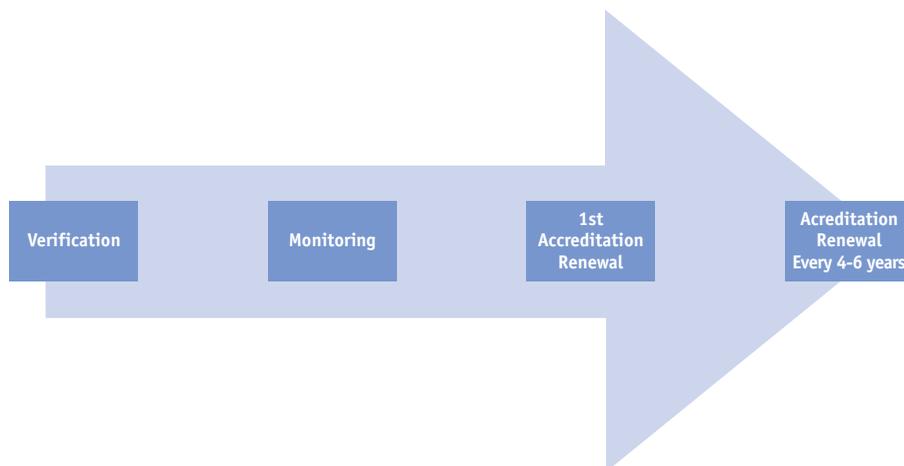
Quality assurance is not a static but a dynamic process. It should be continuous and not “once in a lifetime”. It does not end with the first review or with the completion of the formal follow-up procedure. It has to be periodically renewed. Subsequent external reviews should take into account progress that has been made since the previous event.

The process to be used in all external reviews should be clearly defined by the external quality assurance agency and its demands on institutions should not be greater than are necessary for the achievement of its objectives.

As foreseen in the Spanish legal framework, accreditation of official programmes is a cycle that stretches either over 4 years (Master programmes), or over 6 years (Bachelor and Master studies in the arts programmes). The cycle starts with the Verification (ex-ante evaluation). The Accreditation Renewal takes place every 4-6 years (ex-post evaluation), with Monitoring between Verification and first Accreditation Renewal.

CHART 5

Official programmes review cycle



The DOCENTIA programme features the following cycle:

- The university proposes a model for the evaluation.
- Once the model is evaluated positively, the university starts a pilot implementation.
- During this phase, a follow-up process is conducted. If it is passed, the universities will obtain the certification of the proposed model.
- After the certification, a cyclical evaluation process is established.

In all these schemes, the evaluation protocols and criteria are published on the fmid web site prior to the start of the processes.

SUPPORTING DOCUMENTS

1.7.1	Web site (www.madrimasd.org/acreditacion)
1.7.2	DOCENTIA Guide for Certification
1.7.3	Higher Education in the Arts Evaluation Protocol
1.7.4	Framework Document for Official Degrees Monitoring
1.7.5	Accreditation Renewal Protocol
1.7.6	Royal Decree 1393/2007, of 29 October, modified by the Royal Decree 861/2010, of 2 July

ESG 2.8. System-wide analyses

STANDARD

Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.

GUIDELINES

All external quality assurance agencies collect a wealth of information about individual programmes and/or institutions and this provides material for structured analyses across whole Higher Education systems. Such analyses can provide very useful information about developments, trends, emerging good practice and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement. Agencies should consider including a research and development function within their activities, to help them extract maximum benefit from their work.

In line with the principles of transparency and public service included in its Quality Policy, fmid periodically publishes on its web site reports on activities carried out, such as:

- Annual Activity Reports. These reports include a global analysis of the activities carried out by fmid regarding evaluation processes, including statistical data on these evaluations.
- Annual Reports on Higher Education in Spain published in cooperation with ANECA and REACU. These reports feature the main outcomes of the activities of the Higher Education quality assurance agencies, both with respect to the evaluation of study programmes and institutions and of teaching and research staff.

Since the accreditation of official programmes is a fairly new process, fmid foresees carrying out a global analysis of the results for the Madrid Higher Education System as a whole. For the time being, however, it is too early to come up with any meaningful and representative analysis.

As to the Monitoring of official programmes, a preliminary and provisional analysis of the first edition was presented on 19 March 2013. On that occasion, the focus was rather on the dissemination of the global results in order to improve the process.

In the framework of cooperation with ANECA and the other regional agencies, fmid contributed to the organization of the 1st Conference on Best Practices in the DOCENTIA scheme on 26 February 2013. The event aimed at highlighting the good practices performed by universities on the basis of their involvement in the DOCENTIA scheme. The objective of the conference was to support the dissemination and encourage further improvement of the evaluation scheme.

Further dissemination activities evidencing fmid's endeavour to provide useful information, and its interest in carrying out relevant analytical studies, are the following:

- Experts' Seminar at the CEU University, September 2013
- Study on Teaching Staff Mobility at the Universities of Madrid
- Report on the perception and expectations of secondary school leavers regarding the University
- In 2014 fmid promoted a Report on Internationalization of the Universities of Madrid, published by the Cátedra UNESCO of the Universidad Politécnica de Madrid, presented in a seminar in Madrid on 13 March.

SUPPORTING DOCUMENTS

1.8.1	Web site (www.madrimasd.org/acreditacion)
1.8.2	Annual Activity Reports
1.8.3	Annual Reports on Higher Education in Spain
1.8.4	Report on the perception and expectations of secondary school leavers
1.8.5	Documentation of the DOCENTIA Conference
1.8.6	Documentation of Expert's Seminar at CEU
1.8.7	Study on Faculty Mobility
1.8.8	Report on Internationalization of the Universities of Madrid
1.8.9	Documentation about the seminar of presentation of the Report on internationalization

Criterion 2 - Official status (ESG 3.2)

Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

When the closing down of ACAP as such has been declared¹⁶, the Government Council of the Region of Madrid was empowered to appoint the new official assessment body for the Madrid Higher Education System.

With the publication of the Decree 63/2014, of 29 May, *Fundación para el Conocimiento Madrimasd* was designated by the Regional Government as the official assessment body for the Madrid Higher Education System. Thus fmid has taken over the activities and competences of ACAP.

Fundación para el Conocimiento Madrimasd (fmid) is a non-profit organization established on 25 April 2002, by Decree 63/2002, under the initiative of the Regional Government of Madrid.

Fmid's, and previously ACAP's, action is carried out by mandate of the competences bestowed upon the regional governments under the Organic Act 6/2001, of 21 December, modified by the Organic Act 4/2007, of 12 April, on Universities. Article 31 stipulates that *"the functions of assessment, and the ones leading to the certification and accreditation..., correspond to both the National Agency for Quality and Accreditation, and to the assessment bodies foreseen in the legal frame by their respective regional governments, within their competencies."*

As set out in the Articles of Association, fmid has the following functions:

- Contributing to the improvement of Higher Education through evaluation and other reports leading to the accreditation and certification of quality in the University system, as well as performance measurements of the public Higher Education service pursuant to objective procedures and transparent processes, considering the Spanish, European and international setting.
- Evaluating and accrediting science and technology programmes and projects.
- Promoting the protection and transfer of knowledge and technology between universities and research centres and workplace settings.
- Promoting the creation, consolidation and growth of companies with a technological base.
- Managing research and training programmes, and encouraging the dissemination of science and innovation through the organization of information and dissemination activities such as awards, scholarships, publications, conferences, seminars, etc.

¹⁶ Act 6/2013, of 23 December, on Budgetary and Administrative Measures, of the Regional Government of Madrid (Article 4).

- Promoting Madrid as a venue of international excellence in Higher Education, science and technology.
- Conducting such other activities as may be appropriate to achieve the aims set out above.

SUPPORTING DOCUMENTS

2.1	Act 6/2013, of 23 December, on Budgetary and Administrative Measures, of the Regional Government of Madrid
2.2	Decree 63/2014, of 29 May, which designates the <i>Fundación para el Conocimiento Madrimasd</i> as the evaluation body in Higher Education in the Region of Madrid
2.3	Decree 63/2002, of 25 April, which authorises the creation of the <i>Fundación para el Conocimiento Madrimasd</i>
2.4	Organic Act 6/2001, of 21 December, modified by the Organic Act 4/2007, of 12 April, on Universities
2.5	Articles of Association of <i>Fundación para el Conocimiento Madrimasd</i>

Criterion 3- Resources (ESG 3.4)

Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes, procedures and staff.

Human Resources

Fmid has full legal capacity to define the professional profiles and responsibilities required for each of the positions to be filled, and may arrange selection processes for the provision of vacancies, under the principles of merit, equality, capacity, and publicity.

The Organization Chart of fmid is featured in Chart 3 in the Introductory Chapter of this report on the Fundación para el Conocimiento Madrimasd.

In addition to the Executive Director and the Manager, the staff of the Foundation consists of twelve administrative staff covering the five different areas of work.

In the Assessment and Accreditation Area, fmid is organised thus:

- Internal Staff
- External Staff
- Technical assistance

Internal staff

The staff serving at the Assessment and Accreditation Area (5 persons) hold Higher Education degrees and have broad experience in the fields of teaching, research, and university management, as well as experience in quality in Higher Education.

The staff's role is to design and coordinate the procedures, while other purely administrative tasks or those that require specific skills are normally outsourced.

External staff

The Foundation can count on the following bodies for the effective performance of all its activities related to both the working of the processes and the improvement of the quality of the University System of Madrid:

- Evaluation and Accreditation Committee.
- Review Panels.

Evaluation and Accreditation Committee

The Evaluation and Accreditation Committee, CEA, is the decision body regarding the evaluation and accreditation processes of fmid. It consists of a plenary committee and five branch committees.

CHART 6

Evaluation and Accreditation Committee structure



The plenary committee has nine members:

- The president of the committee is the Executive Director of fmid.
- The secretary of the committee is an expert in methodology and quality assurance processes.
- One student.
- One expert.
- The five presidents of the branch committees.

Each branch committee has six members:

- The president of the branch committee.
- The president of the committee, with regular member status.

- The secretary of the committee.
- Two experts.
- One student.

The Evaluation and Accreditation Committee is a permanent body of highly qualified experts in Higher Education evaluation. Its main mission consists in the design of evaluation protocols and in establishing the criteria and procedures for all assessment processes.

Furthermore the Evaluation and Accreditation Committee is in charge of issuing the final evaluation reports, taking into account all the data gathered by the review panels, together with the information on other related processes or sources of information.

Review Panels

The Review panels carry out the evaluation processes. These panels are composed by students, academics, expert professionals, and administrative staff who are proficient in the quality assessment of official university programmes.

Sometimes administrative staff are assigned to the review panel in order to support these in their tasks. They are selected attending to their experience in quality assurance in Higher Education, and trained to do their specific jobs.

Technical assistance

Whenever need arises, fmid contracts technical support depending on the workload. For example, in 2014 the outsourced support hired is comprised of two technical and two administrative staff.

By operating this way, the Foundation is able to adapt to changes and needs: there is a core staff that coordinates and designs processes with the support of the advisory bodies. External staff and technical assistance complete the model and back the Foundation's sustainability.

Human resources are trained on a regular basis, as it is described in procedure PS04 Personnel Training, included in the Internal Quality Assurance System.

Financial Resources

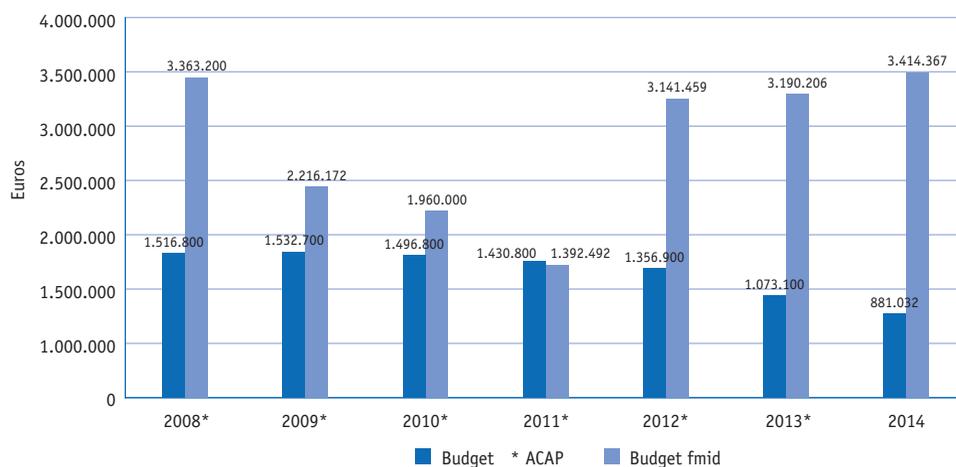
As outlined in its Articles of Association, fmid funds will come from grants, voluntary contributions, inheritances, legacies, and donations received from public bodies or individuals. Fmid may also obtain incomes from its own activities.

- Fmid has an annual assignment for the overall financing of its activities, included in the General Budget of the Government of the Region of Madrid. This assignment, transferred from the Ministry of Education, Youth, and Sport, is linked to the Annual Action Plan of fmid.
- Another main funding source for fmid comes from the participation in international cooperative European R&D programmes, mainly from in the European Framework Programmes for Research and Technological Development.
- Other sources of income include fees charged to the attendees to training actions and fees for the services provided by fmid. Every year fmid schedules a full training programme (see www.madrimasd.org/formacion), covering most of its working areas.

The Strategic Plan approved by the Board of Trustees features a chapter on sustainability. One of its aims is to increase and diversify the funding sources.

CHART 7

Fmid budget evolution. Assesment and Accreditation Area and whole institution



As shown in the chart, the budget of the Assessment and Accreditation Area has decreased in a steady way, parallel to the economical situation in Spain. However, the resources assigned to its activity have proven to be sufficient, given the amount and type of work to be carried out. It

is noteworthy that the budget of the institution as a whole, including that of the other areas, has experienced a substantial increase in this same period. This is due to the participation in international research programmes, the raising of training fees, and other secondary sources of income. Fmid is now in a position to provide extra resources for assessment activities, if required.

The plan for every budgetary year is drafted taking into account the activities in the areas for which fmid is legally competent under its Articles of Association, and the available financial resources. In compliance with these, the preliminary budgetary plan is drafted and then submitted to the Board of Trustees.

Thus fmid is responsible for the drafting of its annual preliminary budgetary plan. Once approved by the Board of Trustees, it is presented to the Protectorate, through the Ministry of Education, Youth, and Sport of the Government of the Region of Madrid, for its submission to the General Directorate of Budgetary and Human Resources. Eventually it is passed by the Assembly, along with the General Budgets of the Regional Government of Madrid.

With respect to the mechanisms of economic control, fmid has its own accounting service. Its annual accounts are submitted three months after the closing of the budgetary year. They must be approved by the Board of Trustees six months before the closing of the budgetary year. Within ten days after the approval by the Board of Trustees, they are submitted to the Protectorate.

Material Resources

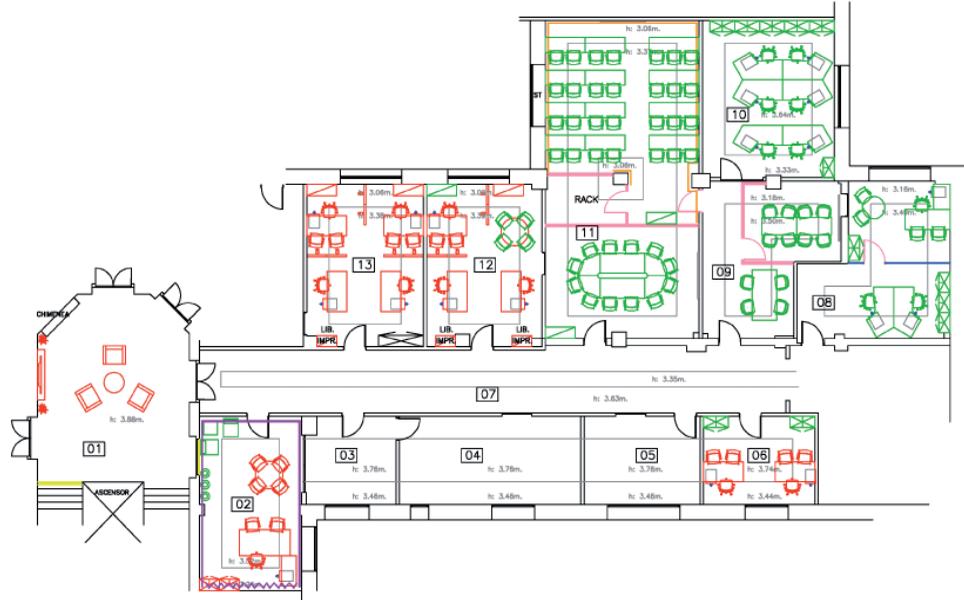
The Foundation has adequate material resources for the correct performance of the tasks with which it is entrusted.

Headquarters premises

Fmid occupies an office of 436 m², in Calle Duque de Medinaceli nº2, on the first floor. Here the offices of the Direction, Management, and administrative staff are located. The premises include two meeting rooms and a classroom, where training activities and smaller meetings are organised, and a rest area.

CHART 8

Fmid headquarters premises plan



Technological resources

Fmid has adequate technological resources for the correct development of its activities. Furthermore it has subscribed an IT maintenance service contract with a specialised company for PCs, laptops, servers and communication systems.

With regard to the specific support applications, fmid has designed, developed, and implemented all support applications needed to handle the different assessment processes it performs. In some cases these applications have been developed in cooperation with, or provided by, other institutions.

The specific applications currently used by fmid are:

- SEIA: Teaching Staff Assessment System
- EVAC: ACAP Reviewer Data Bank
- GATACA: Management of Accreditation Monitoring
- ApliEval: Management of Accreditation Renewal of Official Programmes

These applications are reviewed by technical staff prior to the launching of processes, and they are subject to a plan of functionality updates whenever the process requires it.

In compliance with the Organic Act 15/1999, of 13 December, on Personal Data Protection, and with Act 8/2001, of 13 July, on Personal Data Protection, fmid has created data files that concern the scope of this regulation, offering both users and providers of fmid a guarantee of privacy.

Finally, fmid operates a web site which serves as a communication instrument and contributes to meeting the objectives of publicity and transparency, as well as to providing a public service to citizens by giving visibility to all its activities, programmes, and meetings. To this end, its contents are subject to a permanent review process.

SUPPORTING DOCUMENTS

3.1	Web site (www.madrimasd.org/acreditacion)
3.2	Organizational Chart
3.3	Lists of Review Panels
3.4	PE04 Evaluation and Accreditation Committee
3.5	Evaluation and Accreditation Committee Minutes
3.6	Annual Action Plan
3.7	Headquarters premises plan
3.8	Board of Trustees Minutes
3.9	Accounts Records (available on site)

Criterion 4 – Mission statement (ESG 3.5.)

Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.

This statement should describe the goals and objectives of the member's quality assurance processes, the division of labour with relevant stakeholders in Higher Education, especially the Higher Education institutions, and the cultural and historical context of its work. The statement should make clear that the external quality assurance process is a major activity of the member and that there exists a systematic approach to achieving its goals and objectives. There should also be documentation to demonstrate how the statement is translated into a clear policy and management plan.

The mission of the *Fundación para el Conocimiento Madrimasd* is formally laid down in the Articles of Association, approved on 20 December 2013, and in the Quality Policy, reviewed by its Managing Committee and signed by the Manager on 21 February 2014. Both documents are available in electronic format on the fmid web site.

"The Foundation's goal is to contribute to converting the quality in Higher Education, science, technology and innovation into a key element in the competitiveness and wellbeing of the citizens".

Alongside the mission, the Quality Policy and the Strategic Plan likewise focus on the view and values that must predominate over the actions of fmid:

"In the field of Higher Education Evaluation, Certification and Evaluation, fmid aims to be a public organization with international recognition; a leader amongst Spanish agencies for quality, and a model in the promotion and development of measures and plans of quality and innovation in universities."

The following are the values assumed by the Direction of fmid, approved within the framework of the Quality Policy of fmid:

1. Commitment: To public service and guidance to the university community and society in general.
2. Independence: Autonomy to fulfil its aims and those of the experts and reviewers who carry out fmid's activities.
3. Objectivity: In its assessments, based on previously established criteria.
4. Impartiality: Absence of preferential treatment in favour of institutions or individuals.
5. Transparency: Publicity of the methods and procedures applied, as well as of results.
6. Involvement: Participation of university system agents in fmid action plans.

7. Involvement: Of fmid's professionals in the development of its quality policy.
8. Institutional responsibility: Of the acquired commitments.
9. Continuous improvement: Commitment to periodic reviews of fmid's actions.

The aims and objectives envisaged by fmid in its processes of quality assurance constitute an essential part of the mission statement. By means of these processes, fmid emphasises its commitment to improving the quality of teaching, research, and management in the institutions of the University System of Madrid.

The principles stated in the mission of fmid are contained in its strategic plan. This plan, designed for three years, is the key instrument of the Annual Action Plans that determine the strategic directions and the annual commitments to be undertaken.

SUPPORTING DOCUMENTS

4.1	Web site (www.madrimasd.org/acreditacion)
4.2	<i>Fundación para el Conocimiento Madrimasd</i> Articles of Association
4.3	<i>Fundación para el Conocimiento Madrimasd</i> Quality Policy
4.4	<i>Fundación para el Conocimiento Madrimasd</i> Strategic Plan
4.5	Annual Action Plan

Criterion 5 – Independence (ESG 3.6.)

Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as Higher Education institutions, ministries or other stakeholders.

An agency will need to demonstrate its independence through measures, such as:

- *its operational independence from Higher Education institutions and governments is guaranteed in official documentation (e.g. instruments of governance or legislative acts);*
- *the definition and operation of its procedures and methods, the nomination and appointment of external experts and the determination of the outcomes of its quality assurance processes are undertaken autonomously and independently from governments, Higher Education institutions, and organs of political influence;*
- *while relevant stakeholders in Higher Education, particularly students/learners, are consulted in the course of quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.*

Fundación para el Conocimiento Madrimasd is defined as an external and independent assessment body. Therefore, none of its actions in the field of external quality assurance is influenced by public administrations, higher education institutions, external stakeholders, nor anybody with direct interests in the Higher Education setting.

When the Foundation was restructured so to include the Higher Education institutional assessment as part of its mission, the Articles of Association were set up to fully comply with the principle of independence. Thus, there are several definitions in *fmid*'s Articles of Association that evidence its legal and operational independence:

- Article 4: *"fmid has its own legal entity and therefore has full legal capacity to act".*
- Article 6: *"Having regard for the circumstances attendant on each case, fmid shall act freely in order to focus its actions on any of the goals set out in Article 5 above, in accordance with the specific aims that, at the discretion of its Board of Trustees, may take priority at that moment".*
- Article 25.3: *"The results of the evaluations carried out by the evaluation committees may not be modified by any other body of fmid".*

The composition of the Board of Trustees has been reformed compared to ACAP's Board in order to reinforce independence:

- ACAP's Board: 25 members
 - Representatives from the Regional Government of Madrid (3).
 - The Rectors of all the Universities of Madrid (15).
 - The Presidents of the Social Councils of all the Public Universities of Madrid (6).
 - The President of the Agency.
- Fmid's Board of Trustees (9)
 - Representatives from the Regional Government of Madrid (3).
 - Representatives from the Rectors of the Universities of Madrid (2).
 - Madrid Confederation of Employers and Industries (1).
 - Experts in the working areas of fmid (2).

This principle of independence is complemented in the text of the Code of Ethics by the principle of impartiality, declaring that:

- "Fmid will avoid any form of preferential treatment in favour of institutions (public or private) or individuals."
- "It will always be in a position to justify its resolutions through decision-making procedures that exclude the use of arbitrary or insufficiently founded criteria."
- "Fmid staff will raise the conflicts of interest that may arise in relation to their work for fmid. In particular, they will refrain from taking decisions that may benefit either themselves, any of their nearest relatives, or any individual or group with vested interests."

The Executive Director of fmid is endowed with executive powers to act with full independence from the Board of Trustees (Article 23).

The operational independence of the assessment body is further assured through the following:

Fmid has access to an expert database with currently approximately 800 names registered, a figure that allows for a first screening, depending on the professional profile required by the assessment process to be undertaken. Following this first selection, fmid introduces the data on remaining necessary requirements and potential incompatibilities. In any case, the principle that is common to all the selection criteria used for the different assessment processes is that

at least 50% of the reviewers need to come from outside of the University System of Madrid at the time of their selection.

In order to consolidate the effective application of the principle of independence, the composition of all review panels and the Assessment and Certification Committee are made public through fmid's web site. This allows the stakeholders or institutions to know the identity of the members who will be involved in the processes. Thus they may object to the participation of those whom they deem likely to have vested interests. In those cases, and when these objections are properly founded and motivated, fmid will proceed to replacing the expert in the assessment process for which he/she has been appointed, with another expert.

The independence of the final reports issued by the assessment bodies participating in the external quality assurance processes is endorsed by the fact that it is the Executive Director of fmid who sets the proceedings in the evaluation, certification, and accreditation procedures. Nonetheless, the guarantee of real independence of the experts' opinions is set in fmid Articles of Association, where in article 25, point 3, it is established that *"The results of the evaluations carried out by the evaluation committees may not be modified by any other body of fmid"*.

SUPPORTING DOCUMENTS

5.1	Web site (www.madrimasd.org/acreditacion)
5.2	<i>Fundación para el Conocimiento Madrimasd</i> Articles of Association
5.3	<i>Fundación para el Conocimiento Madrimasd</i> Quality Policy
5.4	Code of Ethics
5.5	PS05 Experts Participation in Evaluation Systems

Criterion 6 – External quality assurance, criteria and processes used by members (ESG 3.7)

The processes, criteria and procedures used by agencies should be pre-defined and publicly available.

These processes will normally be expected to include:

- i. a self-assessment or equivalent procedure by the subject of the quality assurance process;
- ii. an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;
 - . publication of a report, including any decisions, recommendations or other formal outcomes;
 - . a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

Agencies may develop and use other processes and procedures for particular purposes. Agencies should pay careful attention to their declared principles at all times, and ensure both that their requirements and processes are managed professionally and that their conclusions and decisions are reached in a consistent manner, even though the decisions are formed by groups of different people. Agencies that make formal quality assurance decisions, or conclusions which have formal consequences should have an appeals procedure. The nature and form of the appeals procedure should be determined in the light of the constitution of each agency.

Definition and Prior Accessibility of the Assessment Criteria

All external quality assurance processes carried out by fmid are defined prior to the beginning of the process. In some cases, due to legal requirements, processes are even published in the Official Gazette of the Regional Government of Madrid. It is a must that the process be perfectly defined, since this is the only way in which the rights and obligations of the individuals or institutions that undergo an assessment are fully guaranteed.

The fmid web site (www.madrimasd.org) is the tool that allows fmid to publish all the information of all the processes in an accessible manner. It generally includes:

- Framework document of the process.
- Procedure.
- Assessment criteria.

- Assessment protocols.
- Criteria for the selection of experts.
- Composition of the expert commissions or committees.
- Reports on the assessment results.
- Grouped reports on the general results of a specific process.

In order to complement all the aforementioned actions, the Foundation usually organises information and training seminars with universities, participates in thematic forums, visits Higher Education institutions upon request, etc.

Additionally, generic “ad hoc” electronic addresses are created for every quality assurance process through which all the necessary documentation on the content and methodology of the process are delivered, allowing the stakeholders to raise their doubts and to obtain an accurate and fast reply.

Self-Assessment

All external quality assurance processes handled by fmid entail the preparation of a self-report, understood as a self-assessment to be completed by the institution of the programme that is being assessed. These self-reports, in addition to answering to the specific items associated to the assessment process, involve a reflection for those who are responsible for the assessment processes; a reflection that will allow them to verify both the strengths and weaknesses of the processes that are being analysed.

Review Panels

The assessment of self-reports is carried out by a group of experts. The exact composition of the review panels is determined by the nature of each assessment process, in line with the following principles:

- Experience in quality assurance in Higher Education.
- Appropriate academic qualifications and scientific or professional reputation in the relevant area(s).
- Knowledge of teaching and learning methods.
- Expertise in development, design, provision and evaluation of Higher Education programmes.
- Knowledge of the country-specific system of Higher Education, institutions and applicable legislation.

- Student representatives in the respective area(s).
- Representatives from professionals.

In all assessment processes the review panel has its own assessment protocol, and is made public. These assessment protocols are conceived as both instruments to facilitate the reviewer's task, and as tools that contribute to a consistent interpretation of the criteria applied.

In order to carry out their tasks properly, and as a matter of fact, reviewers will moreover be asked to comply with the principles established in the Code of Ethics of the Foundation, namely: independence, objectivity, and impartiality.

Site visits are limited, in principle, to those processes in which the accreditation of an institution or of a programme is carried out. They don't apply to monitoring processes. In the case of institutional and teaching quality assessments, site visits are foreseen within an accreditation process for the development of the model as a whole.

Student participation has been promoted in the external quality assurance processes carried out by fmid. These processes also require the participation of a student, as long as they are promoted by the universities within their own quality management bodies. Student participation is envisaged in monitoring processes of official programmes and accreditation renewals, certification of models, accreditation of institutions, and the teaching quality assessment programme.

Publicity of Assessment Reports

The assessment reports issued by the review panels are available to the stakeholders prior to their publication on fmid's web site. The reason for this is that all processes foresee a time to appeal, during which the responsible parties of the assessed programmes or institutions may comment on them or disagree with them. In such a case they have to justify and prove the reasons behind their appeal, or provide evidence, so that the expert committee may reconsider their observations.

Only after the appeal has been processed and the result has been duly notified to, and received by, the stakeholders, will the final assessment report be published on the web site.

The report issued by the experts shall be an instrument that supports the institution or the head of the programme in the continuous improvement of the process. Likewise, the report should reflect the observations and recommendations, as well as the best practices in place.

Finally, all the actions undertaken by fmid are compiled in its annual report, in which activity and results indicators are shared with the public. Furthermore it features the activities that took place and the objectives that were achieved.

Monitoring Procedure

All external quality assurance processes carried out by fmid are subject to a monitoring process, provided the nature of these requires this.

Regarding the monitoring field of official programmes, the Spanish legal framework endorses the monitoring processes by deeming them as mandatory and by choosing the competent agency per territory in order to carry them out.

Implementation of the Monitoring of Official University Programmes

Currently a monitoring process is being developed, so that fmid can carry out an interim monitoring on the status of the implementation of official Higher Education programmes for Bachelor and Master degrees. The aim of this process is to cooperate with universities in order to verify that the approved curriculum is properly implemented and followed up, and that the agreements made by the university on behalf of the stakeholders are being met.

Implementation of the Monitoring of Teaching Quality Assessment Systems

This programme includes a monitoring process in which fmid cooperates with universities in the implementation of the models, by advising on and evaluating the implementation results during at least the first two years as a step prior to certification.

Additionally, as this is an action that is coordinated with the other Spanish agencies, there is a programme monitoring committee in which fmid administrative staff participate. Among its duties are the review of the model and procedure, in order to apply the recommendations from the previous analyses of the programme's implementation.

SUPPORTING DOCUMENTS

6.1	Web site (www.madrimasd.org/acreditacion)
6.2	DOCENTIA Guide for Certification
6.3	Higher Education in the Arts Evaluation Protocol
6.4	Framework Document for Official Degrees Monitoring
6.5	Accreditation Renewal Protocol
6.6	Assessment Reports
6.7	Lists of Review Panels
6.8	Annual activity reports

Criterion 7 – Accountability procedures (ESG 3.8)

Agencies should have in place procedures for their own accountability

These procedures are expected to include the following:

- i. a published policy for the assurance of the quality of the agency itself, made available on its website;
- ii. documentation which demonstrates that:
 - . the agency's processes and results reflect its mission and goals of quality assurance;
 - . the agency has in place, and enforces, a no-conflict-of-interest mechanism in the work of its external experts, Committee/Council/Board and staff members;
 - . the agency has reliable mechanisms that ensure the quality of any activities and material produced by subcontractors, if some or all of the elements in its quality assurance procedure are subcontracted to other parties;
 - . the agency has in place internal quality assurance procedures which include an internal feedback mechanism (i.e. a means to collect feedback from its own staff and council/board); an internal reflection mechanism (i.e. means to react to internal and external recommendations for improvement); and an external feedback mechanism (i.e. means to collect feedback from experts and reviewed institutions for future development) in order to inform and underpin its own development and improvement.
 - . a mandatory cyclical external review of the agency's activities at least once every five years which includes a report on its conformity with the membership criteria of ENQA.

Internal Quality Assurance Policy

Aware of its important public service mission, fmid considers quality to be a key factor in the performance of its functions. In this sense, fmid directs all its efforts towards the continuous improvement of its service through a process-based management, which is intended for the clients, and the results within the framework of innovation, development, and learning.

Within this framework, the Management of fmid has implemented an Internal Quality Assurance System, IQAS, based on the requirements of the UNE-EN-ISO 9001:2008 standard, and in which its mission, vision, and values are likewise integrated. This system is part of the general guidelines of fmid; hence it is applicable to the organization as a whole.

Fmid IQAS was certified by the European Quality Assurance, EQA, an accredited certification body in Spain, on 23 July 2010 with certificate number 8899-E, when the official denomination of the

agency was ACAP. Since then, the IQAS certificate has been in force. In 2014, with the change of the legal status into a Foundation, the certificate of IQAS has been transferred to fmid, keeping the same certificate number.

The mission, vision, and values of fmid Quality Policy have already been presented in previous chapters.

Documentation of the Internal Quality Assurance System

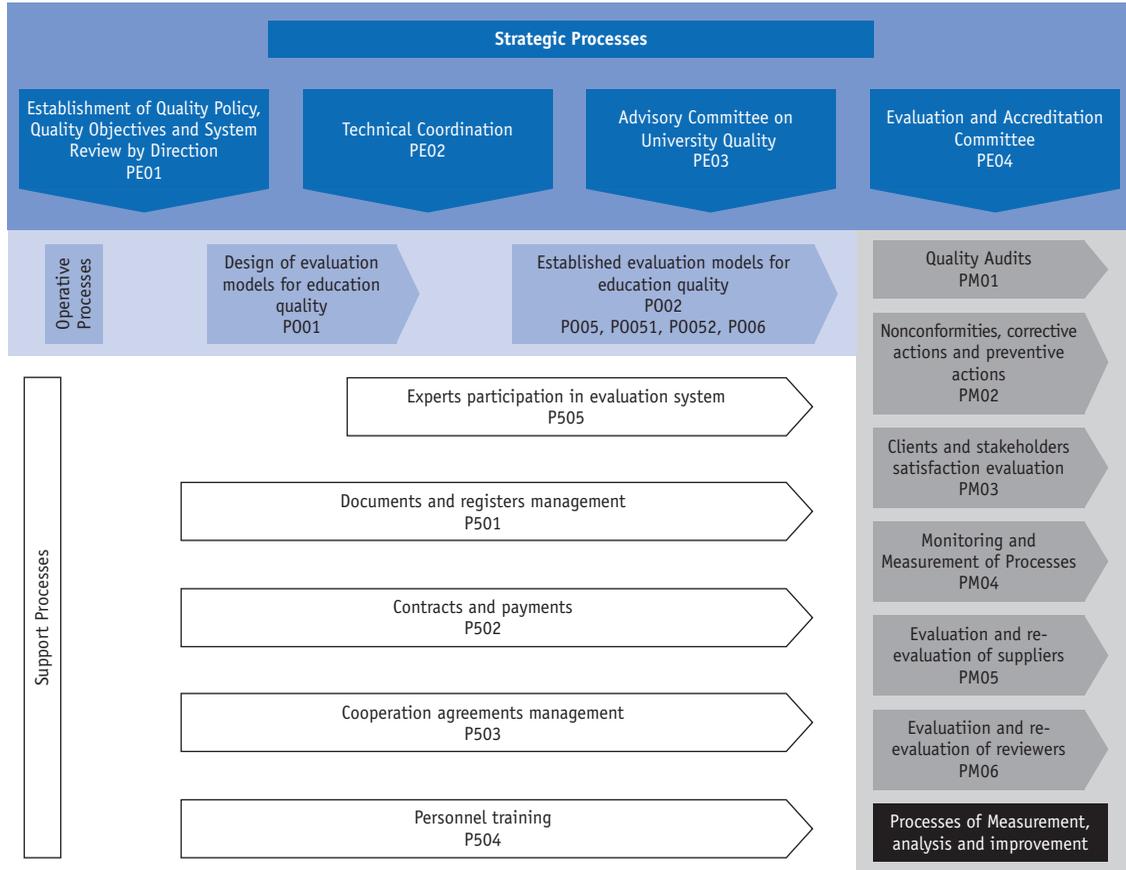
The most relevant documents related to IQAS applied to fmid are:

- Quality Handbook: set up according to the requirements of the ISO 9001:2008 standard, with the aim of describing the Quality Management System applied to fmid.

This Handbook is applicable to all the documents and records of the Quality System of fmid, generated from the services provided in the field of Higher Education quality within a framework of both national and international cooperation. These include the activities of design and application of evaluation, certification, and accreditation systems of institutions, programmes, and individuals.

- Process flow chart with the following key elements:
 - The processes necessary for the management of quality and the continuous improvement of the system's effectiveness.
 - The sequence and interaction between them.

Fmid process flowchart



- Documented processes:

All the processes described in the flowchart are subject to a detailed description, in a continuous effort for control and improvement.

No-Conflict-of-Interest Mechanism

Fmid is fully aware of the importance of avoiding any conflict of interest in its assessment activity. This is a key issue in the main documents of its IQAS, such as the Quality Policy or the Quality Handbook. It is more, fmid has established a Code of Ethics, available on its web site, and downloadable. It is applicable both to its staff and to external experts.

Fmid's Code of Ethics clearly points at the issue of conflicts of interest (section 6): "Fmid staff will state the conflicts of interest that may arise in relation to their work for fmid. In particular, they will refrain from taking decisions that may benefit either themselves, any of their nearest relatives, or any individual or group with vested interests."

This section is also applicable to the members of the managerial bodies of fmid and the external experts who cooperate with the foundation, as stated in section 2 of the Code: "*fmid's Chief Executive Office, the Manager Director, and all the staff assigned to the different areas, are subject to the principles of this Code. Furthermore, any individual or company who aim at providing professional services to fmid, related to the tasks entrusted to them, will be instructed to follow these principles.*"

Fmid's is also aware of the importance of safeguarding the impartiality of the assessment committees in order to guarantee the legitimacy of all the decisions taken by fmid in its assessment activity. This is clearly reflected in the Articles of Association (Article 25.3): "*The results of the evaluations carried out by the evaluation committees may not be modified by any other body of fmid*".

This Code of Ethics underlies all evaluation protocols. In review processes carried out by fmid, reviewers are informed that they must abide by the Code of Ethics, and report to fmid any conflict of interest they might identify. In addition to this, fmid makes public its review panels and reviewers' evaluations. Thus, should any conflict of interest arise, it can be reported to fmid, and the issue will be reconsidered.

Quality Control of the Activities and Products Carried Out by Subcontractors

Fmid has established two procedures to evaluate the activities carried out by external suppliers.

- PM05 "Evaluation and re-evaluation of suppliers" is applicable to suppliers of goods and general services used by fmid to carry out its activities. This does not apply to evaluate review panels or reviewers. Suppliers are evaluated on an annual basis. To this end, the Heads of Area submit the evaluation of the suppliers in their respective areas to the IQAS Manager. This happens before the System's Review by the Management (during January and February), and is followed by a report based on the analyses of these assessments.
- PM06 "Evaluation and re-evaluation of reviewers" is only applicable to review panels and reviewers. Once a process has come to a close, the person in charge of this process evaluates each reviewer involved, using the form DR01 PM06 Evaluation and re-evaluation of reviewers, according to the following three criteria:
 - Compliance with the deadlines.
 - Correct application of the evaluation criteria.
 - Attitude during the assessment.

Reviewers who have not met a minimum of these criteria won't be considered for future processes.

Internal feedback and internal reflection mechanisms

Fmid is committed to continuous improvement. Any deviation that is identified will have to be amended, and improvements will have to be made in its daily work and procedures. The IQAS applied to fmid includes procedures to collect and analyse information of the processes and activities developed in the organization, and to respond to any deviation, incident, or improvement opportunity detected.

The most relevant procedures related with these mechanisms are:

- PE01 Establishment of Quality Policy, Quality Objectives and System Review by the Direction. This procedure explains how a Review of the whole IQAS system is carried out every four months by the Direction of fmid and the Heads of Area.
- PE02 Technical Coordination. Every week a coordination meeting is scheduled in order to check the results of recent activities and plan the work for weeks to come.
- PM01 Quality Audits. This procedure explains how internal and external system quality audits and assessments are scheduled, programmed, executed, and how the outcomes are used for continuous improvement.
- PM02 Nonconformities, corrective actions and preventive actions. This procedure establishes the mechanism used by fmid to:
 - Detect, document, analyse, and correct nonconformities.
 - Identify, document, plan, and verify corrective actions, in order to prevent nonconformities from reappearing.
 - Identify, document, plan, and verify improvement actions as a key part of the continuous improvement of the system.
- PM03 Clients' and stakeholders' satisfaction evaluation, in order to obtain feedback from those target groups on the activities carried out by fmid.

Furthermore, fmid counts on two advisory bodies that gather periodically: the Advisory Committee on Higher Education Quality, with an international scope, and the Advisory Council for Higher Education Quality in the Region of Madrid, with a national/regional scope. These advisory bodies are a source of ideas and recommendations for improvement.

External Review

Fmid is subject to the external review of its IQAS in compliance with the Norm ISO 9001:2008. This assessment is carried out by the European Quality Assurance, EQA, a certification entity accredited by the Spanish Accreditation Body, ENAC. According to the requirements when certifying entities, IQAS carries out annual assessments in order to update the certification.

As a candidate, fmid is subject to an external review of its activity in order to verify the fulfilment of the ENQA membership criteria. It is expected that, once fmid has become a member, this external evaluation on a regular basis will eventually be carried out in accordance with ENQA standards, every five years.

SUPPORTING DOCUMENTS

7.1	Web site (www.madrimasd.org/acreditacion)
7.2	<i>Fundación para el Conocimiento Madrimasd</i> Quality Policy
7.3	<i>Fundación para el Conocimiento Madrimasd</i> Quality Handbook
7.4	<i>Fundación para el Conocimiento Madrimasd</i> ISO 9001:2008 Certificate
7.5	ACAP ISO 9001:2008 Certificate
7.6	Code of Ethics
7.7	<i>Fundación para el Conocimiento Madrimasd</i> Articles of Association
7.8	PM05 Evaluation and re-evaluation of suppliers
7.9	PM06 Evaluation and re-evaluation of reviewers
7.10	PE01 Establishment of Quality Policy, Quality Objectives and System Review by Direction
7.11	PE02 Technical Coordination
7.12	PM01 Quality Audits
7.13	PM02 Nonconformities, corrective actions and preventive actions
7.14	PM03 Clients and stakeholders' satisfaction evaluation
7.15	PE03 Advisory Committee on Higher Education Quality
7.16	PE05 Advisory Council for Higher Education Quality in the Region of Madrid

Criterion 8 – Consistency of judgements, appeals system and contribution to ENQA aims

- i. *The agency pays careful attention to its declared principles at all times, and ensures both that its requirements and processes are managed professionally and that its judgments and decisions are reached in a consistent manner, even if the judgments are formed by different groups*
- ii. *If the agency makes formal quality assurance decisions, or conclusions which have formal consequences, it should have an appeals procedure. The nature and form of the appeals procedure should be determined in the light of the constitution of the agency.*
- iii. *The agency is willing to contribute actively to the aims of ENQA.*

Application of the Principles of Action, Professionalism, and Coherence on Judgments

Before starting to design any assessment process, fmid takes into account the following:

1. The process is in line with fmid's strategic plan.
2. The proposed action is included in the Annual Action Plan.
3. The development of the process included in the design must specify the milestones necessary for the compliance with the European Standards and Guidelines for Quality Assurance, inasmuch the assessment process may or should be adapted.

The design of the whole process begins with this initial framework and the stakeholders' participation.

The guarantees provided by fmid, so that the processes and judgments can be reached in a consistent manner, are the following:

- Once the process is designed, it is incorporated into the Internal Quality Assurance System, which entails the creation of a process design file, a monitoring file, and the establishment of the associated indicators. The design file is occasionally accompanied by procedure files and, if necessary, by technical instructions.

The main objective of the inclusion of all the designs in IQAS is to ensure that fmid technical staff understand the process, and that it is so clearly formulated that any ambiguity when interpreting it is avoided.

- All the assessment systems, apart from being endorsed by documents which describe the objectives and assessment criteria, may contain assessment protocols. The latter are tools intended to standardise the possible discretionary nature in the action of any reviewer.
- Before starting any assessment process, reviewers are trained in both the methodology and the criteria that shall be applied, with a view to making their final decisions entirely consistent.
- The final assessment decisions are taken in a collegial way by a commission. Thus, when issuing the final assessment reports, the application of common criteria and consistence of the adopted judgments are guaranteed.
- In the results phase, fmid makes use of a catalogue of indicators that allows for identifying significant deviations, and thus for acting on their source.
- Apart from the quantitative indicators, there are diverse surveys, amongst others on the opinion of reviewers and those who have been assessed, to ensure the principle of equality and objectivity that should prevail in any assessment.
- Finally, some processes entail running an “ad hoc” meta-assessment that is carried out with the participation of all the actors involved.

Appeal Procedures

Fmid provides for appeal procedures (see CRITERION 6) in order to protect the rights and interests of all the actors involved in its processes. These appeal procedures are contained in every single process that is undertaken by fmid, and are described in the related protocols. As a matter of fact, any assessment process includes an appeal phase as a crucial part in the monitoring file.

In case the institution assessed disagrees with the final report issued, even after the above mentioned appeal phase, a claim can be addressed to the Foundation. This claim will be examined by the Claims Commission, the members of which must be different from those of the assessment bodies in charge of the report in question.

fmid's Contribution to the Aims of ENQA

Innovation and international cooperation are core values in fmid. Since the creation of fmid, in 2002, one of the first departments created was the European Research Space Office, the aim of which is to promote the participation of researchers and companies of the Region of Madrid in European institutions and international programmes. It plays an active role in diverse projects and networks created under the successive R&D Frame Programmes.

Focusing on the evaluation and accreditation activities, first ACAP, and then fmid, have attached great importance to the international dimension, fostering the participation on their Advisory

Committees of recognised international experts in the field of education assessment. Thus, fmid has encouraged the creation of new accreditation models and the adoption of best practices through agreements with renowned agencies from other countries, notably the United States, such as ABET (Accreditation Board for Engineering and Technology) or NAAB (National Architectural Accrediting Board). Therefore fmid is in a position to share with ENQA the knowledge and experience gained in the context of these international working groups.

On the other hand, fmid may act as a relevant partner in ENQA, serving as a communication platform within the university system of the Region of Madrid, among the most important in Spain, given the concentration of institutions and students in the capital region. In this sense, fmid's membership of ENQA may contribute to the dissemination of information and best practices among the actors involved in the system.

For sure by joining ENQA, fmid's entire current activity is going to be significantly strengthened. Becoming a member of ENQA will entail a greater commitment and transparency, it will allow fmid to establish new links, to gain access to more information when participating in ENQA's active working groups, and learn best practices implemented in other European agencies. Moreover, it will strengthen all of fmid's international and innovation activities, which are among fmid's main objectives, and it will ultimately contribute to the improvement of Higher Education in the Region of Madrid.

Finally, becoming a member of ENQA will open the doors to new activities that may only be faced with the support and guidance that an ENQA membership provides.

SUPPORTING DOCUMENTS

8.1	Web site (www.madrimasd.org/acreditacion)
8.2	Fundación para el Conocimiento Madrimasd Quality Policy
8.3	<i>Fundación para el Conocimiento Madrimasd</i> Strategic Plan
8.4	DOCENTIA Guide for Certification
8.5	Higher Education in the Arts Evaluation Protocol
8.6	Framework Document for Official Degrees Monitoring
8.7	Accreditation Renewal Protocol
8.8	PE04 Evaluation and Accreditation Committee
8.9	Meta-assessments Reports
8.10	PE03 Advisory Committee on Higher Education Quality
8.11	Memorandum of understanding and cooperation agreements signed with International Accreditation Entities

chapter 4

STRENGTHS AND AREAS FOR IMPROVEMENT

The reflections emerged from the ENQA Review Process fmid is currently involved in, has led to the identification of strengths, on the one hand. On the other hand, areas with certain weaknesses have been identified, too, and no efforts will be spared in order to make progress towards the improvement of those activities, and of the institution as a whole.

Strengths

Fmid is the quality evaluation body designated by the Regional Government of Madrid. Therefore it is, according to the Spanish legal framework, the institution with competences for programmes, institutions, and individuals' assessment in Higher Education in the Region of Madrid.

Fmid is the successor of ACAP, and has taken over all the activities performed until 2013 by this agency. It has furthermore taken over ACAP's human and material resources, internal quality procedures, and evaluation models. This means that, though fmid's official designation is quite recent, the organization as such can look back on a considerable amount of experience in quality evaluation.

Fmid has gained recognition by Higher Education institutions and regional administration thanks to the quality of its services. The main stakeholders are represented in its technical and advisory bodies. Furthermore, regular contacts and institutional dialogue are fostered by means of periodic information meetings and other communication mechanisms.

The Internal Quality Assurance System implemented has obtained external recognition of ISO 9001:2008 in compliance with the activities of Higher Education assessment. IQAS is the cornerstone of a continuous improvement of the institution's activities. It is expected that its scope will be widened so to reach all the working areas of fmid in the next months.

Fmid's merger with ACAP, and the subsequent redefinition of the institution's activities and its legal status, have provided an opportunity to reinforce its independence from Higher Education institutions and align its Articles of Association with the ESG.

For a long time since, fmid has been a beacon for Universities, Research Centres and the scientific community in the Region of Madrid regarding scientific dissemination, technology transfer, European research space and new technology based companies. The experience, knowledge, contacts and dissemination tools developed offer a great opportunity to result in a synergy with the assessment activity.

Areas for improvement

Considering the Spanish legal provisions with regard to the accreditation of official studies, and fmid's pending membership of ENQA, including opening up to new responsibilities, a substantial increase in the number of programme assessments is expected. Fmid plans to face this challenge by hiring new administrative staff in the Assessment and Accreditation Area during the next months. Further administrative backup via outsourcing is envisaged to support the staff in charge of these processes. In addition, fmid has reinforced the structure of the technical bodies by creating the permanent Evaluation and Accreditation Committee.

This increase of activities will entail more review panels. Following the principle of efficiency, which implies an optimization in the planning of work and resources to be assigned to both fmid and the assessed entities, fmid processes will group, when suitable, programme assessments by University faculties or schools. Thus the number of site visits may be kept comparatively low. Furthermore, the reviewers' recruiting mechanisms will be strengthened, and the briefing and training activities will be carried out more systematically, since review panels are the key element in the assessment activity. With regard to the consistence in reporting, an improvement action has been scheduled in order to establish a style manual to be followed by all individuals involved in fmid duties.

Recent institutional changes have resulted in an increased presence of quality evaluation activities on fmid's web site. Great relevance is attached to the dissemination of research activities developed in the Madrid Region. During the next months, fmid will update its web site in order to improve the visibility of the Assessment and Accreditation Area, as well as the other areas in fmid, while keeping in mind the interest of the scientific community.

Fmid has fostered cooperation with international accreditation agencies. This has resulted in international accreditation processes carried out upon request of some Madrid universities. It is expected that fmid become an authorised evaluation agency for some of these international accreditation schemes. Occasionally this may lead to overloading both fmid staff and that of the university assessment units involved, due to parallel evaluation processes. An effort must be made in order to come up with a model that allows both national and international accreditation in a single process.

chapter 5

SUPPORTING DOCUMENTS

Criterion 1 – Activities (ESG 3.1, 3.3)

ESG 2.1 USE OF INTERNAL QUALITY ASSURANCE PROCEDURES

- 1.1.1 Web site (www.madrimasd.org/acreditacion)
- 1.1.2 Royal Decree 1393/2007, of 29 October, modified by the Royal Decree 861/2010, of 2 July
- 1.1.3 DOCENTIA Guide for Certification
- 1.1.4 Higher Education in the Arts Evaluation Protocol
- 1.1.5 Framework Document for Official Degrees Monitoring
- 1.1.6 Accreditation Renewal Protocol

ESG 2.2 DEVELOPMENT OF EXTERNAL QUALITY ASSURANCE PROCESSES

- 1.2.1. Web site (www.madrimasd.org/acreditacion)
- 1.2.2 DOCENTIA Guide for Certification
- 1.2.3 Higher Education in the Arts Evaluation Protocol
- 1.2.4 Framework Document for Official Degrees Monitoring
- 1.2.5 Accreditation Renewal Protocol
- 1.2.6 Minutes of the Advisory Council in Higher Education Quality of the Region of Madrid
- 1.2.7 P001 Design of evaluation models for education quality
- 1.2.8 PE04 Evaluation and Accreditation Committee

ESG 2.3 CRITERIA FOR DECISIONS

- 1.3.1 Web site (www.madrimasd.org/acreditacion)
- 1.3.2 DOCENTIA Guide for Certification
- 1.3.3 Higher Education in the Arts Evaluation Protocol
- 1.3.4 Framework Document for Official Degrees Monitoring
- 1.3.5 Accreditation Renewal Protocol
- 1.3.6 PE04 Evaluation and Accreditation Committee

ESG 2.4 PROCESSES FIT FOR PURPOSE

- 1.4.1 Web site (www.madrimasd.org/acreditacion)
- 1.4.2 DOCENTIA Guide for Certification
- 1.4.3 Higher Education in the Arts Evaluation Protocol
- 1.4.4 Framework Document for Official Degrees Monitoring
- 1.4.5 Accreditation Renewal Protocol
- 1.4.6 Internal Reviewers Database (available on site)
- 1.4.7 PS05 Experts' participation in evaluation systems
- 1.4.8 PM06 Evaluation and re-evaluation of reviewers
- 1.4.9 PE03 Advisory Committee on Higher Education Quality
- 1.4.10 PE04 Evaluation and Accreditation Committee

ESG 2.5 REPORTING

- 1.5.1 Web site (www.madrimasd.org/acreditacion)
- 1.5.2 DOCENTIA Guide for Certification
- 1.5.3 Higher Education in the Arts Evaluation Protocol
- 1.5.4 Framework Document for Official Degrees Monitoring
- 1.5.5 Accreditation Renewal Protocol
- 1.5.6 Assessment Reports
- 1.5.7 Minutes of meetings of the Review Panels
- 1.5.8 Records of meetings with the Higher Education Institutions

ESG 2.6 FOLLOW-UP PROCEDURES

- 1.6.1 Web site (www.madrimasd.org/acreditacion)
- 1.6.2 DOCENTIA Guide for Certification
- 1.6.3 Higher Education in the Arts Evaluation Protocol
- 1.6.4 Framework Document for Official Degrees Monitoring
- 1.6.5 Accreditation Renewal Protocol
- 1.6.6 Assessment Reports
- 1.6.7 Improvement plan of Universities

ESG 2.7 PERIODIC REVIEWS

- 1.7.1 Web site (www.madrimasd.org/acreditacion)
- 1.7.2 DOCENTIA Guide for Certification
- 1.7.3 Higher Education in the Arts Evaluation Protocol
- 1.7.4 Framework Document for Official Degrees Monitoring
- 1.7.5 Accreditation Renewal Protocol
- 1.7.6 Royal Decree 1393/2007, of 29 October, modified by the Royal Decree 861/2010, of 2 July

ESG 2.8 SYSTEM-WIDE ANALYSES

- 1.8.1 Web site (www.madrimasd.org/acreditacion)
- 1.8.2 Annual Activity Reports
- 1.8.3 Annual Reports on Higher Education in Spain
- 1.8.4 Report on the perception and expectations of secondary school leavers
- 1.8.5 Documentation of the DOCENTIA Conference
- 1.8.6 Documentation of Expert's Seminar at CEU
- 1.8.7 Study on Faculty Mobility
- 1.8.8 Report on Internationalization of the Universities of Madrid
- 1.8.9 Documentation about the seminar of presentation of the Report on internationalization

Criterion 2 - Official Status (ESG 3.2)

- 2.1 Act 6/2013, of 23 December, on Budgetary and Administrative Measures, of the Regional Government of Madrid
- 2.2 Decree 63/2014, of 29 May, which designates the *Fundación para el Conocimiento Madrimasd* the evaluation body in Higher Education in the Region of Madrid
- 2.3 Decree 63/2002, of 25 April, which authorises the creation of the *Fundación para el Conocimiento Madrimasd*
- 2.4 Organic Act 6/2001, of 21 December, modified by the Organic Act 4/2007, of 12 April, on Universities
- 2.5 Articles of Association of *Fundación para el Conocimiento Madrimasd*

Criterion 3- Resources (ESG 3.4)

- 3.1 Web site (www.madrimasd.org/acreditacion)
- 3.2 Organizational Chart
- 3.3 Lists of Review Panels
- 3.4 PEO4 Evaluation and Accreditation Committee
- 3.5 Evaluation and Accreditation Committee Minutes
- 3.6 Annual Action Plan
- 3.7 Headquarters premises plan
- 3.8 Board of Trustees Minutes
- 3.9 Accounts Records (available on site)

Criterion 4 – Mission Statement (ESG 3.5.)

- 4.1 Web site (www.madrimasd.org/acreditacion)
- 4.2 *Fundación para el Conocimiento Madrimasd* Articles of Association
- 4.3 *Fundación para el Conocimiento Madrimasd* Quality Policy
- 4.4 *Fundación para el Conocimiento Madrimasd* Strategic Plan
- 4.5 Annual Action Plan

Criterion 5 – Independence (ESG 3.6.)

- 5.1 Web site (www.madrimasd.org/acreditacion)
- 5.2 *Fundación para el Conocimiento Madrimasd* Articles of Association
- 5.3 *Fundación para el Conocimiento Madrimasd* Quality Policy
- 5.4 Code of Ethics
- 5.5 PS05 Experts Participation in Evaluation Systems

Criterion 6 – External Quality Assurance, Criteria And Processes Used By Members (ESG 3.7)

- 6.1 Web site (www.madrimasd.org/acreditacion)
- 6.2 DOCENTIA Guide for Certification
- 6.3 Higher Education in the Arts Evaluation Protocol
- 6.4 Framework Document for Official Degrees Monitoring
- 6.5 Accreditation Renewal Protocol
- 6.6 Assessment Reports
- 6.7 Lists of Review Panels
- 6.8 Annual activity reports

Criterion 7 – Accountability Procedures (ESG 3.8)

- 7.1 Web site (www.madrimasd.org/acreditacion)
- 7.2 *Fundación para el Conocimiento Madrimasd* Quality Policy
- 7.3 *Fundación para el Conocimiento Madrimasd* Quality Handbook
- 7.4 *Fundación para el Conocimiento Madrimasd* ISO 9001:2008 Certificate
- 7.5 ACAP ISO 9001:2008 Certificate
- 7.6 Code of Ethics
- 7.7 *Fundación para el Conocimiento Madrimasd* Articles of Association
- 7.8 PM05 “Evaluation and re-evaluation of suppliers”
- 7.9 PM06 “Evaluation and re-evaluation of reviewers”
- 7.10 PE01 Establishment of Quality Policy, Quality Objectives and System Review by Direction
- 7.11 PE02 Technical Coordination
- 7.12 PM01 Quality Audits
- 7.13 PM02 Nonconformities, corrective actions and preventive actions
- 7.14 PM03 Clients and stakeholders satisfaction evaluation
- 7.15 PE03 Advisory Committee on Higher Education Quality
- 7.16 PE05 Advisory Council for Higher Education Quality in the Region of Madrid

Criterion 8 – Consistency Of Judgements, Appeals System And Contribution To ENQA AIMS

- 8.1 Web site (www.madrimasd.org/acreditacion)
- 8.2 *Fundación para el Conocimiento Madrimasd* Quality Policy
- 8.3 *Fundación para el Conocimiento Madrimasd* Strategic Plan
- 8.4 DOCENTIA Guide for Certification
- 8.5 Higher Education in the Arts Evaluation Protocol
- 8.6 Framework Document for Official Degrees Monitoring
- 8.7 Accreditation Renewal Protocol
- 8.8 PE04 Evaluation and Accreditation Committee
- 8.9 Meta-assessments Reports
- 8.10 PE03 Advisory Committee on Higher Education Quality
- 8.11 Memorandum of understanding and cooperation agreements signed with International Accreditation Entities

fundación para el
conocimiento
madri+d

www.madrimasd.org