

The role of the AUDIT program in the Internal Quality Assurance Systems as motor of the Technical learning process adaptation for European Space for Higher Education (ESHE): an opportunity to restart the system

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# A little bit of passion

1. If you cannot express what you are doing as a process, then you probably don't know what you are doing.
2. We live in a period of turbulence, we have to run decisions we haven't been working on for long time.
3. We, the university, are again obliged to strategically adapt.
4. At the university what we argue on is necessary what we are discussing

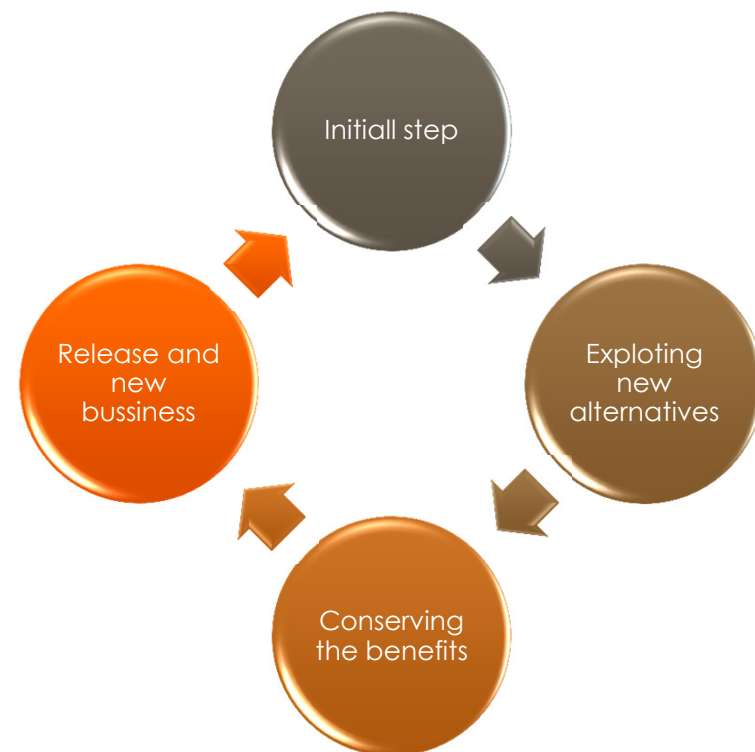
# Our starting point with ESHE

- Life-Long Learning a new product for the University
- Management is an increasingly important bussiness for the university
- Contents in curricula and learning outcomes haven't occupied their final space yet
- Institutional agreements on the curricula framework have not functioned perfectly



# How the engine works

- A step in an evolutionary process.
  - Exploitation
  - Conservation
  - Release
- Creative destruccion



# What kind of decisions we have to take?

- New model is needed
- More efficient approaches are needed
- Our schools and departments need strong reorganization
- Conservative management is no longer the solution
- New products and new roles

# The audit program

- Two main objectives/Instrumental guidelines
  1. Alignment resources
    - Transparency and governance
      - PILOTING THE SHIP
  2. No barriers for new proposals
    - Flexibility and open collaboration
      - DEFINING NEW PATHS

# Objectives of the AUDIT

- In order to reach these objectives, the debate has to focus in three issues to be solved: (ANECA 2010)
- 1<sup>st</sup> **The aims and expectations** of the different stakeholders have to be explicitly expressed and disseminated:
  - transparent definition of objectives that consistently represents the collective decision.
- 2<sup>nd</sup> long and short term objectives, instruments and resources will define what QA represents for each organization so
  - no agent or stakeholder takes decisions and develops strategies without **robust information**.
- 3<sup>rd</sup> The **QA criteria** have to be defined in order to send a message to all the involved agents on **how** all the **emergent management** issues **have to be** ruled.
  - what we expect from managers are decisions not ambiguity,



# Stake holders and process

Stake-Holders	Processes	Stake-Holders	Processes
Students	Selection and admissions Studying process Labor and professional career	Management staff	General Strategy Staff Motivation General Policy adequacy Representation
Teachers	Selection and contracting Promotion Plans Curricula definition Subject definition Time-schedule Feed back	Job employers	Definition of offered degrees Training profile Quality of training Job adequacy for graduates.
Educational Staff	Curricula definition Subject definition Time-schedule Feed back Labor and professional career	Graduated students	Definition of offered degrees Training profile Quality of training Job adequacy for graduates
Administrative staff	Feed back Certification Degree awards	Public supervisors	General Strategy Staff Motivation General Policy adequacy Representation Degree Certification
		Society	Funding policy Social Support Values and cultural exigencies



# What to asses

Process	Criteria
Quality policy and objectives	Transparency in the objectives and procedure. Free and operative access to information
Design of the training offered	Flexible mechanisms to apply procedures to change adequately
Teaching and learning activities	Self asses control of performance must exist
Academic and support staff	Recruiting procedures and HR policy show no discrimination against the
Available resources	The adequacy of the resource providing system. Functioning has to be reviewed
Learning Outcomes	the evaluated institution should demonstrate its ability to capture evidence, on the different services provided performance,
Transparence policy	Elaborate transparent indicators and make them visible to the stakeholders that have to take decisions based on them.

# Conclusions

- New Model for the University
  - Management and strategy in university are going to be critical.
  - The certification of awards and degrees, and hence the IQAS is evolving to be a strategic policy for the university.
  - The stakeholders involved.
- The AUDIT program
  - Stakeholders contributions have to be openly assumed and freely discussed
  - Clear criterions have to be applied in decisions and guarantees have to be offered that the final products offered respond to the actual needs.
  - Transparency on the dissemination of results is needed to produce successful results.
- The consequences of the inclusion of new quality assurance system will not be seen in the immediate management procedures that will increase their bureaucratic load, but in the future evolution of the university system that will improve its flexibility.