



AQU CATALUNYA

GUIDE TO THE INSTITUTIONAL ACCREDITATION OF UNIVERSITY CENTRES

This document sets out the standards and criteria for the institutional accreditation of university centres. Its aim is to guide universities through the internal institutional accreditation process and the external committees and commissions that assess whether the standards and criteria have been met.



GUIDE TO THE INSTITUTIONAL ACCREDITATION OF UNIVERSITY CENTRES

Barcelona, 2021

© Agència per a la Qualitat del Sistema Universitari de Catalunya

C. d'Enric Granados, 33

08007 Barcelona

Guide approved by the Institutional and Programme Assessment Committee on 12 July 2021.

Elaboration: Josep Manel Torres, Esther Adot Giménez, Albert Basart Capmany, Martí Casadesús Fa, Caterina Cazalla Lorite, Núria Comet Señal, Carme Edo Ros, Concepción Herruzo Fonayet, Esther Huertas Hidalgo, Sandra Nieto Viramontes, Teresa Pitarch Jovani, Sebastián Rodríguez Espinar

First edition: October 2021

The contents of this guide are licensed under a [Creative Commons](https://creativecommons.org/licenses/by/4.0/) Public Domain License (CC0 1.0 Universal). The work may be copied, modified, distributed and publicly communicated, including for commercial purposes, without requiring permission of any kind.



TABLE OF CONTENTS

TABLE OF CONTENTS	5
INTRODUCTION	7
DIMENSION 1 POLICIES AND STRATEGY	9
1.1 FRAMEWORK OF RELATIONS WITH THE UNIVERSITY	9
1.2 GOVERNANCE	10
1.3 TRAINING OFFER AND PROSPECTS OF CHANGE	10
1.4 HUMAN RESOURCES POLICY	11
1.5 INTERNATIONALISATION POLICY	13
1.6 DISTANCE LEARNING POLICY	14
1.7 SUSTAINABLE DEVELOPMENT POLICY	15
1.8 QUALITY POLICY MANAGEMENT STRUCTURES.....	17
DIMENSION 2 DESIGN, APPROVAL AND IMPLEMENTATION OF TRAINING PROGRAMMES	18
2.1 DESIGN	18
2.2 APPROVAL AND REVIEW	19
2.3 IMPLEMENTATION	20
DIMENSION 3 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION	22
3.1 ADMISSION	22
3.2 PROGRESS.....	23
3.3 RECOGNITION AND TRANSFER OF CREDITS AND PRIOR LEARNING	24
3.4 CERTIFICATION.....	25
DIMENSION 4 TEACHING STAFF	26
4.1 TEACHER PROFILES.....	26
4.2 SUFFICIENCY OF TEACHING STAFF	27
4.3 TEACHER TRAINING	28
DIMENSION 5 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT	30
5.1 TEACHING METHODOLOGY AND TRAINING ACTIVITIES.....	30
5.2 ASSESSMENT	31
DIMENSION 6 LEARNING AND STUDENT SUPPORT RESOURCES	33
6.1 FACILITIES AND INFRASTRUCTURES	33
6.2 LEARNING SUPPORT SERVICES AND RESOURCES	34
DIMENSION 7 IMPLEMENTATION OF THE IQAS AND ACADEMIC RESULTS	36

7.1 IQAS IMPLEMENTATION, REVIEW AND IMPROVEMENT	36
7.2 TRAINING PROGRAMME OUTCOMES	37
DIMENSION 8 PUBLIC INFORMATION	39
8.1 QUALITY OF INFORMATION	39
8.2 CONTENT OF THE INFORMATION	40
BIBLIOGRAPHY	41
ANNEX EVIDENCE AND INDICATORS	42

INTRODUCTION

The current regulatory framework stipulates that university centres that have accredited at least 50% of their bachelor's degree and 50% of master's degree programmes and have a certified internal quality assurance system (IQAS) may obtain institutional accreditation ([Royal Decree 420/2015 of 29 May on the creation, recognition, authorisation and accreditation of universities and university centres](#)). Five years after initial institutional accreditation, the centre must renew its accreditation through a process that includes internal and external assessment, the aim of which is to ascertain whether the centre effectively continues to ensure the quality of the university training it offers and that the results match expectations, with regard to both the disciplinary fields and educational levels of its degree programmes. The assessment is therefore carried out in accordance with international practices for the accreditation of programmes and institutions.

Institutional accreditation is intended as a further step towards strengthening the autonomy of university institutions by confirming that the university centre fulfils its legal responsibility of ensuring the quality of its academic courses. According to Standard 2.1 of the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#), quality assurance in higher education is based on an institution's responsibility for the quality of its programmes and other related services. Consequently, AQU Catalunya recognises and promotes institutional responsibility in quality assurance, so that the more confidence it has in the governance and effectiveness of the quality assurance processes implemented, the lower the intensity of assessment required in the other dimensions.

Renewal of a centre's institutional accreditation assesses the degree to which the standards established by the Institutional and Programme Assessment Commission (CAIP) and set out in the document [Standards and Criteria for the Institutional Accreditation of University Centres \(ECAI\)](#) are met. The aim of this guide is to provide guidance to university centres on the areas AQU Catalunya will analyse in order to ensure standards have been met and constitutes the primary reference document of the Institutional Accreditation Programme (PAI) for centres.

The aspects assessed are divided into a number of dimensions, each one associated with a standard, and sub-dimensions. For some dimensions and sub-dimensions, the assessment is well established in other quality assurance programmes in which both the Agency and the centres have extensive experience (such as programme design, approval and implementation, public information and IQAS effectiveness) but others, such as centre policy and strategy, are entirely new. In these cases, the time between obtaining institutional accreditation and its renewal will be a learning period for both the centres and AQU Catalunya itself. It is the Agency's intention to work together on this with the universities, through discussions, drafting reference documents and exchanging good practices.

For each sub-dimension, an evidence set is identified that the centre may provide to AQU Catalunya to demonstrate it has met the corresponding standard. The evidence provided might differ from that suggested here depending on the nature, history and current processes in the centre. However, the evidence submitted should enable the Agency to determine the degree to

which the standards have been met. Not all the proposed evidence carries the same weight when checking or deciding on whether the standard has been met. Occasionally, AQU Catalunya includes evidence that is intended to mark the milestone centres should reach once they have passed the first institutional accreditation renewal. Thus, this programme works in the same way as the Agency's other programmes: the required level will spiral upwards as each renewal is completed.

Where possible, evidence should cover the entire period between accreditations. The centre should not produce evidence and indicators expressly for the accreditation process; on the contrary, it should provide AQU Catalunya with the documentation and indicators it uses and generates in its day-to-day activities. In this regard, the centre may provide evidence in the form of links to public sites or access to the applications in which the information is stored.

Similarly, for each sub-dimension, possible indicators are presented that the centre can use to demonstrate the standards have been met. Most of the indicators are already available for the Catalan University System through the [EUC Datos](#) portal. All indicators relating to persons must be presented segregated by sex and the resulting analysis must integrate a gender perspective. The centre should present trends for as many indicators as possible in the period between accreditations (five years). Occasionally, elements that are not indicators, such as satisfaction or distribution, are listed as indicators. Given that indicators on satisfaction or teaching staff or student distribution may vary from centre to centre, it was decided to include them in a general category and leave it up to the centre to specify them.

The scope of the evidence assessed may vary depending on the history and nature of the centre (public, private or affiliated) and the outcome of previous quality assessments: degree accreditations conditional on or progressing towards excellence, additional dimensions, etc. The centre's quality assurance must be systematic and continuous over time. The focus should be on training programmes and responsibilities for different processes should be well established.

The evidence submitted by the centre is expected to be relevant for assessing whether the standards have been met; quality and adequacy will therefore also be assessed.

This guide follows the same structure as the ECAI: each dimension is presented with the standard and sub-standards, its sub-dimensions, the aspects AQU Catalunya will assess for each sub-dimension and the evidence and indicators the centre may provide to demonstrate that it has met the corresponding standards. Much of the evidence the centre can present may be used to demonstrate the level of achievement in several sub-dimensions. Two tables are annexed to this guide to help identify evidence and indicators and how they relate to each sub-dimension.

DIMENSION 1

POLICIES AND STRATEGY

With the participation of stakeholders, the centre has formally adopted a strategy and policies to continually strengthen and develop the quality and relevance of training programmes.

- The centre has defined a strategy whose objectives are reflected in indicators that measure the extent to which they have been achieved.
- The centre has established quality assurance policies that include the scope, values and objectives to be met.
- Processes are clearly defined for approval, review and improvement.
- The chain of responsibility and the parties responsible are clearly identified in the decision-making process.
- Policies are reported and results are made accountable to stakeholders.
- Possible risks involved in the strategy have been identified and preventive measures planned.

1.1 Framework of relations with the university

The centre must have approved and published objectives for university training. It would be appropriate for the centre to identify the objectives arising from or relating to general university objectives, monitor their achievement and compare them with results from other centres and the university itself.

The following *evidence* may be used to demonstrate these objectives are aligned with those of the university:

- E01. Strategic plan or similar
- E02. Dashboard or similar
- E03. Reports on strategic plan monitoring, achievement of objectives analysis and similar
- E04. Analysis of the alignment of the centre's objectives with those of the university
- E05. Centre-university relations and distribution of competencies (private centres)
- E06. Affiliation agreement and monitoring documents (affiliated centres)

The following *evidence* may also be provided:

E07. Improvement plan(s)

1.2 Governance

The institution must keep a record of all the activity of its governing bodies to demonstrate the scope, detail and diligence of its governance. This documentation must also provide evidence of stakeholder participation in decision-making.

Institutional monitoring and review should be a prominent feature of academic governance to support a culture of quality and continuous improvement. The centre must provide evidence that regular policy reviews are carried out, possibly leading to actions for improvement.

It is important for the centre to be able to demonstrate that risks have been identified and sustainable mitigation strategies implemented. Ideally, the centre should have a contingency plan or plans in place to deal with unexpected events. It should also be able to demonstrate that suggestions and complaints on its running have been properly handled.

For private centres, the soundness of its financial position and controls in place to ensure it will be checked.

The following *evidence* maybe used to demonstrate the governance of the centre is adequate and meets the needs of its operation:

- E08. Centre organisation chart
- E09. Regulations of the centre's governing bodies and committees (including composition)
- E01. Strategic plan or similar
- E02. Dashboard or similar
- E07. Improvement plan(s)
- E10. Suggestions and complaints management tools and registers
- E11. Financial reports and internal and external audit reports, audited company financial statements or other documentation showing the financial viability of the centre (private and affiliated centres)

The following *evidence* can also be provided:

- E12. Minutes of governing bodies and other committees
- E13. Risk management (mitigation) plan(s)
- E14. Contingency plan(s)

1.3 Training offer and prospects of change

The centre must demonstrate that it regularly reviews the relevance of its current and possible future academic courses. In this analysis, the centre must take into account the main indicators for its degree programmes compared to similar offers from other university centres and society's demands.

Ideally, the centre should to carry out benchmarking studies with university centres providing similar training. In addition, the centre and its providers must be able to demonstrate that the

risks associated with the academic courses have been identified and such *risk analysis* is carried out regularly.

The following *evidence* maybe be used to demonstrate the relevance of its actions:

- E15. Map of the centre's degree courses
- E16. Centre and degree programme monitoring reports
- E17. Other specific reports analysing the current training offer and possible future changes
- E18. Benchmarking reports

The following *evidence* can also be provided:

- E12. Minutes of governing bodies and other committees
- E01. Strategic plan or similar
- E02. Dashboard or similar
- E13. Risk management plan(s)

This evidence may be accompanied by the following *indicators* (grouped by bachelor's and master's degree programmes):

- I01. Places offered for all degree programmes
- I02. First-choice demand for all degree programmes (total demand for centres not participating in the pre-enrolment process)
- I03. New enrolments for all degree programmes
- I04. Graduation rate for degree programmes
- I05. Number of degree programmes verified
- I06. Number of phased out degree programmes
- I07. Number of individually accredited degree programmes
- I08. Graduate employment rate by degree programme

1.4 HUMAN RESOURCES POLICY

Within its remit, the centre and its departments must demonstrate that they have processes in place for staff planning, recruitment and professional development to achieve the objectives. Different university centres may be at different stages in terms of human resources, from a stable and consolidated workforce to a one undergoing consolidation or expansion to meet new challenges. Staff planning may have specific characteristics depending on the nature of the centre. AQU Catalunya will not assess the means or methods in which these resources are planned, but rather whether they meet the centre's needs and that the staff skills and qualifications are ensured.

Human resource management processes should include profiling, needs assessment, entry, assessment and career development. The processes may be those of the centre, the university

or shared with departments or other educational centres (“providers” as defined in the Standards and Criteria document).

Recruitment of teaching and research staff and teaching support staff must observe effective equality between men and women and promote diversity and non-discrimination (dimension 1.7). Evidence on teaching staff structure submitted by affiliated and private centres must indicate whether the staff teach in public or private centres at other universities.

Ideally, the centre and its providers should have an approved job description document for both teaching and support staff. In addition, the centre and its suppliers must be able to demonstrate that the risks associated with staff have been identified and such *risk analysis* is carried out regularly.

The following *evidence* may be used to demonstrate that the centre has an adequate human resources policy and that processes are working satisfactorily:

- E19. Human resources policy
- E20. Related processes and procedures (management of teachers and learning support staff)
- E21. Structure and staffing of the centre’s academic personnel (including contract and salary levels for affiliated and private centres)
- E22. Criteria for teaching staff entry or recruitment
- E23. Criteria for teaching support staff entry or recruitment
- E24. Teacher and support staff assessment reports
- E07. Improvement plan(s)

The following *evidence* can also be provided:

- E25. List of posts
- E01. Strategic plan or similar
- E02. Dashboard or similar
- E03. Strategic plan monitoring reports or similar
- E13. Risk management plan(s)
- E12. Minutes of governing bodies and other committees

The evidence may be accompanied by the following *indicators*:

- I09. ECTS deployed per academic year
- I10. Percentage credits taught by doctoral and accredited teaching staff on all degree programmes
- I11. Percentage credits taught by non-accredited doctoral teaching staff on all degree programmes
- I12. Percentage of credits taught by non-doctoral teaching staff on all degree programmes
- I13. Percentage of credits taught by permanent teaching staff (or tenured staff) on all degree programmes

1.5 Internationalisation policy

In assessing internationalisation policy and actions implemented by the centre, AQU Catalunya will distinguish between those that focus more on the institution and its training programmes (at home) and those that focus more on transnational education (abroad). The former group includes activities such as inclusion of an international vision and current affairs, integration of foreign students' and teachers' experiences and visions into the teaching methodology, extra-curricular activities and relations with surrounding ethnic or cultural groups, among others. The latter group encompasses such aspects as student and teacher mobility activities, the form of delivery of the curriculum (MOOC, online courses, etc.), mobility of institutions by opening of offices abroad, and international research, educational or professional development projects, among others.

Ideally, the university centre should have a formally approved, publicly available internationalisation policy, drawn up taking into account the opinion of the centre's main stakeholders.

The centre must demonstrate, firstly, the existence of this policy and, secondly, the relevance of the process(es) associated with internationalisation included in the IQAS, if any. If the policy is set at university level, the way it is linked to the centre strategy should be demonstrated. In addition, the adequacy of the results obtained from internationalisation actions must be demonstrated.

For further information on the assessment, evidence and indicators associated with the internationalisation policy assessment, see the [*Guia per a l'avaluació de les dimensions addicionals en l'acreditació de les titulacions universitàries oficials de grau i màster*](#) (Guide to the Assessment of Additional Dimensions in the Accreditation of Bachelor's and Master's Degree Programmes).

The centre must also be able to demonstrate that the risks associated with the internationalisation policy have been identified and such *risk analysis* is carried out on a regular basis.

The following *evidence* may be used to demonstrate that the centre has an adequate internationalisation policy in place and the processes are working satisfactorily:

- E26. Internationalisation policy
- E20. Related IQAS processes and procedures (internationalisation policy, mobility, etc.)
- E01. Strategic plan or similar
- E27. Specific analysis reports (internationalisation policy)
- E28. Curriculum internationalisation analysis report

The following *evidence* can also be provided:

- E03. Strategic plan monitoring reports or similar
- E07. Improvement plan(s)
- E13. Risk management plan(s)
- E12. Minutes of governing bodies and other committees
- E02. Dashboard or similar

The evidence may be accompanied by the following *indicators*:

- I14. Percentage of foreign students on all degree programmes
- I15. Percentage of incoming students received through mobility programmes
- I16. Percentage of outgoing students through mobility programmes
- I17. Number of foreign visiting teachers
- I18. Number of teachers taking part in mobility programmes

1.6 Distance learning policy

AQU Catalunya will check that distance learning is part of the overall strategy for the development of the centre, as detailed in the policy or objectives on distance learning. Implementation of the policy must be observable in the course teaching methodology and the centre must install appropriate technological tools to allow for adequate implementation. The Agency will check that the educational objectives, teaching models, assessment of learning outcome acquisition and electronic security are adequate.

Ideally, the university centre should have a formally approved, publicly available distance learning policy, drawn up with the input of the centre's main stakeholders. In addition, the centre must be able to demonstrate that the risks associated with the distance learning policy have been identified and such *risk analysis* is carried out on a regular basis.

The following *evidence* maybe be used to demonstrate that the centre has an adequate distance learning policy in place and that the processes are working satisfactorily:

- E29. Distance learning policy
- E01. Strategic plan or similar
- E30. Technological tools used in distance learning

The following *evidence* can also be provided:

- E20. IQAS processes and procedures
- E31. Subject or course teaching guides
- E16. Centre and degree programme monitoring reports
- E07. Improvement plan(s)
- E13. Risk management plan(s)
- E27. Specific analysis reports
- E12. Minutes of governing bodies and other committees

The evidence may be accompanied by the following *indicators*:

- I19. Percentage of ECTS offered as distance learning
- I20. Percentage of degree programmes offered as distance learning
- I21. Percentage of degree programmes offered as blended learning

1.7 Sustainable development policy

The centre must demonstrate that it successfully contributes to the sustainable development of its social and economic environment through knowledge transfer, research and services. Ideally, the centre will have a strategy for meeting the United Nations [Sustainable Development Goals](#) (SDGs) within its scope of action, aligned with the Government of Catalonia's [2030 Agenda](#). In assessing this sub-dimension, the centre will have to demonstrate the actions implemented in relation to sustainable development. Centres can find examples of good practices implemented by Catalan universities at [UODS](#) (Universities and Sustainable Development Goals).

Accreditation will also consider the policies, processes and actions implemented with regard to diversity and equality. The centre must demonstrate that the actions implemented are effective in respecting diversity and preventing discrimination on the grounds of birth, race, gender, sexual orientation, religion, opinion or any other personal or social condition or circumstance. Centres have at their disposal the [Marc general per a la incorporació de la perspectiva de gènere en la docència universitària](#) (General Framework for Incorporating the Gender Perspective in Higher Education Teaching) to guide them in this respect.

The centre must be able to demonstrate that risks associated with the sustainable development policy have been identified and such *risk analysis or management* is carried out on a regular basis.

The following *evidence* may be used to demonstrate that the site has an appropriate sustainable development policy in place and that the processes are working satisfactorily:

- E32. Actions within the SDGs
- E01. Strategic plan or similar
- E33. Gender Equality Plan and its results
- E34. Protocol for the prevention, detection and action against situations of sexual and other forms of harassment based on sex, gender identity and sexual orientation, and other types of sexist behaviour
- E35. Actions implemented for students with disabilities or special educational needs and their results
- E36. Entry and admission criteria for students
- E22. Criteria for teaching staff entry or recruitment
- E23. Criteria for teaching support staff entry or recruitment

The following *evidence* can also be provided:

- E37. Tutorial action plan(s)
- E07. Improvement plan(s)
- E38. List of student support and guidance services (including those related to sexual harassment, attention to diversity and attention to physical and mental health)
- E39. Agreements or contracts for the transfer of knowledge, research and services
- E40. Fairs, conferences, sessions, etc. for secondary school students
- E41. Job fairs for the centre's students
- E42. Teaching staff outreach activities
- E13. Risk management plan(s)
- E12. Minutes and other documents of the governing bodies

The evidence may be accompanied by the following *indicators*:

- I22. Percentage of SDG-related actions implemented directly
- I23. Percentage of men and women enrolled on the centre's degree programmes overall
- I24. Percentage of male and female graduates on all the centre's degree courses
- I25. Percentage of first-generation students (parents without university education)
- I26. Percentage of students with disabilities or special educational needs on the centre's degree programmes overall
- I27. Percentage of complaints received for SDG, diversity or gender equality issues
- I28. Number of students in the centre assisted by the support and guidance services
- I29. Number of dissemination actions

1.8 QUALITY POLICY MANAGEMENT STRUCTURES

AQU Catalunya will want to check that the centre has a stable structure in place to ensure the quality of its activities related to university training. The following *evidence* may be used to demonstrate this:

- E43. Organisational chart of the quality assurance structure
- E44. Document of responsibilities, roles and objectives of the quality management team
- E45. Professional profile of quality management staff

The evidence may be accompanied by the following *indicator*:

- I30. Distribution of quality management personnel by category

DIMENSION 2

DESIGN, APPROVAL AND IMPLEMENTATION OF TRAINING PROGRAMMES

The centre has implemented processes for the design and approval of its programmes resulting in curricula that adequately match the content and training objectives of degree programmes. The learning outcomes match the level of the degree programme, in accordance with the Marc català de qualificacions per l'educació superior (Catalan Higher Education Qualifications Framework, MCQES). And the implementation times, allocation of ECTS credits to subjects and teaching staff assigned are appropriate and acceptable.

- The processes implemented by the centre for the design and approval of its training programmes are adequate and effective.
- Training programmes are regularly reviewed and improved.
- Learning outcomes correspond to those established by the MCQES for the educational level of the degree programmes offered.
- Degree programme implementation is consistent and appropriate in terms of timing, teaching load, coordination and supervision.

2.1 Design

The design process should ensure that the content, duration and level of the centre's training programmes are in line with its disciplines and are internationally accredited.

In the degree programme verification process, AQU Catalunya will want to check that the learning outcomes match the level and scope of the training programme, in accordance with the qualification awarded, and that these outcomes are specified in terms of knowledge, skills and competencies according to the [MCQES](#). The training profile for the degree programmes implemented in the centre will be assessed to ensure they are sufficiently differentiated. In addition, the credits assigned to subjects should enable students to achieve the intended learning outcomes with a reasonable, realistic and appropriate workload.

The training programme design will be checked to ensure that the centre has taken into account stakeholders' opinions, legal regulations (especially for programmes that qualify students for degree-dependent professions), inclusion of the gender perspective and attention to diversity and the special educational needs of the students.

The number of verified proposals for new degree programmes in relation to the total number applied for and any conditions that might be established in the verification process will be analysed to check that the process is effective.

The following *evidence* may be used to demonstrate that the centre has an appropriate process and procedures in place for the design of its training programmes and that they are effective:

- E20. Related processes and procedures (training programme design)
- E46. Degree programme reports
- E33. Subject or course teaching guides

The following *evidence* may also be used:

- E47. Degree programme verification reports (issued by AQU Catalunya)
- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicator*:

- I31. Percentage of verified degrees in relation to those applied for

2.2 Approval and review

Firstly, the effectiveness of the processes in place for the approval, review and improvement of degrees will be checked, i.e. whether they ensure that proposals for new degree programmes can be verified and that those already in place can be accredited and continuously improved. In this regard, the success rate of VSMA Framework (Framework for the Verification, Monitoring, Modification and Accreditation of Official Degrees) processes and the number of previous reports issued are key indicators of their effectiveness. The process implemented by the centre for phasing out degree programmes when necessary and how the process guarantees the rights of enrolled students will be assessed. The centre is expected to carry out a life-cycle analysis of its degree programmes in order to check the effectiveness of the processes in place.

Responsibilities for the approval, review and improvement of training programmes will be checked to ensure they are well established and adequate and that key stakeholders are involved and their views taken into account. It is also important to ensure that the most relevant data and indicators for implementing training programmes are used in these processes.

The following *evidence* may be used to help the centre demonstrate that it has adequate and effective processes in place for the approval, review and improvement of its training programmes:

- E20. Related processes and procedures (approval, review and improvement, phasing out of training programmes)
- E16. Centre and degree programme monitoring reports
- E48. Assessment reports on the monitoring of the centre and degree programmes (issued by AQU Catalunya)
- E49. Degree programme accreditation reports (issued by AQU Catalunya)
- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicators*:

- I32. Percentage of degree programmes verified with respect to the total number submitted for verification
- I33. Number of degree programmes verified but not implemented
- I34. Percentage of degree programmes implemented but not accredited (phased out without accreditation)
- I35. Percentage of accredited degrees progressing towards excellence
- I36. Percentage of conditionally accredited degrees

The following other *indicators* may also be used:

- I37. Percentage of requirements still to be met (verification and accreditation)
- I38. Average number of prior reports per verification application
- I39. Average number of prior reports per amendment application

2.3 Implementation

The aim is to verify that the sequencing of the subjects and their timing facilitate students' acquisition of the expected learning outcomes, regardless of the form of teaching. Within reasonable limits, the time sequence is sufficiently flexible to allow students to adapt their academic progression to their personal circumstances. These aspects will be particularly important for simultaneous degree programme offers and degree programmes using blended or distance learning.

In addition, coordination of teaching between different groups on the same course and between courses in the same curriculum will be checked to ensure they are working correctly. For degrees that include internships in their curricula, the centre must show that it has written criteria for their selection.

The following *evidence* may be used to demonstrate that the centre's degree programmes are adequately implemented:

- E50. Course plan for degree programmes (last academic year)
- E51. Timetables for the implemented degree programmes (last academic year)
- E20. Related processes and procedures (in particular, implementation of the degree programmes and internship management, and selection of centres)
- E31. Subject or course teaching guides
- E52. Guidelines for bachelor's and master's degrees final-year projects
- E53. Regulations and criteria for credit recognition
- E54. Sequencing of simultaneous degree programme offers

The following *evidence* may also be used:

- E07. Improvement plan(s)
- E12. Minutes and other documents of the governing bodies (especially for teaching coordination)
- E55. Website and other public information

DIMENSION 3

STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

The centre has processes in place for fair, reliable, equitable and public student entry and admission. The implemented procedures permit reliable certification of students' progress and acquisition of learning outcomes and recognition of previously acquired learning outcomes.

- The processes implemented for student access and admission ensure fairness, reliability and non-discrimination on the grounds of birth, race, sex, sexual orientation, religion, opinion or any other personal or social condition or circumstance.
- The criteria and requirements for entry and admission are clear and public.
- All students admitted have the appropriate profile to achieve the learning outcomes of the degree and their number is consistent with the number of places offered.
- The centre has implemented adequate and efficient procedures for monitoring students' progress and guiding them academically and personally.
- Procedures for recognising students' prior learning outcomes are in place, relevant and adequately applied.
- The procedure for the certification of student learning achievements and the passing of credits for the award of the degree is appropriate and conforms to current regulations.
- The centre makes proper use of the European Diploma Supplement.

3.1 Admission

The centre will be assessed to ensure it has a clear, up-to-date and regularly reviewed admissions process that is suitable for the level of degree programme and requires students' adequate academic preparation to guarantee the expected academic profile. Admission criteria will be checked to see if they guarantee equal opportunities, non-discrimination and universal accessibility for people with disabilities.

Responsibility for the admission process to the centre's degree programmes must be well and clearly established.

Information on entry and admission criteria will be checked to ensure that it is accurate and publicly available well in advance of enrolment. The centre must keep a register of all decisions on admissions to its degree programmes and the fair and consistent applications of criteria that ensures all admitted students have the expected entry profile will be checked.

Finally, renewal of the institutional accreditation will assess whether both the number of new students and the centre's capacity for training all students are consistent with the number of offered places.

The following *evidence* may be used to help the centre demonstrate that it has adequate and effective processes in place for the student admissions and that their results are relevant and as expected:

- E20. Related processes and procedures (access and admission)
- E36. Criteria for entry and admission to degree programmes
- E56. Register of the results of the application of the admission criteria (university Master's degrees and private centre degree programmes)
- E57. Transition and reception plan for new student entrants
- E58. Criteria for additional training requirements
- E55. Website and other public information

The following *evidence* may also be used:

- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicators* (grouped by bachelor's and master's degrees):

- I40. First option demand rate/offered places
- I41. Student enrolment rate/places offered
- I42. Profile of new student entrants (by entry routes and cut-off marks for bachelor's degrees and by marks/grades and qualifications for university master's degrees)
- I43. Percentage of students requiring additional training
- I44. Percentage of students who study and work
- I45. Percentage of enrolled students of foreign origin

3.2 Progress

The centre's process for monitoring student progress will be assessed. This process should include actions to be taken when problems are identified. In particular, the centre should use the catalogue of indicators (included in the dashboard or similar) to monitor and analyse student performance. This analysis should be used to inform and review the admissions process, entry requirements and improvements in curriculum design, courses, teaching methodologies and student support.

The tutorial action plan and other accompanying and mentoring programmes will be checked for their adequacy in ensuring reasonable student progress and that they permit successful transition for new entrants.

The rules and regulations should be made public and known to students, and will be checked for their relevance to the degree programmes offered by the centre.

Finally, the existence of plans for detecting needs related to mental health, disability, welfare and sexual or other harassment will be checked, also ensuring that they are known to students.

The following *evidence* may be used to help the centre demonstrate that its actions to ensure student progress are adequate:

- E20. Related processes and procedures (monitoring of students' progress, detection of students' specific needs)
- E37. Tutorial action plan(s) (TAP)
- E59. Rules for permanence
- E57. Transition and reception plan for new student entrants
- E55. Website and other public information

The following *evidence* may also be used:

- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicators*:

- I46. Drop-out rate
- I47. Student progress rate
- I48. Graduation rate
- I49. Average length of studies
- I50. Student satisfaction (with the TAP)
- I51. Number of students with specific attention needs

3.3 Recognition and transfer of credits and prior learning

The centre must demonstrate that it has approved and implemented a credit recognition and transfer policy that complies with current legislation and is public available and accessible to students. The centre must keep an adequate record of all decisions on credit recognition and transfer and must show that decisions are made in accordance with the provisions of the [MCQES](#) and the learning outcomes specified in the degree programme.

Recognition of students' previous work and professional experience, carried out in accordance with legal requirements, and the learning outcomes acquired in this activity will also be assessed. The centre must demonstrate that recognition is adequately provided for the most relevant subjects or courses.

Ideally, the centre should analyse the academic progress of students who have obtained recognition and/or transfer of credits and prior learning.

The following *evidence* may be used to demonstrate that the centre's decisions on the recognition and transfer of credits and prior learning are adequate:

- E53. Regulations and criteria for credit recognition (including work and professional experience)
- E60. Register of assessment of the recognition and transfer of students' credits and prior learning
- E55. Website and other public information

This evidence may be accompanied by the following *indicator* (broken down by bachelor's and master's degrees):

- I52. Percentage of credits recognised with respect to the total number of credits enrolled on all degree programmes

3.4 Certification

The centre will be assessed to ensure it has a policy and process or procedure for the certification of students' acquisition of learning outcomes in accordance with the [MCQES](#) and that it complies with current legislation and the university's own regulations. The certification process will be checked to ensure that certification of acquisition is suitable for the degree programme discipline and academic level.

The mechanisms the centre has in place to ensure the registration and integrity of issued certificates and diplomas will be assessed.

The following *evidence* may be used to demonstrate the adequacy of procedures for the certification of students' learning acquisition:

- E61. Regulations on registering, issuing and storing students' grades
- E62. Examination review regulations
- E63. Regulations on the issuing of diplomas

DIMENSION 4

TEACHING STAFF

The centre ensures that it has a sufficient number of competent and suitable teaching staff and applies sustainable, fair and transparent processes for their recruitment and personal and professional development.

- The academic credentials of the teaching staff are adequate to teach the qualifications offered by the centre.
- The teaching staff have the necessary accreditation, as established by regulatory requirements.
- The teaching numbers at the centre are sufficient to provide the academic courses.
- Recruitment of new teachers is consistent with the established profile for teaching staff and the characteristics of the degree programmes.
- Selection processes are fair, reliable, ensure non-discrimination and avoid conflicts of interest.
- The training needs of teachers are assessed and the activities scheduled are easily accessible.

4.1 Teacher profiles

The suitability of current teaching staff will be assessed in relation to their knowledge, teaching ability and qualifications, taking into account the degree programme and courses they teach. The centre must demonstrate that the teaching staff have at least the same level of education as the degree programme they teach or, where appropriate, equivalent professional experience, in accordance with the [MCQES](#). In the latter case, the centre must demonstrate this equivalence. Special emphasis will be placed on ensuring the professional competence of the associate teaching staff.

If the centre offers degree programmes or courses as blended, distance or dual training, it must demonstrate that its teaching staff are sufficiently competent pedagogically in these modes, as well as in the use of technologies for online teaching.

The percentage of doctoral and accredited doctoral teaching staff on the centre's degree programmes and that this is in line with regulations will be assessed. The teaching and research merits of these teaching staff will also be verified. In particular, the research activity of teaching staff on university Master's degree programmes will be assessed to ensure it has been accredited.

Other aspects assessed are the extent to which teaching staff are temporary and their gender composition.

The following *evidence* may be used to demonstrate the suitability of the school's teaching staff profile:

- E50. Degree programme course plans (indicate area of knowledge, category, doctorate, accreditation, 6-year research periods and transfer, Assessment Support Programme for University Teaching Activity (DOCENTIA) and tenure)
- E64. List of active faculty research projects (Master's only)
- E65. Teachers' professional experience
- E55. Website and other public information

The following *evidence* may also be used:

- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicators*, broken down by gender and grouped by bachelor's and master's degrees:

- I10. Percentage credits taught by doctoral and accredited teaching staff on all degree programmes
- I11. Percentage credits taught by non-accredited doctoral teaching staff on all degree programmes
- I12. Percentage of credits taught by non-doctoral teaching staff on all degree programmes
- I13. Percentage of credits taught by tenured teaching staff on all degree programmes
- I53. Percentage of credits taught by teaching staff on an active six-year research period
- I54. Percentage of credits taught by teaching staff on an active five-year DOCENTIA period (public universities) or positive DOCENTIA assessment (private universities)
- I50. Student satisfaction (with teaching staff)

If the university has systems in place, the indicators on percentage of credits taught by the teaching staff can be transformed into percentage of credits received by students.

4.2 Sufficiency of teaching staff

The centre must demonstrate that teacher numbers and their hours are sufficient to ensure the normal implementation of the centre's academic courses and that the teaching staff to students ratio is adequate and meets stipulated requirements.

The centre and its providers must demonstrate that their selection processes are fair, reliable and ensure non-discrimination on the grounds of birth, race, sex, sexual orientation, religion, opinion or any other personal or social condition or circumstance. The composition of the staff should reflect the adequacy of these processes.

Ideally, the centre should establish a list of teaching and research staff posts in relation to university training activity and anticipate present and future needs and risks associated with staffing.

The following *evidence* may be used to help the centre demonstrate it has sufficient teaching staff for to properly cover training activity:

- E20. Related processes and procedures (teacher selection, recruitment and management)
- E66. Detection of teaching staff requirements

The following *evidence* may also be considered:

- E25. List of posts
- E07. Improvement plan(s)
- E13. Risk management plan(s)

The evidence may be accompanied by the following *indicators*:

- I55. Ratio of full-time equivalent (FTE) students to FTE teaching staff
- The indicators for sub-standard 4.1 with regard to staff gender composition

4.3 Teacher training

Teachers' sufficient knowledge of contemporary developments in the discipline or field they teach and skills in up-to-date teaching methods appropriate to their subjects and courses will be assessed.

The centre must demonstrate that its teaching staff have access to general or discipline-specific in-service professional development training, whether offered by the centre itself, its providers or the university. The adequacy of training activities will be assessed in terms of the type and discipline of the degree programmes offered by the centre and the number of people trained each year.

Opportunities to improve staff's teaching should be based, among other things, on student feedback, so full access is needed.

The following *evidence* may be used to demonstrate that teacher training actions are appropriate:

- E20. Related processes and procedures (teacher training)
- E67. Assessment of the training plan (which must include the list of training activities in which the centre's teaching staff have participated)

The following *evidence* may also be used:

- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicator*:

- I56. Percentage of teaching staff who have taken part in academic training activity

DIMENSION 5

STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

The centre should ensure that degree programmes are delivered in a way that encourages students to take an active role in the learning process and that student assessment reflects this approach.

- Teaching methods and activities are satisfactorily aligned with learning outcomes.
- The teaching-learning process respects and caters for students' diversity and needs, allowing for flexible learning paths, fostering their autonomy and promoting mutual respect in the teacher-student relationship.
- The assessment systems and criteria are varied, innovative and appropriate for certifying and distinguishing learning outcomes.
- Bachelor's and master's degree final-year projects and internships are monitored and assessed with relevant and appropriate criteria.

5.1 Teaching methodology and training activities

The centre's learning and teaching strategy and how it is implemented for its degree programmes will be assessed. This strategy must cover all degree programmes and be reflected in their subjects and courses; it should be suitable for the level of training, the teaching mode and the degree programme disciplines and take into account and respect the students' diversity.

The learning strategy must be student-centred and accreditation will assess the extent to which this occurs in the centre's degree programmes. The key elements in this educational model are (LEA, STEPHENSON, TROY, 2003; BRANDES, GINN, 1996; O'NEILL, 2005):

- student participation and involvement in their own learning, with an active role and more autonomy;
- a more equal relationship with teaching staff, permitting student growth and development so that the student-teacher relationship is built on mutual respect and creates greater interdependency;
- more responsibility and accountability on the part of students;
- teachers as key players in facilitating learning and providing access to and knowledge of teaching resources; and
- a reflective approach toward the teaching-learning process by both teachers and students.

The teaching methodology and training activities the centre has implemented in its subjects and courses will be checked to ensure they are appropriate for students to acquire the expected learning outcomes. On university Master's degree programmes, they should enable acquisition of advanced knowledge, skills and competencies and provide knowledge of research methods applicable to the field of work or learning or the corresponding professional practice. Students must be informed of the methodology and training activities prior to enrolment.

Special attention will be paid to internships and bachelor's and master's degree final-year projects

How the effectiveness of methodologies and training activities is analysed and, if necessary, revised and improved will be assessed.

The following *evidence* may be used for the centre to demonstrate the relevance of teaching methodologies and training activities:

- E68. Educational model of the centre or university
- E31. Subject or course teaching guides

The following *evidence* may also be used:

- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicators*:

- I50. Student satisfaction
- I57. Teacher satisfaction

5.2 Assessment

The school must have a policy, process or procedures for the assessment of student learning outcomes. These results should be public and accessible to all the centre's stakeholders and ensure the integrity and security of the process. Implementation of the necessary mechanisms to ensure the identity of the student, especially in online assessment tests and detect plagiarism and copying will be assessed.

The assessment methods implemented by the centre will be checked to ensure they are suitable and relevant to demonstrating students' acquisition of all expected learning outcomes and whether they satisfactorily meet the characteristics of the degree disciplines. Assessment methods must also ensure that the grades awarded reflect the students' level of acquisition. Students must be informed of the results of the assessment activities, provided with an adequate analysis of the level they have acquired to enable them to improve and guaranteed a review of the results.

The centre should show that its assessment practices make provisions for learners' specific needs, such as disability and other special educational needs, and are adequately adapted.

The following *evidence* may be used for the centre to demonstrate the relevance of the assessment activities:

- E68. Educational model of the centre or university
- E31. Subject or course teaching guides
- E69. Students' assignments (representative of the type of subjects and grades)

The following *evidence* may also be used:

- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicators*:

- I50. Student satisfaction
- I57. Teacher satisfaction

DIMENSION 6

LEARNING AND STUDENT SUPPORT RESOURCES

The centre provides guidance services and adequate and effective resources for student learning.

- The material resources available are appropriate to the number of students, the characteristics of the course and the educational model of the centre.
- Teaching and learning support infrastructures respond appropriately to students' learning needs.
- The academic guidance services provide adequate support for the learning process, and the professional guidance services facilitate entry into the labour market and/or professional development.

6.1 Facilities and infrastructures

The institution must ensure that the facilities and other educational infrastructures are sufficient, relevant, up-to-date and accessible to all students for all degree programmes. This applies to face-to-face, distance and blended learning. In this context, the technological infrastructure, especially for degrees offered in blended and distance learning modes, will be assessed to ensure it is dimensioned to support the entire student body and is permanently accessible. The infrastructure will be assessed in terms of security, reliability and privacy for both students and teachers. It should also permit students to be uniquely identified.

The educational facilities and infrastructure should allow for smooth interaction between students and teachers and should be fully accessible to students with disabilities. The facilities and rest of the educational infrastructure should be designed to avoid bias based on gender, race, origin or any other personal or social condition or circumstance.

The centre will be assessed on whether it gathers the opinions of teachers, students and administrative and service staff and takes them into account for its improvement.

The following *evidence* may be used for the centre to demonstrate the suitability of the educational facilities and infrastructure:

- E20. IQAS processes and procedures (management of educational facilities and infrastructure)
- E70. Educational facilities and infrastructure
- E71. Detection of needs regarding facilities and infrastructure
- E13. Risk management plan(s)
- E14. Contingency plan(s)

The following *evidence* may also be used:

- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicator*:

- I58. Number of security incidents in the education infrastructure

6.2 Learning support services and resources

The assessment of learning resources and support services will take into account three main aspects: quality, adequacy and access. The adequacy and consistency of learning support services and resources in relation to the discipline of the degree programmes and subjects and the teaching methodology will be assessed. Learning resources should be consistent with students' learning needs, regardless of their mode of participation. This includes both general learning resources and those specific to a degree programme, discipline or subject. The centre will ensure access to all recommended teaching materials in the degree subjects and/or course, either in physical form or online.

The appropriateness and effectiveness of academic and employability guidance will be assessed. This guidance should be adapted to the disciplines and teaching modes. The centre must ensure equal access to all support and guidance services and respect the students' diversity.

Learning guidance and support services must be managed by a sufficient number of staff, who are qualified to perform the necessary tasks and given sufficient training opportunities to improve their activity. The degree to which the centre is involved in defining the criteria for the staff selection, assessment and professional development will be assessed.

The centre will operate responsibly and proactively to create an environment of well-being and safety for all students. The centre must therefore have sufficient capacity to respond to possible incidents and detect potential risks. In particular, actions envisaged to prevent aggression and bullying and improve the safety of the educational community will be assessed.

Staff and students should be clearly informed that the centre takes a zero-tolerance approach to sexual assault and harassment, whether on the basis of race, sexual orientation or any other circumstance. Information on guidance and other student support and counselling services should be public and accessible to the whole educational community.

The centre will be assessed on whether it gathers the opinions of teachers, students and administrative and service staff and takes them into account for the review and improvement of processes associated with the learning support resources and services.

The following *evidence* may be used for the centre to demonstrate the relevance of its learning support services and resources:

- E20. IQAS processes and procedures (student support and guidance)
- E37. Tutorial action plan(s) (TAP)
- E72. Vocational guidance plan or actions
- E38. List of student support and guidance services

The following *evidence* may also be used:

- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicators*:

- I50. Student satisfaction
- I57. Teacher satisfaction
- I59. Percentage of students using tutoring

DIMENSION 7

IMPLEMENTATION OF THE IQAS AND ACADEMIC RESULTS

The centre has implemented an IQAS that includes processes for collecting information to analyse and improve its training activities and the IQAS itself. The results of training programmes are adequate in terms of learning outcome acquisition, academic performance indicators, satisfaction and finding employment.

- The IQAS has been implemented and undergoes constant review and improvements.
- IQAS processes are adequate and efficient and allow for proper monitoring and improvement of its activities.
- Students acquire the intended learning outcomes.
- The academic results, satisfaction levels and employment outcomes of training programmes are adequate and consistent with those of similar degree programmes in the same discipline.

7.1 IQAS implementation, review and improvement

The IQAS is expected to specify procedures for all academic activity. The end goal of the IQAS should be to facilitate continuous improvement in the centre's training programmes. The IQAS will be assessed to ensure its continuing alignment with the recommendations in the [*Guia per a la certificació de la implantació de sistemes de garantia interna de la qualitat*](#) (Guide to Internal Quality Assurance System Implementation Certification).

The centre's IQAS is at the heart of institutional accreditation, as all its standards are directly related to IQAS processes. But institutional accreditation goes beyond initial certification, as its implementation includes the effectiveness of its processes and, especially, that of the teaching-learning process through its outcomes. The effectiveness of these processes thus permits assessment of the degree to which institutional accreditation standards are met.

This sub-dimension assesses those aspects of IQAS implementation that cannot be observed in the above dimensions, such as information gathering processes, document management and the review and improvement of processes and the IQAS itself.

The effectiveness of the IQAS process for collecting information on the centre's academic activities will be assessed. The data and indicators collected must be relevant for assessing implementation of training programmes and the IQAS itself. The information collection system may be the centre's own system or one that is fully or partially centralised for the university,

but in either case it must provide the centre with all the information necessary for proper analysis and decision-making.

The centre must will demonstrate that its IQAS review process is adequate, effective and sustainable and that the review and improvement of the IQAS processes are carried out in light of the results. The improvement plan resulting from the review must be properly formalised and evidence-based, and its implementation must be regularly monitored; the planned actions must be appropriate for improving the training programmes. Registration and analysis of all implemented actions will enable the centre to make better decisions on future improvement actions. In this respect, it is essential that the IQAS is provided with an effective document management system.

The stronger the evidence of effective IQAS implementation, the greater the evidence is that the centre has an institutionalised culture of continuous improvement and, therefore, the greater the possibility of obtaining or maintaining institutional accreditation.

The following *evidence* may be used for the centre to demonstrate that the IQAS is effectively implemented:

- E20. IQAS processes and procedures
- E73. IQAS review reports
- E16. Centre and degree programme monitoring reports
- E07. Improvement plan(s)
- E74. Document management tools
- E02. Dashboard or similar

The evidence may be accompanied by the following *indicators*:

- I60. Percentage of improvement actions not implemented
- I61. Percentage dashboard indicator objectives achieved

7.2 Training programme outcomes

The centre must demonstrate that its students perform well academically and acquire the expected learning outcomes. Understanding student performance through monitoring and analysis is fundamental to the success of higher education.

In terms of learning outcomes, the centre must demonstrate that graduates have achieved the learning outcomes initially envisaged in each of their degree programmes and that they match the educational level of the MCQES and their discipline. The assessment systems in place should serve to demonstrate the acquisition of learning outcomes. Results should be analysed and procedures revised if reasonable learning outcomes are not being acquired. This analysis must be documented in accordance with the mechanisms set out in the IQAS, and AQU Catalunya must have access to it.

The centre must collect and constantly update a set of indicators and academic data on student performance, satisfaction and employability. Indicators and data should be appropriately

segmented, if the size of the population allows, by entry pathway, admission profile, gender, country of origin and cohort. This catalogue should contain a historical series long enough to observe trends in the indicators and establish whether they are one-off or sustained over time. The scope of actions taken by the centre to correct deviations will largely depend on trends in the indicators. Regular analysis of academic results is essential for the continuous improvement of training programmes and other academic activities carried out by the centre.

The centre must regularly gather the opinion of enrolled students, graduates and their teaching staff on all relevant aspects of university training. This information should be processed and analysed in a similar way to other indicators and academic data.

It would be recommendable for the centre to compare its results with those of similar centres and degree programmes in its immediate environment and also, if possible, in Spain and the European Union. It would also be good practice for the centre to use the analysis of academic results to detect potential risks in student progress.

The following *evidence* may be used for centre to demonstrate that academic results are good:

- E69. Students' assignments (compulsory subjects, internships and final-year projects)
- E16. Centre and degree programme monitoring reports
- E75. Learning outcomes assessment document
- E07. Improvement plan(s)

The evidence may be accompanied by the following *indicators* (including trends for the previous six academic years and broken down by gender):

- I62. First year drop-out rate
- I46. Drop-out rate
- I47. Student progress rate
- I48. Graduation rate
- I49. Average length of studies
- I63. Degree programme efficiency rate
- I64. Employment rate (AQU Catalunya survey)
- I65. Work to study programme suitability rate (AQU Catalunya survey)
- I50. Student satisfaction
- I66. Graduate satisfaction
- I57. Teacher satisfaction

DIMENSION 8

PUBLIC INFORMATION

The centre adequately informs all stakeholders of the characteristics of the programme and the management processes that guarantee its quality.

- The centre publishes truthful, complete, up-to-date and accessible information on the characteristics of degree programmes and their delivery.
- The centre publishes information on academic results and levels of satisfaction among students and staff, and publishes the results of the centre's institutional accreditation and/or degree programmes.

8.1 Quality of information

AQU Catalunya will assess the implementation of the process in order to publicly report on the most relevant aspects of the implementation of its training programmes for enrolled and potential students (national and, where appropriate, foreign). Accessibility of public information to all stakeholders (students, faculty, families and society at large) and its adaptation to their different profiles will be checked. All information should be available on the centre's institutional website, but may also be supplemented by other means.

The Agency will assess how up-to-date this information is and its structure, aggregation and accuracy. It is mandatory for the public information to be gender-sensitive and free of bias based on sex, gender, sexual orientation, race, origin or any other personal or social circumstance.

The centre will demonstrate that all information provided on its website is accessible to people with disabilities and special educational needs and follows good practices in this regard.

The following *evidence* may be used for the centre to demonstrate it provides quality public information:

- E20. IQAS processes and procedures (public information)
- E55. Website and other public information
- E16. Centre and degree programme monitoring reports
- E07. Improvement plan(s)

The following *evidence* may also be used:

- E76. Public information accessibility audit

The evidence may be accompanied by the following *indicators*:

- I50. Student satisfaction
- I66. Graduate satisfaction
- I57. Teacher satisfaction

8.2 Content of the information

With regard to entry and admission to degree programmes, the centre must provide, at least, up-to-date information on the conditions for entry, admission criteria, additional courses, price per ECTS and other costs associated with enrolment.

It is essential that students are properly informed of their rights and duties during their studies. For this reason, the centre should provide full information on academic regulations, including mechanisms and pathways for complaints, grievances and suggestions. Students should also be able to access the IQAS and other regulations or policies on gender equality, non-discrimination, promotion of diversity, treatment of disability, etc.

With regard to information on the curricula, the centre must provide students with access to the teaching guides for the subjects and/or courses with information on the ECTS and their distribution, expected learning outcomes, contents, timetables, teaching methodologies and activities, bibliographic resources and activities and assessment criteria.

It is essential for the centre to publish up-to-date information in the profiles of the teachers on the centre's degree programmes, so that students can make an informed choice of subjects and courses, if necessary. The minimum information required is a brief CV of the professor with the most relevant aspects of his/her teaching and research career and contact details.

AQU Catalunya will check that the centre publishes up-to-date information on academic outcomes, student and faculty satisfaction, job placement and the results of the centre's institutional accreditation. If available, the centre is expected to publish the results for the last six years.

The centre should publish relevant information on student and faculty mobility, learning resources and student guidance and support services.

The following *evidence* may be used for the centre to demonstrate that the content of the information it publishes is relevant and pertinent:

- E20. IQAS processes and procedures (public information)
- E55. Website and other public information
- E16. Centre and degree programme monitoring reports
- E07. Improvement plan(s)

BIBLIOGRAPHY

BRANDES, Donna; GINNIS, Paul. 1996. *A Guide to Student-centred Learning*. Chetelham: Nelson Thornes.

LEA, S. J.; STEPHENSON, D.; TROY, J. 2003. *Studies in Higher Education*, 28 (3): 321-334.

O'NEILL, Geraldine; McMAHON, Tim. 2005. «Student-centred learning: What does it mean for students and lecturers?» A: *Emerging Issues in the Practice of University Learning and Teaching*, editat per Geraldine O'Neill, Sarah Moore i Barry McMullin, 27-36. Dublín: All Ireland Society for Higher Education (AISHE).

ANNEX

EVIDENCE AND INDICATORS

Below is a list of the evidence, indicators and data that have been identified in this guide and that the centre may provide to AQU Catalunya to demonstrate compliance with the standards for institutional accreditation. The list is for guidance and might not be complete, depending on the history, nature and operation of the centre; others items may therefore also be provided. Some of the evidence proposed here might also be used to demonstrate standards have been met in other dimensions not listed in this guide.

It is the function of the External Review Committee appointed by AQU Catalunya to assess the relevance and quality of the evidence, indicators and data provided by the centre and, where appropriate, request that complementary evidence be provided to verify the degree to which the standards have been met.

In the tables, the dark colours (green for evidence and blue for indicators and data) indicates the item is highly relevant to the assessment of the corresponding sub-dimension. Their absence will therefore make assessment more difficult and most likely require the External Review Committee to ask for new evidence and indicators. The light colours indicate additional evidence and indicators that the centre may include in order to better assess the sub-dimension.

TABLE 1. EVIDENCE	DIM. 1								DIM. 2			DIM. 3				DIM. 4			DIM.5		DIM.6		DIM.7		DIM.8		
	1	2	3	4	5	6	7	8	1	2	3	1	2	3	4	1	2	3	1	2	1	2	1	2	1	2	
E01. Strategic Plan (SP) or similar	█	█	█	█	█	█	█																				
E02. Dashboard or similar	█	█	█	█	█																						
E03. SP monitoring reports, achievement of objectives or similar	█			█	█																						
E04. Analysis of the alignment of the centre’s objectives with the university	█																										
E05. Centre-university relations and competencies (CP)	█																										
E06. Affiliation agreement and affiliation monitoring (CA)	█																										
E07. Improvement plan(s)	█	█		█	█	█	█		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
E08. Centre organisation chart		█																									
E09. Regulations of the governing bodies and committees		█																									
E10. Suggestions and complaints management tools and registers		█																									
E11. Financial reporting, internal auditing, etc. (CP, CA)		█																									
E12. Minutes of governing bodies and other committees		█	█	█	█	█	█				█																
E13. Risk management plan(s)		█	█		█	█	█					█					█					█					
E14. Contingency plan(s)		█																				█					
E15. Map of the centre’s degree courses			█																								
E16. Centre and degree programme monitoring reports			█							█													█			█	
E17. Specific reports analysing the current training offer and possible future changes			█																								
E18. Benchmarking reports			█																								
E19. Human resources policy				█	█																						
E20. IQAS processes and procedures				█	█	█			█	█	█	█	█					█	█			█	█		█	█	
E21. Centre’s academic personnel structure and staffing				█	█																						
E22. Criteria for teaching staff entry or recruitment				█	█																					█	
E23. Criteria for support staff entry or recruitment				█	█																					█	
E24. Teaching and support staff assessment reports				█	█																						
E25. List of posts				█														█									
E26. Internationalisation policy					█																						
E27. Specific analysis reports					█	█																					
E28. Curriculum internationalisation analysis report					█																						
E29. Distance learning policy						█																					
E30. Technological tools used in distance learning						█																					
E31. Subject or course teaching guides						█			█	█												█	█				
E32. Actions within the SDGs																											
E33. Gender Equality Plan and its results																											
E34. Sexual, gender and sexual orientation harassment protocol																											
E35. Support actions for students with disabilities																											
E36. Entry and admission criteria for students												█															
E37. Tutorial action plan(s) (TAP)													█														
E38. List of student support and guidance services																											
E39. Knowledge transfer, research and services																											
E40. Fairs, conferences, sessions, etc. for secondary school students																											

TABLE 1. EVIDENCE (cont.)	DIM. 1								DIM. 2			DIM. 3				DIM. 4			DIM.5		DIM.6		DIM.7		DIM.8				
	1	2	3	4	5	6	7	8	1	2	3	1	2	3	4	1	2	3	1	2	1	2	1	2	1	2	1	2	
E41. Job fairs for the centre's students							■																						
E42. Teaching staff outreach activities							■																						
E43. Quality assurance structure organisation chart								■																					
E44. Quality team responsibilities, functions and objectives								■																					
E45. Professional profile of quality management staff								■																					
E46. Degree programme reports									■																				
E47. Degree programme verification reports								■																					
E48. Centre and degree programme monitoring assessment reports (AQU)									■																				
E49. Degree programme accreditation reports (AQU)									■																				
E50. Course plan for degree programmes										■							■												
E51. Timetable for current degree programmes										■																			
E52. Guidelines for bachelor's and master's degree final-year projects										■																			
E53. Regulations and criteria for credit recognition											■																		
E54. Sequencing of simultaneous degree programme offers											■																		
E55. Website and other public information											■																	■	
E56. Register of results from the application of admission criteria											■																		
E57. Transition and reception plan for new student entrants											■																		
E58. Criteria for additional training requirements											■																		
E59. Rules for permanence												■																	
E60. Register of assessment, recognition and transfer of credits												■																	
E61. Regulations for registering, issuing and storing student grades													■																
E62. Examination review regulations														■															
E63. Regulations on the issuing of diplomas															■														
E64. List of teaching staff's active research projects (MU)																■													
E65. Teachers' professional experience																■													
E66. Detection of teaching staff requirements																	■												
E67. Assessment of the training plan																		■											
E68. Educational model of the centre or university																			■										
E69. Students' assignments																				■									
E70. Educational facilities and infrastructure																					■								
E71. Detection of facility and infrastructure needs																						■							
E72. Vocational guidance plan or actions																							■						
E73. IQAS review reports																								■					
E74. Document management tools																									■				
E75. Learning outcomes assessment document																										■			
E76. Public information accessibility audit																											■		

Agència per a la Qualitat del Sistema Universitari de Catalunya

October 2021 · AQU-51-2021



Web: www.aqu.cat · Twitter: [@aqucatalunya](https://twitter.com/aqucatalunya)