GUIDE FOR THE ASSESSMENT OF "TRAINING BASED ON ACTIVE METHODS AND METHODOLOGIES"

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1. INTRODUCTION

This guide was elaborated in the framework of the project "Assessment of innovative methodologies in teaching and learning in the Basque University System (INNOMETH)", coordinated by Unibasq and funded by INQAAHE (The International Network for Quality Assurance Agencies in Higher Education) within the initiative "Capacity Building Projects 2019".

As indicated in the project proposal, innovation in teaching and learning is a hot topic in the global higher education landscape. In Europe following the Conference of Ministers of Education, the Paris Communiqué (2018) [1] highlighted some key points regarding this topic 20 years after the start of the Bologna process:

- *"The main structural reforms have been to ensure and enhance the quality and relevance of learning and teaching.*
- *It is time to add cooperation in innovative learning and teaching practices as another hallmark of the European Higher Education Area (EHEA).*
- *European initiatives should be developed to support and stimulate a wide range of innovative learning and teaching practices. This will further develop and fully implement student-centred learning (SCL).*
- *High quality teaching is essential in fostering high quality education and teachers should have options for pedagogical training, continuous professional development and ways should be explored for better recognition of high quality and innovative teaching in their career."*

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1 Paris Communiquè (2018). Retrieved from: http://www.ehea.info/cid101765/ministerial-conference-paris-2018.html

In this regard, the European University Association (EUA) document "Trends 2018: Learning and teaching in the European Higher Education Area" (Gaebel and Zhang, 2018)[2] offers an institutional perspective on the evolution of the EHEA by analysing "*how European higher education institutions change and adapt their learning and teaching approaches in response to changing demand, technological and societal developments, and in consideration of European- and national-level policies and reforms.*" It considers a key point the implementation of learning outcomes and student-centred learning and how both contribute to the enhancement of learning and teaching.

According to the European Students' Union (ESU & EI, 2010)[3] "*Student Centred Learning represents both a mind-set and a culture within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking.*" Furthermore, student-centred learning is one of the standards of Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)[4].

Likewise, the academic literature highlights positive aspects of student-centred learning, such as, among others, the changes that take place in the distribution of responsibilities between students and teaching staff (Weimer, 2002[5]; Wright, 2011[6]), which promotes the development of transversal competences and independent learning (Oinam, 2017[7]); and the increase in motivation, aspects also detected throughout the projects led by ESU in relation to the SCL (2010 & 2015[8]).

Considering all of the above and taking into account both the regulations on official qualifications in the Basque Country and Decree 274/2017 of 19 December (BOPV, 2017)[9], regarding the implementation and closure of official study programmes (Bachelor's and Masters' Degrees and Doctoral Studies) which establishes that the Basque official study programmes will be classified in different levels under three categories (Innovative methodologies in teaching and learning (hereinafter referred to as active learning methodologies[10]); Internationalisation; and Links with companies, institutions and some other organisations) as specific lines for the development of the current and future study programmes' offer of the Basque University System and in order to increase the information available for society, it was clear the need to develop some guidelines to assess active learning methodologies.

2 Gaebel, M. and Zhang, T. (2018). Trends 2018: Learning and teaching in the European Higher Education Area.

3 European Students' Union (ESU) and Education International (EI) (2010). Student-Centred Learning—Toolkit for students, staff and higher education institutions.

4 Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

5 Weimer, M. (2002). Learner-centered teaching: Five key changes to practice. San Francisco, CA: Jossey-Bass.

6 Wright, G. B. (2011). Student-centered learning in higher education. International Journal of Teaching and Learning in Higher Education, 23 (1), 92-97.

7 Oinam, S. (2017). Student-centered approach to teaching and learning in higher education for quality enhancement. IOSR Journal of Humanities and Social Science, 22 (6), 27-30.

8 European Students' Union (ESU) (2015). Overview on Student-Centered Learning in Higher Education in Europe: Research Study.

9 Boletín Oficial del País Vasco - BOPV 246 (2017). Disposiciones generales. Decreto 274/2017, de 19 de diciembre, de implantación y supresión de las enseñanzas universitarias oficiales conducentes a la obtención de los títulos de Grado, Máster y Doctorado.

10 The term active learning methodologies (activity-based learning) includes different teaching proposals that seek the effective involvement of students in their own learning, such as project-based learning, case-based learning, flipped learning and other similar ones. This term has been chosen because it is the one most in line with the SCL approach.

This initiative of the Basque Government has been developed in the Order of the Regional Minister of Education of 27 July 2018 (BOPV, 2018)[11], on the categorization of university education at Bachelor and Master levels, which establishes that Unibasq will evaluate such education in terms of progress in each of the categories at their different levels. The Order provides some aspects and indicators to be considered (methodologies such as project-based and problem-based learning, academic staff with a positive evaluation of their teaching, student satisfaction, performance rate and specific strategy to manage the implementation and monitoring of active learning methodologies). Unibasq has developed, as a result of all the knowledge acquired during the project (collection of information regarding the educational models of each university, focus groups and seminar), an assessment guide to establish the integration of active learning methodologies in the teaching and learning process, with a student-centred approach and in a lifelong learning context, considering the expected and actually achieved learning outcomes.

 Taking into account the above-mentioned considerations and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) in its part 2 for the evaluation methodology to be developed and with special emphasis on the way in which institutions comply with "Standard 1.3. Teaching, learning and assessment focused on students", this assessment guide has been prepared.

2. PURPOSE AND SCOPE

The purpose of this guide is to develop an assessment procedure (methodology, standards and guidelines) to establish the integration of active learning methodologies into the teaching and learning process, with a student-centred approach and in a lifelong learning context, considering both the expected and the actually achieved learning outcomes.

The scope could be of centre (faculty or school) and affect all or some of the study programmes taught there. The specific evaluation of the integration of active methodologies would be included in other external evaluation processes, such as the evaluation for the renewal of the institutional accreditation of the centre or limited to some of the study programmes taught in the centre in a procedure more in line with the renewal of the accreditation of study programmes. In any case, it would be a matter of integrating this specific evaluation into other evaluation procedures of the Agency by incorporating specific aspects.

The University will indicate in its application to the Agency, which centres and study programmes will be subject to evaluation.

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[11] Boletín Oficial del País Vasco - BOPV 150 (2018). Disposiciones generales. Orden de 27 de julio de 2018, de la Consejera de Educación, sobre la categorización de las enseñanzas universitarias oficiales de Grado y Máster.

3. METHODOLOGY FOR THE ASSESSMENT OF "TRAINING BASED ON ACTIVE METHODS AND METHODOLOGIES"

3.1. Background

The development of this Guide has been supported by the results of the INNOMETH project. In this sense, the approach followed, as well as the standards and guidelines contained in the Guide are based on the information gathered on the use of active learning methodologies in the three universities of the SUV, including their educational model and the teaching innovation initiatives they have developed in recent years. In the development of the INNOMETH project, focus groups have been held with teachers and students, which have allowed us to gather their points of view including what they understand, by innovative methodologies, the added value of their use, pending challenges and good practices. Finally, a workshop was held in January 2020 to share the preliminary results and reflect on them. The workshop was first structured in the presentation of the project, including its phases and the results obtained. Subsequently, Rikke Warming, representative of the Danish Accreditation Institution, presented the way in which they have included student-centred learning in their institutional assessment procedure and Xavier Giménez, lecturer at the University of Barcelona, gave a talk on the promotion of active learning at universities. Finally, in parallel sessions, cases of good practice were presented and reflection was carried out on the challenges and issues pending in the implementation of this type of methodology.

The discussions held with representatives of the three SUV universities regarding the concept of innovative teaching and learning methodologies and its relationship with teaching innovation led us to the conclusion that, although there were points of contact, each university interpreted this concept within its own educational model. This same situation has arisen in Denmark when AI (*The Danish Accreditation Institution*) has studied how Danish institutions understand and apply the concept of student-centred approach, concluding that there are diverse interpretations and that their evaluation within their institutional accreditation model must be understood within their interpretation and within their quality system. Consequently, one of the proposals is to see how the quality assurance system guarantees that the chosen approach is developed and works well. Allowing each institution to present its approach in line with its objectives without having to adapt to predefined standards (Warming & Frydensberg, 2018)[12] A similar situation, although in the general framework of institutional evaluation, can be found in the 'Appreciative Approach' applied by NVAO in its evaluations in Flanders. In the publication "Overview report on the institutional reviews. The quality of the educational policies at the Flemish universities and university colleges" (Caris & Aerden, 2017)[13], which summarises the results of the pilots carried out between 2015-2017, states that "*For the institutional review, NVAO developed the Appreciative Approach. In this approach, the context of the institution and the educational policy model chosen by the institution were the starting point. It was therefore not judged whether the chosen policy model was "good", but whether it worked. In this way, the system appreciates the autonomy of the institutions, the efforts in quality assurance of recent decades and the responsibility that institutions have taken in this respect*." Finally, another example of an external evaluation model in which the focus is on the context of the institution is the "Quality in Internationalization" certificate developed by the European Consortium for Higher Education Accreditation (ECA). In fact, in the introduction to the "Guide to Quality in

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12 Warming, R. & Frydensberg, P. (2018) "Student-centred learning viewed through the eyes of an external quality assurance agency" Internationalisation of Higher Education. Developments in the European Higher Education Area and Worldwide 4.

13 Caris, P. & Aerden, A. (2017) "Overview report on the institutional reviews. The quality of the educational policies at the Flemish universities and university colleges. NVAO – Department Flanders publications. Retrieved 25 May 2020 from http://ecahe.eu/assets/uploads/2018/01/Overview-report-on-the-institutional-reviews-2017.pdf

Internationalisation" (Aerden, 2017)[14] it is stated that "*Internationalisation is a complex phenomenon and is strongly influenced by the context in which it takes places. As a multidimensional concept, the realisation of internationalisation widely varies in different higher education settings. This means the context and the varied ways in which it is operationalised need to be taken into account when assessing internationalisation.*" It also underlines the need to assess the quality of internationalisation in the context of internationalisation objectives at both programme and institutional levels and concludes, "*internationalisation can take many forms and entails much more than singular activities*" so context and systematization of activities are key.

Thus, and in line with the above, throughout the different phases of the project it has become evident that

- The three SUV universities have their own educational models, implemented to a greater or lesser extent depending on the centres and the study programmes they teach.
- Evaluation of the development of active teaching and learning methods and methodologies should be approached from the specificities of each model (methods and methodologies must be interpreted from the model).
- The quality assurance system of each university/centre (especially the processes for quality assurance) should be the starting point for evaluation for external recognition of training according to active learning methods and methodologies. Information should be included on the procedures for the evaluation of study programmes in relation to the use of active teaching and learning methods and methodologies and the corresponding satisfaction questionnaires.

It should therefore be a holistic external evaluation approach in the overall context of the study programme within a centre and university, encompassing wider educational developments including the design and implementation of study programmes and considering the expected learning outcomes. As this is not an isolated process, it should be integrated within other usual evaluation procedures as mentioned in section 2.

In any case, the external assessment process must be aligned with the ESG (2.3) and consist of the following phases:

- Self-assessment
- An external assessment including, where appropriate, a visit
- A report resulting from the external assessment
- Systematic monitoring

The external assessment report would include, in the positive assessments, recognition of training based on active teaching and learning methods and methodologies.

Specific aspects of the methodology are detailed below.

> **ESG 2.3 Implementing processes**
> External quality assurance processes should be reliable, useful, and pre-defined, implemented consistently and published. They include:
> - a self-assessment or equivalent;
> - an external assessment normally including a site visit;
> - a report resulting from the external assessment;
> - a consistent follow-up.

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14 Aerden, A. (2017) "Guide to Quality in Internationalisation" ECA publications. Retrieved 25 May 2020 from http://ecahe.eu/assets/uploads/2013/11/CeQuint-The-Guide-to-Quality-in-Internationalisation-edition-2017-1.pdf

3.2. Constitution on the assessment panel

Given the nature of active learning methodologies, it is crucial to incorporate specific expertise in the area - teaching innovation, active learning, SCL, project-based or problem-based learning, among others - within the assessment panels. Following ESG 2.4, a transparent and adequate selection process of experts should be ensured by ensuring that all panels include at least one person with proven experience in teaching innovation/active learning, among others, in addition to complying with the usual composition of the panels, which would include at least one student preferably with experience in this type of methodologies. Similarly, specific training will be ensured for the evaluation panels in relation to the specificities of this type of methodology and information on the educational model of each university.

The general composition of each panel will be established in the guide to the evaluation procedure (renewal of institutional or degree accreditation) in which this evaluation is integrated.

2.4 Peer-review experts
External quality assurance should be carried out by groups of external experts that include (a) student member(s).

3.3. Stakeholders involved

It should be borne in mind that the assessment of this type of methodology requires the involvement of a large number of stakeholders (institutional heads, school and study programme heads, academic and support staff, students, graduates and representatives of collaborating entities, among others) during the different phases of the process (self-assessment, visit, etc.). In particular, it should include units of educational innovation/advice, quality units, those responsible for managing the educational model and even vice-rectors involved.

4. ASSESSMENT CRITERIA

This section presents the criteria, standards, guidelines and possible evidence for the assessment of training according to active learning methods and methodologies in line with Part 1 of the ESG (2015). The equivalence of the criteria with the part 1 of the ESG can be seen in the attached table, it must be taken into account that they should be applied with an eminently qualitative and non-prescriptive approach, always considering the educational model of each university as a context, as explained in section 3.

4.1 Equivalence of criteria with ESG (2015) Part 1.

Assessment of active teaching and learning methodologies	ESG 2015
Educational model	1.1 Policy for Quality Assurance 1.3 Student-centred learning, teaching and assessment 1.9 On-going monitoring and periodic review of programmes
Development of the teaching-learning processes	1.2 Design and approval of programmes 1.3 Student-centred learning, teaching and assessment
Students	1.3 Student-centred learning, teaching and assessment 1.4 Student admission, progression, recognition and certification
Teaching staff	1.5 Teaching staff
Resources	1.6 Learning resources and student support
Outcomes - Information Management	1.7 Information management
Public information	1.8 Public information

4.2. Assessment criteria and standards

Assessment criteria, standards and guidelines, as well as evidence, have been developed to help institutions organize how they will describe the context in which active learning methodologies have been implemented and their impact.

The assessment criteria in this section should not be understood as a closed set of criteria that could limit the institution in providing information on the impact of active learning methodologies. It is the institution that presents the context in which the active learning methodologies are developed and that chooses how to demonstrate the impact that these methodologies have on student learning, on the professional development of the teaching staff, as well as on the relations with the collaborating entities and their impact on society as a whole.

The institutions may also provide such evidence, as they deem appropriate, so that the evidence set out in this document should be considered only as examples. The proposed assessment approach also focuses on the collection of evidence relating to the strengths of the institutions, stories of achievement of objectives and good practice, as well as the success stories of their students, graduates and faculty. In this sense, the institutions can incorporate personal testimonies and involve the collaborating entities to support the arguments made that try to demonstrate the fulfilment of goals and expectations.

Criterion 1. Educational model

Standard: The institution applies the University's educational model in a systematic way in the official study programmes it offers.

Guidelines:

- The institution has a governance structure that allows it to coordinate the implementation of the educational model.
- The institution has a strategy that includes a clear description of responsibilities, roles and procedures for the implementation of the educational model.
- The institution has set goals in relation to the impact of the educational model on the teaching and learning processes, on the labour insertion of graduates, on society and on other areas of interest. These goals are consistent with the strategic objectives of the University.
- The deployment of the educational model in the institution is done through active learning methodologies, with the necessary flexibility to meet the characteristics of each study programme, the diversity of students and their lifelong learning. The model allows students to complete their studies part-time and to choose the components of their own curriculum.
- The institution promotes the development of teaching innovation plans or projects aimed at introducing, reviewing or improving teaching and learning.
- The institution has a contingency plan to ensure the application of active learning methodologies in situations that may arise.
- The institution monitors, reviews and reports to the University on the application of the educational model and active learning methodologies for their improvement.
- The institution recognizes good teaching practices focused on the development of active learning methodologies and the educational model.

Examples of evidence that the institution could provide:

- Strategy to apply the educational model in the official study programmes given in the centre, including at least: governance structure to coordinate the application of the model, roles, responsibilities and procedures.
- Operational definition of the goals that measure the consequences of the application of the educational model in the main activities carried out by the institution.
- Measures taken to adapt the educational model and active learning methodologies to the characteristics of the teaching being given and the diversity of the student body.
- Relevant and significant examples of training and strategic actions that promote lifelong learning
- Measures adopted to promote the development of plans or projects of educational innovation.
- Contingency plans for the application of the educational model and active learning methodologies.
- Reports sent to the University on the application of the educational model and active learning methodologies.
- Recognition by the institution of good teaching practices focused on the use of active learning methodologies.

Criterion 2. Development of the teaching and learning processes

Standard: The development of the teaching and learning processes, in all the study programmes taught in the institution, is consistent with the educational model and the application of active learning methodologies.

Guidelines:

- The coordination strategies and procedures developed in the subjects and courses favour the application of the educational model in all the study programmes taught in the institution.
- Teaching activities are supported by active learning methodologies that are aligned with the foundations and principles of the educational model. These activities take into consideration the diversity of the students and are in line with their training needs.
- The students' learning strategies are inscribed in the active learning methodologies developed in the subjects and courses.
- The participation of collaborating entities in the teaching processes is carried out in accordance with the bases and principles of the educational model and with a concept of lifelong learning.
- The institution uses an assessment for learning approach. The application of this approach provides information that enables the teaching staff to help students improve their learning. Assessment procedures are varied and take into account the diversity of the student body and their learning needs.
- The evaluation of the teaching activity of teachers is aligned with the educational model.

Examples of evidence that the institution could provide:

- Coordination measures adopted in the study programmes to favour the development of the educational model.
- Relevant and significant examples of teaching activities carried out in order to favour the fulfilment of the foundations and principles of the educational model from the use of active learning methodologies.
- Examples of learning strategies carried out in application of active learning methodologies
- Examples of activities developed by collaborating entities.
- Examples of assessment procedures that have contributed to improving teaching and learning from the diversity of the student body, and to the achievement of the objectives of the educational model.
- Examples of measures adopted following the evaluation of the teaching activity of teachers to favour the implementation of the educational model.

Criterion 3. Students

Standard: Students know and internalize the implications of the educational model, act according to its foundations and principles and have the necessary guidance and support in the personal, academic and administrative areas.

Guidelines:

- The institution has provided the necessary information and training so that the students really know the implications that the educational model has for them in the personal, academic and administrative areas.
- Students or their representatives participate in the bodies that make decisions on the implementation, revision and improvement of the educational model.
- Students have the knowledge and competence necessary to carry out the activities and tasks derived from the application of active learning methodologies developed in the institution.
- The activities carried out by the students in the academic, professional or social fields in the institution are in accordance with the foundations and principles of the educational model and are part of the active learning methodologies developed.
- The guidance, tutoring and learning facilitation activities promoted by the institution help to improve students' learning outcomes and their lifelong learning.
- The educational support offered to students takes into consideration their diversity and the different needs that arise from it.
- The institution has the tools and procedures that allow it to address the actions of students that are contrary to the foundations and principles of the educational model or the use of active learning methodologies.

Examples of evidence that the institution could provide:

- Report or similar document that collects the information and training activities provided to students on the educational model.
- List of bodies in which students participate, which are linked to the development of the educational model.
- Examples of activities carried out by students in the academic, professional or social fields at the institution that are in accordance with the foundations and principles of the educational model.
- Testimonials from students that endorse the support received from the institution in the personal, academic or professional fields.
- Relevant and meaningful testimonies from former students showing the development of lifelong competences and the connection with the learning made during their training at the institution.
- Examples of institution-promoted guidance, tutoring and learning facilitation activities that have helped improve student learning outcomes.
- Examples of educational support offered to students in response to their diversity and the different needs that arise from it.
- Tools and procedures used to address student actions that are contrary to the foundations and principles of the educational model or the use of active methodologies.

Criterion 4. Teaching staff

Standard: The teaching staff has internalized the educational model and its implications and acts on a daily basis according to its foundations and principles, having the necessary training and support in the personal, academic and administrative fields.

Guidelines:

- The institution has provided the necessary information and training so that teachers are aware of the implications that the educational model has on the personal, academic and administrative spheres.
- Teachers or their representatives participate in the bodies that make decisions on the implementation, review and improvement of the educational model.
- The teaching staff is competent in the use of active learning methodologies promoted by the institution.
- Teachers have internalized the educational model so that the teaching activities they carry out on a daily basis are supported by the use of active learning methodologies that are in line with the foundations and principles of the educational model indicated.
- The teaching innovations introduced by the teachers support the use of active methodologies that have the educational model and student-centred learning as their reference, so that they deepen the foundations of this model, subject it to revision or improve it.
- The teaching staff carries out and publishes research on their teaching. The results of such research are transferred to the improvement of teaching and learning processes.
- The professional development of teachers is consistent with the results of the evaluation of their teaching activity.
- The training offered to teachers takes into consideration their training needs related to the development of active learning methodologies and their career development.
- The institution has the tools and procedures that allow it to address the actions of teachers that are contrary to the foundations and principles of the educational model or the use of active learning methodologies.

Examples of evidence that the institution could provide:

- Report or similar document that collects the information and training activities provided to the teachers on the educational model.
- List of bodies in which teachers participate, which are linked to the development of the educational model.
- Examples of activities carried out by the teaching staff in the academic, professional or social fields in the institution that are in line with the foundations and principles of the educational model and the active learning methodologies proposed.
- Relevant and significant examples of teaching activities developed by teachers in application of active learning methodologies.
- Examples of teaching innovation that supports the use of active learning methodologies.
- Examples or testimonies showing how the development of research on teaching has modified teaching or learning processes.
- Examples of changes in the career path or professional development of teachers resulting from the results of teaching evaluation.
- Testimonials from teachers to support the changes in their professional career as a result of the actions taken by the institution.

- Examples of training activities designed according to the needs of the teaching staff related to the development of active learning methodologies
- Tools and procedures used to address the actions of teachers that are contrary to the foundations and principles of the educational model.

Criterion 5. Resources

Standard: The institution has adequate infrastructure and resources for training based on active learning methodologies within the framework of its educational model.

Guidelines:

- The institution provides the academic staff, the administration and support staff and the students with the necessary resources and technical support for the adequate implementation of active learning methodologies within the framework of the educational model.
- The resources and didactic means used in the subjects and courses favour the application of the educational model and the development of active learning methodologies.
- The technological support received by students helps them to develop learning strategies consistent with the proposed active learning methodologies.
- The personal support and services provided to students to encourage the development of learning strategies consistent with the proposed active learning methodologies.
- The institution regularly reviews and updates the resources available to faculty and students for the application of active learning methodologies.
- The institution provides financial, material, human or other resources to facilitate the development of teaching innovations or research on teaching.
- The institution promotes the acquisition and use of innovative resources - even in the period of trial or experimentation - to facilitate the introduction of new ways of teaching and learning.

Examples of evidence that the institution could provide:

- Resources and technical support made available to members of the university community to facilitate the implementation of the educational model.
- Relevant and significant examples of resources and didactic means used that favour the fulfilment of the foundations and principles of the educational model
- Examples of the type of technological support received by students that has helped them develop learning strategies consistent with the educational model.
- Examples of the type of personal support received by students in relation to accommodation, food, transport and other needs that have helped their activity at the institution to be consistent with the educational model.
- Documents or reports on the regular review and update of the resources available to teachers and students for the application of active learning methodologies.
- Resources provided by the institution to support the development of teaching innovations and research on university education.
- Measures taken by the institution to promote the acquisition and use of innovative resources - still in the testing or experimentation period - and to facilitate the introduction of new ways of teaching and learning.

Criterion 6. Outcomes - Information management

Standard: The institution has a system to collect, manage and analyse information in an agile, systematic and relevant way about the application of active learning methodologies and achieved learning outcomes, within the framework of its educational model.

Guidelines:

- The institution periodically collects information on the application of active learning methodologies from the opinions of teachers, students, graduates, collaborating entities and other interest groups, and from performance and satisfaction indicators.
- The institution analyses the information collected to improve and increase the application of active learning methodologies, in aspects such as student involvement in tasks, assessment for learning, student and academic staff knowledge of these methodologies or learning outcomes.
- The institution carries out a systematic review of the achieved learning outcomes to establish their consistency with the educational model and active learning methodologies used.
- The institution uses the most relevant outcomes extracted from the analyses to promote improvements in students' learning experiences.
- The institution uses the most relevant outcomes extracted from the analyses to promote improvements in the application of active learning methodologies in classrooms, seminars, workshops, etc.

Examples of evidence that the institution could provide:

- Performance and satisfaction indicators related to the application of active learning methodologies
- Reports or similar documents analysing the information collected on the application of active learning methodologies from the opinions of teachers, students, graduates, employers and other stakeholders.
- Reports or other documents that gather the analysis and reflection carried out on the development of the educational model and the application of active learning methodologies, based on the systematic review of the learning outcomes achieved by the students.
- Measures adopted by the institution that demonstrate the use of the most relevant outcomes extracted from the analyses to promote improvements in students' learning experiences.
- Measures adopted by the institution that demonstrate the use of the most relevant outcomes extracted from the analyses to promote improvements in the application of active learning methodologies in classrooms, seminars, workshops, etc.

Criterion 7. Public information

Standard: The institution reports in a segmented, truthful, complete and updated way to the main stakeholders (students, teachers, management and collaborating entities) about the active learning methods and the educational model of reference, according to their different profiles.

Guidelines:

- The institution informs the students before they enrol in a study programme about the educational model of reference, the active learning methodologies that are planned to be applied, and the evaluation procedures to be used (criteria, regulations and instruments), the didactic resources and the technical support available.
- The institution informs the teaching staff before the start of the academic year about the outcomes obtained with the application of active learning methodologies, the learning outcomes of the students and, if applicable, the changes introduced in their application, as well as their implications in the educational model.
- The institution informs the management before the beginning of the academic year about the outcomes of the application of active learning methodologies, the learning outcomes of the students, the impact generated by these methodologies, as well as the decisions taken in the different areas of responsibility.
- The institution informs the collaborating entities and other stakeholders about the evolution of the application of active learning methodologies, the main changes made and the learning outcomes obtained.
- The information provided to the management is used, according to the different levels of decision, to review the planning of teaching, to evaluate the teaching activity of the teaching staff or to design training activities.
- The institution regularly and systematically publishes information on good practice focusing on the development of active learning methodologies.

Examples of evidence that the institution could provide:

- Information published on the official website of each study programme, in the space dedicated to enrolment, on active learning methodologies.
- Reports or similar documents addressed to teachers on the application of active learning methodologies and its implications on the educational model.
- Reports or similar documents addressed to the management on the application of active learning methodologies
- Measures taken in relation to, among other aspects, planning of teaching, evaluation of the teaching activity of teachers, design of training activities.
- Relevant and significant examples or testimonies of good practice on the development of active learning methodologies.