



AGÈNCIA DE QUALITAT  
DE L'ENSENYAMENT SUPERIOR  
D'ANDORRA

# EVALUATION GUIDE FOR THE MONITORING OF STUDY PROGRAMMES

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Higher Education of Andorra (Agència  
de Qualitat de l'Ensenyament  
Superior d'Andorra — AQUA)

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# **EVALUATION GUIDE FOR THE MONITORING OF STUDY PROGRAMMES**

**Andorra la Vella, December 2023**

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## Presentation

The Quality Assurance Agency for Higher Education of Andorra (Agència de Qualitat de l'Ensenyament Superior d'Andorra — AQUA) supervises the quality standards of higher education in Andorra with a constant commitment to quality and rigour stemming from the expectations of different social and occupational groups. The external evaluation system is the tool that allows us to adapt the higher education of Andorra to the framework of the European Higher Education Area (EHEA) while ensuring continuous improvement of processes in higher education. In this sense, AQUA aims to evaluate, accredit and certify the quality of higher education, following the standards and guidelines for quality assurance in the European Higher Education Area (EHEA) and in coordination with higher education institutions.

The external evaluation of study programmes for their review consists of an ex-post accreditation or a substantial modification, with recommendations for its ongoing improvement. This external evaluation is voluntary and focuses on the implementation of the study programme, using as reference the commitments made at the approval and, if applicable, any modifications made up to this date.

The external evaluation process is summarized in a reasoned and non-binding report that outlines the strengths and weaknesses of the study programme, along with improvement proposals to advance towards excellence.

The following *Table 1* provides the basic information on the external evaluation process for the ex-post accreditation of study programmes: scope, timing, mandatory nature and stages of the process. Each stage is aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Table 1 presents the basic data of the external evaluation for the ex-post accreditation of study programmes.

*Table 1 - Basic data of the external evaluation for the ex-post accreditation of study programmes*

Scope	Field of study programme
Timing	Ex-post
Mandatory	No
Stakeholder participation in the design and improvement of the guide (ESG 2.2)	Yes

Self-report prepared by the HEI (ESG 2.1, 2.3)	Yes
Participation of an external panel of experts (ESG 2.4)	Yes
Visits and interviews with stakeholder groups (ESG 2.3)	Yes
External evaluation report (ESG 2.6)	Yes
Result of the process (ESG 2.5)	Weaknesses and strengths of the study programme and improvement proposals
Procedure of complaints (ESG 2.7)	Yes

Below is the legal framework on which the external evaluation for ex-post accreditations of study programmes is based:

- *Law 14/2018, of June 21, on Higher Education.*
- *Decree of July 8, 2020, approving the Regulation of Official Higher Education Degrees.*
- *Law 20/2021, of July 15, on the Creation of the Andorran Qualifications Framework.*
- *Law on the Andorran Education System, of June 9, 1994.*
- *Convention on the Recognition of Qualifications concerning Higher Education in the European Region, signed in Lisbon on April 11, 1997, dated November 22, 2007.*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).*
- *Objectives for Sustainable Development. United Nations.*
- *London Communiqué. European Ministerial Conference on Higher Education. London, May 17-18, 2007.*
- *Leuven and Louvain-la-Neuve Communiqué. European Ministerial Conference on Higher Education. Leuven and Louvain-la-Neuve, April 28-29, 2009. Bucharest Communiqué. European Ministerial Conference on Higher Education. Bucharest, April 26-27, 2012.*
- *Yerevan Communiqué. European Ministerial Conference on Higher Education. Yerevan, May 14-15, 2015.*
- *Paris Communiqué. European Ministerial Conference on Higher Education. Yerevan, May 25, 2018.*

- *Universal Design for Learning Guidelines. CAST Professional Publishing, 2018.*

## Development of the process

The process of evaluating a study programme for its ex-post accreditation is developed through the following steps:

### 1) Application

The higher education institution (HEI) requests an external evaluation from AQUA for the ex-post accreditation of one or several study programmes and submits the self-assessment report(s), along with the approved study programme memorandum. The HEI must specify the assessable criteria and, at the same time, AQUA may propose different criteria. The HEI has five business days to reasonably contest the assessable criteria proposed by AQUA.

### 2) Acceptance of the application

AQUA has fifteen days to analyse and accept the application. Once accepted, the HEI proceeds with the payment of the fee that will be attached to the acceptance document of the application. The application request cannot be processed until the fee is paid.

### 3) Review of formal aspects

Once the fee has been paid, AQUA checks the formal aspects of the self-assessment reports. If any deficiencies are identified, AQUA notifies the HEI, which has ten days to address them. In the event of identifying formal deficiencies, the evaluation will not commence until the revised memorandum is returned.

### 4) Composition of the panel of experts

AQUA proposes a composition for the panel of experts, according to the criteria established in the agency's regulations.

The HEI has five business days to reasonably contest the members of the expert panel with justification. In the event of a contest, AQUA has ten business days to propose a new composition for the panel of experts.



## 5) Schedule of visits and interviews

AQUA proposes a schedule of visits and interviews. This proposal will be mutually agreed upon and complemented by the HEI.

## 6) External evaluation

### 6.1) Preliminary evaluation

The panel of experts analyses the information from the self-assessment reports, visits and interviews, as well as other supplementary or public information and drafts a preliminary expert report for each study programme, with non-binding recommendations. This report is submitted to the AQUA Evaluations Commission.

The Evaluations Commission issues the preliminary evaluation report for each study programme within a maximum period of two months from the payment of the fee.

The HEI has ten business days to submit allegations, modifications or additional information related to the preliminary evaluation report.

### 6.2) Final evaluation

The panel of experts reviews the allegations, modifications or additional information related to the preliminary evaluation report or reports and drafts a final expert report for each study programme. These reports are submitted to the AQUA Evaluations Commission.

The Evaluations Commission issues the evaluation report for each study programme within a maximum period of two months from the receipt of allegations, modifications or additional information.

During the evaluation process, the following points will be considered:

- AQUA may issue a request for information to complete any of the previous stages. The HEI has ten business days to provide the requested information.
- Upon payment of the fee or, in the event of formal deficiencies, upon the return of the study programme memorandum with the relevant revisions, AQUA must resolve the external evaluation within a maximum period of six months.

- At any of the aforementioned deadlines, both AQUA and the HEI may request an extension that does not exceed half of the established period.
- The HEI, if deemed necessary, can submit an appeal before AQUA's Board of Appeals, as described in the "Regulation of the Quality Assurance Agency for Higher Education of Andorra" ([www.aqua.ad](http://www.aqua.ad)).

## Request for ex-post accreditations of study programmes.

The ex-post accreditations of study programmes can be requested for a single programme or for several, preferably within the same field. The external evaluation of various study programmes within the same disciplinary field facilitates the evaluation process, both for the HEI and the AQUA. It is the responsibility of each HEI to request the ex-post accreditations of study programmes.

To request an ex-post accreditation, the HEI must submit a request and provide AQUA with a self-assessment report of the study programme to be evaluated.

## The self-assessment report

The self-assessment report serves a dual purpose:

- Firstly, it provides an opportunity for the internal quality assurance body of each institution to reflect on and synthesize the functioning of the study programme, identifying challenges and improvement opportunities.
- Secondly, it acts as a reference document enabling AQUA to support the HEI in its continuous improvement efforts.

The minimum information that the self-assessment report must contain is:

- Presentation and evolution of the study programme, including modifications made during the evaluated period.
- Presentation of the institution and the centre that offers the study programme.
- Description of the process followed to prepare the self-assessment report, specifying which agents have participated and the type of involvement.
- Assessment of quality criteria; for each criterion, it is required to:
  - Describe the situation during the evaluated period, using evidence and indicators.

- Assess the level of achievement of the criterion, highlighting strengths and weaknesses.
  - Explain the challenges or difficulties detected for the proper functioning of the study programme in relation to this criterion and the improvement actions to be undertaken. This presentation is an opportunity to address doubts to the experts. As far as possible, the evaluation report will attempt to provide an answer.
- General assessment of the study programme and description of the improvement plan.

## Visit, interviews and presentation of the study programme

The monitoring process includes a visit to the HEI where the study programmes are implemented, as well as interviews with stakeholder groups. The primary objectives of these activities are to understand the locations where the study programmes are implemented, gather new evidence and address any questions that may have arisen during the analysis of the documentation.

It is important to recognize the visit and interviews as an opportunity for dialogue between the stakeholder groups, the institution and external experts, all aimed at improvement. Under no circumstances will the panel of experts or AQUA make judgements on the functioning of the study programme during the visit and interviews.

During the visit and interviews, the HEI has the opportunity to present the study programme and its implementation over the assessed period.

The total duration of visits and interviews will be adjusted to the needs of each case. The body responsible for the internal quality of each HEI, in coordination with AQUA, oversees the organization of visits and interviews.

### Infrastructure visits

If necessary, the panel of experts will visit the HEI's facilities to assess their suitability for teaching the study programmes. Examples of the infrastructure to be visited include classrooms, laboratories, computer rooms, auditoriums, libraries, offices for student councils and teaching staff offices, as well as digital resources and infrastructure. The

spaces and infrastructure will be assessed according to the criteria established in this document.

The HEI will be responsible for organizing the visit to its facilities.

## Interviews with stakeholder groups

External experts, together with AQUA, will engage in discussions with stakeholder groups involved in the development of the study programme through group interviews (one interview for each group) lasting approximately 45 minutes. Preferably, the interviews will be conducted in person. Table 2 details the stakeholder groups participating in the interviews.

*Table 2 - Stakeholder groups participating in the interviews*

<b>Management team and coordinators of the STUDY PROGRAMME</b>
<p><b>Student body</b></p> <p>It will be essential to promote diverse representation of students, including different courses, specializations, modalities, participation in representative bodies or otherwise, etc.</p>
<p><b>Teaching staff</b></p> <p>It will be essential to promote a diverse representation of the teaching staff, including permanent and collaborating teaching staff, those involved in research and those who are not, those teaching in different courses and/or modalities and those participating in representative bodies or not, etc.</p>
<p><b>Graduated students</b></p> <p>Insofar as possible, it will be necessary to promote a diverse representation of the graduated students, including those who maintain a connection with the HEI or not, those employed or not, etc.</p>
<p><b>Employers</b></p> <p>Employers are individuals who hire graduates or serve as tutors for external internships. Insofar as possible, it will be necessary to encourage a diverse representation of employers with different profiles.</p>
<b>Administrative and services staff involved in the management of the study programme</b>

In the event that several study programmes in the same disciplinary field are being evaluated, a single interview may be conducted for the same stakeholder groups (for example, the management team and those responsible for the study programme, if they are the same individuals).

Having one person represent more than one collective should be avoided. If this situation arises, it should be anticipated and coordinated with AQUA.

Regarding the organization of interviews, the HEI is responsible for:

- Contacting the individuals to be interviewed and ensuring that a minimum of three representatives from each group attend the interviews at the agreed-upon time. The HEI must send AQUA, before the interviews take place, the confirmed attendance list for each interview, stating the characteristics of the individuals (position, course, method, etc.). In exceptional cases where it is not possible to meet this requirement, it will be necessary to inform AQUA in order to explore an alternative.
- Enabling an interview space:
  - o For face-to-face interviews, provisions should be made for:
    - A working room with the capacity to accommodate, simultaneously, up to eight individuals being interviewed plus external experts and the person coordinating the evaluation. The room should include a computer, internet access and a projection screen connected to the computer and may be used for all private discussions of the commission during their visit. The ideal interview format should be a "round table discussion," where both external experts and those being interviewed are in an equal position around a table. Lecture halls or tribunal-style rooms with two levels are discouraged.
    - Water for attendees and a minimal breakfast service for experts, agreed upon and financed by AQUA.
  - o For online interviews, provisions should be made to:
    - Ensure that all individuals being interviewed are informed of the schedule and characteristics of the interviews, understand the functioning of the platform and have the necessary means to use it correctly. AQUA will provide an online platform to conduct the interviews.
- Ensure that the entire HEI community is informed about the existence and operation of the public hearing so that any member who wishes to participate can do so. AQUA can also advertise this space, as well as the entire evaluation process.

### Considerations:

- Interviews must include a public hearing, which can be either face-to-face or online, open to anyone in the HEI community who wishes to express their opinion on the evaluated study programmes. Attendance confirmation is not required to participate in a public hearing.
- In all cases, experts have the option to request individuals being interviewed to provide documentation justifying their contributions.

### External evaluation

AQUA organizes the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* into five (5) quality dimensions, which are further specified in criteria grouped into key aspects. The criteria are described in Table 3 - *Key aspects, dimensions and criteria for evaluation*.

Table 3 - *Key aspects, dimensions and criteria for evaluation*

Key aspect	Criteria
DIMENSION I. QUALITY AND CONTINUOUS IMPROVEMENT	
Key aspect I.1. Monitoring and continuous improvement	Criterion I.1.a. The HEI conducts <b>periodic monitoring</b> of the study programme in a consistent manner, which results in <b>improvement actions</b> .
DIMENSION II. ACTIVITIES - STUDY PROGRAMMES	
Key aspect II.1. Description and definition of the study programme	Criterion II.1.a. The <b>method</b> is suitable and coherent with the scope of the study programme.
	Criterion II.1.b. The <b>linguistic approach</b> is coherent with the characteristics of the study programme.
Key aspect II.2. Career opportunities and professional outcomes of the study programme	Criterion II.2.a. The HEI has adequate resources to promote the <b>employment</b> of the students.

Key aspect II.3. Design, planning and organization of the study programme	Criterion II.3.a. The <b>teaching units</b> promote the achievement of <b>competencies</b> and <b>learning outcomes</b> .
	Criterion II.3.b. The <b>timing</b> is balanced throughout the academic year and the workload is consistent with the definition of the <b>European credit system</b> .
	Criterion II.3.c. The <b>mechanisms of teaching coordination</b> are effective.
	Criterion II.3.d. <b>Internships</b> are consistent with the characteristics of the study programme, contribute educational value and are organized and managed to ensure that all students, regardless of the teaching method, can carry them out correctly.
	Criterion II.3.e. The <b>final project</b> is consistent with the approach of the study programme and is organized and managed correctly.
	Criterion II.3.f. <b>Mobility</b> is organized and managed properly.
	Criterion II.3.g. The HEI promotes the use of <b>teaching methods</b> that favour <b>student-centred learning</b> .
DIMENSION III. TEACHING STAFF	
Key aspect III.1. Teaching staff	Criterion III.1.a. The training, professional experience and/or research experience and the language proficiency of the <b>teaching staff</b> ensure that they are <b>competent</b> to carry out their teaching activities.
	Criterion III.1.b. The <b>teaching staff</b> is <b>sufficient</b> according to the number of student places to guarantee the teaching process and to coordinate and manage the study programme.
DIMENSION IV. SUPPORTING RESOURCES AND PROCESSES	
Key aspect IV.1. Access and admission of students	Criterion IV.1.a. <b>Access requirements, additional coursework</b> and <b>admission tests</b> are consistent with the characteristics of the study programme.
Key aspect IV.2. Learning support resources	Criterion IV.2.a. The <b>resources, infrastructure</b> and <b>student support services</b> are adequate.
DIMENSION V. PUBLIC INFORMATION.	
Key aspect V.1. Public information.	Criterion V.1.a. The HEI effectively <b>informs</b> about the characteristics of the study programme to all stakeholder groups.

Each criterion is assessed according to the following levels of achievement:

- **Lack of information:** there is insufficient information to assess the criterion.
- **Inadequate:** the criterion is not met satisfactorily, and therefore, further work is needed in this aspect.

- **Adequate:** the criterion is met satisfactorily.
- **Very adequate:** the criterion is exceeded and additional complementary actions are being developed to improve it.

To assess each criterion, the assessment criteria grouped in **Annex 1 - DIMENSIONS, KEY ASPECTS AND EVALUATION CRITERIA** will be used.

## Results and effects of the process

The outcome of the evaluation is synthesized in an evaluation report that includes, at least:

- The data of the official degree.
- The description of the evaluation process.
- The result of the evaluation: list of strengths, weaknesses and improvement proposals.
- The assessment of each dimension and quality criteria.

## Contact

Any questions, comments or suggestions regarding this process can be addressed to:

Quality Assurance Agency for Higher Education of Andorra  
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## Document revisions

Document revisions		
Version	Description of the change	Approval date
1	Creation	





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## **ANNEX 1: DIMENSIONS, KEY ASPECTS AND EVALUATION CRITERIA**

## DIMENSION I. QUALITY AND CONTINUOUS IMPROVEMENT

This dimension refers to the ability of the higher education institution (HEI) to manage quality in a strategic and coordinated manner, through information management, monitoring and decision-making, with the aim of ensuring continuous improvement in the performance of its functions. Table 4 presents the key aspects and criteria considered for this dimension.

Table 4 - Key aspects and criteria of Dimension I. Quality and continuous improvement

Key aspect	Criteria
DIMENSION I. QUALITY AND CONTINUOUS IMPROVEMENT	
Key aspect I.1. Monitoring and continuous improvement	Criterion I.1.a. The HEI <b>periodically monitors</b> the study programme consistently, which results in <b>improvement actions</b> .

The main regulation framework of reference for Dimension I. Quality and continuous improvement is presented below:

- *Law 14/2018, of June 21, on Higher Education.*
- *Decree of July 8, 2020, approving the Regulation of Official Higher Education Degrees.*
- *Law 20/2021, of July 15, on the Creation of the Andorran Qualifications Framework.*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.1. Quality Assurance Policy).*
- *London Communiqué. European Ministerial Conference on Higher Education. London, May 17-18, 2007.*
- *Bucharest Communiqué. European Ministerial Conference on Higher Education. Bucharest, April 26-27, 2012.*
- *Yerevan Communiqué. European Ministerial Conference on Higher Education. Yerevan, May 14-15, 2015.*
- *Universal Design for Learning Guidelines. CAST Professional Publishing, 2018.*

### Key aspect I.1. Monitoring and continuous improvement

**Criterion I.1.a.** The HEI conducts **periodic monitoring** of the study programme in a consistent manner, which results in **improvement actions**.

In this criterion, the following will be assessed:

- If the structure that periodically monitors the study programme is clear, its agents and their responsibilities are well identified and include the participation of stakeholder groups (students, teaching staff, technical and management staff, internship tutors, etc.).
- If the processes for the periodic monitoring of the study programme clearly identify their objective, the individuals responsible for the process, the involved stakeholders, the implementation period, the indicators, the evidence and associated documentation, the resources used and the planned improvement actions.

In the case of joint study programmes or those developed in agreement with other institutions, the following will also be considered:

- If the structure and joint processes for the periodic monitoring of the study programme are well-coordinated and effective.

### Assessment rubric

The evaluation of Criterion I.1.a will be based on the rubric presented in Table 5.

Table 5 - Evaluation rubric for Criterion I.1.a

<p><b>Criterion I.1.a.</b> The HEI conducts <b>periodic monitoring</b> of the study programme in a consistent manner, which results in <b>improvement actions</b>.</p>	
<p><b>Lack of information</b></p>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> <li>• The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<p><b>Inadequate</b></p>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The structure that monitors the study programme periodically is not clear, with unclearly identified actors and their responsibilities, or it does not include the participation of stakeholder groups.</li> <li>• The processes for the periodic monitoring of the study programme do not clearly identify their objective, the individuals responsible for the process, the involved stakeholders, the implementation period, the indicators, the evidence and associated documentation, the resources used, or the planned improvement actions.</li> <li>• The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> </ul> <p>In the case of joint study programmes or those developed in agreement with other institutions:</p>

	<ul style="list-style-type: none"> <li>The structure and joint processes for the periodic monitoring of the study programme are not well-coordinated and effective.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The structure that monitors the study programme periodically is clear, with well-identified actors and their responsibilities, including the participation of stakeholder groups.</li> <li>The processes for the periodic monitoring of the study programme clearly identify their objective, the individuals responsible for the process, the involved stakeholder groups, the implementation period, the indicators, the evidence and associated documentation, the resources used and the planned improvement actions.</li> <li>The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul> <p>In the case of joint study programmes or those developed in agreement with other institutions:</p> <ul style="list-style-type: none"> <li>The structure and joint processes for the periodic monitoring of the study programme are well-coordinated and effective.</li> </ul>
<b>Very adequate</b>	<p>It complies, in addition to the points provided at the 'adequate' level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>The structure that conducts the periodic monitoring of the study programme includes the participation of relevant stakeholder groups such as, for example, future employers, representatives of professional associations, international agents, etc.</li> <li>The processes for the periodic monitoring of the study programme are innovative and provide clear added value.</li> </ul>

## DIMENSION II. ACTIVITIES - STUDY PROGRAMMES

This dimension refers to the academic activity (official degrees). It includes the design of study programmes and the promotion of student-centred teaching, learning and assessment of education. Table 6 presents the key aspects and criteria considered for this dimension.

*Table 6 - Key aspects and criteria of Dimension II. Activities – Study programmes*

DIMENSION II. ACTIVITIES - STUDY PROGRAMMES	
Key aspect II.1. Description and definition of the study programme	Criterion II.1.a. The <b>method</b> is suitable and coherent with the scope of the study programme.
	Criterion II.1.b. The <b>linguistic approach</b> is coherent with the characteristics of the study programme.
Key aspect II.2. The career opportunities and professional outcomes of the study programme	Criterion II.2.a. The HEI has adequate resources to promote the <b>employment</b> of the students.

Key aspect II.3. Design, planning and organization of the study programme	Criterion II.3.a. The <b>teaching units</b> promote the achievement of <b>competencies</b> and <b>learning outcomes</b> .
	Criterion II.3.b. The <b>timing</b> is balanced throughout the academic year and the workload is consistent with the definition of the <b>European credit system</b> .
	Criterion II.3.c. The <b>mechanisms of teaching coordination</b> are effective.
	Criterion II.3.d. <b>Internships</b> are consistent with the characteristics of the study programme, contribute educational value and are organized and managed to ensure that all students, regardless of the teaching method, can carry them out correctly.
	Criterion II.3.e. The <b>final project</b> is consistent with the approach of the study programme and is organized and managed correctly.
	Criterion II.3.f. <b>Mobility</b> is organized and managed properly.
	Criterion II.3.g. The HEI promotes the use of <b>teaching methods</b> that favour <b>student-centred learning</b> .

The main regulation framework of reference for Dimension II. Activities - Study Programmes are presented below:

- *Law 14/2018, of June 21, on Higher Education.*
- *Decree of July 8, 2020, approving the Regulation of Official Higher Education Degrees.*
- *Law 20/2021, of July 15, on the Creation of the Andorran Qualifications Framework.*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.2. Design and ex-ante programme accreditations; ESG 1.3. Student-centred learning, teaching and assessment).*
- *London Communiqué. European Ministerial Conference on Higher Education. London, May 17-18, 2007.*
- *Yerevan Communiqué. European Ministerial Conference on Higher Education. Yerevan, May 14-15, 2015.*
- *Universal Design for Learning Guidelines. CAST Professional Publishing, 2018.*

## Key aspect II.1. Description and definition of the study programme.

**Criterion II.1.a.** *The method is appropriate and coherent with the scope of the study programme<sup>1</sup>.*

In this criterion, the following will be assessed:

- If the study programme is being taught in the teaching method specified in the decree of approval of the study programme.
- If the method allows for the proper achievement of competencies.
- If the students and the teaching staff are satisfied with the teaching method.

### Assessment rubric

The evaluation of Criterion II.1.a will be based on the rubric presented in Table 7.

Table 7 - Evaluation rubric for Criterion II.1.a

Criterion II.1.a. The <b>method</b> is suitable and coherent with the scope of the study programme.	
<b>Lack of information</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> <li>• The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The method does not conform to that specified in the decree of approval of a study programme.</li> <li>• The method does not allow for the achievement of competencies and learning outcomes.</li> <li>• The students and the teaching staff are not very satisfied with the method, highlighting a problem in the functioning of the programme.</li> <li>• The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> </ul>

1 a) In-person education is an education system where more than 2/3 of the total teaching requires the presence of students at the higher education institution. This method may also include the support of online platforms or campuses. b) Blended learning is an education system where the in-person component represents between one-tenth (1/10) and two-thirds (2/3) of the teaching hours. c) Online education refers to an education system that does not require the physical presence of the student at the institution or any other physical space. In exceptional cases, up to a tenth of the scheduled teaching hours can be carried out in-person. Within this type of education, degrees may include external internships or evaluation systems (for example, exams) that require the presence of the student.

<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The method conforms to that specified in the decree of approval of a study programme.</li> <li>• The method allows for the achievement of competencies and learning outcomes.</li> <li>• Students and the teaching staff are satisfied with the teaching method.</li> <li>• The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	<p>It complies, in addition to the points provided at the "adequate" level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>• The method adds value to the study programme, considering its scope and allows students to acquire more competencies than those specified in the study programme.</li> </ul>

**Criterion II.1.b.** *The linguistic approach is suitable and coherent with the characteristics of the study programme.*

In this criterion, the following will be assessed:

- If the required or recommended level of the different languages allows to achieve the competencies and learning outcomes.
- If the linguistic approach enables effective communication between students and teaching staff.
- If the students and the teaching staff are satisfied with the language approach.
- If the HEI monitors the proper functioning of the language approach.
- In the event that the HEI offers supporting activities for the improvement of language competencies, if these are adequate and the students are satisfied with them.

### Assessment rubric

The evaluation of Criterion II.1.b will be based on the rubric presented in Table 8.

*Table 8 - Evaluation rubric for Criterion II.1.b*

<b>Criterion II.1.b.</b> The <b>linguistic approach</b> is suitable and coherent with the characteristics of the study programme.	
<b>Lack of information</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> <li>• The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>



<p><b>Inadequate</b></p>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The required or recommended level of the different languages is not conducive to achieving competencies and learning outcomes.</li> <li>• The linguistic approach does not enable effective communication between students and teaching staff.</li> <li>• The students and the teaching staff are not satisfied with the language approach, highlighting a problem.</li> <li>• The HEI does not monitor the proper functioning of the language approach.</li> <li>• In the event that the HEI offers supporting activities for the improvement of language competencies, these are not adequate and the students are not satisfied with them.</li> <li>• The information provided on the assessment of the criterion is not consistent with its challenges and opportunities.</li> </ul>
<p><b>Adequate</b></p>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The required or recommended level of the different languages is conducive to achieving competencies and learning outcomes.</li> <li>• The linguistic approach enables effective communication between students and teaching staff.</li> <li>• The students and the teaching staff are satisfied with the language approach.</li> <li>• The HEI monitors the proper functioning of the language approach.</li> <li>• In the event that the HEI offers supporting activities for the improvement of language competencies, these are adequate and the students are satisfied with them.</li> <li>• The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<p><b>Very adequate</b></p>	<p>It complies, in addition to the points provided at the "adequate" level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>• The required or recommended level of the different languages is conducive to higher advanced linguistic competencies than specified in the study programme.</li> </ul>

## Key aspect II.2. Professional outcomes and career implications of the degree.

**Criterion II.1.b.** *The HEI has adequate resources to promote the **employability** of students.*

In this criterion, the following will be assessed:

- If the HEI has adequate resources to guide students professionally and in the continuity of their studies.
- If the HEI has adequate resources to promote the employment of students, such as an updated job offer database.
- If the HEI maintains and promotes contact with the alumni community.

### Assessment rubric

The evaluation of Criterion II.2.a will be based on the rubric presented in

Table 9.

Table 9 - Evaluation rubric for Criterion II.1.a

<b>Criterion II.2.a.</b> The HEI has adequate resources to promote the <b>employment</b> of students.	
<b>Lack of information</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> <li>• The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• The HEI does not have adequate resources to guide students professionally and in the continuity of their studies.</li> <li>• The HEI does not have adequate resources to promote the employment of students.</li> <li>• The HEI does not maintain and promote contact with the alumni community.</li> <li>• The information provided on the assessment of the criterion is not consistent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>• The HEI has adequate resources to guide students professionally and in the continuity of their studies.</li> <li>• The HEI has adequate resources to promote the employment of students.</li> <li>• The HEI maintains and promotes contact with the alumni community.</li> <li>• The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	It complies, in addition to the points provided at the "adequate" level, with at least one of the following points: <ul style="list-style-type: none"> <li>• The HEI has optimal resources to guide students professionally and in the continuity of their studies.</li> <li>• The HEI has optimal resources to promote the employment of students.</li> <li>• The HEI has optimal resources to ensure active engagement with the alumni community.</li> </ul>

### Key aspect II.3. Design, planning and organization of the study programme.

**Criterion II.3.a.** The **teaching units** promote the achievement of **competencies** and **learning outcomes**.

In this criterion, the following will be assessed:

- If the teaching units and their alignment with the competencies correspond to the study programme memorandum assessed for the ex-ante programme accreditation or subsequent modifications.
- If the teaching units and their teaching methodology enable the achievement of competencies and learning outcomes.
- If the assessment system allows students to demonstrate their level of achievement and progress in learning and is published in advance.
- If the students are satisfied with the design of the teaching units, teaching methodology and assessment system.

### Assessment rubric

The evaluation of Criterion II.3.a will be based on the rubric presented in Table 10.

Table 10 - Evaluation rubric for Criterion II.3.a

<b>Criterion II.3.a. The teaching units promote the achievement of competencies and learning outcomes.</b>	
<b>Lack of information</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> <li>• The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The teaching units and their alignment with the competencies do not correspond to the study programme memorandum assessed for approval or subsequent modifications.</li> <li>• The teaching units and their teaching methodology do not enable the achievement of competencies and learning outcomes.</li> <li>• The assessment system does not allow students to demonstrate their level of achievement and progress in learning and it is not published in advance.</li> <li>• Students are not satisfied with the design of the teaching units, teaching methodology and assessment system.</li> <li>• The information provided on the assessment of the criterion is not consistent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The teaching units and their alignment with the competencies correspond to the study programme memorandum assessed for approval or subsequent modifications.</li> <li>• The teaching units and their teaching methodology enable the achievement of competencies and learning outcomes.</li> <li>• The assessment system allows students to demonstrate their level of achievement and progress in learning and it is published in advance.</li> <li>• Students are satisfied with the design of the teaching units, teaching methodology and assessment system.</li> <li>• The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>

<b>Very adequate</b>	<p>It complies, in addition to the points provided at the "adequate" level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>• The teaching units and their teaching methodology are innovative and provide clear added value to the study programme.</li> <li>• Students are very satisfied with the design of the teaching units, teaching methodology and assessment system.</li> </ul>
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**Criterion II.3.b.** The **timing** is balanced throughout the academic year and the **workload** is consistent with the definition of the **European credit system**<sup>2</sup>.

In this criterion, the following will be assessed:

- If the temporal planning is balanced throughout the academic year.
- If the workload is consistent with the definition of the European Credit.
- If the students are satisfied with the workload.

### Assessment rubric

The evaluation of Criterion II.3.b will be based on the rubric presented in Table 11.

*Table 11 - Evaluation rubric for Criterion II.3.b*

<b>Criterion II.3.b.</b> The <b>timing</b> is balanced throughout the academic year and the <b>workload</b> is consistent with the definition of the <b>European credit system</b> .	
<b>Lack of information</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> <li>• The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• Temporal planning is not balanced throughout the academic year.</li> <li>• The workload is not consistent with the definition of the European Credit.</li> <li>• The students are satisfied with the workload.</li> <li>• The HEI does not provide an assessment of the criterion or the information provided is not coherent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The temporal planning is balanced throughout the academic year.</li> <li>• The workload is consistent with the definition of the European Credit.</li> <li>• The students are satisfied with the workload.</li> </ul>

<sup>2</sup> The European Credit or ECTS is the unit of measurement for higher education. It is defined based on the total workload demanded from the students. This workload considers all the activities required of the students, that is, classroom activities, individual study, internships, the writing of papers or projects and other activities. ECTS credits are measured in hours. One ECTS credit is equivalent to thirty hours of dedication so that students can develop the cross-cutting and specific competencies that make up a study programme. (Decree of July 8, 2020, approving the Regulation of Official Higher Education Degrees)

	<ul style="list-style-type: none"> <li>The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	Not applicable.

**Criterion II.3.c. The mechanisms of teaching coordination are effective.**

In this criterion, the following will be assessed:

- If the HEI has implemented effective processes and structures to ensure coordination among the different groups within the same teaching unit (horizontal coordination).
- If the HEI has implemented effective processes and structures to ensure coordination among the different teaching units that are taken simultaneously (horizontal coordination).
- If the HEI has implemented effective processes and structures to ensure coordination between all teaching units of the study programme (vertical coordination).

**Assessment rubric**

The evaluation of Criterion II.3.c will be based on the rubric presented in Table 12.

*Table 12 - Evaluation rubric for Criterion II.3.c*

<b>Criterion II.3.c. The mechanisms of teaching coordination are effective.</b>	
<b>Lack of information</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>There is insufficient information to assess the level of criterion achievement.</li> <li>The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>The HEI has not implemented effective processes and structures to ensure coordination among the different groups within the same teaching unit.</li> <li>The HEI has not implemented effective processes and structures to ensure coordination among the different teaching units that are taken simultaneously.</li> <li>The HEI has not implemented effective processes and structures to ensure coordination between all teaching units of the study programme.</li> <li>The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>The HEI has implemented effective processes and structures to ensure coordination among the different groups within the same teaching unit.</li> </ul>

	<ul style="list-style-type: none"> <li>The HEI has implemented effective processes and structures to ensure coordination among the different teaching units that are taken simultaneously.</li> <li>The HEI has implemented effective processes and structures to ensure coordination between all teaching units of the study programme.</li> <li>The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	<p>It complies, in addition to the points provided at the "adequate" level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>The teaching coordination mechanisms implemented by the HEI are innovative, agile and allow for optimal coordination among the individuals involved.</li> </ul>

*Criterion II.3.d. **Internships** are consistent with the characteristics of the study programme, contribute educational value and are organized and managed to ensure that all students, regardless of the teaching method, can carry them out correctly.*

In this criterion, the following will be assessed:

- If the internships allow for the achievement of competencies and provide educational value.
- If the internships are organized and managed correctly.
- If the coordination mechanisms between the HEI and the internship centres are effective.
- If the HEI uses effective mechanisms for the supervision of the adequacy and quality of the centres where the internships take place.
- If the students are satisfied with the internships.

### Assessment rubric

The evaluation of Criterion II.3.d will be based on the rubric presented in Table 13.

*Table 13 - Evaluation rubric for Criterion II.3.d*

<b>Criterion II.3.d. Internships</b> are consistent with the characteristics of the study programme, contribute educational value and are organized and managed to ensure that all students, regardless of the teaching method, can carry them out correctly.	
<b>Lack of information</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>There is insufficient information to assess the level of criterion achievement.</li> <li>The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The internships do not allow the achievement of competencies and do not provide educational value.</li> </ul>

	<ul style="list-style-type: none"> <li>• The internships are not organized and managed correctly.</li> <li>• The coordination mechanisms between the HEI and the internship centres are not effective.</li> <li>• The HEI does not use effective mechanisms for the supervision of the adequacy and quality of the centres where the internships take place.</li> <li>• The students are not satisfied with the internships, which highlights a problem with their organization.</li> <li>• The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The internships allow for the achievement of competencies and provide educational value.</li> <li>• The internships are organized and managed correctly.</li> <li>• The coordination mechanisms between the HEI and the internship centres are effective.</li> <li>• The HEI uses effective mechanisms for the supervision of the adequacy and quality of the centres where the internships take place.</li> <li>• The students are satisfied with the internships.</li> <li>• The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	<p>It complies, in addition to the points provided at the "adequate" level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>• The internships provide a high degree of educational value and allow for the achievement of other competencies to those included in the study programme.</li> </ul>

**Criterion II.3.e. The final project is consistent with the approach of the study programme and is organized and managed correctly.**

In this criterion, the following will be assessed:

- If the final project enables the student to apply the knowledge and skills acquired throughout the study programme and encourages reflection, critical thinking and addressing current challenges.
- If the final project is organized and managed correctly.
- If the student is satisfied with the design and management of the final project.

### Assessment rubric

The evaluation of Criterion II.3.e will be based on the rubric presented in Table 14.

Table 14 - Evaluation rubric for Criterion II.3.e

<b>Criterion II.3.e.</b> The <b>final project</b> is consistent with the approach of the study programme and is organized and managed correctly.	
<b>Lack of information</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> </ul>

	<ul style="list-style-type: none"> <li>The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The final project does not enable the student to apply the knowledge and skills acquired throughout the study programme and does not encourage reflection, critical thinking and addressing current challenges.</li> <li>The final project is not organized and managed correctly.</li> <li>Students are not satisfied with the design and management of the final project.</li> <li>The HEI does not provide an assessment of the criterion or the information provided is not coherent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The final project enables the student to apply the knowledge and skills acquired throughout the study programme and encourages reflection, critical thinking and addressing current challenges.</li> <li>The final project is organized and managed correctly.</li> <li>The students are satisfied with the design and management of the final project.</li> <li>The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	<p>It complies, in addition to the points provided at the "adequate" level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>The student's academic projects address topics of high relevance or current interest and demonstrate a high degree of critical vision and methodological rigour.</li> </ul>

**Criterion II.3.f. Mobility is organized and managed properly.**

In this criterion, the following will be assessed:

- If the HEI undertakes effective planning, management and monitoring of mobility and if it adds value to the study programme.
- If the HEI has appropriate mechanisms for the recognition of mobility programmes.
- If the HEI has mechanisms to promote mobility among students.
- If the students are satisfied with the mobility programme.

**Assessment rubric**

The evaluation of Criterion II.3.f will be based on the rubric presented in Table 15.

*Table 15 - Evaluation rubric for Criterion II.3.f*

<b>Criterion II.3.f. Mobility is organized and managed properly.</b>	
<b>Lack of information</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>There is insufficient information to assess the level of criterion achievement.</li> </ul>



	<ul style="list-style-type: none"> <li>The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI does not undertake effective planning, management and monitoring of mobility, or it does not add value to the study programme.</li> <li>The HEI does not have appropriate mechanisms for the recognition of mobility programmes.</li> <li>If the HEI does not have mechanisms to promote mobility among students.</li> <li>Students are not satisfied with the mobility programme.</li> <li>The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The HEI undertakes effective planning, management and monitoring of mobility and it adds value to the study programme.</li> <li>The HEI has appropriate mechanisms for the recognition of mobility programmes.</li> <li>The HEI has mechanisms to promote mobility among students.</li> <li>The students are satisfied with the mobility programme.</li> <li>The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	<p>It complies, in addition to the points provided at the "adequate" level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>The HEI has mobility agreements with other higher education institutions of recognized international prestige.</li> <li>Students are highly satisfied with the mobility programme.</li> </ul>

**Criterion II.3.g. The HEI promotes the use of *teaching methods* that favour *student-centred learning*.**

In this criterion, the following will be assessed:

- If the HEI promotes the use of teaching methods that enable students to acquire skills that allow them to learn and solve problems autonomously.
- If the HEI foresees mechanisms for students to participate actively in the assessment of their learning process.
- If the HEI foresees mechanisms to respect and address the diversity of students and their needs through the flexibility of the learning process.

**Assessment rubric**

The evaluation of Criterion II.3.g will be based on the rubric presented in Table 16.

*Table 16 - Evaluation rubric for Criterion II.3.g*

<p><b>Criterion II.3.g.</b> The HEI promotes the use of <b>teaching methods</b> that favour <b>student-centred learning</b>.</p>
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<b>Lack of information</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> <li>• The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI does not promote the use of teaching methods that enable students to acquire skills that allow them to learn and solve problems autonomously.</li> <li>• The HEI does not foresee mechanisms for students to participate actively in the assessment of their own learning process.</li> <li>• The HEI does not foresee mechanisms to respect and address the diversity of students and their needs through the flexibility of the learning process.</li> <li>• The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI promotes the use of teaching methods that enable students to acquire skills that allow them to learn and solve problems autonomously.</li> <li>• The HEI foresees mechanisms for students to participate actively in the assessment of their own learning process.</li> <li>• The HEI foresees mechanisms to respect and address the diversity of students and their needs through the flexibility of the learning process.</li> <li>• The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	<p>It complies, in addition to the points provided at the "adequate" level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>• The HEI uses innovative teaching, learning and assessment methods to ensure student-centred learning.</li> </ul>

### DIMENSION III. ACADEMIC STAFF

This dimension refers to guaranteeing the competence and the staff responsible for developing the study programmes and other activities related to the purposes of the higher education institution. Table 17 [Error! Reference source not found.](#) presents the key aspects and criteria considered for this dimension.

Table 17 - Key aspects and criteria of Dimension III. Academic staff.

DIMENSION III. TEACHING STAFF	
Key aspect III.1. Teaching staff	Criterion III.1.a. The training, professional experience and/or research experience and the language proficiency of the <b>teaching staff</b> ensure that they are <b>competent</b> to carry out their teaching activities.
	Criterion III.1.b. The <b>teaching staff</b> is <b>sufficient</b> according to the number of student places to ensure teaching and to coordinate and manage the study programme.

The main regulation framework of reference for Dimension III. Teaching staff is presented below:

- *Law 14/2018, of June 21, on Higher Education.*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.5. Teaching Staff).*

## Key aspect IV.1. Training, professional and research experience and proficiency of the teaching staff.

**Criterion IV.1.a.** *The training, professional experience and/or research experience and the language proficiency of the **teaching staff** ensure that they are **competent** to carry out their teaching activities.*

In this criterion, the following will be assessed:

- If the academic, professional and/or researcher profile of the teaching staff is suitable for delivering the teaching units.
- If the academic, professional and/or researcher profile of the teaching staff is suitable for supervising and/or evaluating the internships and/or the final project.
- If the teaching staff meets the legal requirements according to the type of responsibility they hold and the level of study programmes they teach.
- If the teaching staff has the opportunity to participate in educational activities that allow them to update their knowledge.
- If the HEI monitors the adequacy of the teaching staff's profile.
- If the students are satisfied with the teaching activities of the teachers.

### Assessment rubric

The evaluation of Criterion IV.1.a will be based on the rubric presented in Table 18. **Error!**

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Table 18 - Evaluation rubric for Criterion IV.1.a

<b>Criterion IV.1.a.</b> The training, professional experience and/or research experience and the language proficiency of the <b>teaching staff</b> ensure that they are <b>competent</b> to carry out their teaching activities.	
<b>Lack of information</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> </ul>

	<ul style="list-style-type: none"> <li>The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The academic, professional and/or researcher profile of the teaching staff is somewhat inadequate for delivering the teaching units.</li> <li>The academic, professional and/or researcher profile of the teaching staff is somewhat inadequate for supervising or evaluating the internships and/or the final project.</li> <li>The teaching staff does not meet the legal requirements according to the type of responsibility they hold and the level of the study programmes they teach.</li> <li>The teaching staff does not have the opportunity to participate in educational activities that allow them to update their knowledge.</li> <li>The HEI does not monitor the adequacy of the teaching staff's profile, or this does not translate into improvement actions.</li> <li>The students are somewhat dissatisfied with the teaching activities of the faculty.</li> <li>The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The academic, professional and/or researcher profile of the teaching staff is suitable for delivering the teaching units.</li> <li>The academic, professional and/or researcher profile of the teaching staff is suitable for supervising and evaluating the internships and the final project.</li> <li>The teaching staff meets the legal requirements according to the type of responsibility they hold and the level of study programmes they teach.</li> <li>The teaching staff has the opportunity to participate in educational activities that allow them to update their knowledge.</li> <li>The HEI monitors the adequacy of the teaching staff's profile and this translates into improvement actions.</li> <li>The students are satisfied with the teaching activities of the teachers.</li> <li>The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	<p>It complies, in addition to the points provided at the "adequate" level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>The academic, professional and/or researcher profile of the teaching staff is optimal for delivering the teaching units.</li> <li>The academic, professional and/or researcher profile of the teaching staff is optimal for supervising and evaluating the internships and the final project.</li> <li>The teaching staff participates in educational activities that allow them to update their knowledge.</li> <li>The students are very satisfied with the teaching activities of the teachers.</li> </ul>

**Criterion IV.1.b.** *The teaching staff is sufficient according to the number of student places to guarantee the teaching process and to coordinate and manage the study programme.*

In this criterion, the following will be assessed:

- If the teaching staff is sufficient and demonstrates a commitment to guarantee teaching responsibilities and other planned activities.
- If the teaching staff is satisfied with their commitment to fulfilling teaching responsibilities.

## Assessment rubric

The evaluation of Criterion IV.1.b will be based on the rubric presented in Table 19.

Table 19 - Evaluation rubric for Criterion IV.2.b

<b>Criterion IV.1.b.</b> The <b>teaching staff</b> is <b>sufficient</b> according to the number of student places to guarantee the teaching process and to coordinate and manage the study programme.	
<b>Lack of information</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> <li>• The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• The teaching staff is insufficient or does not have sufficient time to guarantee teaching responsibilities and other planned activities. The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> <li>• The teaching staff is somewhat dissatisfied with their commitment to fulfilling teaching responsibilities.</li> </ul>
<b>Adequate</b>	All the following points are fulfilled: <ul style="list-style-type: none"> <li>• If the teaching staff is sufficient and demonstrates a commitment to guarantee teaching responsibilities and other planned activities.</li> <li>• The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> <li>• The teaching staff is satisfied with their commitment to fulfilling teaching responsibilities.</li> </ul>
<b>Very adequate</b>	It complies, in addition to the points provided at the "adequate" level, with at least one of the following points: <ul style="list-style-type: none"> <li>• The teaching staff has an optimal commitment to guarantee teaching responsibilities and other planned activities, resulting in a higher degree of student support.</li> </ul>

## DIMENSION V. RESOURCES AND SUPPORT PROCESSES

This dimension refers to the material and service resources (such as libraries, classrooms, laboratories, guidance services, etc.) and technological resources (virtual campuses, virtual laboratories, etc.) necessary to guarantee the academic activity of the HEIs, as well as all the processes and decisions related to the life cycle of the students. Table 20 presents the key aspects and criteria considered for this dimension.

Table 20 - Key aspects and criteria of Dimension V. Support resources and processes

DIMENSION IV. RESOURCES AND SUPPORT PROCESSES

Key aspect V.1. Access and admission of students	Criterion V.1.a. <b>Access requirements, supplementary training and admission tests</b> are consistent with the characteristics of the study programme.
Key aspect V.2. Learning support resources	Criterion V.2.a. The <b>resources, infrastructure and student support services</b> are adequate.

The main regulation framework of reference for Dimension V. *Support resources and processes* are presented below:

- *Law 14/2018, of June 21, on Higher Education.*
- *Convention on the Recognition of Qualifications concerning Higher Education in the European Region, signed in Lisbon on April 11, 1997, dated November 22, 2007.*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.4. Admission, progress, recognition and certification of students, ESG 1.6. Resources).*
- *Paris Communiqué. European Ministerial Conference on Higher Education. Paris, May 25, 2018.*

## Key aspect V.1. Access and admission of students

**Criterion V.1.a.** *The access requirements, additional coursework and admission tests are consistent with the characteristics of the study programme.*

In this criterion, the following will be assessed:

- If the student meets the requirements to access the study programme.
- If the additional coursework is coherent, efficient and appropriate to the scope of the study programme.
- If the admission tests are adequate and fair.

### Assessment rubric

The evaluation of Criterion V.1.a will be based on the rubric presented in Table 21.

Table 21 - Evaluation rubric for Criterion V.1.a

<b>Criterion V.1.a.</b> <i>Access requirements, additional coursework and admission tests</i> are consistent with the characteristics of the study programme.	
<b>Insufficient information.</b>	At least one of the following points is fulfilled: <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> </ul>

	<ul style="list-style-type: none"> <li>The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>The student body does not meet the access requirements of the study programme.</li> <li>The additional coursework is coherent, efficient and appropriate to the scope of the study programme.</li> <li>The admission tests are adequate and fair.</li> <li>The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>The student body meets the access requirements of the study programme.</li> <li>The additional coursework is coherent, efficient and appropriate to the scope of the study programme.</li> <li>The admission tests are adequate and fair.</li> <li>The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	Not applicable.

## Key aspect V.2. Learning support resources

**Criterion V.2.a.** *The **resources, infrastructure and student support services** are adequate.*

In this criterion, the following will be assessed:

- If the physical infrastructure and material resources (classrooms, work and study spaces, laboratories and their equipment, libraries, etc.) are adequate for the number of students and the training activities of the study programme.
- If the technological infrastructure and learning resources enable the development of training activities, the achievement of the competencies outlined in the study programme and are suitable according to the method.
- If student support services are adequate.
- If the students are satisfied with the resources and support services.

### Assessment rubric

The evaluation of Criterion V.2.a will be based on the rubric presented in Table 22.

*Table 22 - Evaluation rubric for Criterion V.2.a*

<b>Criterion V.2.a.</b> The <b>resources, infrastructure and student support services</b> are adequate.
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<b>Lack of information</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> <li>• The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The physical infrastructure and material resources (classrooms, work and study spaces, laboratories and their equipment, libraries, etc.) are not adequate for the number of students and the training activities of the study programme.</li> <li>• The technological infrastructure and learning resources do not enable the development of training activities, the achievement of the competencies outlined in the study programme or are not suitable according to the method.</li> <li>• Student support services are inadequate.</li> <li>• The students are not satisfied with the resources and support services.</li> <li>• The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The physical infrastructure and material resources (classrooms, work and study spaces, laboratories and their equipment, libraries, etc.) are adequate for the number of students and the training activities of the study programme.</li> <li>• The technological infrastructure and learning resources enable the development of training activities, the achievement of the competencies outlined in the study programme and are suitable according to the method.</li> <li>• Student support services are adequate.</li> <li>• The students are satisfied with the resources and support services.</li> <li>• The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	<p>It complies, in addition to the points provided at the "adequate" level, with at least one of the following points:</p> <ul style="list-style-type: none"> <li>• The physical infrastructure and material resources (classrooms, work and study spaces, laboratories and their equipment, libraries, etc.) are optimal for the number of students and the training activities of the study programme.</li> <li>• The technological infrastructure and learning resources are optimal for the development of training activities, the achievement of the competencies outlined in the study programme and according to the method.</li> <li>• Student support services are optimal.</li> <li>• The students are very satisfied with the resources and support services.</li> </ul>

## DIMENSION VI. PUBLIC INFORMATION.

This dimension refers to public information, that is, information that higher education institutions make public to provide their services to society and be accountable for their quality. **Error! Reference source not found.** Table 23 presents the key aspects and criteria considered for this dimension.

Table 23 - Key aspects and criteria of Dimension VI. Public information.

Key aspect	Criteria
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DIMENSION VI. PUBLIC INFORMATION.			
VI.	1.	Public information.	Criterion V.1.a. The HEI effectively <b>informs</b> about the characteristics of the study programme to all stakeholder groups.

The main regulation framework of reference for Dimension VI. Public information is presented below:

- *Law 14/2018, of June 21, on Higher Education.*
- *Decree of July 8, 2020, approving the Regulation of Official Higher Education Degrees.*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (ESG 1.7. Information management and ESG 1.8. Public information).*
- *Leuven and Louvain-la-Neuve Communiqué. European Ministerial Conference on Higher Education. Leuven and Louvain-la-Neuve, April 28-29, 2009.*
- *Bucharest Communiqué. European Ministerial Conference on Higher Education. Bucharest, April 26-27, 2012.*

### Key aspect V.1. Public information.

**Criterion VI.1.a.** *The HEI effectively **informs** about the characteristics of the study programme to all stakeholder groups.*

The assessment of this criterion will consider:

- If the HEI publishes truthful, complete, updated and accessible information on the characteristics of the study programmes.
- If the HEI publishes information about the academic results and satisfaction of the students.
- If the HEI publishes the monitoring processes and internal quality of the study programmes and the results of the follow-up and accreditation of the study programmes.

### Assessment rubric

The evaluation of Criterion VI.1.a will be based on the rubric presented in Table 24.

Table 24 - Evaluation rubric for Criterion VI.1.a

<b>Criterion VI.1.a.</b> The HEI effectively <b>informs</b> about the characteristics of the study programme to all stakeholder groups.	
<b>Insufficient information.</b>	At least one of the following points is fulfilled:

	<ul style="list-style-type: none"> <li>• There is insufficient information to assess the level of criterion achievement.</li> <li>• The HEI does not provide an assessment of the criterion achievement or its challenges and opportunities.</li> </ul>
<b>Inadequate</b>	<p>At least one of the following points is fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI does not publish truthful, complete, updated and accessible information on the characteristics of the study programmes.</li> <li>• The HEI does not publish information about the academic results and satisfaction of the students.</li> <li>• The HEI does not publish the monitoring processes and internal quality of the study programmes or the results of the follow-up and accreditation of the study programmes.</li> <li>• The HEI does not provide an assessment of the criterion, or the information provided is not coherent with its challenges and opportunities.</li> </ul>
<b>Adequate</b>	<p>All the following points are fulfilled:</p> <ul style="list-style-type: none"> <li>• The HEI publishes truthful, complete, updated and accessible information on the characteristics of the study programmes.</li> <li>• The HEI publishes information about the academic results and satisfaction of the students.</li> <li>• The HEI publishes the monitoring processes and internal quality of the study programmes and the results of the follow-up and accreditation of the study programmes.</li> <li>• The HEI assesses the achievement of the criterion and is aware of its challenges and opportunities.</li> </ul>
<b>Very adequate</b>	Not applicable.