EVALUATION GUIDE
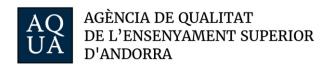## FOR EX-ANTE PROGRAMME ACCREDITATIONS

DECEMBER 2023

EVALUATION GUIDE FOR EX-ANTE PROGRAMME ACCREDITATIONS

Andorra la Vella, November 2023

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1. 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 the 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.

Based on the Decree of July 8, 2020, approving the Regulation of Official Higher Education Degrees, study programmes are approved by Government decree, with a prior request to the ministry responsible for higher education and accreditation by AQUA.

The evaluation of study programmes for their approval consists of an ex-ante evaluation of new programmes. Its objective is to ensure that the theoretical forecast of study programmes is solid and coherent and that it follows the requirements of the European Higher Education Area, the Andorran Qualifications Framework (MAQ) and the Andorran legislation on higher education. The external evaluation process is summarized in a reasoned and binding report with a favourable or unfavourable result that outlines the strengths of the study programme, binding improvement actions and improvement proposals to advance towards excellence. Favourable reports act as accreditation and are published, making them accessible to the academic community, external collaborators and other interested parties.

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

Scope	Programmes
Timing	*Ex ante*
Mandatory	Yes
Self-report prepared by the HEI (ESG 2.1, 2.3)	Yes
Stakeholder participation in the design and improvement of the evaluation guide (ESG 2.2)	Yes
Participation of an external panel of experts (ESG 2.4)	Yes
Visits and interviews with stakeholder groups (ESG 2.3)	No
External evaluation report (ESG 2.6)	Yes

Result of the evaluation process	Favourable/Unfavourable
Procedure of complaints (ESG 2.7)	Yes

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

- Law 14/2018, of June 21, on Higher Education.
- Law 9/2016, of June 28, on the establishment of the Andorran Higher Education Quality Agency (AQUA).
- Law 20/2021, of July 15, on the Creation of the Andorran Qualifications Framework.
- Law on the Andorran education system, of June 9, 1994.
- Decree of July 8, 2020, approving the Regulation of Official Higher Education Degrees.
- Law 63/2021, of February 2, 2021, on the establishment of the Quality Assurance Agency for Higher Education of Andorra (AQUA).

2. The study programme

The strategic plan must contain the information required in the Decree of July 8, 2020, approving the Regulation of Official Higher Education Degrees and in

ANNEX 2 - model of the study programme.

3. Development of the process

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

1. **Application**

It is the responsibility of each higher education institution to request the evaluation of new study programmes so that they can be approved in due time. To request an external evaluation, higher education institutions must submit a request and the study programme memorandum they want to evaluate to AQUA by email (info@aqua.ad) or by post.

AQUA will respond to the request with a proposal of deadlines.

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

AQUA reviews the formal aspects of the study programme memorandum and if any deficiencies need to be corrected, it notifies the HEI, which has ten days to resolve them.

4. Composition of the panel of experts and calendar

AQUA proposes a composition for the panel of experts, according to the criteria established in Decree 63/2021, of February 2, 2021, approving the Regulation of the Quality Assurance Agency for Higher Education of Andorra (AQUA). The HEI has five business days to contest, if deemed necessary, the members of the expert panel and to confirm the calendar. In the event of a contest, AQUA has ten business days to propose a new composition of the expert panel.

5. External evaluation

The panel of experts evaluates the study programme memorandum, and the Evaluations Commission issues the preliminary evaluation report, within a maximum period of two months from when the HEI provided the additional information requested in point 3 or from the payment of the fee.

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

The panel of experts analyses the allegations, modifications or additional information and the Evaluations Commission issues the evaluation report within a maximum period of two months from the receipt of the allegations, modifications or additional information.

Upon payment of the fee, AQUA must resolve the evaluation within a maximum period of six months. If formal deficiencies are highlighted, the evaluation begins from the date the HEI submits the modified memorandum document and not from the payment of the fee.

If deemed necessary, the HEI has the possibility to appeal.

4. Dimensions, key aspects and evaluation criteria

AQUA organizes the _Standards and Guidelines for Quality Assurance in the European Higher Education Area_ (ESG) and the guidelines of the European Higher Education Area into five quality dimensions, which are further specified into key aspects.

Table 2 - Dimensions, key aspects and evaluation criteria for the approval of study programmes

DIMENSION I. INTERNAL QUALITY AND CONTINUOUS IMPROVEMENT	
Key aspect I.1. Internal quality and continuous improvement	Criterion I.1.a. The HEI presents a policy and quality objectives aimed at establishing a quality culture.
	Criterion I.1.b. The HEI outlines appropriate processes for the periodic monitoring and ex-post accreditation of the study programme with the aim of ensuring its continuous improvement.
DIMENSION II. THE STUDY PROGRAMME	
Key aspect II.1. Description	Criterion II.1.a. The teaching modality is specified clearly, correctly and completely.
	Criterion II.1.b. The linguistic approach is appropriate and coherent.
	Criterion II.1.c. The specializations and/or the training pathways are suitable and coherent.
	Criterion II.1.d. The study programme is coherent with the strategic objectives, the curriculum options and, if applicable, the research lines of the HEI.
Key aspect II.2. Career opportunities and professional outcomes	Criterion II.2.a. The career opportunities and professional outcomes are clearly defined and coherent with the characteristics of the study programme.
Key aspect II.3. Competency profile	Criterion II.3.a. The competencies proposed by the HEI in addition to those outlined in the decree that created

	the official degree are clearly and precisely drafted and coherent with the characteristics of the study programme.
Key aspect II.4. Design, planning and organization of the study programme	Criterion II.4.a. The study programme outlines the use of teaching and assessment methods that promote student-centred learning.
	Criterion II.4.b. The timing is coherent and balanced, and the workload is consistent with the definition of the European credit system.
	Criterion II.4.c. The alignment of competencies with teaching units and their learning outcomes is coherent.
	Criterion II.4.d. The description, teaching methods and assessment activities of the teaching units are appropriate and coherent with the characteristics of the study programme.
	Criterion II.4.e. The external internships are coherent with the characteristics of the study programme, provide educational value and are effectively managed.
	Criterion II.4.f. The final project is coherent with the characteristics of the study programme, provides educational value and is effectively managed.
	Criterion II.4.g. Mobility provides educational value and is effectively managed.
	Criterion II.4.h. The regulations for credit validation and recognition are appropriate to the characteristics of the study programme.
	Criterion II.4.i. The study programme outlines effective mechanisms for teaching coordination.
DIMENSION III. ACADEMIC STAFF	
Key aspect III.1. Profile of the teaching staff	Criterion III.1.a. The expected education profile, professional experience and/or research experience of the teaching staff guarantees that they are competent to carry out the teaching and management activities of the study programme.
Key aspect III.2. Sufficiency of the teaching staff	Criterion III.2.a. The teaching staff and their allocated time commitment are sufficient to carry out the planned activities.

DIMENSION IV. RESOURCES AND SUPPORT PROCESSES	
Key aspect IV.1. Access and admission of students	Criterion IV.1.a. The access requirements and the admission process and tests are coherent with the scope and characteristics of the study programme.
	Criterion IV.1.b. The additional coursework is well-managed and coherent with the scope and characteristics of the study programme.
Key aspect IV.2. Infrastructure, resources and learning support services.	Criterion IV.2.a. The physical infrastructure and resources are adequate and coherent with the characteristics of the study programme.
	Criterion IV.2.b. Digital infrastructure and resources are adequate and coherent with the characteristics of the study programme.
	Criterion IV.2.c. The mechanisms of tutorial support and other learning support services are adequate and well-managed.
	Criterion IV.2.d. The mechanisms to promote employment integration are adequate and well-managed.

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

- **Not applicable**: the evaluation criteria are not applicable, for example, because the study programme does not include external internships or training pathways.
- **Inadequate**: there is insufficient information to assess the level of achievement of the criterion or the information provided indicates that the criterion has not been met.
- **Adequate**: the information provided in the strategic plan demonstrates that the criterion has been met satisfactorily.
- **Very adequate:** the information provided in the strategic plan demonstrates that the criterion has been exceeded, and additional complementary actions are being developed to improve it.

To assess each criterion, the description of the criteria from Annex 1- dimensions, key aspects and evaluation criteria will be used.

5. Results and effects of the process

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

- Data of the study programme.
- Description of the evaluation process.
- Evaluation result: favourable or unfavourable. AQUA can also make recommendations for the improvement of the study programme, if necessary.
- The assessment of each quality criterion.

To obtain a favourable result, all criteria must have an achievement level of at least "adequate." The Evaluations Commission may also issue a favourable report if it considers that any criterion assessed as "inadequate" does not substantially affect the quality of the study programme.

6. Contact

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

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7. Document revisions

Document revisions		
Version	**Description of the change**	**Approval date**
1_19-083	Original document	Meeting of the Steering Committee of 14/07/2020
2_21-008	First review	Meeting of the Steering Committee of 14/02/2022
1_23-038	Second review	Meeting of the Steering Committee of xx/xx/xxxx

ANNEX 1 - DIMENSIONS, KEY ASPECTS AND EVALUATION CRITERIA

DIMENSION I. INTERNAL 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.

Key aspect I.1. Internal quality and continuous improvement

Criterion I.1.a. A policy and quality objectives aimed at establishing a quality culture are presented.

This criterion will assess the following:

- ❖ If a quality policy is provided that outlines the orientation and internal quality objectives of the HEI or, if applicable, of the centre or faculty responsible for the study programme.
- ❖ If the quality policy is coherent with the mission, vision and objectives of the HEI.

Assessment rubric

The evaluation of criterion I.1.a will be based on the rubric presented in Table 3.

Table 3 - Evaluation rubric for criterion I.1.a

Criterion I.1.a. The HEI presents a policy and quality objectives aimed at establishing a quality culture.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of criterion achievement. • The quality policy does not describe the internal orientation and quality objectives of the HEI, centre or faculty. • The quality policy is not coherent with the mission, vision or objectives of the HEI.
Adequate	All the following points are fulfilled:

	• A quality policy is provided that outlines the orientation and internal quality objectives of the HEI or, if applicable, of the centre or faculty responsible for the study programme. • The quality policy is coherent with the mission, vision and objectives of the HEI.
Very adequate	All the points at the "adequate" level are met, and in addition, at least one of the following points is met: • The quality policy includes a detailed analysis of its stakeholder groups and their expectations and needs. • The quality policy has an innovative orientation and adds high value.

Criterion I.1.b. The HEI outlines an appropriate process for the periodic monitoring and ex-post accreditation of the study programme to ensure its continuous improvement.

This criterion will assess the following:

❖ If an effective process for monitoring and ex-post accreditation of the study programme is described, aiming to ensure its quality over time, highlighting the stakeholders involved and their responsibilities, as well as the collection and analysis of indicators and evidence.

❖ If the participation of stakeholders (students, teaching staff, technical and management staff, external internship tutors, etc.) is foreseen in the process of monitoring and ex-post accreditation of the study programme.

❖ If effective mechanisms are described for the implementation of the detected improvement actions.

❖ If effective mechanisms are described to inform stakeholders of the results of the periodic monitoring and ex-post accreditation processes of the study programme.

In the case of joint study programmes with other institutions, the following will also be considered:

❖ If joint mechanisms are described to coordinate the effective monitoring and ex-post accreditation of the study programme.

Assessment rubric

The evaluation of criterion I.1.b will be based on the rubric presented inTable 4.

Table 4 - Evaluation rubric for criterion I.1.b

Criterion I.1.b. The HEI outlines appropriate processes for the periodic monitoring and ex-post accreditation of the study programme with the aim of ensuring its continuous improvement.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of criterion achievement. • The process of monitoring and ex-post accreditation of the study programme is not feasible or is insufficient to ensure its quality over time. • The process of monitoring and ex-post accreditation of the study programme does not describe the stakeholders involved or their responsibilities. • The process of monitoring and ex-post accreditation of the study programme does not describe indicators and evidence or how these will be collected and analysed. • The process of monitoring and ex-post accreditation of the study programme does not foresee the participation of key stakeholders. • The management of implementing the detected improvement actions is not feasible or insufficient. • The mechanisms to inform stakeholders of the results of the monitoring and ex-post accreditation processes of the study programme are not feasible or are insufficient. In the case of joint study programmes with other institutions, the following will also be considered: • The mechanisms for jointly coordinating the monitoring and ex-post accreditation of the study programme are not feasible or are insufficient.
Adequate	All the following points are fulfilled:

	• The process of monitoring and ex-post accreditation of the study programme is feasible and sufficient to ensure its quality over time.
	• The process of monitoring and ex-post accreditation of the study programme clearly outlines the stakeholders involved or their responsibilities.
	• The process of monitoring and ex-post accreditation of the study programme clearly describes indicators and evidence or how these will be collected and analysed.
	• The process of monitoring and ex-post accreditation of the study programme foresees the participation of key stakeholders.
	• Effective mechanisms are described for the implementation of the detected improvement actions.
	• Effective mechanisms are described to inform stakeholders of the results of the periodic monitoring and ex-post accreditation processes of the study programme.
	In the case of joint study programmes with other institutions, the following will also be considered:
	• The mechanisms for jointly coordinating the monitoring and ex-post accreditation of the study programme are feasible and sufficient to ensure its quality over time.
Very adequate	All the points at the "adequate" level are met, and in addition, at least one of the following points is met:
	• The process of monitoring and ex-post accreditation of the study programme involves the participation of other relevant stakeholders, such as future employers, representatives of professional associations, international experts, alumni, etc.
	• The process of monitoring and ex-post accreditation of the study programme in characterized by an innovative and high-value orientation.

DIMENSION II. THE STUDY PROGRAMME

Key aspect II.1. Description

Criterion II.1.a. The teaching modality is specified clearly, correctly and completely.

This criterion will assess the following:

❖ If the teaching method is specified clearly, correctly and completely.

In the event that it is a blended learning method, the following will also be assessed:

❖ If the criteria to provide in-person teaching is adequate.

Considerations:

- 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.
- 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.
- 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.

Assessment rubric

The evaluation of criterion II.1.a will be based on the rubric presented inTable 5.

Table 5 - Evaluation rubric for criterion II.1.a

Criterion II.1.a. The teaching modality is specified clearly, correctly and completely.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of criterion achievement. • The description of the teaching modality is confusing, incorrect or incomplete. In the case of blended learning, the following will also be considered:

	The criteria to provide in-person teaching is inadequate.
Adequate	The following is fulfilled: • The teaching modality is specified clearly, correctly and completely. In the case of blended learning, the following will also be considered: • The criteria to provide in-person teaching is adequate.
Very adequate	Not applicable

Criterion II.1.b. The linguistic approach is appropriate and coherent.

This criterion will assess the following:

❖ If the required or recommended level of each language used to deliver the study programme (according to the CEFR) and the number of credits that will be delivered in each language are detailed.

❖ If the linguistic approach is coherent with the level and characteristics of the study programme and enables the achievement of competencies.

In the event that the study programme has a multilingual approach, the following will also be assessed:

❖ If the vehicular instruction in the various languages is coherent and well-organized.

Assessment rubric

The evaluation of criterion II.1.b will be based on the rubric presented inTable 6.

Table 6 - Evaluation rubric for criterion II.1.b

Criterion II.1.b. The linguistic approach is appropriate and coherent.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of criterion achievement.

	• The description of the language approach does not indicate the required or recommended level of each language used to deliver the study programme or the number of credits that will be taught in each language. • The linguistic approach is not coherent with the level or characteristics of the study programme. • The linguistic approach does not allow to achieve the competencies. If the study programme has a multilingual approach, the following will also be fulfilled: • The vehicular instruction in the various languages is not coherent or well-organized.
Adequate	All the following points are fulfilled: • The description of the language approach indicates the required or recommended level of each language used to deliver the study programme and the number of credits that will be taught in each language. • The linguistic approach is coherent with the level and characteristics of the study programme. • The linguistic approach allows for the achievement of the competencies. If the study programme has a multilingual approach, the following will also be fulfilled: • The vehicular instruction in the various languages is coherent and well-organized.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • The linguistic approach is optimal for improving the linguistic proficiency of students and providing added value.

Criterion II.1.c. The specializations and/or the training pathways are suitable and coherent.

This criterion will assess the following:

- ❖ If the description and objective of the specializations or educational itineraries, the student profile to which they are addressed and their curricular itinerary are appropriate and coherent with the characteristics of the study programme.
- ❖ If the design of the educational itineraries adds value to the study programme.

Assessment rubric

The evaluation of criterion II.1.c will be based on the rubric presented inTable 7.

Table 7 - Evaluation rubric for criterion II.1.c

Criterion II.1.c. The specializations and/or the training pathways are suitable and coherent.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of criterion achievement. • The description, objective of the specializations or educational itineraries, the student profile to which they are addressed or their curricular itinerary are inappropriate and not coherent with the characteristics of the study programme. • The design of the educational itineraries does not add value to the study programme.
Adequate	All the following points are fulfilled: • The description and objective of the specializations or educational itineraries, the student profile to which they are addressed and their curricular itinerary are appropriate and coherent with the characteristics of the study programme. • The design of the educational itineraries adds value to the study programme.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • The specializations and/or the training pathways have an innovative orientation.

Criterion II.1.d. The study programme is coherent with the strategic objectives, the curriculum options and, if applicable, the research lines of the HEI.

This criterion will assess the following:

- ❖ If the design of the study programme is coherent with the strategic objectives and the existing curriculum options of the HEI.

In the case of doctoral programmes or other study programmes that foresee research competencies:

- If the design of the study programme is coherent with the research policy of the HEI.

Assessment rubric

The evaluation of criterion II.1.c will be based on the rubric presented inTable 8.

Table 8 - Evaluation rubric for criterion II.1.d

Criterion II.1.d. The study programme is coherent with the strategic objectives, the curriculum options and, if applicable, the research lines of the HEI.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: - There is insufficient information to assess the level of criterion achievement. - The design of the study programme is not coherent with the strategic objectives and the existing curriculum options of the HEI. Or, in the case of doctoral programmes or other study programmes that include research competencies, the following point is fulfilled: - The design of the study programme is not coherent with the research policy of the HEI.
Adequate	All the following points are fulfilled:

	• The design of the study programme is coherent with the strategic objectives and the existing curriculum options of the HEI. In the case of doctoral programmes or other study programmes that include research competencies, the following point is also fulfilled: • The design of the study programme is coherent with the research policy of the HEI.
Very adequate	Not applicable

Key aspect II.2. Career opportunities and professional outcomes

Criterion II.2.a. The career opportunities and professional outcomes are clearly defined and coherent with the characteristics of the study programme.

This criterion will assess the following:

❖ If the career opportunities and professional outcomes are clearly described, are coherent with the level and the profile of competencies of the study programme and are suitable for the reality of the job market.

In the event that the study programme includes specializations or training itineraries, the following will also be assessed:

❖ If the career opportunities and professional outcomes of each specialization or training itinerary are well-identified, coherent and suitable for the reality of the job market.

Assessment rubric

The evaluation of criterion II.2.a will be based on the rubric presented inTable 9.

Table 9 - Evaluation rubric for criterion II.2.a

Criterion II.2.a. The career opportunities and professional outcomes are clearly defined and coherent with the characteristics of the study programme.	
Not applicable	

	At least one of the following points is fulfilled:
Inadequate	• There is insufficient information to assess the level of criterion achievement. • The career opportunities and professional outcomes are not clearly described or are incoherent with the level and profile of competencies outlined in the study programme. • The career opportunities and professional outcomes do not align with the reality of the job market. In the event that the study programme includes specializations or training itineraries, the following will also be assessed: • The career opportunities and professional outcomes of each specialization or training itinerary are not well identified, are incoherent or not suitable for the reality of the job market.
Adequate	All the following points are fulfilled: • The career opportunities and professional outcomes are clearly described, are coherent with the level and the profile of competencies of the study programme and are suitable for the reality of the job market. In the event that the study programme includes specializations or training itineraries, the following will also be assessed: • The career opportunities and professional outcomes of each specialization or training itinerary are well-identified, coherent and suitable for the reality of the job market.
Very adequate	Not applicable

Key aspect II.3. Competency profile

Criterion II.3.a. The competencies proposed by the HEI in addition to those outlined in the decree that created the official degree are clearly and precisely drafted and coherent with the characteristics of the study programme.

This criterion will assess the following:

❖ If the study programme specifies whether the competencies proposed by the HEI are transversal or specific.

❖ If the proposed competencies of the study programme are clearly and precisely described, are coherent with the scope and level of the study programme and complement the competencies outlined in the decree that created the official degree.

Considerations:

• The document 'Guidelines for Defining Competencies in Higher Education in Andorra" provides guidance for the correct definition of competencies.

Assessment rubric

The evaluation of criterion II.3.a will be based on the rubric presented inTable 10.

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

Criterion II.3.a. The competencies proposed by the HEI in addition to those outlined in the decree that created the official degree are clearly and precisely drafted and coherent with the characteristics of the study programme.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of criterion achievement. • The document does not specify if the competencies proposed by the HEI are transversal or specific. • The proposed competencies of the study programme are not clearly and precisely described, are not coherent with the scope and level of the study programme or overlap the competencies outlined in the decree that created the official degree.
Adequate	All the following points are fulfilled: • The study programme specifies whether the competencies proposed by the HEI are transversal or specific. • The proposed competencies of the study programme are clearly and precisely described, are coherent with the scope and level of

	the study programme and complement the competencies outlined in the decree that created the official degree.
Very adequate	Not applicable

Key aspect II.4. Design, planning and organization of the study programme

Criterion II.4.a. The study programme outlines the use of teaching and assessment methods that promote student-centred learning.

This criterion will assess the following:

- ❖ If a varied set of teaching methods is described that promotes student autonomy while ensuring adequate guidance and support from the teaching staff.
- ❖ If the teaching and assessment methods respect the diversity of students and their needs, allowing for the flexibility of the learning process and attention to unforeseen circumstances.
- ❖ If the methods and assessment criteria are published in advance.
- ❖ If assessment methods (formative and summative) are described, allowing students to demonstrate the achievement of learning outcomes and to reflect on their progress.
- ❖ If effective mechanisms are described for the identification of students and the prevention of fraud in assessment activities.

Assessment rubric

The evaluation of criterion II.4.a will be based on the rubric presented inTable 11.

Table 11 - Evaluation rubric for criterion II.4.a

Criterion II.4.a. The study programme outlines the use of teaching and assessment methods that promote student-centred learning.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of criterion achievement.

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	• The teaching methods are not diverse and do not promote student autonomy. • The teaching and assessment methods do not respect the diversity of students and their needs, failing to allow for the flexibility of the learning process or attention to unforeseen circumstances. • The methods and assessment criteria are not published in advance. • The assessment methods described, do not allow students to demonstrate the achievement of learning outcomes and to reflect on their progress. • Effective mechanisms are not described for the identification of students and the prevention of fraud in assessment activities.
Adequate	All the following points are fulfilled: • A varied set of teaching methods is described that promotes student autonomy while ensuring adequate guidance and support from the teaching staff. • The teaching and assessment methods respect the diversity of students and their needs, allowing for the flexibility of the learning process and attention to unforeseen circumstances. • The methods and assessment criteria are published in advance. • Assessment methods (formative and summative) are described, allowing students to demonstrate the achievement of learning outcomes and to reflect on their progress. • Effective mechanisms are described for the identification of students and the prevention of fraud in assessment activities.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • Mechanisms are described for the continuous training of teaching staff in student-centred teaching methods.

Criterion II.4.b. The timing is coherent and balanced and the workload is consistent with the definition of the European credit system.

This criterion will assess the following:

- ❖ If the time planning of teaching units is coherent and balanced, allowing for the correct progression of students.
- ❖ If the workload of teaching units is coherent with the definition of the European Credit.
- ❖ If the allocation of credits is coherent with the description of the teaching units.

In the case of the doctoral program, the following will be assessed:

- ❖ If the time planning of internships is balanced.
- ❖ If the planning of the development of the doctoral thesis and its evaluation phases are coherent.

Considerations:

- One ECTS credit is equivalent to thirty hours of dedication. This measure includes the hours corresponding to the lectures, theoretical or external internships, study hours, seminar hours, practical work or projects and those required to prepare and take exams and assessment tests.
- The credits allocated to a teaching unit must be expressed in multiples of 0.5 ECTS credits.
- The teaching units must have a minimum workload of 1.5 ECTS credits and cannot have a workload exceeding 15 ECTS credits.

Assessment rubric

The evaluation of criterion II.4.b will be based on the rubric presented inTable 12.

Table 12 - Evaluation rubric for criterion II.4.b

Criterion II.4.b. The timing is coherent and balanced and the workload is coherent with the definition of the European credit system.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • The time planning of teaching units is incoherent or unbalanced. • The workload of teaching units is not coherent with the definition of the European Credit.

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	• The allocation of credits is not coherent with the description of the teaching units. Or, in the case of the doctoral program, one of the following points is met: • The time planning of internships is balanced. • The planning of the development of the doctoral thesis and its evaluation phases are not coherent.
Adequate	All the following points are fulfilled: • The time planning of teaching units is coherent and balanced, allowing for the correct progression of students. • The workload of teaching units is coherent with the definition of the European Credit. • The allocation of credits is coherent with the description of the teaching units. In the case of the doctoral program, all the following points are met: • The time planning of internships is balanced. • The planning of the development of the doctoral thesis and its evaluation phases are coherent.
Very adequate	Not applicable

Criterion II.4.c. The alignment of competencies with teaching units and their learning outcomes is coherent.

This criterion will assess the following:

❖ If the alignment between competencies and each of the teaching units and their learning outcomes is coherent.

In the case of the doctoral program, the following will be assessed:

❖ If the alignment between the competencies and the training activities is coherent.

Considerations:

• Each teaching unit or training activity must be associated with at least one competency.

- All competencies must be aligned to at least one teaching unit (not applicable to the doctoral programme).

Assessment rubric

The evaluation of criterion II.4.c will be based on the rubric presented inTable 13.

Table 13 - Evaluation rubric for criterion II.4.c

Criterion II.4.c. The alignment of competencies with teaching units and their learning outcomes is coherent.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • The alignment between competencies and each of the teaching units or their learning outcomes is not coherent. Or, in the case of the doctoral program, the following point is met: • The alignment between the competencies and the training activities is not coherent.
Adequate	The following is fulfilled: • The alignment between competencies and each of the teaching units and their learning outcomes is coherent. In the case of the doctoral program, the following point is met: • The alignment between the competencies and the training activities is coherent.
Very adequate	Not applicable

Criterion II.4.d. The description, teaching methods and assessment activities of the teaching units are appropriate and coherent with the characteristics of the study programme.

This criterion will assess the following:

❖ If the description of each teaching unit includes its objective and a summary of its contents and these are coherent and appropriate with the characteristics of the study programme.

❖ If the teaching and assessment methods to be carried out for each teaching unit are described and these are adequate and coherent.

In the case of the doctoral program, the following will be assessed:

❖ If the description, teaching methods and assessment of the training activities are appropriate and coherent with the characteristics of the study programme.

Considerations:

- Some examples of teaching methods include lectures, seminars, debates, problem-based learning, fieldwork, etc.
- Some examples of assessment methods include oral exams, multiple-choice or open-ended questions, essays, practical exercises, oral presentations, etc.

Assessment rubric

The evaluation of criterion II.4.d will be based on the rubric presented inTable 14.

Table 14 - Evaluation rubric for criterion II.4.d

Criterion II.4.d. The description, teaching methods and assessment activities of the teaching units are appropriate and coherent with the characteristics of the study programme.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • The description of each teaching unit is incomplete, or its elements are incoherent or not aligned with the characteristics of the study programme. • The teaching and assessment methods to be carried out for each teaching unit are not described, or these are incoherently or inadequately defined.

	Or, in the case of the doctoral program, one of the following points is met: • The description, teaching methods and assessment of training activities are not appropriate or not coherent with the characteristics of the study programme.
Adequate	All the following points are fulfilled: • The description of each teaching unit includes its objective and a summary of its contents and these are coherent and appropriate with the characteristics of the study programme. • The teaching and assessment methods to be carried out for each teaching unit are described and these are adequate and coherent. In the case of the doctoral program, all the following points are met: • The description, teaching methods and assessment of the training activities are appropriate and coherent with the characteristics of the study programme.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • The description, teaching methods and assessment of the teaching units are optimal for achieving the competencies and academic success of the students.

Criterion II.4.e. The external internships are coherent with the characteristics of the study programme, provide educational value and are effectively managed.

This criterion will assess the following:

❖ If the type of external internships is specified and is suitable for their completion.

❖ If the objectives and description of the external internships are coherent with the characteristics of the study programme and justify its educational value.

❖ If an effective and well-organized process is described for the assignment of centres and individuals who will supervise the students in the internship centre, as well as the minimum requirements they must meet.

❖ If an effective and well-organized process is described for the monitoring and assessment of student external internships.

Considerations:

- There are decrees that regulate the creation of official degrees that stipulate the compulsory nature of external internships.

Assessment rubric

The evaluation of criterion II.4.e will be based on the rubric presented inTable 15.

Table 15 - Evaluation rubric for criterion II.4.e

Criterion II.4.e. The external internships are coherent with the characteristics of the study programme, provide educational value and are effectively managed.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • The external internship modality is poorly specified or inadequate for its implementation. • The objectives and description of the external internships are not coherent with the characteristics of the study programme and do not justify its educational value. • The process for assigning centres and individuals supervising students in the internship centre is poorly organised. • Minimum requirements for external internship centres or individuals supervising students are not outlined. • The process for monitoring and assessing student internships is ineffective or poorly organized.
Adequate	All the following points are fulfilled: • The type of external internships is specified and is suitable for their completion. • The objectives and description of the external internships are coherent with the characteristics of the study programme and justify its educational value. • An effective and well-organized process is described for the assignment of centres and individuals who will supervise the

	students in the internship centre, as well as the minimum requirements they must meet. • An effective and well-organized process is described for the monitoring and assessment of student external internships.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • Agreements with relevant external internship centres in the field are provided.

Criterion II.4.f. The final project is coherent with the characteristics of the study programme, provides educational value and is effectively managed.

This criterion will assess the following:

❖ If the objectives and description of the final project are coherent with the characteristics of the study programme and justify its educational value.

❖ If the study programme outlines an appropriate process for selecting the topic of the final project and, if necessary, its modification.

❖ If the study programme outlines the appropriate process for assigning the person who will supervise the final project and, if necessary, its modification.

❖ If the study programme outlines an appropriate process for the monitoring and assessment of the final project.

In the case of the doctoral program, the following will be assessed:

❖ If the objectives and description of the doctoral thesis are coherent with the characteristics of the study programme and justify their educational value.

❖ If the study programme outlines an appropriate process for selecting the topic of the doctoral thesis and, if necessary, its modification.

❖ If the study programme outlines the appropriate process for assigning the person who will supervise the doctoral thesis and, if necessary, its modification.

❖ If the HEI outlines adequate mechanisms for managing the submission, defence and final evaluation of the doctoral thesis.

Assessment rubric

The evaluation of criterion II.4.f will be based on the rubric presented inTable 16.

Table 16 - Evaluation rubric for criterion II.4.f

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Criterion II.4.f. The final project is coherent with the characteristics of the study programme, provides educational value and is effectively managed.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • The objectives and description of the final project are not coherent with the characteristics of the study programme and do not justify its educational value. • The study programme does not outline a process for selecting the topic of the final project and, if necessary, its modification or it is poorly organized. • The process for assigning the person who will supervise the final project is not outlined, or if applicable, its modification or it is poorly organized. • There is no process outlined for the monitoring and evaluation of the final project or it is poorly organized. Or, in the case of the doctoral program, one of the following points is met: • The objectives and description of the doctoral thesis are not coherent with the characteristics of the study programme and do not justify their educational value. • The study programme does not outline a process for selecting the topic of the doctoral theses and, if necessary, its modification or it is poorly organized. • The process for assigning the person who will supervise the doctoral theses is not outlined, or if applicable, its modification, or it is poorly organized. • There is no process outlined for managing the deposit, defence and final assessment of the doctoral thesis or it is poorly organized.
Adequate	All the following points are fulfilled:

	• The objectives and description of the final project are coherent with the characteristics of the study programme and justify its educational value. • The study programme outlines an appropriate process for selecting the topic of the final project and, if necessary, its modification. • The study programme outlines the appropriate process for assigning the person who will supervise the final project and, if necessary, its modification. • The study programme outlines an appropriate process for the monitoring and assessment of the final project. In the case of the doctoral program, all the following points are met: • The objectives and description of the doctoral thesis are coherent with the characteristics of the study programme and justify their educational value. • The study programme outlines an appropriate process for selecting the topic of the doctoral thesis and, if necessary, its modification. • The study programme outlines the appropriate process for assigning the person who will supervise the doctoral thesis and, if necessary, its modification. • The HEI outlines adequate mechanisms for managing the submission, defence and final evaluation of the doctoral thesis.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • The design and management of the final project are optimal for achieving the competencies and the academic success of the students.

Criterion II.4.g. Mobility provides educational value and is effectively managed.

This criterion will assess the following:

❖ If the objectives and description of the mobility are coherent with the characteristics of the study programme and justify its educational value.

- ❖ If the type of mobility programme is specified and it is adequate for the students to achieve the competencies.
- ❖ If a well-managed process is described for the signing of agreements with HEIs where students can participate in mobility programmes.
- ❖ If the establishment of equivalences for the recognition of the received training and its assessment at the destination HEI is outlined.
- ❖ If adequate processes for the request and assignment of mobility programmes for students are outlined.

Assessment rubric

The evaluation of criterion II.4.g will be based on the rubric presented inTable 17.

Table 17 - Evaluation rubric for criterion II.4.g

Criterion II.4.g. Mobility provides educational value and is effectively managed.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • The objectives and description of the mobility are not coherent with the characteristics of the study programme and do not justify its educational value. • The type of mobility programme is not specified or it is not adequate for the students to achieve the competencies. • A well-managed process is not described for the signing of agreements with HEIs where students can participate in mobility programmes. • The establishment of equivalences for the recognition of the received training and its assessment at the destination HEI is not outlined. • Adequate processes for the request and assignment of mobility programmes for students are not outlined.
Adequate	All the following points are fulfilled:

	• The objectives and description of the mobility are coherent with the characteristics of the study programme and justify its educational value. • The type of mobility programme is specified and it is adequate for the students to achieve the competencies. • A well-managed process is described for the signing of agreements with HEIs where students can participate in mobility programmes. • The establishment of equivalences for the recognition of the received training and its assessment at the destination HEI is outlined. • Adequate processes for the request and assignment of mobility programmes for students are outlined.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • Mobility agreements are provided with other internationally renowned HEIs.

Criterion II.4.h. The regulations for credit validation and recognition are appropriate to the characteristics of the study programme.

This criterion will assess the following:

❖ If the study programme includes a regulation for the validation and recognition of credits in accordance with the current legislation and it outlines the criteria, responsible bodies and/or procedures for the validation of study periods and credit recognition.

Assessment rubric

The evaluation of criterion II.4.h will be based on the rubric presented inTable 18.

Table 18 - Evaluation rubric for criterion II.4.h

Criterion II.4.h. The regulations for credit validation and recognition are appropriate to the characteristics of the study programme.	
Not applicable	

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Inadequate	The following is fulfilled: • The study programme does not include a regulation for the validation and recognition of credits in accordance with the current legislation, or it does not outline the criteria, responsible bodies and/or procedures for the validation of study periods and credit recognition.
Adequate	The following is fulfilled: • The study programme includes a regulation for the validation and recognition of credits in accordance with the current legislation and it outlines the criteria, responsible bodies and/or procedures for the validation of study periods and credit recognition.
Very adequate	Not applicable

Criterion II.4.i. The study programme outlines effective mechanisms for teaching coordination.

This criterion will assess the following:

❖ If effective mechanisms of vertical coordination (among all elements of the study programme) and horizontal coordination (among the teaching units taken simultaneously or during the same course) are outlined.

❖ If the structures or agents that will participate in the teaching coordination and their responsibilities are outlined.

Assessment rubric

The evaluation of criterion II.4.i will be based on the rubric presented inTable 19.

Table 19 - Evaluation rubric for criterion II.4.i

Criterion II.4.i. The study programme outlines effective mechanisms for teaching coordination.	
Not applicable	
Inadequate	At least one of the following points is fulfilled:

	There is insufficient information to assess the level of achievement of the criterion. • Effective vertical or horizontal coordination mechanisms are not outlined. • The structures or agents that will participate in the teaching coordination and their responsibilities are not outlined.
Adequate	All the following points are fulfilled: • Effective vertical and horizontal coordination mechanisms are outlined. • The structures or agents that will participate in the teaching coordination and their responsibilities are outlined.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • The mechanisms and structures for the teaching coordination of the study programme are optimal.

DIMENSION III. ACADEMIC STAFF

Key aspect III.1. Profile of the teaching staff

Criterion III.1.a. The expected education profile, professional experience and/or research experience of the teaching staff ensures that they are competent to carry out the teaching and management activities of the study programme.

This criterion will assess the following:

❖ If the profile of the teaching staff guarantees that they have the necessary training, professional experience and/or research experience to exercise the intended type of responsibility and to carry out teaching, planning and coordination activities for the teaching units.

❖ If the study programme outlines effective mechanisms for monitoring the adequacy of the teaching staff.

In the case of the doctoral program, the following will also be assessed:

❖ If the expected profiles of training, professional experience and research experience of the individuals who will supervise doctoral theses ensure that they are competent to carry out this task.

In the case of universities, the following will also be assessed:

❖ If the HEI outlines effective mechanisms to promote the relationship between research and teaching in the context of the study programme.

Considerations:

• This criterion assesses the expected profile of the teaching staff, that is, the set of academic and professional characteristics required from the teachers, not the curriculum of specific individuals.

• The teaching staff of universities or other higher education institutions is composed of the following categories: a) associate professor, b) assistant professor, c) visiting professor and d) collaborator.

• It is understood that the teaching staff undertake teaching activities with full responsibility when they are responsible for delivering parts or the entirety of a teaching unit and the final assessment of students.

• Supporting teaching is understood when faculty members are only responsible for delivering and assessing parts of a teaching unit.

• For the study programmes of an Advanced Professional Diploma (DPA), Bachelor and Master degrees:

  o Teaching with full responsibility can be carried out by an associate professor, visiting professor or collaborating professor who hold a master's or doctoral degree in the field of the teaching unit.

  o Teaching support can be provided by the associate professor, visiting professor, collaborating professor or assistant professor who meets the aforementioned requirement or by those who, although not meeting it, have accreditation of work experience issued by AQUA.

• In the case of doctoral programmes, teaching with full responsibility and teaching support can be provided by teaching staff with a doctoral degree.

• Teaching staff must have at least the same level of language proficiency as required of students in the teaching units they deliver.

Assessment rubric

The evaluation of criterion III.1.a will be based on the rubric presented inTable 20.

*Table 20*The evaluation of criterion III.1.a will be based on the rubric presented in - *Evaluation rubric for criterion III.1.a*

Criterion III.1.a. The expected education profile, professional experience and/or research experience of the teaching staff guarantees that they are competent to carry out the teaching and management activities of the study programme.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: There is insufficient information to assess the level of achievement of the criterion. - The profile of the teaching staff does not ensure that they have the necessary training, professional experience and/or research experience to exercise the intended type of responsibility and to carry out teaching, planning and coordination activities for the teaching units. - The study programme does not outline effective mechanisms for monitoring the adequacy of the teaching staff. Or, in the case of the doctoral program, the following point is met: - The expected profiles of training, professional experience and research experience of the individuals who will supervise doctoral theses do not ensure that they are competent to carry out this task. Or, in the case of universities, the following point is met: - The HEI does not outline effective mechanisms to promote the relationship between research and teaching in the context of the study programme.
Adequate	All the following points are fulfilled: - The profile of the teaching staff guarantees that they have the necessary training, professional experience and/or research experience to exercise the intended type of responsibility and to carry out teaching, planning and coordination activities for the teaching units. - The study programme outlines effective mechanisms for monitoring the adequacy of the teaching staff.

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	In the case of the doctoral program, the following point is met:
	• The expected profiles of training, professional experience and research experience of the individuals who will supervise doctoral theses guarantees that they are competent to carry out this task.
	Or, in the case of universities, the following point *also* is met:
	• The HEI outlines effective mechanisms to promote the relationship between research and teaching in the context of the study programme.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met:
	• The profile of the teaching staff guarantees that they have the optimal training, professional experience and/or research experience to exercise the intended type of responsibility and to carry out teaching, planning and coordination activities for the teaching units.
	In the case of the doctoral program, the following point is met:
	• The expected profiles of training, professional experience and research experience of the individuals who will supervise doctoral theses guarantees that they are optimal to carry out this task.
	In the case of universities, the following point is met:
	• The HEI outlines optimal mechanisms to promote the relationship between research and teaching in the context of the study programme.

Key aspect III.2. Sufficiency of the teaching staff

Criterion III.2.a. The teaching staff and their allocated time commitment are sufficient to carry out the planned activities.

This criterion will assess the following:

❖ If it is specified that each teaching unit will have at least one teacher with full responsibility.

❖ If the student-teacher ratio is adequate to properly carry out teaching, planning and coordination activities within the teaching units.

❖ If the teaching staff's hourly dedication model is suitable for carrying out teaching, planning and coordination activities within the teaching units.

In the case of universities, the following will also be assessed:

❖ If the teaching staff's hourly dedication model is suitable for carrying out research activities.

Assessment rubric

The evaluation of criterion III.2.a will be based on the rubric presented inTable 21.

The evaluation of criterion II.4.i will be based on the rubric presented in *Table 21 - Evaluation rubric for criterion III.2.a*

Criterion III.2.a. The teaching staff and their allocated time commitment are sufficient to carry out the planned activities.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • If it is not clearly specified that each teaching unit will have at least one teacher with full responsibility. • The student-teacher ratio is not adequate to properly carry out teaching, planning and coordination activities within the teaching units. • The teaching staff's hourly dedication model is not suitable for carrying out teaching, planning and coordination activities within the teaching units. Or, in the case of universities, the following point is met: • The teaching staff's hourly dedication model is not suitable for carrying out research activities.
Adequate	All the following points are fulfilled: • It is specified that each teaching unit will have at least one teacher with full responsibility.

	• The student-teacher ratio is adequate to properly carry out teaching, planning and coordination activities within the teaching units. • The teaching staff's hourly dedication model is suitable for carrying out teaching, planning and coordination activities within the teaching units. Or, in the case of universities, the following point *also* is met: • The teaching staff's hourly dedication model is suitable for carrying out research activities.
Very adequate	All the points at the "adequate" level are met, and in addition, at least one of the following points is met: • The student-teacher ratio is optimal to properly carry out teaching, planning and coordination activities within the teaching units. • The teaching staff's hourly dedication model is optimal for carrying out teaching, planning and coordination activities within the teaching units.

DIMENSION IV. SUPPORT RESOURCES

Key aspect IV.1. Access and admission of students

Criterion IV.1.a. The access requirements and the admission process and tests are coherent with the scope and characteristics of the study programme.

This criterion will assess the following:

❖ If the access requirements are coherent with the characteristics of the study programme.

❖ If the student admission and enrolment process is clearly defined and well-managed.

In the event that admission tests are foreseen, the following will also be assessed:

❖ If these tests are fair and coherent with the scope and level of the study programme if they are clearly defined and well-managed.

Assessment rubric

The evaluation of criterion IV.1.a will be based on the rubric presented inTable 22.

*Table 22*The evaluation of criterion II.4.i will be based on the rubric presented in -
Evaluation rubric for criterion IV.1.a

Criterion IV.1.a. The access requirements and the admission process and tests are coherent with the scope and characteristics of the study programme.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: - There is insufficient information to assess the level of achievement of the criterion. - The access requirements are not coherent with the characteristics of the study programme. - The student admission and enrolment process are not clearly defined or not well-managed. Or, in the event that admission tests are foreseen, the following will also be assessed: - If these tests are not fair or not coherent with the scope and level of the study programme if they are not clearly defined or not managed.
Adequate	All the following points are fulfilled: - The access requirements are coherent with the characteristics of the study programme. - The student admission and enrolment process are clearly defined and well-managed. In the event that admission tests are foreseen, the following will also be assessed: - If these tests are fair and coherent with the scope and level of the study programme, if they are clearly defined and well-managed.
Very adequate	Not applicable

Criterion IV.1.b. The additional coursework is well-managed and coherent with the scope and characteristics of the study programme.

This criterion will assess the following:

❖ If the additional coursework is well-managed.

❖ If the description of the additional coursework is appropriate and coherent with the characteristics of the study programme.

❖ If the profile of the students to whom the additional coursework is aimed, when they will have to be carried out and the workload they will have been properly outlined.

❖ If the additional coursework is adequate to ensure the level and correct progression of the students.

Assessment rubric

The evaluation of criterion IV.1.b will be based on the rubric presented inTable 23.

*Table 23*The evaluation of criterion II.4.i will be based on the rubric presented in - *Evaluation rubric for criterion IV.1.b*

Criterion IV.1.b. The additional coursework is well-managed and coherent with the scope and characteristics of the study programme.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • The additional coursework is not well-managed. • The description of the additional coursework is not appropriate and coherent with the characteristics of the study programme. • The profile of the students to whom the additional coursework is aimed, when they will have to be carried out or the workload they will have been not properly outlined. • The additional coursework is not adequate to ensure the level and correct progression of the students.
Adequate	All the following points are fulfilled: • The additional coursework is well-managed.

	• The description of the additional coursework is appropriate and coherent with the characteristics of the study programme. • The profile of the students to whom the additional coursework is aimed, when they will have to be carried out and the workload they will have been properly outlined. • The additional coursework is adequate to ensure the level and correct progression of the students.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • The additional coursework is designed to ensure the level and correct progression of students from a wide range of entry profiles, thus favouring the access of non-traditional students.

Key aspect IV.2. Infrastructure, resources and learning support services.

Criterion IV.2.a. The physical infrastructure and resources are adequate and coherent with the characteristics of the study programme.

This criterion will assess the following:

❖ If the infrastructure and physical resources planned for the development of the study programme are described clearly and comprehensively.

❖ If the material resources and physical infrastructure are sufficient in relation to the expected students.

❖ If the material resources and physical infrastructure are adequate and enable the development of activities outlined in the study programme.

❖ If the material resources and physical infrastructure are tailored to the needs of the students.

Assessment rubric

The evaluation of criterion IV.2.a will be based on the rubric presented inTable 24.

*Table 24*The evaluation of criterion II.4.i will be based on the rubric presented in -
Evaluation rubric for criterion IV.2.a

Criterion IV.2.a. The physical infrastructure and resources are adequate and coherent with the characteristics of the study programme.

Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • The description of the infrastructure and physical resources is unclear or incomplete. • The material resources and physical infrastructure are inadequate in relation to the expected students. • The material resources and physical infrastructure are inadequate and do not enable the development of activities outlined in the study programme. • The material resources and physical infrastructure are not tailored to the needs of the students.
Adequate	All the following points are fulfilled: • The infrastructure and physical resources planned for the development of the study programme are described clearly and comprehensively. • The material resources and physical infrastructure are adequate in relation to the expected students. • The material resources and physical infrastructure are adequate and enable the development of activities outlined in the study programme. • The material resources and physical infrastructure are tailored to the needs of the students.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • The material resources and infrastructure are optimal for the development of the study programme.

Criterion IV.2.b. Digital infrastructure and resources are adequate and coherent with the characteristics of the study programme.

This criterion will assess the following:

- ❖ If the infrastructure and digital resources planned for the development of the study programme are described clearly and comprehensively.
- ❖ If the infrastructure and digital resources are sufficient in relation to the expected students.
- ❖ If the infrastructure and digital resources allow for the development of the activities planned in the study programme.
- ❖ If the infrastructure and digital resources allow for adequate interaction among students or between students and teachers.
- ❖ If the infrastructure and digital resources respect the privacy of the students and the teaching staff.

Assessment rubric

The evaluation of criterion Iv.2.b. will be based on the rubric presented in Table 25

Table 25 The evaluation of criterion II.4.i will be based on the rubric presented in -
Evaluation rubric for criterion IV.2.b

Criterion IV.2.b. Digital infrastructure and resources are adequate and coherent with the characteristics of the study programme.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • The description of the infrastructure and digital resources is unclear or incomplete. • The infrastructure and digital resources are not sufficient in relation to the expected students. • The infrastructure and digital resources do not allow for the development of the activities planned in the study programme. • The infrastructure and digital resources do not allow for adequate interaction among students or between students and teachers. • The infrastructure and digital resources do not respect the privacy of the students and the teaching staff.
Adequate	All the following points are fulfilled:

	• The infrastructure and digital resources planned for the development of the study programme are described clearly and comprehensively. • The infrastructure and digital resources are sufficient in relation to the expected students. • The infrastructure and digital resources allow for the development of the activities planned in the study programme. • The infrastructure and digital resources allow for adequate interaction among students or between students and teachers. • The infrastructure and digital resources respect the privacy of the students and the teaching staff.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • The infrastructure and digital resources are optimal for the development of the study programme.

Criterion IV.2.c. The mechanisms of tutorial support and other learning support services are adequate and well-managed.

This criterion will assess the following:

❖ If the study programme outlines adequate tutorial action mechanisms.

❖ If the learning support services and resources are sufficient in relation to the expected students.

❖ If the learning support services and resources meet the learning needs of the students.

❖ If the method by which students will access recommended teaching materials is outlined.

❖ If the administrative and technical staff hired is sufficient and qualified to carry out their tasks.

❖ If suitable resources are provided to address functional diversity.

In the case of the doctoral program, the following will also be assessed:

❖ If the HEI outlines an appropriate process for the supervision or joint supervision of the thesis.

Assessment rubric

The evaluation of criterion IV.2.c will be based on the rubric presented inTable 26.

*Table 26*The evaluation of criterion II.4.i will be based on the rubric presented in -
Evaluation rubric for criterion IV.2.c

Criterion IV.2.c. The mechanisms of tutorial support and other learning support services are adequate and well-managed.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • The study programme does not outline adequate tutorial action mechanisms. • The learning support services and resources are not sufficient in relation to the expected students. • The learning support services and resources do not meet the learning needs of the students. • The method by which students will access recommended teaching materials is not outlined. • The administrative and technical staff hired is not sufficient or qualified to carry out their tasks. • Suitable resources are not provided to address functional diversity. Or, in the case of the doctoral program, the following point is met: • The HEI does not outline an appropriate process for the supervision or joint supervision of the thesis.
Adequate	All the following points are fulfilled: • The study programme outlines adequate tutorial action mechanisms. • The learning support services and resources are sufficient in relation to the expected students. • The learning support services and resources meet the learning needs of the students. • The method by which students will access recommended teaching materials is outlined.

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	• The administrative and technical staff hired is sufficient and qualified to carry out their tasks. • Suitable resources are provided to address functional diversity. In the case of the doctoral program, the following point is *also* met: • The HEI outlines an appropriate process for the supervision or joint supervision of the thesis.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • The mechanisms of tutorial support and other learning support services are optimal and add value to the study programme.

Criterion IV.2.d. The mechanisms to promote employment integration are adequate and well-managed.

This criterion will assess the following:

❖ 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 IV.2.d will be based on the rubric presented inTable 27.

*Table 27*The evaluation of criterion II.4.i will be based on the rubric presented in - *Evaluation rubric for criterion IV.2.d*

Criterion IV.2.d. The mechanisms to promote employment integration are adequate and well-managed.	
Not applicable	
Inadequate	At least one of the following points is fulfilled: • There is insufficient information to assess the level of achievement of the criterion. • Adequate resources are not described for guiding students professionally and in their continued studies.

	• Adequate resources are not outlined to promote the employment of the students. • The HEI does not maintain and promote contact with the alumni community.
Adequate	All the following points are fulfilled: • The HEI has adequate resources to guide students professionally and in the continuity of their studies. • The HEI has adequate resources to promote the employment of students, such as an updated job offer database. • The HEI maintains and promotes contact with the alumni community.
Very adequate	All the points at the "adequate" level are met, and in addition, the following point is also met: • Mechanisms to promote employability are optimal and add value to the study programme.

ANNEX 2 - STUDY PROGRAMME MODEL

STUDY PROGRAMME MEMORANDUM

TABLE OF CONTENTS

IDENTIFICATION

Official degree name and number of credits:

Official degree level:

Higher education institution and the centre that offers it:

Academic coordinator or manager of the official degree:

DESCRIPTION

Training modality (in-person, blended or online) (*see Criterion II.1.a.* The teaching modality is specified clearly, correctly and completely.):

Language or languages of instruction (*see Criterion II.1.b.* The linguistic approach is appropriate and coherent.):

Description of the linguistic approach:

Summary table of the linguistic approach

Vehicular language	Number of credits (ECTS)	Minimum required level (CEFR) of students	Recommended level (CEFR) of students

Specialization(s) of the degree (*see Criterion II.1.c.* The specializations and/or the training pathways are suitable and coherent.):

Periodicity of the offer:

Minimum and maximum number of places planned for the academic year or semester:

JUSTIFICATION

Relevance and scientific, academic or professional interest of the official degree:

Relevance and interest for the higher education institution (*see Criterion II.1.d.* The study programme is coherent with the strategic objectives, the curriculum options and, if applicable, the research lines of the HEI.)

Relevance and interest for Andorra and integration of the Sustainable Development Goals (SDGs):

OBJECTIVES AND COMPETENCIES

Objectives:

Competencies (*see Criterion II.3.a.* The competencies proposed by the HEI in addition to those outlined in the decree that created the official degree are clearly and precisely drafted and coherent with the characteristics of the study programme.):

Transversal competencies		
Code	Competence	Decree/private

Specific competencies		
Code	Competence	Decree/private

ACCESS AND ADMISSION

Access requirements (*see Criterion IV.1.a.* The access requirements and the admission process and tests are coherent with the scope and characteristics of the study programme.):

Entry profile:

Admission process and tests, if applicable (*see Criterion IV.1.a.* The access requirements and the admission process and tests are coherent with the scope and characteristics of the study programme.):

Evaluation of previous studies:

Additional coursework (*see Criterion IV.1.b.* The additional coursework is well-managed and coherent with the scope and characteristics of the study programme.):

PLANNING AND STRUCTURE

Education model, methodology and assessment model (*see Criterion II.4.a.* The study programme outlines the use of teaching and assessment methods that promote student-centred learning.):

Organization and time planning of teaching units (*see Criterion II.4.b.* The timing is coherent and balanced and the workload is consistent with the definition of the European credit system.):

Description of the organization and time planning:

Summary table:

Temporal unit	Name of the teaching unit	Type (mandatory or elective)	ECTS credits

Map of competencies (*see Criterion II.4.c.* The alignment of competencies with teaching units and their learning outcomes is coherent.):

Teaching unit	Transversal competencies				
	CT1	CT2	CT3	CT4	CT n…

Teaching unit	Specific competencies				
	CE1	CE2	CE3	CE4	CE n…

Description of teaching units (*see the Criterion II.4.d.* The description, teaching methods and assessment activities of the teaching units are appropriate and coherent with the characteristics of the study programme.):

Name of the teaching unit
Modality
ECTS credits
Nature (compulsory/optional)

Vehicular language
Co-requisites and/or prerequisites
Description (objective and summary of the contents)
Competencies
Learning outcomes
Teaching methods
Evaluation (type and weighting of grades)
Planning and workload allocation (in hours)
Guided activities:
Autonomous learning activities:

External internships (*see Criterion II.4.e.* The external internships are coherent with the characteristics of the study programme, provide educational value and are effectively managed.):

Final project (*see Criterion II.4.f.* The final project is coherent with the characteristics of the study programme, provides educational value and is effectively managed.):

Mobility *(see Criterion II.4.g.* Mobility provides educational value and is effectively managed.):

Regulations for credit validation and recognition (*see Criterion II.4.h.* The regulations for credit validation and recognition are appropriate to the characteristics of the study programme.):

Retention and drop-out rate:

Conditions for enrolling in educational units:

Teaching coordination mechanisms (*see Criterion II.4.i.* The study programme outlines effective mechanisms for teaching coordination.):

CAREER OPPORTUNITIES AND PROFESSIONAL OUTCOMES OF THE DEGREE

Professional outcomes and effects (see Criterion II.2.a. The career opportunities and professional outcomes are clearly defined and coherent with the characteristics of the study programme.):

Employability assessment:

ACADEMIC, ADMINISTRATIVE AND TECHNICAL STAFF

Profile of the training, professional experience and/or research experience of the teaching staff (*see Criterion III.1.a.* The expected education profile, professional experience and/or research experience of the teaching staff ensures that they are competent to carry out the teaching and management activities of the study programme.):

Teaching unit	Type of responsibility (full/support)	Academic training	Disciplinary field	Sub-disciplinary field	Teaching experience in higher education required	Research experience required	Professional experience required	Language proficiency required

Sufficiency of the teaching staff (*see Criterion III.2.a.* The teaching staff and their allocated time commitment are sufficient to carry out the planned activities.):

RESOURCES AND SUPPORT

Infrastructure and physical resources (*see Criterion IV.2.a.* The physical infrastructure and resources are adequate and coherent with the characteristics of the study programme.):

Infrastructure and digital resources (*see Criterion IV.2.b.* Digital infrastructure and resources are adequate and coherent with the characteristics of the study programme.):

Tutorial action mechanisms and other learning support services (*see Criterion IV.2.c.* The mechanisms of tutorial support and other learning support services are adequate and well-managed.):

Mechanisms to promote job placement (*see the Criterion IV.2.d.* The mechanisms to promote employment integration are adequate and well-managed.):

INTERNAL QUALITY AND CONTINUOUS IMPROVEMENT

Process of developing the study programme memorandum:

Quality policy and objectives (*see Criterion I.1.a.* A policy and quality objectives aimed at establishing a quality culture are presented.):

Processes for periodic monitoring and review of the study programme (*see Criterion I.1.b.* The HEI outlines an appropriate process for the periodic monitoring and ex-post accreditation of the study programme to ensure its continuous improvement.)

IMPLEMENTATION CALENDAR
ANNEXES