

Decision on the Substantive Change Report by The Canarian Agency for Quality Assessment and Accreditation (ACCUEE)

Register Committee

Ref. RC49/C155

Ver. 1.0

Date 2026-03-26

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Decision of:	2026-03-23
Result:	Take note
Report received on:	2025-12-22
Agency registered since:	2022-10-01
Last external review report:	2022-10-26
Registration until:	2027-10-31
Absented themselves from decision-making:	n/a
Attachments:	<ol style="list-style-type: none"> 1. Substantive Change Report, 2025-12-22 2. Minuted clarification of 2026-03-06

1. The Register Committee considered the Substantive Change Report of 2025-12-22.
2. The Register Committee noted that ACCUEE introduced a new external QA activity, DOCENTIA, while the same activity was previously coordinated by ANECA at higher education institutions on the Canary Islands. The Committee understood that ACCUEE's procedure is based on the current protocols of the Spanish Network of University Quality Assurance Agencies (REACU).
3. Based on the information provided in the change report, the Register Committee had no concerns that the ESGs are complied with.
4. The Committee expects that this activity will be analysed in full against ESG 2.1 – 2.7 as part of ACCUEE's next renewal of registration.

EQAR Substantive Change Report

Agency #1	The Canarian Agency for Quality Assessment and Accreditation
Agency acronym	ACCUEE
Expiry date #1	31/10/2027
Contact #1	Patricia Pintor Díaz
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Other organisations?	No
A. Has the organisational identity of the registered agency changed?	No
B. Has the organisational structure changed?	No
C. Changes in EQA activities	1. One or several new external QA activities were introduced
Description new/changed	<p>The proposed activity is already being developed in the universities of the Canary Islands. What we are going to do in ACCUEE is to continue with the same process.</p> <p>As it appears on ANECA's website: 'The DOCENTIA Programme consists of a set of guidelines and orientations for the development, by universities (and their certification by ANECA and the regional agencies), of a model for the evaluation of the quality of teaching, aimed at guaranteeing the training and competence of university teaching staff, through an evaluation of their teaching activity, with the aim of promoting its recognition and improvement. ANECA certifies these models through the DOCENTIA' programme.</p> <p>In the current organisation of the Spanish</p>

university system, the universities are responsible for guaranteeing the training and competence of the teaching staff and, consequently, they must develop procedures for the evaluation of their performance, as well as for their training and encouragement, guaranteeing their qualifications and teaching competence'.
 Link: <https://www.aneca.es/en/teaching-quality-assurance-system>

1. New EQA activity:

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DOCENTIA

Focus

- other i.e. micro-credentials, short cycle studies etc.
 - DOCENTIA
-

ESG 2.1

Within the framework of the European Higher Education Area (EHEA), institutions must ensure the qualification and competence of teaching staff, implementing procedures to evaluate their teaching activity as well as their training and incentives. In 2007, ANECA launched the Support Programme for the Evaluation of the Teaching Activity of University Teaching Staff (DOCENTIA) in coordination with the regional evaluation agencies, such as ACCUEE, with the aim of supporting universities in the design of tools to internally manage the quality of their teaching staff's teaching activity, fostering their development and recognition. Work is currently underway on the 2025 update of the programme. ACCUEE participates in the monitoring committee of the DOCENTIA Programme, coordinated by ANECA, as well as in the committees of each of the public universities of the Canary Islands. More information about the DOCENTIA Programme.

The purpose of this programme is to provide universities with a reference framework that facilitates the design of their own systems for the evaluation of academic staff and to promote mechanisms aimed at guaranteeing the quality of teaching activity and at encouraging the development and recognition of academic work.

ESG 2.2

As stated on ANECA's website: To support universities in designing their own mechanisms to manage the quality of teaching staff's teaching activity and encourage their development and recognition, the DOCENTIA procedure refers to the recommendations for ensuring quality at higher education institutions, collected in the document Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) which was approved by the Conference of Ministers signatories of the Bologna Declaration in May 2015. The procedure design has also taken into account the standards set by internationally recognised organisations in the field of personnel evaluation, such as The Personnel Evaluation Standards, developed by The Joint Committee of Standards for Educational Evaluation.

As we said, the aim is to continue with the implementation of DOCENTIA in the Canarian universities

The programme has been evaluated for ANECA by ENQA and EQAR:

https://backend.deqar.eu/reports/EQAR/2023-03_Renewal_Decision_ANECA_A115_yD65uGg.pdf

The positive evaluation of the same programme can also be verified on the websites of the other Spanish agencies.

ESG 2.3

1	https://www.aneca.es/documents/20123/265656/Programa+DOCENTIA__2025_+V2.0_registrado.pdf/a5e6aeca-b1f6-8ea5-9593-2b06bb356c31?t=1750145948849
2	https://www.aneca.es/documents/20123/265656/Programa+DOCENTIA__2025_+V2.0_registrado.pdf/a5e6aeca-b1f6-8ea5-9593-2b06bb356c31?t=1750145948849
3	https://www.aneca.es/documents/20123/265656/Anexo+Universidades+y+Evaluadores_2025-V2.0_registrado.pdf/ded5a47a-bc11-b108-ab0d-a9d26ac0b3c0?t=1750146015625
4	https://www3.gobiernodecanarias.org/aplicaciones/strapi_accuee/xxx/uploads/Cronograma_y_flujograma_Docentia_314a26841b.pdf
5	https://www.aneca.es/documents/20123/265656/Programa+DOCENTIA__REV_2024_+v6_final.pdf/5b24102c-23bd-37da-6aa7-c26e3a0fd1ab?t=1737033588835

ESG 2.3

The validation process and its different phases are clearly defined in the DOCENTIA programme. They can be consulted on ANECA's website:

Interested universities must complete the application for participation in the teaching evaluation support programme (DOCENTIA) and send it to ANECA.

The phases that the development of the DOCENTIA Programme includes are the following:

- Phase I: DESIGN. The university designs the teaching activity evaluation manual according to the DOCENTIA model and sends it to the corresponding Agency for evaluation.
- Phase II: EXTERNAL EVALUATION OF THE

DESIGNS. Its purpose is to recognise compliance with the specifications and criteria of the DOCENTIA model.

- Phase III: MONITORING OF THE IMPLEMENTATION. Universities whose designs have been positively evaluated begin the implementation and send an annual report to the Agency.

- Phase IV: CERTIFICATION AND MONITORING OF THE CERTIFICATION. Once the design has been fully implemented and the monitoring phase has been successfully completed, universities may opt for certification of their evaluation procedures. Once the implementation has been certified, the university must send an annual certification monitoring report.

- Phase V: CERTIFICATION RENEWAL. Once the certification validity period has been reached, if the last monitoring report is favourable.

The certification of a model under the DOCENTIA programme is valid for 6 years. During the first five years, the university will send annual certification monitoring reports and, in the sixth year, it will send a certification renewal report

ACCUEE will apply the same methodology and stages of programme development, as can be verified on its website.

ESG 2.4

ACCUEE has organised a specific committee for the DOCENTIA programme. For this purpose, it has selected two academic evaluators with extensive experience in the programme and one student evaluator.

This technical committee carries out the design, monitoring of implementation and certification of

the evaluation procedures of the model for assessing the quality of teaching at universities. Resolution appointing the technical evaluation committee. Link:<https://www3.gobiernodecanarias.org/educacion/accuee/universitario/evainst/docentia?idioma=en>

ESG 2.5

As we said, the objective is to continue with the same model developed by ANECA together with the rest of the Spanish quality agencies (REACU).

Link: <https://www.aneca.es/en/teaching-quality-assurance-system>

ESG 2.6

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<https://www3.gobiernodecanarias.org/educacion/accuee/universitario/evainst/docentia?idioma=en>

ESG 2.7

As with the other evaluations carried out by the ACCUEE.

All information on suggestions, complaints and the Assurance Commission is published by the agency at the following link:

<https://www3.gobiernodecanarias.org/educacion/accuee/sugerencias?idioma=en>

The regulations are available, as well as links to the application to make claims or appeals.

With regard to the Commission of Guarantees, the following is detailed: the basis for its creation, the resolutions, the members of the commission, the regulations and the instance to be used by the universities; all of this is available at the following link:

<https://www3.gobiernodecanarias.org/educacion/accuee/universitario/garantias?idioma=en>

ESG 3.4/ESG 3.6

At the recent ENQA panel visit ESG 3.4 and 3.6 were praised. ESG 3.4 for its sound methodology and 3.6 for its regular use of international quality

assurance processes.

Link: <https://www.enqa.eu/wp-content/uploads/ACCUEE-external-review.pdf>

DOCENTIA will form part of our evaluation protocols and as such will be reflected in the meta-evaluation reports that the agency carries out each year.

D. Activity outside the scope of the ESG

No

Submit form?

I am ready to submit the change report form

Substantive Change Report by The Canarian Agency for Quality Assessment and Accreditation (ACCUEE)

Minutes of Zoom Call

Register Committee

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Date of the conversation:	2026-03-06
Representative of ACCUEE:	Patricia Pintor Díaz, Margarita Rosell Déniz Hernandez
Representative of EQAR:	Giorgi Munjishvili

1. ACCUEE has made a Substantive Change Report on 2025-12-22. In order to prepare the deliberations of the Register Committee on the report, EQAR contacted ACCUEE via Zoom call to clarify the matter(s) below.
2. ACCUEE agreed to clarify the matter(s) by means of a Zoom call.
3. The EQAR representative explained that, while the agency reported the implementation of a new activity, DOCENTIA, which utilises the same methodology as other agencies in the Spanish Network of University Quality Agencies (REACU), it was unclear whether the agency planned to adopt the DOCENTIA methodology, updated in 2025 or continue using the older version.
4. This uncertainty stemmed from the change report referencing both methodologies. In certain standards, instead of describing the new methodology, the document reverted to the older version that had already been evaluated for other agencies, resulting in confusion about the agency's intended course of action.
5. The ACCUEE representatives explained that DOCENTIA is a programme developed by ANECA in collaboration with the other Spanish quality assurance agencies, with a common methodological framework applied across the country. Until now, universities in the Canary Islands had implemented DOCENTIA with ANECA. Moving forward, ACCUEE is taking over this activity, employing the methodology updated in 2025. The lack of reference was due to modest nature of updates in the methodology, and these changes were to better reflect the needs of teaching programmes of Spain and based on received feedback.
6. There are no substantial modifications to the methodology; rather, the updated framework introduces some limited methodological adjustments, proposed by ANECA. In this context, the new framework introduces a flexible "dual-track" system for teaching evaluation. Institutions can choose the Summative Approach, which focuses on standardised, periodic assessments of teaching effectiveness following the pre-2021 structure, or the Developmental Approach, which links evaluation to long-term academic career growth through a professional

development framework. Institutions now have greater flexibility to transition between these two tracks.

7. The changes were also made in evaluation tools and criteria including incorporating gender perspectives and inequality and added empirical validation in student surveys.

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